NZ ARMY
NGATI TUMATAUENGA

NZ ARMY JOURNAL

FOURTH EDITION

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The intent of the *NZ Army Journal* is to encourage professional thought and debate within the New Zealand Army about the profession of arms.

The *NZ Army Journal* provides a means for soldiers and officers to present their ideas and views about how the New Zealand Army prepares for and conducts operations. Articles, debates and opinions are invited and actively encouraged from all ranks, including ex-military and specialist subject areas related to the military or areas of operation.

The focus of this publication is the tactical and operational conduct of military tasks. Organisational and strategic/political matters are outside the scope of this publication. Generally speaking this publication deals with 'military art' (e.g. capabilities, deployable organisation, training, TTPs/SOPs, military equipment etc.) and professional development. Anything that a normal corporate entity deals with, will in most cases be outside the scope of this publication (e.g. HR policies, finance, recruitment etc).

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SUBMISSIONS

The notes/guidelines below are designed to assist in the production of all articles, opinion pieces and book reviews. Submissions that do not conform to the below may be rejected/returned for reformatting/editing by the Journal Editorial Advisory Board. Article length (including endnotes):

Journal Articles: 2000–5000 words | Opinion Pieces: 1000–2000 words | Book Reviews: 500–800 words | Exceeds 5000 words in length. Format/ Style: 12 point Ariel | 1.5 line spacing | 2.5 cm margins on all sides | Endnotes rather than footnotes | Automatic wordprocessed endnotes, table and figure captions and cross-references | New Zealand spelling (e.g. –ise not –ize).

CONDITIONS OF RELEASE

Table of Contents

Editorial Notes

Make Shift Happen

The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it. – Michelangelo

As we approach the four-year anniversary of the 'new' *NZ Army Journal*, it is a great opportunity to reflect on the journey and how far we have come. To put it all into context, four years ago, the Chief of Army published the Army 2020 Strategy that outlined five supporting themes. Creating a platform to support debate and discussion in the form of a journal publication was part of Theme Four – Trusted Professionals. When starting out, one of the challenges we faced while working on the publication was: Why do we need a journal? How can it support the Army 2020 Strategy? And, what will take it from good to great?

New Zealanders have a reputation as people who think differently and challenging the status quo seems to be the norm. As a country that was only inhabited by human beings around 1000 years ago, the first people to arrive had to be explorers, pioneers and have a robust attitude towards adventure. To survive you had to innovate and be curious about life. Failure was inevitable for these settlers and in order to survive, you had to fail, learn, innovate and adapt. That pioneering spirit still exists today more than ever and the NZ Army is no exception. Whether it is a practical solution to a problem or overcoming resources or personnel limitations, as an organisation against the odds we make it work time and time again. New Zealanders 'make shift happen' but formally capturing that pioneering spirit stills requires work and that is where this publication becomes so valuable. This publication should be seen as a platform to enhance professional curiosity and promote military writing across our organisation and coalition partners.

Some of the biggest concerns when working on the journal four years ago were whether or not there would be sufficient submissions for each publication or that interest would fizzle out with little or no ongoing support materialising. However, the exact opposite effect has been experienced. This year, there were over 30 submissions with multiple inquiries for the fifth edition in 2018. This is a significant increase over the early editions and a positive move in the right direction but this number could easily double if we were to address the multiple reasons why articles are never submitted. These range from not having enough time to finish working on a paper, to that personal internal narrative telling you that no one will be interested in what you have to say. The self-deprecating feeling of 'is this good enough?' often causes a reluctance to share our ideas or can lead to complete inaction. Whatever the reason, we really need to reframe the way we think about sharing ideas and opinions. For our organisation to grow, to change, to be agile and keep up with our allies and to overcome our adversaries, we need to continually challenge and grow our professional curiosity. If you have recently written a paper about a subject you are passionate about – consider sharing your passion through the journal. Be the tall poppy to our organisation so that others will be inspired to do the same.

As an organisation of approximately 6800[1] (including Army Reserves, civilian personnel and volunteers), every idea, concept and opinion counts. With the NZ Army's ***Future Land Operating Concept 2035*** (FLOC35)[2] recently published, we as an organisation have a real opportunity to discuss, support and shape our future force. How do we want our organisation to operate, educate, train, support and assist in the future? The supplementary publication to the journal called ***Face the Future: Concepts of Force Design*** supports discussion on the FLOC35. It is highly recommended that you review the supplementary publication and consider starting your own discussion based on the key questions in FLOC35.

The shift in promoting writing to share ideas and opinions starts with the reader. It starts with the soldier on the ground who is curious and innovates, it starts with the commander and manager who want to challenge the status quo, it starts with the leader who wants to lead and inspire. Ultimately, the journal is your platform to shape our organisation for the future. So, do not underestimate the value you can bring to our organisation no matter your rank, age, gender or background. Besides, it is not the size of the dog in the fight, it is the size of the fight in the dog that counts.

1 http://www.nzdf.mil.nz/personnel-records/personnel-branch/

2 http://www.army.mil.nz/about-us/our-key-documents/future-land-operating-concept-2035.htm


Panasonic

Artwork by Mrs Janita Purcell

PASSCHENDAELE 12 OCTOBER 1917

Miss Fu-man Yang

October 12, 1917
5.25am opening barrage began
Second New Zealand infantry brigade and third NZ rifles
Walked on
Walked on
Mud and rain and pain
That dragged them every centimetre marched
Much closer to the grave
Cloaked by blinding gas
Suffocated
Drained
No respite
No energy left to fight
And still ...
The enemy rattled through belt after belt while the New Zealanders fell by the score
They fell on Gravenstafel road tangles in wire
No call to retire
They fought on

On October 12 1917
3:00pm another push
This time halted
and the dying slowed
846 sons of NZ mothers fell
That darkest day before the dimming of the light
In the dawn eight kilometres gained
At the cost of 846
106 men and boys for every one kilometre won
But what a loss
Of NZ sons and lovers, men and boys

12 October 2017
We will remember them
They who were young, straight to limb, true of eye, steady and aglow
The sons of NZ mothers, the lovers, the brothers, the men and boys from Aotearoa
We will gather in the half light at the dawning of the day
In a foreign field
Where row on row on row the poppies grow
Like a korowai bestowed by Papatuanuku
To cover up our men
To protect them from their foes
A foe who too lies
in a country that is not their own
A generation that will never return to their home

On this day
12 October 2017
We stand beside them as we could not do in battle
Our men, our boys from Aotearoa

Haere rā e tama
Haere rā
Haria rā te aroha i ahau
Aue! me tangi noa
Ahau ki muri nei
He ngākau tangi noa

We their people weep again
In Passchendaele 100 years today

Miss Fu-man Yang[1]

1 Fu-Man Yang is a Year 13 student at Tauranga Girls' College. The History Department at the school has featured commemorations of World War 1, including a Field of Remembrance of the 110 soldiers from Tauranga who lost their lives during the Great War. Last year the Head of Department organised a school group of 28 which visited and undertook fieldwork at the battle sites of Somme and Passchendaele. As part of the centenary this year, students were encouraged to enter the Ministry of Veteran Affairs secondary school's competition, resulting in Fu-Man's winning entry. Fu-Man has an all-expenses paid three-week trip to Europe in September/October including attending as a New Zealand Youth Ambassador at the National Commemoration Service on 12 October at Tyne Cot Cemetery. She also won $2000 and received a cheque for this from the Hon. Simon Bridges at a school assembly.

Sand model – Niger – Photo by Mr Jason Rogers

NINE CULTURAL CONSIDERATIONS FOR TRAINING OR MENTORING FOREIGN TROOPS

By Mr Ben H. Beets

Mr Ben Beets is currently a policy analyst at Headquarters New Zealand Defence Force.

This article provides nine cultural considerations for training or mentoring foreign troops. These considerations are focused at the tactical level and are derived from first-hand discussions with New Zealand, Australian, Canadian, British and United States personnel who have recently conducted a training or mentoring deployment; this article is for practitioners not academics. The core point of this article is to start tactical level discussion and awareness around cultural considerations of training and mentoring foreign troops. The key 'so what' for each of the nine considerations are:

» **Communication**. Communication is the most important thing you need to understand because without it, you will not be able to pass on knowledge to your trainees or mentees; without effective communication, you will not be able to do the job.

» **Religion**. With several recent missions to countries where religion is immensely important, the second consideration illustrates how religion needs to be respected and understood. While planning training or mentoring, religious factors need to be considered.

» **Family and Tribe.** Everybody has a family; it is a useful topic of discussion that links everyone. Also, a trainee's or mentee's allegiance may be to tribe or family before country.

» **Military Culture.** The distinction between commissioned and non-commissioned personnel, and discipline are used as examples to illustrate the differences in military cultures. The key point is, as with culture more generally, military cultures will also be different.

» **Motivations**. When considering the motivation of a mentee or trainee, the key point is that everyone is motivated by different things.

» **Corruption**. Corruption is frustrating for Western personnel and it is very unlikely you will be able to do anything about it.

» **Education**. The differing levels of literacy and numeracy form the two main aspects of the education consideration. The key take-away is to not assume a level of knowledge, experience or education in anyone.

» **Food and Nutrition**. Food is a great way of getting to know people across cultures. The nutritional element discusses the effect of trainees and mentees possibly not having an appropriate dietary intake.

» **Time**. The last consideration discusses how cultures view time differently. Where Westerners view time sequentially (things happen one after the other), many other cultures view it synchronously (everything happens at once).

Why is it worth reading?

I think this is an important topic because personnel who have enhanced cultural awareness are better prepared to impart more quality knowledge to those of different cultural backgrounds. This makes the transfer of knowledge more seamless and the results that are sought strengthened. I decided to write this article after speaking with several colleagues about their time training or mentoring foreign troops. I found that these soldiers and

officers had an immense level of knowledge and experiences that others preparing to deploy could apply to current operations.

Why only Afghanistan and Iraq?

I accept that because the examples in this article were predominantly drawn from experiences in Iraq and Afghanistan, the considerations outlined have a bias toward representing those cultures. However, other discussions with colleagues about training and mentoring deployments to East Timor, Vietnam, Malaysia, the Solomon Islands, Mali and Bangladesh make me think that they are still useful more broadly than Afghanistan and Iraq. The nine considerations are not necessarily the only or most important considerations; they are a consensus view of people who have been out and experienced training or mentoring foreign troops. The nine considerations will be covered in more depth following a brief discussion on what culture is.

What is Culture?

For the purposes of this article, culture is defined as a collection of values, attitudes and beliefs which a group of people share. I will explain further using the cultural iceberg metaphor. This metaphor uses an iceberg to simplify the complexity of culture; there are certain cultural elements one can see, like an iceberg's tip.[1] However, much of culture, like an iceberg, is unobservable. The cultural elements above the surface are usually easy to understand and thus observable, things like music, dress and food. Characteristics you can't immediately see, the things that lay below the surface, are much more difficult to observe and understand; these include values, attitudes and beliefs. Lists of cultural do's and don'ts, which are often handed out on pre-deployment training, may be useful to understand very basic, above the surface, cultural elements. However, lists, including the nine in this article, cannot fully explain complex cultural elements. Therefore, more time needs to be invested in reading and observing the more complex elements of another culture.

Communication

Communication is the most important thing you need to understand. If you cannot pass on knowledge to other people, you are wasting your time training or mentoring foreign troops. As well as attempting to learn as much of the local language as you can, the purposeful employment of interpreters was the number one recommendation given by personnel on the topic of communication. Indirect communication and body language are two other facets of communication that will be discussed in more detail here.

Language is at the focal point of culture. As a New Zealand Army Warrant Officer Class Two explained; "the language barrier was the main (cultural) issue – we had one interpreter for two Western mentors". Because you will not usually speak the same language as the people you are training or mentoring, you will most likely conduct some form of pre-deployment language training, typically over half a day, possibly slightly longer. On the short language course, you will not have time to learn complex vocabulary; you will learn basic greetings and how to introduce yourself. Speaking several words of the local language is not enough. You may be directing, spotting, mentoring or training soldiers who can't speak your language. They will be learning how to use weapon systems and you will be right next to them.

Without interpreters, or embedded language specialists, you would not be able to communicate effectively with your trainees or mentees to the required level of understanding. This basic point illustrates the immense value of having quality interpreters and the need to purposefully employ them to their full capacity while also respecting them. There is an art to the employment of interpreters. It is not as straightforward as talking at them and expecting the same message to get to the person you are wishing to communicate with. The US Field Doctrine ***Counterinsurgency*** provides basic guidance on how to best employ interpreters to their full potential and was provided during discussions as a good place to start.[2]

Learning language is not just about words. The emphasis and tone you place on words, even the meaning of words, can be different across cultures. Personnel had experienced occasions where trainees and mentees had used indirect language, something they were not used to and generally struggled to understand. Westerners, who generally tend to be more direct in conversation, may think about being indirect as talking around an issue or even being rude. For example, in Iraq, a common way to say no to a question is to say "I'll see what I can do". The indirect use of words in the Middle East is linked to deep cultural values and customs; instead of being a rude thing to do, indirect communication provides Arabs, as well as other peoples, with a method of not confronting people and thus not discrediting

a person's honour and pride. In their eyes, being indirect in certain circumstances is the opposite of being rude.

Communication is not limited to spoken or written words. Non-verbal communication, including body language, is an important means to transfer knowledge and feelings. As with very different languages and scripts, different cultures have different ways to non-verbally communicate. For example, in Western countries, the thumbs up gesture is a positive thing to do, usually meaning good, awesome or yes. The same gesture in traditional Middle Eastern culture translates roughly to "up yours". In another example of non-verbal communication, a New Zealand Army Captain deployed to Iraq found himself in a close trusted professional relationship with the Iraqi Army Major he was assigned to train; "I became very tight with the Major I was training – we became close and often held hands". Holding hands between heterosexual males in Western cultures is not the norm, but this Captain understood that by doing so he would be communicating a level of trust and acceptance with the Major, as well as accepting an aspect of the local culture.

Religion

I would ask the Afghans – where are your sentries? They would say – we don't need sentries, inshallah.

New Zealand Army Staff Sergeant

Two main themes came out of discussions about religion and training or mentoring foreign troops; the first theme was a requirement to attempt to understand the local religion. The second was a practical requirement to accept that throughout the deployment, possibly every day, there may be certain religious commitments (i.e. prayer times) that the trainee or mentee may have to undertake.

Personnel I discussed the topic of religion with explained that those who attempted to understand and respected the local religion generally did a better job on deployment. A practical example illustrates the complexity and value of this point. A Canadian Army Warrant Officer found that understanding how religion and beliefs may be linked was important to shape learning, show respect and build rapport. The Canadian Warrant Officer had discussed with Arabs how oil was produced in the ground over thousands of years through geological processes. An Arab soldier disagreed and stated that "this can't be, it is Allah's will that we have crude oil – Allah made the crude". Over half of the class agreed with the Arab soldier. After being initially shocked at the soldier's response, the Warrant Officer attempted to understand the topic from their point of view. He accepted that the Arab's perception as well as the general Western perception of the topic were both realities (in other words perception is reality).

As well as being the right thing to do, fitting with the ethos of Western militaries, respecting the trainee's and mentee's religion does have an operational effect; several personnel explained that individuals who attempted to understand and respect the local religion generally held the trust of their trainees and mentees enabling greater interaction, thus producing greater effect.

Several personnel explained that during a training day, there may be instances when a trainee or mentee has prayer times or other religious commitment. A New Zealand Army Staff Sergeant noted that the fasting month of Ramadan was an extremely important period of the year in Iraq and Afghanistan. During Ramadan, trainees and mentees may travel home for days at a time, away from the training location. The New Zealand Staff Sergeant noted that during Ramadan his trainees had not eaten for much of the day and were obviously hungry and tired. The key recommendation on this point was to plan for religious festivities and events throughout the deployment and every day.[3] As a British Warrant Officer Class Two explained, the month of Ramadan may not be the ideal time to conduct the most physically strenuous activities. This theme is in line with a recent article in the *British Army Review* by Captain James Pastouna.[4]

Family and Tribe

This consideration discusses how the topic of family can be used as a way of connecting with others. It also discusses how different cultures may think of family and tribal allegiances differently than Westerners. Everyone has a family; it is one of the few things that link everyone. A New Zealand Army Warrant Officer Class Two noted that "a great way of building rapport was asking questions of the (Afghan) soldier's family". Most personnel had spoken with their trainees or mentees about family. The trainees and mentees generally showed great interest in stories and photos which connected and built trust with their trainees and mentees. As

British Army Major Rupert King-Evans stated in a recent ***British Army Review*** article, "Take and show photographs of your children and modest photos of your spouse. This will help create a sense that you are a family man as well as making the indigenous force see you as a human being."[5]

While asking questions about the families of trainees and mentees, it was recommended that personnel are cautious asking about sensitive topics; in Iraq and Afghanistan this included asking about the trainees' or mentees' female family members. Also, a British Army Warrant Officer Class Two explained that "in cultures where family and clan are important you are expected to do your duty and have children". It may appear odd to some cultures, including in the Middle East and South Asia, if a middle-aged male does not have children and a wife.

In Iraq and Afghanistan, personnel found that trainees' and mentees' allegiances are sometimes more to their family or tribe than to their country. Where Westerners may show allegiance to their government or nation, others may have a stronger allegiance to their local tribe or other social structure. This may be understandable given that central governments at times lack the ability to provide services to the trainee's or mentee's family in isolated areas or conflict-prone districts. Tribal dynamics are complex and are not the subject of this consideration; for those interested in learning more about tribal dynamics see David Ronfeldt's ***In Search of How Societies Work: Tribe – the First and Forever Form***.[6]

Military Culture

Like different countries, militaries across the world have different cultures. Some militaries are culturally like others, for example Australia, New Zealand and Canada, while others may be very different. The distinction between commissioned and non-commissioned personnel, and discipline are the two examples this article uses to discuss military culture as a key consideration while training or mentoring foreign troops. The key take-away is to remember that the military culture of the force you are training or mentoring will be different than your own.

A US Marine Corps Major and a New Zealand Army Captain who had both deployed to Iraq were particularly struck by the work routine of Iraqi Army officers. Iraqi officers would generally not want to train alongside their soldiers because it showed they "did not already know the skills" and could have conflicted an Iraqi officer's honour in front of his men. Moreover, the New Zealand Army Captain felt that Iraqi officers are treated like "gods or kings" by soldiers, as well as Iraqi society more generally. The distinction between the commissioned and non-commissioned in Afghanistan was also raised by a New Zealand Army Warrant Officer Class Two. The Warrant Officer explained that even though the senior Afghan non-commissioned officer he was assigned to mentor had combat experience and had been to university, he was not respected "because of the way Afghan military culture is – officers run everything and NCOs (non-commissioned officers) have little respect or responsibilities – he was not respected at all!". The relationship between Arab/South Asian officers and soldiers is very different than the relationship between Western officers and soldiers. This theme shocked several personnel during their deployments.

Western military personnel are used to strict discipline when training – standing up during lectures to ensure you don't fall asleep is an example and it trains personnel to think about being disciplined on sentry in the cold hours of the night. When Westerners get it wrong (i.e. fall asleep on sentry or in the class room), Western personnel are conditioned to think being disciplined by the chain of command is fair and just. However, as a New Zealand Army Warrant Officer Class Two put it, Western punishment or corrective training for things like falling asleep during class never worked when training the Afghan National Army (ANA). One example included ANA personnel being ordered to crawl across the parade ground by Western trainers for falling asleep in class; it never happened. "The ANA superiors didn't allow it; you cannot put Western military discipline over Afghan society – it just doesn't work." One of the key reasons why it would "never work" in Afghan society revolves around saving face, honour as well as their own military traditions.

Motivations

Western soldiers are motivated to join and stay in the military by different things; some just need a job, others want a steady income or education, while others seek out a professional military career. The varying nature of motivations in the military is shared across cultures – those I discussed

this topic with all agreed and your training or mentoring audience will be no different – they will be motivated by all sorts of things. Following is an extensive list of factors personnel raised when asked what motivated the foreign troops they had trained or mentored: ***family, tribe, nationalism, competition, money, never about money, pride in oneself, to do well at their job, fear of punishment from their higher (command), hatred of the enemy, scared of the enemy, leave for the weekends, leave in general, hatred of extremism, sense of duty, to stay alive and go home, pride, the will to take control of their own destiny, time of the day, time of the year, what was going on nationally or locally or in the media and what was going on at home.***

A US Marine Corps Major who was deployed to Iraq in a training role explained that although money was the main motivating factor for the troops he was training "even that did not motivate most of them". A New Zealand Army Staff Sergeant who had deployed to Afghanistan in a mentoring role noted that "some of the highly motivated pers (personnel) wanted to learn, wanted their country to get better. The less motivated pers were at times, less educated, malnourished, or were sick". Some of your trainees or mentees may appear less motivated than military personnel you are used to dealing with. A minority of troops may appear to "just not care" as a New Zealand Army Captain put it. Personnel felt that the best way to approach this dilemma is to try and discover what could motivate the individual. When considering motivation, the key point is that everyone is motivated by different things.

Corruption

> ***There's a sociologist who spent a lot of time [in Afghanistan] who asked Americans to define what corruption is. They would say something like, 'when you give your cousin a job.' Then he went to Afghanistan and asked them to define corruption, they said, 'that's when you have a job to give and you don't give it to your cousin.'***[7]
>
> ***Journalist David Brooks***

Corruption is a social construct that is perceived in different ways by people of different upbringings and cultures. Experiences of personnel have shown that Westerners will very likely encounter an effect of corruption during a training or mentoring deployment. The best way to deal with it is to accept that, however frustrating it may be, you will not change other peoples' views of corruption during your deployment.

The experiences of several personnel agree that Westerners generally struggle to understand or cope with corruption, as they see it. Personnel have struggled to comprehend that perceived negative activities that Westerns may call corrupt, may just be ways of life. Seemingly negative activities such as nepotism (i.e. giving your cousin a job over a person who has the right qualifications and experience[8]) that appear to corrupt Western ideals may be functional in tribal-based cultures, such as in Afghanistan.[9]

Most personnel spoke of instances on deployment where they experienced the results of corruption. The most common way personnel saw corruption, or a result of corruption, was trainees and mentees not having serviceable equipment because it had, in their view, most likely been syphoned off. Examples included trainees and mentees not having body armour, ammunition and fuel for heating, even though it had already been provided. Equipment that is sold to a third party creates several second-order effects, including the point that the equipment now may be in the hands of adversaries.

It is useful to look at this topic through their eyes; selling issued equipment, as well as other forms of corruption, may meet the immediate needs of a family, such as food or heating over winter. Trainees and mentees, especially at the lower end of the rank ladder, may have no say in selling their issued equipment. It may be people higher up the chain of command that are profiting. Corruption is a complex and sensitive topic which is viewed differently across cultures. The people you are training or mentoring may have a very different attitude to corruption.

Education

Several of the personnel noted experiences in which they had to deal with people who had differing levels of education; some trainees and mentees could not read, while others could not count. Personnel generally agreed that different education standards could complicate communication between a trainer/trainee or mentor/mentee and possibly result in a negative relationship if the issue was not dealt with in a sensitive manner. The two main educational aspects that personnel raised were literacy and numeracy.

Literacy among Western military audiences is generally high because of education standards and facilities. As such, Western military education is organised with the assumption that personnel will be able to read and write. However, this assumption does not apply across all cultures, as a New Zealand Army Captain discovered during his deployment to Afghanistan. The Captain found that an Afghan National Police officer did not require map reading lessons as he believed he already had an intimate knowledge of the entire province. The Captain did not push the matter with the Afghans as he suspected "his (Afghan) literacy was not up to map reading". The Captain's example illustrates the fact that trainees and mentees may not be able to read material that others would assume Western soldiers could.

A British Army Warrant Officer Class Two agreed and recommended that an increased emphasis on models, sand tables and practical lessons instead of formal lectures where notes would have to be taken, would help illiterate or less-literate trainees and mentees to overcome learning difficulties. A New Zealand Army Sapper with a background in understanding cultures and religions thought that oral histories (war stories included) would be well received by less literate trainees or mentees, especially within tribal-based societies. Instead of tedious acronym-led PowerPoint lectures, oral histories could be a way to overcome illiteracy while still delivering meaningful training and mentoring advice.[10]

Basic numeracy was the other key educational factor raised by personnel. A New Zealand Army Warrant Officer Class Two explained a remarkable story of his time in Kabul training the ANA. The Warrant Officer watched an officer cadet do over 40 press-ups and then asked him, through an interpreter, how many press-ups he did; the cadet replied "30" as he thought it was the right amount he had to do. The Warrant Officer later discovered that the Afghan could not count. Education levels, especially literacy and numeracy, should be considered by trainers and mentors when delivering training and interacting more generally. The key point is to not assume a level of education in an individual. Once it is understood what his or her level of education or understanding is, trainers and mentors should consider how to best impart the required information without humiliating the trainee or mentee.

Food and Nutrition

Always eat the local food – I always had goat, naan and rice. This was a massive boost to the relationship.

New Zealand Army Staff Sergeant

To varying frequencies, all trainers and mentors had eaten with their trainees and mentees. The first part of this consideration highlights the value in sharing food with those you are training or mentoring. The second part of this consideration, nutrition, looks at how the trainees and mentees may have a poorer diet than you, possibly resulting in exhaustion.

Food is a great way of getting to know people. As an Australian Army Lieutenant Colonel who recently deployed to Iraq put it "there's no better way to build rapport than to 'break bread' while experiencing host-nation hospitality and culture. Whether it be sharing chai before training, or Iftar – the evening meal to break the Ramadan fast – after training…".[11] US Field Doctrine ***Counterinsurgency*** agrees while noting that trainers "…should willingly accept many aspects of the local and national culture, including food (if sanitation standards permit)".[12]

As ***Counterinsurgency*** notes in brackets, although it may be a good idea from a cultural point of view to eat the local food, personnel do need to be cautious of different hygiene levels. A British Army Warrant Officer Class Two recommended that where appropriate, "inviting indigenous forces to eat with the trainers is a good way to avoid any issues (with food hygiene) especially as the trainer's food is generally locally sourced but possibly prepared to a better standard with regards to health". While offering trainees food, it may be worth thinking about if the food is prepared to halal standards if in a Muslim country. On one occasion, food that was offered to Afghan soldiers by New Zealanders was rejected because it was not halal.

Although it will not be your task to worry about the trainee's or mentee's food intake, nutrition is an important factor to consider when training or mentoring foreign troops. Several personnel explained that because of their poor diet, trainees and mentees often had lower alertness and were sometimes exhausted. For example, a New Zealand Army Captain found that foreign troops he was assigned to train often had very little protein in

their diet and linked this with soldiers sometimes being too weak to conduct physically orientated tasks. During Ramadan's fasting, this theme could be amplified. Consider how training could best consider a lack of energy at a certain time of the day.

Time

…actions that took place centuries ago sound like they happened yesterday… [13]

British Army Captain

This consideration discusses how concepts of time are different across cultures. Whereas urgency and timeliness are generally valued by Western society, as well as instilled in Western military personnel, the same cultural concepts are not as important in other cultures.[14] This consideration also discusses how cultures may value a sequential or synchronous approach to time.

Following his deployment to Afghanistan where he helped train Afghan National Police, a New Zealand Army Captain thought that one of the biggest cultural themes that he remembered from the country was the locals' concept of time. He noted that "it can be extremely frustrating trying to work in a culture where urgency is not valued". The core recommendation raised by personnel was to remain flexible with the people you are training or mentoring; they may not consider being on time for a planned meeting is important like Westerners often do.

Timeliness is an aspect of a sequential way of valuing time. Western cultures generally value time sequentially, in other words ordering a day with items one after the other in a methodical way; giving all your attention to one topic at a time.[15] For example; a training lesson takes place at 0900 followed by a morning tea at 1030, another lecture at 1045, lunch at 1200 and afternoon lectures etc. Key effects of this Western norm include a significant valuing of short snippets of time, an expectation for fast results and short memories.

In other cultures, Afghanistan and Iraq included, time is not as precise while these cultures generally order their day in a synchronous manner; multiple things happening at once. These cultures generally use a synchronous approach to manage their day which may appear chaotic to Westerners. Basically, these cultures may not put all their attention into one thing at a time. For example, while conducting an official meeting these individuals may also use their phones and not consider this rude, as a US Marine Corps Major discovered. While conducting the same official meeting, and on the phone for a period, they may want to eat, drink, meet others, talk about family and not talk about business at all. This can be frustrating for Western military personnel but while deployed it is more important to be flexible and try and understand they may not consider timeliness important at all; their trust is more important than any meeting.

Conclusion

If the Afghans tell you they are going to look after you, it means a lot.

New Zealand Army Staff Sergeant

During the discussions and background work on this article, I asked everyone how they generally found working with the foreign troops and what recommendations they would want to pass on to someone preparing for a training or mentoring role. Most personnel answering the first question about how they found training or mentoring agree with three simple words of a New Zealand Army Captain "challenging, but rewarding". The challenging part for most personnel was cultural frustration whereas the rewarding part was, ironically, overcoming the frustration and building strong relationships.

An experienced colleague of mine once provided an invaluable piece of advice. It was something along the lines of "don't expect anyone else to feed you the exact information you need – you need to actively seek it out yourself". Your deployment doesn't start once you arrive in theatre. Your deployment starts as soon as you find out the news that you will be committing a significant amount of time training or mentoring foreign troops. This is when you start your own appreciation of the environment; you need to read as much as you can about the local culture and language. Another colleague provided me with another piece of advice; "once you are deployed, conduct regular section/squad level debriefs dedicated to the topic of culture as it affects your mission". As you would with battle preparation, use the down-time you have to prepare for your mission. The core point

of this article was to start tactical level discussion around cultural considerations of training and mentoring foreign troops.

Prior to his current role, Mr Beets was an operational analyst at Headquarters Joint Forces New Zealand. In 2016, he graduated from his Masters in Strategic Studies at Victoria University having focused on the political influence of Southeast Asian militaries.

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Endnotes

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Photo courtesy of UNHCR

LESSONS ENCOUNTERED DURING THE BATTLE FOR MOSUL

By Mr Ruben Stewart

Mr Ruben Stewart was a United Nations Civil-Military Coordination Officer in the Mosul region.

Introduction

Over the last fifteen years I've seen every Middle Eastern conflict on the ground and up close through direct engagement: in Iraq during the insurgency twelve years ago, in Lebanon during the war with Israel of 2006, three Israeli offensives on Gaza, Syria in 2012/2013 and Yemen in 2015. I returned to Iraq in August 2016, where I served until recently as a United Nations Civil-Military Coordination Officer liaising with the Iraqi Security Forces (ISF) and Coalition Forces (CF) as they planned for and retook Mosul from ISIS. Initially this meant participating in the planning for the operation at the Combined Joint Operations Centre (CJOC) Main in Baghdad and then during the operation being part of the CJOC-Tac in the vicinity of Mosul. A key component of that role was advising on civilian aspects of the operation to the ISF Comd, CoS, J3, J5 in addition to regular contact with Divisional Commanders and their Train and Assist counterparts including Civil Affairs (CA) personnel.

One striking lesson from all of this experience is that 'how you win' is more important than the actual winning. In some instances, winning badly or through poor conduct may mean you have achieved less than those who had lost. Genuine and durable victories are assessed more on the basis of the moral conduct by the parties to the conflict rather than on just the military performance of the combatants.

Aversion to casualties amongst our troops is a major factor nowadays. This is also matched by concern among the international audience in regard to the casualties amongst and treatment of civilians. The UN Secretary General recently noted that in modern conflicts civilians constituted close to 90% of all casualties. However, physical injury or death is only one type of harm that can befall civilians during war. Civilians are also often displaced, tortured, besieged, raped, enslaved, abducted, stolen from, used as human shields, forcibly recruited and generally exploited since they are unable to defend or protect themselves. This is in addition to them surviving in dire conditions caused by war such as the loss of family and friends, destroyed homes and livelihoods, and the prevalence of and susceptibility to disease and famine.

It's important at the outset to outline the differing interpretations of Protection of Civilians (PoC). A normal military perspective is that physical protection through abiding by Law of Armed Conflict (LOAC or as it's more commonly referred to, International Humanitarian Law or IHL) is sufficient, whereas the humanitarian version of PoC extends to preventing abuse, discrimination, exploitation and discrimination as framed in LOAC/IHL, Human Rights Law and Refugee Law. But it is now common understanding that the treatment of civilians extends beyond that stipulated just in LOAC and a greater degree of care towards civilians must be taken. Those legal responsibilities include ensuring that civilians have access to humanitarian support – either by the authorities controlling an area or by allowing humanitarians agencies into those areas to deliver assistance and for civilians to have access to critical services.

Recent counter-insurgency (COIN) experience has brought the civilian dimension to the forefront of military planning and operations, but it must also be remembered that civilians and their treatment by combatants is a key component, if not the key component within conventional operations as well, especially given accelerating urbanisation. In COIN, our concern was that killing or mistreating a civilian would turn their family against us, but that same concern exists in conventional operations as well.

The PoC has become an increasingly important strategic outcome of any military operation and the price for not protecting civilians is severe. Whilst tentative steps towards addressing the civilian dimension have been taken by various military forces, such as NATO's PoC policy, these are still at the nascent stage and much can be learnt from Iraq's recent experience in retaking Mosul.

Some militaries now recognise that PoC issues such as civilian casualties can reduce domestic and international support for an operation and undermine the longer-term objectives, thereby affecting mission success. Militaries must also now recognise that other PoC issues as per the humanitarian definition can have the same effect if not adequately addressed. The Mosul experience was characterised by both positive examples and, towards the end of the battle, negative examples with reports of mass casualties from airstrikes, use of Improvised Rocket Assisted Munitions (IRAMs), extra-judicial killings, torture and mistreatment that all undermined the perception of and support to the forces involved.

Mosul

The Battle for Mosul was an intensive military operation beginning in October 2016 that concluded with the Iraqi Prime Minister declaring Mosul cleared on 10 July 2017. This gruelling nine-month urban battle saw over 1 million civilian inhabitants flee the city as it was re-taken from ISIS, the equivalent of over two-thirds of the population prior to the operation. The operation to retake Mosul was the culmination of almost a year of operations by the ISF to retake other parts of Iraq from ISIS and was especially significant in that it was the second largest city in Iraq and largest urban area held by ISIS.

As home to approximately 1.5 million Iraqi civilians, the humanitarian component of the planning and conduct of the Mosul military operation was paramount. When Mosul was captured by ISIS in mid-2014, the group had enjoyed the tacit – and in some cases active – support of many Sunnis who felt neglected by the primarily Shia government in Baghdad. To ensure the support of these Sunnis in a post-ISIS Iraq, both military and civil efforts were undertaken to win them back. Primary amongst the military efforts was the recognition that civilian casualties and damage were likely to further damage the government's perception and perpetuate the sense of alienation amongst Sunnis.

The Centrality of Protection of Civilians in the Mosul Operation

On 30 September 2016 during the planning for the retaking of Mosul, the Iraqi Prime Minister and Commander-in-Chief decided that the ISF, in addition to the military operation, would be the Iraqi body responsible for coordinating the support to and movement of civilians fleeing from the city during the fighting. This decision to assign this role to the ISF was taken on the basis that civilians were being used as human shields by ISIS, making the operation akin to a very large-scale hostage recovery situation where the primary military objective was to rescue those civilians and in the process re-take Mosul from ISIS. The protection of civilians in this military operation was therefore more than just a LOAC requirement: it became the key component of mission success, and a deeply personal issue since a number of ISF officers were from Mosul and still had family and friends inside the city.

The net effect of this PoC focus for Mosul at a tactical level was a more methodical scheme of manoeuvre, some collateral damage analysis of and restrictions on the use of fires and a significantly slower operational tempo. All of these tactics resulted in a battle that placed Iraqi troops at greater risk, creating a dilemma that was an ongoing topic of debate among ISF officers and their political masters. Despite these measures, there were instances of civilian harm as a result of ill-discipline and a lack of accountability which eroded the stature of the Iraqi victory and led the government to state it would initiate investigations into such misconduct.

International opinion is shaped beyond adherence to LOAC as seen by opinions on use of indirect fires in built-up areas. Whilst there is an absence of legal prohibition on specific weapons being used in built-up areas, the UN and the International Committee of the Red Cross (ICRC) continue advocating against the use of explosive munitions with large blast and fragmentation due to the harm they cause to civilians and civilian infrastructure, and some military forces have realised that they are, due to the harm caused, counterproductive to any military campaign. To understand the danger posed

to civilians by these weapons, a robust pattern of life analysis – which requires a thorough understanding of the human terrain – must be conducted and incorporated into the Collateral Damage Estimate (CDE). The use of IRAMs, which was in effect a flying barrel bomb, by some of the units involved was widely condemned and advocated against by international organisations.

The targeting of civilian objects is prohibited by LOAC, but experience indicates that, especially in built-up areas, such objects often become collateral damage. The impact of inadvertent damage on critical infrastructure often exacerbates the humanitarian situation for the civilians, which coincides with periods of time when their need is highest. This is especially so in regard to health, where damage to not only health facilities but electrical, water and waste management services can create significant second-order health risks from disease etc. Furthermore, these services often rely on sub-surface infrastructure such as water and sewage networks that cannot be visually identified by targeting cells using normal Intelligence Surveillance Reconnaissance (ISR) methods. This became rapidly apparent in Mosul when airstrikes were used to crater roads in order to prevent Vehicle Borne Improvised Explosive Devices (VBIEDs) approaching the ISF Forward Line Own Troops (FLOT) and such ordinance led to damaged water and sewage networks. Essential services for the civilian population are a complex, interdependent and fragile web in which a disruption to one service has a knock-on effect to others, especially in regard to the provision of electricity upon which all services rely. The lengthy time and cost to both clear an area of Explosive Remnants of War (ERW) and to repair such damaged infrastructure is a significant impediment on the resumption of essential services. In order to reduce the time of this repair in Mosul, it was common to find reconstruction work being undertaken less than one kilometre from the FLOT, which required the ISF to clear the area of ERW, allow access and in some cases, provide escorts for those undertaking reconstruction work.

Resumption of essential services requires more than just physical infrastructure. Appropriate staff are also required to ensure continued management, maintenance and operation of the infrastructure, as are consumables including spare parts. The absence of any one of these elements can affect the availability of essential services. In Mosul, once the ISF cleared parts of the city, the government sought to arrange that such staff, many who had become IDPs (Internally Displaced People) themselves during the fighting, were security screened as a priority, if their homes were habitable their return facilitated and salaries resumed. It also meant that critical consumables, including humanitarian items considered as dual-use, such as chlorine gas for water treatment, could be delivered to water treatment plants.

Another key aspect of the operation for Mosul was the screening of IDPs to identify ISIS members or those affiliated with ISIS. This process occurred during IDPs' movement from the FLOT to camps. Advice on how to conduct this screening was shared with the ISF and Ministry of Interior to ensure that not only the legal aspects were applied but that the conduct occurred in a manner that addressed PoC concerns. Humanitarian agencies and the ICRC were allowed access to some screening sites and thus were able to observe the conduct of screening troops including instances of mistreatment, to reduce family separation or to assist family reunification when needed.

Access during the Mosul Operation

As mentioned above, humanitarian access is the movement of civilians in areas, normally controlled by the military and other security services. This also includes the movement of humanitarian organisations to deliver first line assistance to IDPs, urgent reconstruction work and movement by the civilian population themselves – either away from the fighting or those returning after their homes had been retaken.

As part of the planning for Mosul, the roles of various organisations were clarified and coordinated. Humanitarian organisations provided health support through civilian Trauma Stabilisation Points (TSPs) which were often co-located with brigade level Casualty Collection Points (CCPs) since both civilian and military casualties often arrived on the same vehicles, and food and water at Muster Points (MPs) which were established immediately behind the FLOT. IDPs were directed by troops on the FLOT along specified routes to MPs and TSPs where they received immediate assistance and were gathered for onwards movement to camps. Depending on the severity and type of injuries, those emergency or critical trauma cases

Photo supplied by author

then entered a referral pathway to field hospitals or recently recaptured permanent hospitals that had been repaired, for further treatment. Given the dire conditions that civilians had suffered, especially in West Mosul that had been under siege for months, the provision of food and water was essential to sustain them as they moved further away from the fighting. As summer progressed, dehydration was a common ailment and rehydration salts became a standard part of that assistance at MPs.

In order for this humanitarian assistance to reach that close to the frontline, access was negotiated by the UN's Civil-Military team through a month-long permit signed off by an ISF Lieutenant General that allowed any staff and vehicles from humanitarian organisations to enter military controlled areas, passing over military bridges and through checkpoints to areas immediately behind the FLOT. This was supplemented by a 24/7 hotline staffed by the Civil-Military team where any delays could be immediately reported by humanitarians on the ground and then addressed through the channels to the relevant ISF command. Additionally, due to security concerns, escorts were often provided to UN agencies to act as guides to ensure only cleared routes were used, avoiding areas of ongoing fighting, and to assist in liaising with military staff, especially checkpoint staff, in those areas. For humanitarian movement in areas close to the FLOT or where control on the ground could be ambiguous, de-confliction was coordinated to prevent airstrikes on humanitarian convoys.

Since Mosul City is effectively subdivided by the Tigris River into East and West Mosul, the targeting of permanent existing bridges and the installation of temporary bridging was a key area of interaction between the ISF and the humanitarian community. The degrading of the five bridges within Mosul city was undertaken as a last resort to prevent the transit of VBIEDs from West to East Mosul. When planning for those strikes, consideration was given to key civilian concerns such as the ability of IDPs to continue utilising the bridges to escape on foot, that the bridge also supported water pipes and electrical lines that were suspended under the bridge deck and that damage should be minimal in order to expedite reconstruction. With those considerations in mind, the decision was made that multiple strikes using low-yield ordinance to create limited damage were to be employed, and at points between piers or on the actual approach slabs.

As standing bridges were degraded or destroyed, both military and civilian movement relied upon the installation of temporary military bridges such as Improved Ribbon Bridges (IRBs). Movement across temporary bridges was affected by rains and increased river flows and routine maintenance that reduced availability, an issue that was coordinated as per the access mechanisms discussed above. In some areas, the humanitarian community had greater need for bridging than the military actors. After the assault on West Mosul began, the ISF established an IRB in north Mosul to primarily respond to civilian demand for such access, especially for the transfer of patients, the movement of IDPs and the movement of humanitarians into north-west Mosul.

As mentioned above, the Iraqi Prime Minister assigned the responsibility for the movement of and support to the IDPs to the ISF with the support of other ministries and departments. Given the centrality of PoC to the operation, the ISF assigned a Lieutenant General (the same rank as the overall commander of the military operation) to undertake this role. This General was provided with a staff of over 80 officers and troops, some 180 buses and trucks and more importantly a mandate from the Prime Minister to coordinate the movement of IDPs from MPs, through screening sites and onto camps. Given the large role of the UN and NGOs in dealing with civilians in need, the UN Civil-Military team conducted almost hourly liaison between the humanitarians and this General and his team. We would update him on availability of camps so that the buses could be directed to camps ready to receive IDPs and would coordinate specific assistance requirements at locations such as MPs, screening sites and camps. Specific advice on how the movement of IDPs could be facilitated, such as separating routes to be used by military and civilian traffic, was shared from humanitarians to the ISF.

Another area of access advocated by the UN was allowing for the return of commercial traffic to recently retaken areas. In many of the areas retaken, the civilian population was in urgent need of food, water and other basic supplies but shops had been closed or destroyed during the fighting. Commercial suppliers of food and other supplies were eager to re-open their businesses, however military actors wanted to limit civilian trucks into their Areas of Responsibility (AORs). Pushing the ISF to allow commercial actors into such areas enabled civilians there to access supplies, preventing them from

leaving due to lack of food and allowed the private sector to return to business as quickly as possible with important economic spin-offs as normal life resumed. Amongst the businesses that returned quickly were cell phone companies, who immediately erected mobile cell towers in areas within days of them being retaken and undertook work to rehabilitate their permanent infrastructure.

Coordination with Humanitarians

The Prime Minister's decision to assign the ISF this role in relation to IDPs was made just over two weeks before the scheduled start date of the operation. Considering the scale and complexity of this role and its civilian dimension, I was deployed by the United Nations to provide expertise and aid the ISF in planning and implementing this crucial task. My role included constant and ongoing coordination during the actual conduct of the operation. Whilst military CA staff are usually able to assist to some extent, they were limited in numbers on the ground, they lacked in-depth knowledge of humanitarian operations required and had no contact with or tasking authority over humanitarian organisations responding on the ground.

Starting from August, I worked regularly with the ISF J5 and his team to plan their support to IDPs as part of the operation and as directed by the Prime Minister. The concept of IDP movement through MPs and onto camps was taken directly from UN documents and guidance and became the cornerstone of the ISF plan. The roles and responsibilities of various organisations, ministry/department and international organisations were also clearly spelled out in an ISF Concept of Operations (ConOps) for IDP support which included many of the humanitarian inputs. As an example of the type of recommendations shared with the ISF, the following are aspects related to the evacuation of civilians that military planners were asked to incorporate into their plans:

- Separating evacuation activity from normal military activity through spatial and temporal de-confliction measures, i.e. separate evacuation routes from those used for military movements.
- Considering the use of humanitarian pauses, even if unilateral, to facilitate evacuations.
- Rather than evacuate large areas at one time, evacuations should concentrate on a specific neighbourhood or suburb at a time.
- Selection of escape routes and locations that increase the security of the evacuees, i.e. routes that avoid known enemy concentrations or defensive measures and that provide concealment and cover from enemy forces, such as routes that do not run perpendicular to enemy positions, siting muster points in dead ground, potential use of obscurants to conceal movement across open ground etc.
- Neutralising or completely clearing ERW contamination from escape routes and muster points where possible.
- Receiving forces should be static whilst receiving evacuees, making them better placed to provide security to the incoming evacuees.
- Ensuring that escape routes (and timings if applicable) are communicated to all force elements capable, i.e. air, artillery of influencing the evacuation, through the appropriate Fire Support Control Measures (FSCMs) and Rules of Engagement (ROEs).
- That participating troops are adequately briefed on the activity and any changes to their standard Tactics, Techniques and Procedures (TTPs), Standard Operating Procedures (SOPs) or ROEs.
- Consider restricting the use of weapons to direct fire and non-high explosive (HE) natures and if HE is to be used it can only be in the form of Precision Guided Munitions (PGMs).
- Developing contingency plans based upon specific scenarios if the evacuation does not proceed as planned, i.e. if a safe route is no longer secure that should be immediately communicated to those attempting to use such a route.
- Ensuring that the receiving troops are prepared to handle the expected numbers without delaying their transit into safer areas, i.e. that physical search and backward movement occurs without civilians being

delayed in areas of danger such as waiting ahead of the FLOT. This may require the placement of additional troops and transport assets in proximity to the FLOT and Muster Points to handle such influxes.

» Utilising female staff to conduct searches of female civilians.

» An expedited method of evacuating medical cases, disabled or elderly people, children and those unable to self-evacuate including the forward placement of CCPs and TSPs with adequate transport readily available.

» In addition to health support, and as per the original ISF IDP ConOps, supplies of water, food and protection from inclement weather should be brought forward to sustain IDPs during their transit.

During the operation, I lived and worked in the CJOC-Tac at a location south of Mosul where constant ongoing liaison between the UN and the ISF/CF occurred. Primarily this was with the ISF J3, J5 and CF CA staff on matters relating to PoC and access issues, which became a regular agenda item at daily battle briefs and shift transitions. At the outset of the operation a set of Humanitarian Requests for Information (RFIs) were drafted, translated and posted within both the ISF and CF sides of the CJOC, information which was important as humanitarians worked close to the FLOT and therefore within range of small arms, mortars, rockets, Unmanned Aerial Systems (UASs) and sleeper cells. These included:

» regular updates on location of the FLOT – for the purposes of access, whether areas are a go or no-go;

» information on situations or threats which could potentially put civilians or humanitarian staff at increased risk;

» regular updates on changes to status of critical infrastructure (hospitals, water treatment plants etc.) including the status of routes, bridges etc.;

» any movement of IDPs not coordinated through process in the ConOps, including returnees – numbers, routes, ad hoc congregation/self-settled areas and final destination if known;

» any anticipated IDP movement as a result of planned military activities – anticipated date, numbers, routes/corridors, screening sites;

» any instances of services being unavailable to IDPs in camps, emergency camps and informal sites – primarily shelter, water, sanitation, food and health;

» any instances of IDP mistreatment.

The centrality of PoC in the operation and the ISF's reliance on the UN/NGOs dealing with affected civilians meant that the importance of this liaison role was quickly recognised by the military staff who were not used to civilians, let alone humanitarians, being in their operational centres. This process was aided by my military background meaning that no 'translation' from military-ese was required and that I was very familiar with the protocols, processes and practices of an operational HQ.

Clear expectations of the role and a sound professional relationship aided both groups in their tasks. Early on in the operation, UASs detected the movement of a convoy of civilians from villages south of Mosul, which as per the RFIs above was reported to me immediately. Direct engagement with the UAS operators meant we were able to determine numbers and expected destination, which I then conveyed to humanitarian partners on the ground, meaning that as the convoy arrived at the destination, a plan was already in place to receive and assist these IDPs.

In another instance, mortar fire ignited sulphur stockpiles at Munirah, releasing toxic sulphur dioxide gas that prevailing winds then spread through much of the area. Indeed, at the CJOC some 40km away, many staff wore masks due to the irritating nature of the gas on the ears, nose and throats. The UN has a standing roster of subject matter experts to deal with environmental hazards and within hours of the fire starting, I was speaking with an expert in the Netherlands whose suggestions and recommendations on extinguishing sulphur fires was passed onto the ISF, who then used that information to deploy the resources required to extinguish the fire.

In preparation for a prolonged siege of Mosul's Old City, a number of remote delivery modalities were investigated in conjunction with the ISF to

provide food to civilians. The lack of suitable drop zones and the risk that any bulk airdrops could be intercepted and diverted by ISIS meant that small food packets scattered from the air was considered the best option. Nutrition experts within the UN were consulted to compile a list of commercially available food stuffs that could be scattered by aircraft to the civilian population inside these areas. Whilst that food was procured by the ISF, the conditions inside the Old City never reached the point where food drops were required.

Another interesting component was providing inputs to the ISF on the content of leaflets dropped over Mosul, in broadcasts by ISF radio and through loudspeakers to civilians still in ISIS-held areas. The humanitarian community conducts regular and ongoing interviews of the IDPs and this open-source version of HUMINT can be useful in identifying the type of information civilians need to know as they flee and the situation in areas they fled from, which helps inform the planning by humanitarians. These messages included information such as the threat of ERW, how civilians should approach ISF forces, for example with white flags, not in vehicles etc., all in an effort to safeguard civilians as they fled ISIS-held areas and approached ISF troops.

However, much of the engagement was often on routine issues such as PoC and access reminding the ISF of their obligations, which would lead to modifications to Operational Orders, ROEs and the like. The mere presence of a humanitarian in their midst served to remind them of their responsibilities to the civilian population and the humanitarians supporting them.

Conclusion

The PoC is a strategic outcome and military operations and the tactics they employ must ensure this end state is met. Thanks to the widespread dispersion of mobile devices with an internet connection, modern warfare occurs under the scrutiny and judgement of every other person connected to the internet. The portrayal of even the most innocuous events conducted in compliance with the law can affect how the moral conduct of combatants is assessed. Therefore, every effort must be made to ensure that civilians in combat are treated not only in accordance with LOAC but in accordance with broader PoC standards. The Mosul experience also indicates that such conduct and behaviour must permeate through all layers of command and be constantly applied and monitored, as even one incident can undermine an entire battle. One way of ensuring that PoC is encapsulated in planning and conduct is to ensure the appropriate expertise is available to relevant military HQs through the use of appropriately trained and experienced liaison officers who can advise and assist in how this, and therefore mission success, can be best achieved.

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SERVICE WITHOUT HONOUR(S)?

By Captain Jeremy Seed RNZAEC

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In this article I set out to examine the way NZDF personnel have been recognised with Royal Honours since the creation of the New Zealand Order of Merit in May 1996.

There are anecdotal stories that honours awarded have greatly favoured commissioned ranks over non-commissioned and that the number of awards granted has diminished over time. I wanted to look at the overall picture of honours awarded to the Army to see if these claims had any validity.

Methodology

I obtained an online copy of every honours list since the Queen's Birthday Honours List of 1996 at the website of the Department of Prime Minister and Cabinet (www.dpmc.govt.nz). This site contains extensive information on the New Zealand Royal Honours system as the Honours Unit, which administers the system, is part of the Department of Prime Minister and Cabinet.

Typically honours are announced twice a year. There is a list every January titled the New Year Honours and one every June to mark the Sovereign's official birthday (the Queen's Birthday Honours). There have also been occasional special lists released at different times to record the awarding of gallantry and bravery awards. While I have noted these gallantry and bravery awards, I did not include them in my overall analysis. These awards are made on an as-required basis.

Disclaimer

I am not, nor do I profess to be, a statistician or mathematician. In that respect it is entirely possible there have been minor errors made in respect of some of the award numbers shown. However, if this is the case, only one or two awards may have been missed and any variation will not be significant in respect of the final analysis.

The data available shows the award made, the rank held by the recipient at the time it was made and the corps they were serving in at the time (information on which corps the recipient served in is not shown consistently for all awards from 1996 to the present).

There is no indication as to whether specific awards were made for operational, or non-operational service and I have not taken this factor into account in my analysis. Some awards, by their very nature (gallantry awards) must be operational and the nature of others could be determined by using the Official Information Act to access all award citations, however, that is a much larger piece of research than I have conducted here. The question of recognition for operational versus non-operational service is one that will have to be addressed in another piece of research.

The Honours System

The Sovereign is the fount of all honour, all honours flow from the Queen.

In New Zealand, anyone can nominate anyone else for an award. Within the NZDF, Defence Headquarters collates nominations and conveys them to the Honours Unit. Honours recommendations are compiled by the Government and submitted for approval to the Sovereign.

Prior to 1996 New Zealanders were eligible to receive the same awards as citizens in the UK and some other Commonwealth countries. While countries like Canada and Australia had created

their own honours system, New Zealand continued to make awards of Imperial honours. Various grades of the Order of the British Empire and the Orders of the Bath and Saint Michael and Saint George, had all been awarded to members of the NZDF at different stages.

Imperial Orders, like those named above, are awarded in different grades. A recipient may receive a low-grade award initially and over time, assuming ongoing merit, they could be elevated within the order, or for subsequent merit they may receive an award from a higher ranked order. This meant that there were multiple awards to recognise individuals as they climbed both promotional and meritocratic ladders.

However, all this changed with the creation of a uniquely New Zealand Honours system in 1996. The New Zealand Order of Merit was created in five grades, highest to lowest, these are:

» Knight/Dame Grand Companion (GNZM);

» Knight/Dame Companion (KNZM or DNZM);

» Companion (CNZM);

» Officer (ONZM);

» Member (MNZM).

This Order joined the Order of New Zealand (ONZ), which was instituted in 1987, and the Queen's Service Order (QSO) and the Queen's Service Medal (QSM), which were instituted in 1975 as uniquely New Zealand honours, replacing previously awarded Imperial honours. At the same time, awards of Imperial gallantry and bravery awards were also suspended, but no unique New Zealand awards had, as at that time, been created to fill the gap, so some acts of bravery and gallantry by New Zealanders at this time were recognised with the award of the New Zealand Order of Merit.

From mid-1996, the Orders within the New Zealand Honours system were ranked thus:

» Order of New Zealand (single grade);

» New Zealand Order of Merit (five grades);

» Queen's Service Order (single grade);

» Queen's Service Medal(single grade).

The first honours list in which these awards were bestowed was the Queen's Birthday Honours List of 1996. The QSO and QSM could not be awarded for military service and the ONZ, to date, has never been awarded to recognise military service, meaning that when the awarding of Imperial awards ceased, NZDF personnel could only have their efforts recognised by award of one of the grades of the New Zealand Order of Merit.

The Order of the British Empire was divided into two categories – civil and military. These categories were signified by the use of different ribbons on the civil and military awards. The New Zealand Order of Merit made no such distinction between military and any other type of service, so the ability to recognise service with a uniquely military award had been lost.

In 2007, the Distinguished Service Decoration (DSD) was introduced to specifically "recognise distinguished military service, by regular, territorial and reserve members of the New Zealand Defence Force, including command and leadership and service in an operational environment, or in support of operations". This addressed a perceived gap in the system in that there had not been a specific award to recognise military achievement.

Findings

In compiling this study, my methodology was deceptively simple – look at each honours list since the Queen's Birthday 1996 list (the introduction of the New Zealand honours system), note the awards made and record who had got what, noting, where possible, the ranks and the corps.

In the period under review (1996–present), there were 55 lists published, two every year and a number of special lists covering bravery and gallantry awards and events like the early East Timor deployments (published in 2000) and the Asian Tsunami (published in 2006).

There were a total of 202 awards bestowed to New Zealand Army personnel in the period under review. This compares to 97 for the RNZAF and 89 for the RNZN. Of that 202, 66 were awarded to non-commissioned personnel and the balance to those holding a commission.

The split by awards is:

- CNZM: 4 (all awarded to senior officers)
- ONZM: 35 (2 awarded to other ranks)
- MNZM: 103 (40 awarded to other ranks)
- DSD: 60 (20 awarded to other ranks)
- **Total**: **202**

The split by corps is:

- RNZIR: 49
- RNZE: 28
- RNZALR: 27
- RNZAC: 14
- RNZAMC: 12
- RNZA: 12
- NZIC: 6
- RNZSiGs: 4
- NZSAS: 4
- RNZNC: 3
- RNZMP: 2
- RNZAEC: 2
- RNZDC: 1
- NZALS: 1
- **Total**: **165**

Notes on the Breakdown of Awards by Corps

Not all lists show corps details for all recipients. Those who were Colonels and above at the time of the award did not have corps attributed to them in lists, hence the total number of awards shown by corps is less than the total of awards made.

Additionally, there were a number of awards made to personnel who were only identified by an initial with no rank or corps information provided.

Some awards shown for RNZIR may be NZSAS awards. Procedures have varied over time whereby some awards to members of the NZSAS were attributed to their original corps.

The split by rank is:

- LtGen: 1
- Brig: 10
- Col: 15
- LtCol: 37
- Maj: 47
- Capt: 14
- Lt: 9
- 2Lt 0
- WO1: 23
- WO2: 4
- SSgt: 11
- Sgt: 4
- Cpl: 11
- LCpl(e): 3
- Pte(e): 6
- **Total**: **195**

Notes on the Breakdown of Awards by Rank

Not all lists show rank details for all recipients. A series of awards were made to personnel only identified by their initials with no rank or corps detail provided, hence this table records only 195 awards.

The split by year of award is:

- 1996: 3
- 1997: 7
- 1998: 7
- 1999: 10
- 2000: 12
- 2001: 11
- 2002: 11
- 2003: 16
- 2004: 15
- 2005: 11

»	2006:	20
»	2007:	12
»	2008:	10
»	2009:	8
»	2010:	11
»	2011:	3
»	2012:	5
»	2013:	7
»	2014:	6
»	2015:	8
»	2016:	4
»	2017:	5
»	**Total**:	**202**

As can be seen from even a cursory glance at the list of awards by year, the years 1999–2008 were golden years in respect of honours and awards to New Zealand Army personnel. During this period all three services received a higher number of honours per annum than they currently do.

In addition to the number of awards decreasing, there was also a drop in the level of award made after the introduction of the Distinguished Service Decoration (DSD) in 2007.

The DSD is ranked as a sixth-level award while the MNZM is a fifth-level award. This means that when the MNZM was the most commonly awarded decoration to members of the NZDF, their achievements were recognised with fifth-level awards. Following the introduction of the DSD, the MNZM was awarded much more sparingly and NZDF personnel were now primarily recognised with a sixth-level award.

Thus the service being recognised was deemed to be worthy of recognition at a level below that previously awarded. However, this was a double-edged sword because the introduction of the DSD solved the problem of NZDF personnel being able to be recognised more than once without having to be simply elevated within the New Zealand Order of Merit.

Gallantry and Bravery Awards

The New Zealand Gallantry Awards and the New Zealand Bravery Awards were introduced in 1999. The awards replaced Imperial awards for gallantry in military circumstances involving confrontation with an enemy, or on peacekeeping operations and bravery in circumstances not involving conflict with an enemy.

Both sets of awards have four levels, New Zealand Gallantry Awards and New Zealand Bravery Awards:

1. Victoria Cross for New Zealand (VC);
2. New Zealand Gallantry Star (NZGS);
3. New Zealand Gallantry Decoration (NZGD);
4. New Zealand Gallantry Medal (NZGS).

1. New Zealand Cross (NZC);
2. New Zealand Bravery Star (NZBS);
3. New Zealand Bravery Decoration (NZBD);
4. New Zealand Bravery Medal (NZBM).

Perhaps not surprisingly, given the tempo of operations over the last decade, the majority of gallantry awards have been made to the Army. The list below shows gallantry and bravery awards to members of the NZDF:

»	VC:	1	Army
»	NZGS:	6	all Army
»	NZGD:	1	RNZN
»		9	Army
»		1	RNZAF
»	NZGM:	1	RNZN
»		10	Army
»		1	RNZAF
»	NZBM:	2	RNZN
»		6	Army
»		5	RNZAF

Conclusions

There is no one simple reason for why the number of honours to members of the NZDF and the Army have declined. Anecdotal evidence is that the NZ Police has also noted a decline in the number of awards, but does not attribute it to any single factor.

Like the NZDF, the NZ Police has scaled back their peace support operations globally. When on an operational footing, it makes sense that the majority of awards are given to those involved in operations, so it follows that when operations are scaled down, award numbers will follow.

The DSD is now the most commonly awarded honour to members of the NZDF, it is a sixth-level award that sits below the MNZM (and ONZ and QSO) in status. This, in itself, takes nothing away from the honour, but it does mean that actions that once were deemed worthy of a level-five award are now rewarded with a level-six award.

The creation of an honours system within the NZDF was a significant step. Commendations and the creation of the Defence Meritorious Service Medal have enabled the recognition of a wide range of achievements and individuals. This is all managed within the NZDF and has removed the need to go to any external agencies.

The NZ Police has, for many years, had a simple but extremely well used and respected commendation system. This system was enlarged in 2013 with the creation of the New Zealand Police Meritorious Service Medal. While NZ Police personnel are also eligible for, and do receive, Royal Honours, the internal honour system ensures the Police, like the NZDF, are able to honour those who achieve or excel at a level below that required for Royal Honours.

The reality of this situation is that all levels of achievement, by personnel of all corps and all ranks are able to be honoured. The fact that Royal Honours are seemingly harder to get than any others will ensure that the mana of the awards is respected and preserved.

THE ESTABLISHMENT OF CRIB 1 FROM THE MILITARY HISTORY ANGLE

By Dr Colin Robinson

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Since the end of the official Second World War military history effort, only patchy work has been done on military history in New Zealand. The Second World War histories produced under Howard Kippenberger after the war created a solid foundation for future efforts,[1] and these were followed by official histories of the New Zealand operations in Korea, Malaya and Vietnam. There have also been a variety of popular works on a number of New Zealand's wars written since the Second World War, but few have covered both political reasons and military operations with detailed exactitude. Yet from the late 1970s coverage falls off. If New Zealand military history is still expected to, in Ian McGibbon's words, "provide a record of New Zealand's activities in war that might be of use to the state in future emergencies, to meet a perceived demand among the public for accounts of New Zealand's participation in the various conflicts, and to provide a memorial to those who lost their lives on active service"[2] much remains to be done.

This gap is particularly evident when looking at some of the New Zealand Army's most recent operations, since 1990. A large variety of newspaper accounts and other varied reports have appeared, but few attempts have been made to sift and integrate initial reports, participant recollections, and documentary evidence in order to produce comprehensive historical writing that meets peer-reviewed standards. The most recent of the possible exceptions includes Nicky Hager's *Other Peoples' Wars*, which unfortunately is an admittedly political polemic as well as narrative. Its sometimes rather extreme view shines through on every page. John Crawford and Glyn Harper's *Operation East Timor* is more of a popular history whose emphasis was on serving a wider audience, instead of focusing on drawing military lessons for the future. It should be noted that for purely official circulation Headquarters Joint Forces New Zealand was able to direct a limited amount of effort into the production of a lessons booklet on the second series of Timor operations.

None of the work discussed above properly surveys Op CRIB in Afghanistan, the longest and largest of New Zealand's land operations since 1990, and the one whose operational environment most closely parallels the worst deployment challenges likely in the next 10 to 15 years. Op CRIB, deployed as part of a large US-led coalition, in the teeth of misguided Islamic extremism, faced a complex, adaptive counter-insurgency challenge, in a war-devastated inland environment. In contrast to many previous operations,[3] this was inaccessible from the sea, unlike in New Zealand's neighbourhood such as in the Solomons and East Timor. Logistical challenges, and access to Bamiyan, were formidable. CRIB showed many of the kind of challenges which are being encountered in Op MANAWA/MOHUA in Iraq. It represents more experience to learn from, relevant for Iraq, than the previous limited engineer deployment, Op RAKE, immediately after Iraq operations started in 2003.

The problem for the future is that history is best written with the input of the direct participants, as Major General Kippenberger and his team did after the Second World War. Efforts therefore need to start while those participants can give input and comment. Thirteen years after the beginning of Op CRIB, then-Prime Minister Helen Clark has moved from Wellington to the United Nations. But other key Defence participants are beginning to leave the stage; attempts to confirm the then-Chief of Defence Force's availability to provide

input were met with the news that this could not be confirmed in the light of his health. The NZDF Afghanistan oral history project also will fill some of the gaps. But questions should really be asked of participants based on gaps thrown up during the writing of a comprehensive history. The pieces of the puzzle should really be assembled while those in key positions can still comment, and correct any errors. This author hopes that with the publication of this first tentative sketch that some facts can be placed on the record, and when, decades from now, the official history is begun, its task will have been made easier.

The selection and maintenance of the aim is the first of the principles of war, setting the stage for all that follows. In line with that, this article begins with the attacks of September 11, the reason for the intervention in Afghanistan, and then lays out the official US aims for the operation, which would help set the stage for the involvement of its Coalition partners. The US Army's official history credibly describes the situation in Eastern Afghanistan in mid-late 2003. Thereafter the New Zealand reasoning for deploying the Provincial Reconstruction Team (PRT) is assessed; the planning effort surveyed, including some of the competing pressures creating trade-offs for the planners; and some of the initial lessons identified at the time noted.

The attacks of 11 September 2001 will probably be seen for some time as the opening of a new phase in world affairs. Originating in the resistance to the Soviet invasion of Afghanistan, al-Qaeda had nurtured its desire to strike a stunning blow against the West for many years. Previous attacks had included a strike on a US destroyer fuelling in Aden. On 11 September, 19 al-Qaeda terrorists hijacked four passenger aircraft, of which three were flown into the Twin Towers of the World Trade Centre in New York and the Pentagon in Washington DC. A fourth plane was crashed in a field in Pennsylvania after courageous passengers stormed the cockpit. The death toll was over 3,000 people and billions of dollars of damage was done.

After the attacks, the United States was compelled to respond. President George W. Bush ordered preparations to begin for what became Op ENDURING FREEDOM. Air operations began on 7 October 2001, 11 days after a seven-member CIA team had been inserted north of Kabul. From 19 October, a series of US Army Special Forces detachments were inserted by helicopter to aid the Northern Alliance. On 10 November, the first city, Mazar-i-Sharif, fell to the Northern Alliance amply supported by US bombing and special forces. The capital Kabul fell on 12 November. By 7 December, in only 49 days, Kunduz and Kandahar, the Taliban's long-term stronghold, had fallen.[4] But attempts to destroy the al-Qaeda remnants at Tora Bora and during Op ANACONDA in March 2002 fell short, and many escaped into Pakistan and elsewhere. Soon afterwards, New Zealand began to send troops, with the dispatch of the Special Air Service for Op CONCORD I and the follow-on Op CONCORD II.[5]

Beginning of the Civil-Military Effort

New Zealand's PRT, when it deployed in late 2003, fell under the Op ENDURING FREEDOM command of the US three-star headquarters Combined Joint Task Force 180 (CJTF-180), which deployed in mid-2002. CJTF-180 was the usual designation assigned to the XVIII Airborne Corps headquarters, at Fort Bragg, North Carolina, when it deployed as a joint or combined joint task force. The mission of CJTF-180 prioritised "security operations focused on destroying remaining al-Qaeda and Taliban forces and other elements hostile to the ATA" [Afghan Transitional Administration].[6] However, the plan also included operations aimed at supporting the ATA after the toppling of the Taliban. The primary combat focus of the US command in Afghanistan is important, as subsequent historical scholarship has identified a potential missed opportunity. A much greater humanitarian assistance and development effort, initiated in 2002, might have lessened the bite or even avoided the long-running insurgency, should Afghans have seen quick improvements in their conditions of life.[7] But what is most important for the PRT deployment is that it became part of a resource-constrained troop-capped US deployment in Eastern Afghanistan whose main effort was to locate and destroy the remaining al-Qaeda and Taliban; reconstruction and development was not the main Coalition priority.

To carry out humanitarian operations in a resource-limited environment, the Combined Joint Civil-Military Operations Task Force (CJCMOTF), CJTF-180's major subordinate

which would come to direct the Kiwi PRT, aimed as much as possible to coordinate and enable NGO humanitarian assistance, without military forces actually having to carry it out.[8] The CJCMOTF only initially had a headquarters staff of 50. To coordinate the aid effort across the country, the CJCMOTF created Coalition Humanitarian Liaison Cells, and by autumn 2002, 10 of these six-person teams were in place across the country. One was established in the relatively peaceful province of Bamiyan, west of Kabul. A high-level approval process and delays in implementing projects, however, slowed the progress of actually finishing aid projects on the ground.[9] The leadership of the CJCMOTF had been considering ways to rationalise the process since 2002, and the concept of a "a new type of organisation that might be able to link key personnel from the DOD, DOS, United States Agency for International Development (USAID), or other stakeholders that could review a project nomination together and thereby rapidly reduce the nomination-to-implementation cycle" gained support.[10] After some discussion, that 'new type of organisation' saw daylight as the PRT.

The first three PRTs were established in early 2003 with the US as the lead country. The first PRT was located in Gardez and established on 1 February 2003; the CHLC in Bamiyan was expanded into a PRT and opened on 2 March 2003, and the Kunduz PRT in April 2003. Extending the authority of Afghan government was important, and thus an Afghan representative was included within the new PRTs.[11] At the same time, the expanding effort in Iraq began constraining resources available for Afghanistan, and the fourth PRT opened was under UK command in Mazar-i-Sharif, in July 2003.

By the time the fourth PRT opened, discussions about New Zealand participation had been underway for months. New Zealand had already shown its willingness to contribute through the dispatch of Special Air Service (SAS) elements in 2001. New Zealand had no special or intrinsic security interest in Afghanistan in and of itself; before 2001 the last direct military connection to Afghanistan, seemingly, had been an offer, not taken up, of a thousand strong contingent for service in Afghanistan to the British imperial government in 1885.[12] Thus it is appropriate here to examine in detail what New Zealand's aims were in deploying forces for an extended period to a war-ravaged state far from previous New Zealand interests. The announced emphasis was squarely on the War on Terror. The internal Defence news story announcing the deployment quoted the Minister of Defence, Mark Burton, as saying that leading a PRT would be "another significant addition to the New Zealand's contribution to the fight against terrorism", mentioning the previous NZDF SAS, air, and sea deployments since the September 11 attacks.[13] As with the SAS deployment, the PRT fitted exactly into the long-established mould of New Zealand forces going to war alongside the UK or US, our major security partners. This had happened in South Africa, World War I, World War II, Korea and Vietnam (and with the offer of troops for Afghanistan in 1885). This well-established mould of a contribution to collective security had additional backing in the form of United Nations resolutions passed after the September 11 attacks, calling on countries to cooperate in the face of terrorism.[14]

While the deployment fitted into New Zealand's history of fighting alongside major British and US efforts, newspaper reporting of potential Middle East deployments also emphasised the need to strengthen relationships with the United States. The ***Sunday Star-Times*** reported in May 2003 that New Zealand assistance in Iraq or Afghanistan was seen as 'vital' in getting the US–NZ relationship 'back on track' after Prime Minister Helen Clark's criticism of the Iraq war, which "appear[ed] to have harmed already slim hopes of a US free trade" agreement.[15] A free trade agreement with the US had been a long-standing aim of New Zealand diplomacy. Sending troops to fight the War on Terror would in itself reinforce relations with the US. So rather than being anything to do with any particular country or place, the grand strategic aim appears to have been to build and reinforce ties with the US. This echoed New Zealand's reasons for committing troops to Vietnam. Building better relations would have a military-security dividend in itself, increasing the likelihood of US military assistance to New Zealand if it ever were seriously needed.

At the military-strategic and lower levels, aims fell reasonably clearly from the grand strategic mission. To help reinforce ties with the US, the deployed force would have to make an effective, credible contribution, in line with the US aims for the operation, and to follow US aims at an operational and tactical level.

After the SAS contingent returned home from its initial deployment, and as it became clearer that Coalition forces would need to stay in Afghanistan for some years, the Government began considering new potential force contributions for Afghanistan (and later Iraq) to achieve the overall mission of improving NZ–US relations. Cabinet papers drawn up in November 2002 showed options under consideration included sending the SAS for another tour, sending a reconnaissance squadron, or some size of infantry deployment.[16]

It is clear a land force contribution was preferred by the US in view of the expanding need to shift its forces to Iraq. While any New Zealand force would be small, its deployment would be greatly appreciated. By early 2003, Central Command had refined its approach, and by March 2003 New Zealand contributing a PRT was under discussion. At meetings in early May, it was noted that new PRT locations in Kandahar (south) and Jalalabad (east, on the Pakistani border) were available. The preferences indicated by New Zealand officers already attached to CJTF-180 in Afghanistan were the quiet location of Bamiyan west of Kabul, second Jalalabad, and thirdly Parwan, all part of Regional Command East, seemingly established by the 6th Marine Regiment in May 2004.[17] Jalalabad was in an active area that had seen much fighting, hard on the Pakistani border, and the US command agreed to allow New Zealand to take over the Bamiyan PRT. Parwan eventually became the location of a South Korean PRT.

The NZDF utilises the Joint Military Appreciation Process (JMAP) in the process of planning overseas missions. After analysis of the operational environment (including Intelligence Preparation of the Operational Environment), this process moves through a Mission Analysis, Course of Action (COA) Development, brainstorming alternate ways of achieving the objective, COA Analysis, and then the commander's decision on which of the selected COAs will be worked up into a detailed Concept of Operations.[18] Among the factors is available forces; in March 2003, also on the horizon was the likelihood of having to intervene in the Solomon Islands. By July this turned into a reality, but strain upon the New Zealand Army, at least as far as this author can assess, would not have been enough to overstretch the force. While about 105 personnel were earmarked for Op CRIB, the initial entry force in the Solomons did not include any New Zealand infantry; only engineer and medical elements.[19] The JMAP process was to be utilised often in its hasty or deliberate versions throughout Op CRIB. But by the time the site selection was made, it appears there would have been little uncertainty in what was actually required to be done to deploy the first rotation. The overall mission was relatively clear, stipulated by CJCMOTF, the aerial points of entry were in friendly hands, and the US PRT was on-site, available to answer questions from what they had called 'Camp Mojo' on the outskirts of Bamiyan town.

The US PRT in Bamiyan, manned by personnel of the 19th Special Forces Group, Colorado Army National Guard, was handed over to New Zealand on 23 September 2003. 'Camp Mojo' became Kiwi Base.

The problems that the planning process threw up do not seem to have been related directly to Op CRIB itself, but the operational tempo and speed required from the Defence Force and Headquarters Joint Forces New Zealand's (HQ JFNZ) branches in particular.[20] With frigate, P-3 Orion and C-130 Hercules deployments to the Middle East, numerous individuals sent to Coalition headquarters ranging from Tampa in Florida to Kabul and Bagram, official lessons learned publications state that the War on Terror deployments resulted in "an unprecedented level of operational tempo for all three services and Headquarters Joint Forces New Zealand".

More 'clear and timely guidance' from political decision-makers would have reduced the risks of the deployment. HQ JFNZ has in some cases been advised of imminent deployments only when whoever is the Prime Minister of the day announces the deployment on live television. This kind of abrupt short-circuiting of the planning process is no doubt why the official post-Crib 1 pamphlet also highlighted that "…HQ JFNZ must be given the opportunity to properly develop options and a preferred course of action, prior to strategic [deployment] decisions being finalised".[21] In 2003, secure, wide area communications installations were also not widespread within the Defence Force, meaning that important but classified documents could not be distributed quickly, except by courier. There were a limited number of secure terminals at key bases. This made it more difficult to promulgate documents in some cases, and was to be an ongoing challenge for several more years. Publicly, even

today, there is no confirmation that enough secure, wide area communications systems have been installed throughout the Defence Force, in order to react quickly enough to the constantly changing demands of present-day operations.

Op CRIB, and Op RATA II in the Solomons, which took place almost at the same time, began a constant series of relatively unexpected but long-term deployments that were to last in Afghanistan, the Solomons, and East Timor from 2003, for over 10 years. The deployment of ad-hoc task groups began to pull equipment, in some especially scarce categories, away from other formations which were trying to carry on routine Directed Level of Capability (DLOC) unit training at home in New Zealand. This was acknowledged as a potential problem. It also highlighted a gradual shift in time and resources available for unit training, from training as units and sub-units, with the aim of being operationally capable as units, to more and more only coming to a fully trained state as composite task groups. In some cases this process has sapped the training state of the Army, and thus its inherent operational capability.

Differing levels of skills from different trade groups and services were to become a problem, though this became serious well after the first few CRIB/RATA rotations. While riflemen might be well-skilled at all the combat skills required to reach an Operational Level of Capability (OLOC) for CRIB, other non-combat trade groups, such as administrators, were not necessarily routinely practised to the level of skill required. Remedial measures were to become a recurring theme of discussion. Another issue that arose from CRIB 1 was a greater need to enhance the three services' knowledge of each other at a tactical level.

In summary, three major themes from the establishment of Op CRIB bear restatement. Firstly, the operation was intended to respond to a US call for greater Coalition contributions, in view of the expanding scale of its efforts across the Middle East. Afghanistan in itself was a lessor factor in New Zealand government considerations. Second, the operation was a major strain on NZDF resources, and with companion operations in the Solomons and East Timor (from 2006) was to dominate Army operations for the next decade. Eventually finding well-qualified personnel to fill all positions became a challenge. Third, a large number of lessons were identified from the deployment. Many were connected to the unique circumstances of the operation, a civil-military cooperation effort in a country that New Zealand had not considered seriously as a military theatre for over a hundred years. Many would take years to be addressed.

Acknowledgements

John Crawford and Ian McGibbon, NZDF and Ministry of Culture and Heritage historians respectively, for reviewing the draft. Brigadier Neville Reilly, commander of TG CRIB 1, also provided helpful assistance.

Endnotes

1 Ian McGibbon, "Something of Them is Here Recorded: Official History in New Zealand," (Westport: Praeger Publishers, 2003), accessed January 2016 http://nzetc.victoria.ac.nz/tm/scholarly/tei-McGSome.html.

2 McGibbon, "Something of Them is Here Recorded: Official History in New Zealand", ibid.

3 Op RADIAN in Bosnia-Herzegovina for UNPROFOR in 1994–95 did deploy a company of troops to a landlocked country. But with the British-led division's logistical support, three years of UN operations having taken place, and roads accessible from Italy, the logistical challenges in deploying the contingent were immeasurably easier.

4 Leigh Neville, ***Special Operations Forces in Afghanistan*** (Osprey Publishing, 2008), 17–18.

5 These operations are well covered in Ron Crosby's book, ***NZSAS: The First Fifty Years***.

6 ***A Different Kind of War: The United States Army in Operation Enduring Freedom, October 2001 – September 2005*** (Combat Studies Institute Press, US Army Combined Arms Center, 2010), 192.

7 See for example Seth Jones, "In the Graveyard of Empires" (Norton & Company, 2009), 132–33.

8 ***A Different Kind of War***, op. cit., 194.

9 Ibid., 223–225.

10 Ibid., 226.

11 ***A Different Kind of War***, op. cit., 227.

12 John Crawford in reviewing the draft also noted that 12 regular New Zealand officers, on secondment to the Indian Army, served along the North West Frontier in the 1920s.

13 ***ILP News***, "New Deployment to Afghanistan – 7 Jul 2003," http://ilp/content/news/news.asp, New Zealand Defence Force, July 2003 (provided courtesy HQ_NZDF Library).

14 United Nations Security Council Resolution 1368, 2001.

15 Guyon Espiner, "Work starts on warming up NZ/US ties," ***Sunday Star-Times***, 25 May 2003.

16 Espiner, ibid.

17 Public records are unclear as to the exact establishing unit for RC East, but it was established in May 2004. ***A Different Kind of War***, 294.

18 ADF Warfare Centre, Introduction to the Joint Military Appreciation Process, 14 June 2009. This appears to depict a process essentially identical to the New Zealand doctrine, NZDDP 5.0 Joint Operations Planning, June 2011 (not publicly releasable). 'COA' has become a colloquial word in Army planning circles.

19 Colin Robinson and Steve Wyatt, "Operation Helpem Fren," Version 2.3, Orbat.com, 9 August 2003.

20 New Zealand Defence Force: Provincial Reconstruction Team in Afghanistan: Initial observations, Task Group CRIB, August 2003–ongoing, Foreword, p. 16, 2004, released via Official Information Act, April 2016.

21 Provincial Reconstruction Team in Afghanistan: Initial Observations, p. 16.

Watkins, Kennett 1847–1933: Death of Major Von Tempskey at Te-Ngutu-o-te-Manu, New Zealand, 7th September, 1868

OCTOBER 28: A NATIONAL DAY TO COMMEMORATE THE NEW ZEALAND WARS

By Lieutenant Colonel Cliff Simons

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It is important to us as a nation, at least as important as our World War I commemorations, if not more so.[1]

October 28, 2017, saw the nation officially commemorate the New Zealand Wars for the first time. This was a significant step in acknowledging our colonial wars and educating the public about them. Pressure on the government to mark the wars in some official way came primarily from Māori groups and had gained momentum following the recent 150th anniversary commemorations of a number of battles in various parts of the North Island. October 28 was chosen as the date because it was the day in 1835 when a gathering of chiefs at Waitangi titled themselves the Confederation of United Tribes and asked Britain to recognise the country's independence. This day was chosen as a representative day. Significant battles took place in many regions; they are all considered important by the local people and are commemorated locally. Consequently, it is not appropriate to bring to the fore any one particular battle in the way that we associate the Gallipoli landings with Anzac Day.

The wars spanned nearly 40 years from the Wairau Affray in 1843[2] through to the occupation of Parihaka in 1881, although these start and finish dates are somewhat elastic depending upon which events are included. They have been known by several names and for years were referred to as 'The Māori Wars' in line with the British penchant for naming their wars after their adversaries. This habit tends to imply blame but they are still commonly known as the 'Land Wars' or the 'Māori Land Wars', even by some Māori. The reality, though, is that they were as much about sovereignty and the assertion of British institutions and authority as they were about land, and this is why the New Zealand Wars is a better name. They were our wars in our country, and they helped shape New Zealand to the extent that we all still live in their shadow today. Just as the American Civil War was a major turning point for that nation, our wars, at the same time in history, set the course for our young country.

As each of the chiefs at Waitangi on the morning of 6 February 1840 put their mark on the treaty manuscript, Captain Hobson R.N., who was soon to be the first governor of New Zealand, acknowledged them individually and uttered a phrase that he had just learnt: "He iwi tahi tatou; now we are one people".[3] It was a noble sentiment but it was unrealistic, and we have spent the last 178 years working out how the relationship should work. The two peoples could hardly have been more different in terms of culture, economic power and world view, and four decades of warfare was the result. It was all very well declaring sovereignty over the country, but how was the new government going to implement or enforce it? What was to be the role for Māori in this new arrangement and how were the conflicting ideas of British sovereignty (kāwanatanga)[4] and chiefly authority (te tino Rangitiratanga)[5] going to be resolved?

It quickly became obvious to Hobson just how fragile and vulnerable his new government was. Māori had just come through nearly two decades of intense inter-tribal warfare, were armed to the teeth and battle-hardened (and, because of this experience, many embraced the thought that British law could bring stability and peace). Hobson had been provided with four New South Wales mounted police constables but they were only there as his personal bodyguard. He had no troops and no ship at his disposal and there were only intermittent visits by Royal Navy vessels. The colony of New South Wales provided 100 officers and men of the 80th Regiment on 16 April 1840 to help him assert his authority, and by the end of 1842 there were 200 'bayonets' stationed in the country.

Problems began almost immediately after the signing of the treaty. A young chief was hanged under British law for murder – what message did that send about the chiefs' authority to deal with their own people?

There was inter-tribal fighting in Tauranga – how should that be dealt with? The first real clash between the races happened at Wairau when ill-advised Nelson settlers tried to enforce their claim to land held by the Ngāti Toa chiefs Te Rauparaha and Te Rangihaeata. A number of these settlers were executed by him after Te Rangihaeata's wife died from a stray shot. Tensions in the Bay of Islands (Te Tai Tokerau) came to a head in March 1845 when the Ngā Puhi chiefs Hone Heke and Kawiti sacked the former capital at Kororareka. British regiments from the Australian colonies and further afield and several Royal Navy warships arrived to fight a tough 10-month campaign.

By February 1846 the situation in the north had stabilised and the country's third governor, George Grey, took the opportunity to use the considerable military force that had assembled to deal with an intractable problem of competing land claims in the Wellington region. In another demanding campaign, Te Rangihaeata was driven out of the region and Te Rauparaha was seized and held without trial for 18 months. In both the Northern and Wellington Wars the government and British military formed coalitions with Māori allies who were crucial to helping them prevail.

The 1850s were a time of relative peace but growing tension, and the influx of settlers meant that the Māori and Pākehā populations were equal in size at approximately 58,000 each by 1858. The Māori response, in the middle of the North Island at least, was to establish the Kingitanga, a new concept of kingship centered on the Waikato and intended to unite tribes against European encroachment and halt the further loss of land. Māori had no voice in the governance of the country and Kingitanga was an expression of te tino Rangitiratanga: an attempt to establish Māori self-determination while remaining under the umbrella of the wider nation.

War erupted in the Taranaki in 1860 over the joint issues of land and sovereignty. The settlers had a desperate need for land and Te Āti Awa paramount chief Wiremu Kingi would not sell. Governor Gore Browne declared martial law to enforce the dubious purchase of the Waitara Block. There was a larger permanent British military presence in New Zealand at the time and some frontier communities had formed militias, but once again British troops crossed the Tasman Sea and the empire's warships were diverted for duty in New Zealand. As the war progressed, many tauā (war parties) from the Waikato journeyed south to join in the fighting. An unsatisfactory truce was eventually agreed in early 1861 but the underlying issues remained unresolved.

It was clear to the government that the heart of Māori resistance lay in the Waikato, and plans were developed to emasculate the Kingitanga and confiscate land for settlement (and to pay for the war). There were also genuine fears that the capital at Auckland was vulnerable to attack from the south and that Pākehā settlers in isolated rural communities were in danger. Governor Grey and the commander of the British troops, Lieutenant General Cameron, spent two years building up a formidable force and putting in place a sophisticated logistics system to support it. A key capability was the fleet of armoured war-steamers built for use on the Waikato and Waipa Rivers. These boats, New Zealand's first warships, were the key to the well-organised campaign, and by March 1864 Cameron was established at Te Awamutu and the Māori King had been driven into exile in the 'King Country'. The fighting then spread to the Tauranga area where the major battles of Gate Pa and Te Ranga were fought.

War broke out again in Taranaki and guerrilla-style campaigns spread throughout the central parts of the North Island in the mid-1860s. By 1868 separate insurgencies by Titokowaru in southern Taranaki and Te Kooti on the east coast stretched the government's military resources to the limit. The British regiments had left the country by then and the campaigns were fought by the nation's first regular army, the Armed Constabulary. Again, the support of Māori allies (kupapa) was a key aspect of the fighting.

The final act of the wars was the government's occupation of the pacifist village of Parihaka on the western slopes of Mount Taranaki in 1881. The 2,000 occupants of the largest Māori community in the country were resisting settlers who were breaking in nearby confiscated land. The government disbanded the community and many of the men were interned without trial in prisons in Wellington, Christchurch and Dunedin where they laboured on road gangs and in other public works, many dying in the process.

Military defeat was devastating for Māori communities. Large-scale confiscation and compulsory purchase of their land occurred in the Waikato, Tauranga, Taranaki and several other parts of the North Island. The loss of leaders, land and resources, and the marginalisation of their culture led to severe and ongoing economic and social dislocation.

Military professionals can learn many lessons from our wars. They were the origin of our first warships, our first regular army, our first citizen soldiers and our first special forces, and our greatest maritime disaster. The British forces were operating on the very frontier of the empire, far from bases and support, so cooperation and initiative were essential in a challenging and unfamiliar environment. Joint operations were the norm and were practised on a scale not dissimilar to that envisaged by NZDF's 2035 concept. The wars were fought at the height of the Industrial Revolution and there were operational field trials of revolutionary new artillery, and rapid developments in weaponry. Innovations were made in the evacuation and treatment of the wounded and in public health and soldiers' quarters. Percussion cap rifles replaced flintlock muskets, telegraph replaced semaphore and steam began replacing sail. The logistical challenges were enormous. New Zealand had few industries. Almost all war supplies were shipped along a supply chain that originated from Britain on the other side of the world, or the Australian colonies, and included such basic stores as fodder for the animals, coal for the steamers and firewood for the soldiers' cooking fires.

The wars provide opportunities to study command, communications, logistics, intelligence, warfare in tribal settings, riverine and other naval operations, the challenges of language and culture; the list goes on. The fighting was between a Western-style regular military that had to adapt its tactics and methods to alien conditions, and a subsistence-based warrior society that had to find ways to resist overwhelming firepower, logistics, resources and manpower. Māori refined the tactics that they had developed during the earlier musket wars, built formidable fortifications and entered into political and military coalitions against a common enemy that would not have been previously imaginable.

New Zealanders embark on pilgrimages to overseas battlefields to see places of sacrifice, heroism and family connection. It is a wonderful thing to do and such travel has become a common rite of passage item in Kiwis' bucket-lists. Here in New Zealand we also have battlefields that tell the story of our country and they are right on our back door. We live among them and drive through them, but most New Zealanders don't know that they are there or the momentous stories that they tell about our painful passage to nationhood. The Māori who fought and died in these wars were our country's first patriots and they did what we would do today. The British soldiers and sailors who fought and died here were sent to serve, just as so many thousands of New Zealanders, Māori and Pākehā, who lie in foreign fields were sent to serve: "It's time that we all recognise the importance of honouring those who perished on home soil just as we honour those who died overseas".[6]

In the NZDF we embrace the idea that we are modern-day warriors who carry a dual heritage which stems from both our British and Māori military traditions and ethos. We believe that those two elements create a unique identity that sets us apart from others and makes us truly and distinctively New Zealanders. Here in our own country we have the opportunity to walk the battlefields that helped shape our nation, to learn about its history, and as military professionals, to study the art of war at close hand.

The New Zealand Wars Study Centre offers staff rides of 1-3 days duration of the major campaigns of the New Zealand Wars. These are very suitable for unit training. The centre also provides lessons and talks, which can be scaled and shaped to suit course objectives and any other purpose or group. For further information please contact Lt Col Simons at the Command and Staff College, on DIXS or at clifford.simons@nzdf.mil.nz.

Endnotes

1 Former Minister of Conservation Maggie Barry http://www.stuff.co.nz/national/83329239/Government-announces-Land-Wars-Day-at-Turangawaewae, accessed 27 July 2017.

2 The only New Zealand Wars battle in the South Island.

3 There is some debate but this is the generally understood meaning. Another possibility is: "We have come to an agreement".

4 This is sometimes interpreted as "government".

5 "Full, exclusive and undisturbed possession" (of their people, land and all other possessions) or also "unqualified exercise of their chieftainship".

6 http://www.maoriparty.org/_4m_to_commemorate_new_zealand_land_wars, quoting Marama Fox, accessed 27 July 2017.


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CAPTURING THE VALUE OF RFID TECHNOLOGY FOR MILITARY LOGISTICS

By Mr Paul Griffiths

Warrant Officer Class Two Paul Griffiths is a Military Logistician within the New Zealand Army based at Trentham Military Camp.

Abstract

The advantages of RFID [radio frequency identification] supply chain technology have been clearly demonstrated in industry, however the full advantages have yet to be captured in a modern military context. In this research we investigate the challenges of implementing RFID technology where a military's force change approach and integral expectations may not always necessitate successful outcomes. The research draws upon military supply practitioner end users perceptions and experiences by triangulation case data from a survey questionnaire, direct observations, and follow-up interviews. This study contextualises the function of the technology at a user level as opposed to the typical strategic level down and utilises a change model to integrate levels of equity analysis with change tactics to overcome resistance. Research findings suggest that a training deficiency exists within workplace implementation of such technologies. Furthermore, evidence that was not anticipated highlighted that users are particularly receptive and favourable to the implementation of RFID applications. Interestingly, resistance to change was only evident through users that had prior experience of similar applications, or if embroiled with RFID workplace trialling. This research paper has now progressed to a stage where it could aid the piloting and reviewing of expanded uses for RFID applications within a military framework and or commercial sector.

Introduction

Logistical research recognises the merits of asset visibility in both a military and civilian environment (Veeramani, Tang & Gutierrez, 2008). Benefits include inventory reduction, diminished shrinkage, less stock outs, and mitigation of the bullwhip effect (Arshinder & Arun, 2008; Bottani, Montanari & Volpi, 2010; Wang, Liu & Chen, 2015). Automatic Identification Technology (AIT) has improved asset visibility of forward information flows by means of track and trace functionality, inventory status, order details (inbound and outbound), inventory summary reports, shipment reports, location activity, failure and potential delay notifications (Coyle, Bardi & Langley, 2003; Lee & Chan, 2009).

General Motors and the US Department of Defence (DoD) adopted 2D barcoding technology to manage their inventory supply chains (Stock & Lambert, 2002). Major Forrest Burke, the Combined Forces Land Command's chief of logistics information management noted: "While there are one third as many troops this time around as in Desert Storm, the Army is using 90% fewer shipping containers." This accomplishment was directly related to enhanced asset visibility (Schwartz, 2003).

The role of user perception for supply chain technology implementation however lacks investigation and befits closer examination. It is questionable whether this aspect has been addressed appropriately within the body of knowledge as it applies within the context of a supply chain technological adaption.

Government departments and other public sector entities are known to have a preference for established routines. It is therefore not inconceivable that resistance might occur within these formal structures when technological advances drive change. Evolutionary change is necessary for a high quality service in terms of professional standards (Johnson, Scholes & Whittington, 2005). The realisation of any change is reliant on the wider context in which the change is taking place (Johnson et al., 2005).

Joshi (1991) suggests that resistance is not mandatory for all changes; for example pay rises and promotions. He suggests that individuals go through a consideration process for most changes; then if a change is deemed good it will not be resisted. Conversely, changes seen as unfavourable will not be welcomed and are therefore resisted. Lauer, Joshi, & Browdy (2000) provide an insightful equity implementation model in Table 1, which categorises potential types of resistance to change.

Joshi (1991) also suggests that user perceptions will be influenced by peer group dynamics and group affiliation. These situational dynamics may also provide a framework to the user's own consideration process and steer one's initial orientation towards the group's positioning. The strength of a group's dynamics may be factored by size or nature (Johnson et al., 2005). Other authors suggest emotional influences such as uncertainties and anxieties steer one's attitude to change (Haberberg & Rieple, 2008). They also suggest that if personnel in demanding positions retreat within familiar ground to be emotionally comfortable that this will likely cause conservative decision making. Haberberg & Rieple (2008) summarise these psychological triggers as follows:

- Fear of the unknown;
- Loss of autonomy;
- Fear of ineptitude;
- Adjustment fatigue.

In order to address these concerns, Robbins, Millett, & Waters-Marsh (2004) postulate six tactics to overcome resistance to change, see Table 2.

Table 1: Equity Implementation Model (Lauer et al., 2000)

Focus	Criteria
Change in equity status of the user (self)	» Outcome – input = net gain » +ve net gain = favourable to change » –ve net gain = resistance to change
Comparison with the employer	» Relative outcomes of self vs. relative outcomes of employer » Greater net gains for employer = resistance to change
Comparison with other users	» Realtive outcome of self vs. relative outcomes of other user » User inequity = resistance to change

Table 2: Tactics for Change (Robbins et al., 2004)

Tactic	Approach
Training & communication	» Communicating logic of change » Eliminating miscommunication » One-on-one communication, memos, group presentations, reports » Mutual trust
Participation & involvement	» Walk the talk » Demonstrate expertise » Obtain commitment
Facilitation & support	» Offer range of supportive efforts » Employee counselling
Negotiation & agreement	» Exchange something of value
Manipulation & co-optation	» Covert influence attempts » Distorting facts to appear more attractive » False rumours
Coercion	» Application of direct threats » Threat of transfers » Loss of promotion

Asset Visibility

Barcoding embodies the most universally used AIT application (Lehpamer & Harvey, 2012) and is a technology that has been in use for many years (Bardi, Coyle & Novack, 2006). It has facilitated information on product flows within logistics before they happen, throughout movement and after delivery. The merits of barcoding technologies came to fruition in the 1970s and made significant inroads during the 1980s and 1990s as the commercial world utilised it on carton labels (Schuster, Allen & Brock, 2007).

Radio Frequency Identification (RFID) utilises a relatively small electronic gadget of differing shapes, varying sizes, consisting of a small chip in a passive or active state accompanied with an antenna (Kasap, Testik, Yuksel & Kasap, 2009). RFID was first used during World War 2, as the allied forces used radio waves to retrieve tag stored information to determine military aircraft allegiance (Landt, 2001; Wang & Liu, 2005; Slettemeas, 2009; Lehpamer, 2012).

Mario Cardullo patented an RFID design in 1969 (Good & Benaissa, 2013). Today similar applications are still used in some militaries and civilian aircraft sectors for aircraft recognition. RFID applications are also utilised every day: electronic car key entry, vehicle toll gantries, passports, building access systems, cash cards, and mobile phones (Zhang, Yang & Chen, 2010).

Blanchard (1998, p 80) states: "The information age has had a major impact on logistics … making information more accessible to all organisations in; … providing a mechanism for greater asset visibility relative to the traceability of components in transit and the location of items in inventories; and enabling faster, timely, accurate, and more reliable communications between multiple locations on a current basis." Supporting this statement, Blanchard (1998, p 296) goes on to say "The realisation of increasing asset visibility … is highly dependent on the availability of a good and highly effective information system and database capability."

Not only is a high degree of visibility required but also an effective Enterprise Resource Planning (ERP) information system (IT) to administer the visibility is critical (Lysons & Gillingham, 2003). Essentially barcoding accelerated the information flow of products through business logistics (Bowersox, Closs, & Cooper, 2002). The premise that near or real time asset visibility through conveying systems without human input, i.e. manual scanning at each node, is achieved through automated barcode scanning from a fixed position and integration with ERP systems. Supporting this, Lieutenant Colonel Bradford stated (2012, p 3) "these codes are classified as machine-readable identifiers and require external devices and a line of sight from the code to the device that collects data to interpret the content".

RFID enables visibility at transit nodes by virtue of automatically identifying tagged items through radio waves. It allows collection of information without human input (Lee, 2015). Bradford states "a comparison is that the barcode reader 'sees' the material, while an RFID reader 'hears' the material" (2012, p 8). Put another way, a barcode must be read, whilst transponder frameworks allow an RFID tag to be attended to in the background without human involvement. In recent years, AIT has evolved and this is apparent from the industry shift away from optical barcoding applications to 'hands-free' radio signal RFID applications as enablers for enhanced data capture and transfer.

The aim of this research is to investigate user perception toward supply chain technology implementation, and practically assess whether AIT technologies streamline processes and improve asset visibility within a military application.

Methodology

A single in-depth case was conducted in order to investigate how users perceived RFID implementation in a specific military context. Data was triangulated from three sources; a structured survey questionnaire, direct process observations, and interviews with a range of stakeholders.

Demographic data used in this research were gender, rank details, and service affiliation. The survey questionnaire also contained a series of closed and open questions to gauge feelings that staff had with respect to supply chain technology. Operational staff were the main target population due primarily to the acknowledged AIT efficiencies that can be brought to a work place in terms of accuracy and speed.

A work study was performed to observe operational staff utilise AIT applications to ascertain how much work was actually dedicated to the 'work in use' of

the AIT scanning regime. Observation provided a first-hand opportunity to watch, read, and listen to participant performance and activity. This allowed an altered perspective to be yielded from 'inside-looking-out' rather than 'outside-looking-in' (Patton, 2015). The deemed observer limitation of having to be at the scene as it unfolds could be termed a strength, as the whole event is captured as it transpires and the original data is collected at the time of occurrence. Finally, subjects seem to tolerate observational intrusion more warmly than verbal enquiry (Emory, 1985).

Unstructured 30 minute interviews of operational staff that provided insightful responses during the survey questionnaire were conducted in order to illicit further qualitative data (Farber, 2006). This allowed the interviewer the opportunity to ask follow-up and often probing questions (Emory, 1985).

Data analysis

Case background

For some time now the case defence force has recognised the need to put real time visibility functionality across its supply chains for the purposes of service asset tracking. In late 2013, a trial was conducted to assess the use of RFID and wireless technologies to improve the efficiency of day to day management and compliancy checking of weapon systems within its army. The trial demonstrated that RFID technology could improve accuracy and efficiency of process under certain circumstances. Utilising GS1 standards and related applications, RFID seemingly reduced the administrative burden amid weapon stocktaking and a change in procedural weapon compliance stocktaking regulations further amplified organisational efficiencies. This research explores operational user experiences within the AIT applications.

Overview of data collected, sample coverage

A sample size of 100 military supply practitioner end users (operational staff) were invited to partake in the survey questionnaire. A satisfactory response rate of 30% was achieved (Wallace, 1954). Sixty percent of the participants surveyed were of 'Senior Non Commissioned Officer (SNCO) Equivalent (E)' rank level status. The next highest group surveyed belonged to the 'Junior Non Commissioned Officer (JNCO) (E)' rank group with 20%, followed by 'Warrant Officer (WO) (E)' at 13% and 'Private (E)' at 7%.

Forty percent of operational staff deemed themselves to be 'Slightly familiar' with RFID technology, whilst 32% indicated they were 'Moderately familiar' with RFID technology (Figure 1). The qualitative data backed-up the user's perceived positive potential of RFID. For example: "RFID allows tracking of products from a location perspective and also the addition of practical administrative information to the product" – Moderately familiar.

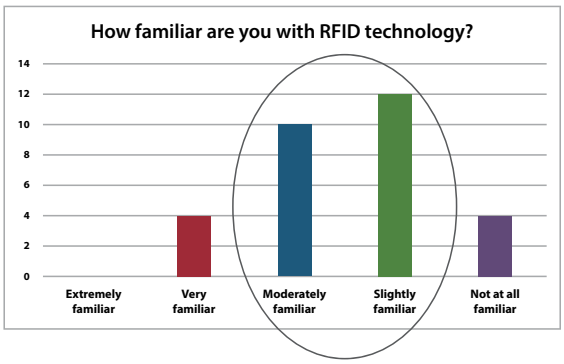

Figure 1: Familiarity with RFID technology

Of those operational staff that responded to the question regarding innovation; 39% considered that the word 'Innovative' described RFID supply chain technology 'Moderately well'. Twenty five percent deemed 'Very well' (Figure 2). The qualitative data was mixed with some negative responses, for example: "It has been talked about for years. It has been used periodically, beginning with barcode initiatives, without ever taking off."

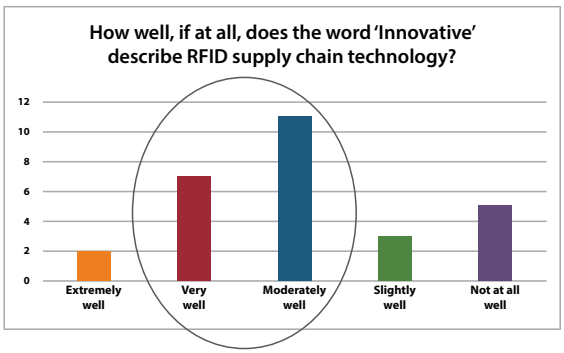

Figure 2: Innovative Nature of RFID technology

Of those operational staff that responded to the questionnaire, 43% were 'Very optimistic' and 33% 'Somewhat optimistic' with the inauguration of RFID technologies in their operational environment (Figure 3).

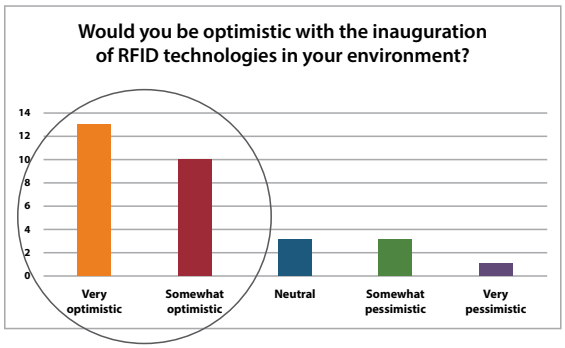

Figure 3: Optimism for inaugration of RFID technology

Significantly, both quantitative and qualitative feedback was received from operational staff whose workplace had already trialled RFID applications. In fact further analysis of the primary data sources suggested that it had actually increased their workload. This is characterised by the following qualitative raw data response: "I have only seen the extra work and at times frustration this process has caused. But the RFID guys always say how easy everything will be once it has been implemented. I will get my thrills when I see it up and running".

Observational data showed that AIT readers were excellent substitutes to manual entry (for example utilisation of barcode and RFID scanners), so paradoxically it appears their intended use is either not fully understood by operational staff, or the technology is still in its implementation stage and the benefits are yet to be fully optimised.

Analysis of the survey and interview data identified that operational users are aware of the speed and accuracy efficiencies that RFID technologies convey and, in particular, how that may complement the present physical inventory stocktake process.

Qualitative data gleaned from this question also indicated that some user reservation and pessimism exists from some quarters. Raw data responses support this statement as follows: "If it worked and was the standard practise I would definitely use it regularly".

Quantitative research also suggested that among operational staff there is a general desire and optimism to embrace supply chain technologies within the workplace.

Discussion

Experience shows that in instances where military operational staff are performing in paralines that differ from actual rank roles, in some cases, this will impinge on the respective NCO's decision making process[1]. The researcher supports the Haberberg & Rieple (2008) suggestion that emotional influences will steer one's attitude. For example, personnel retreating within familiar ground due to psychological triggers will likely cause conservative decision making choices. Significantly, this could negate any real work place efficiencies gleaned from RFID technologies within that commander's sphere of influence. Indirectly, these missed opportunities may include readjustment of personnel to tasks for better career development and job satisfaction, and increased labour efficiency.

As RFID application opportunities for process improvement subsist within current logistical core operational staff functions then this will assist with improved manpower economy, real time asset visibility, more accurate inventory stocking, mitigated obsolescence, and moderated inventory shrinkage. All of which supports Lysons & Gillingham's (2003) ideas on AIT efficiencies. This will also make for enhanced logistical decision making scenarios for commanders.

The quantitative survey findings showed that, in general, operational staff deem themselves to be broadly familiar with RFID technologies. In contrast however, qualitative evidence suggested that some operational staff were merging group AIT functionality, i.e. misconstruing RFID microchip capabilities with barcode line of sight capabilities. A successful RFID implementation requires a well-planned and orchestrated training initiative to ensure operator competence and commitment.

Resistance to change in the case defence forces is not overly prevalent, which supports the Joshi (1991) assertion that resistance to change is not

1 Due to mental burnout, competence at the next rank level, and/or operational vs. tactical vs. strategic thinking.

mandatory for all change, however, implementation factors associated with training will contribute to actual application success rates. Further, the tactic of education and communication highlighted by Kotter & Schlesinger (1979) as a key driver of organisational behaviour should be used to overcome any remaining resistance to change.

This research confirms Lee's (2015) assertion that RFID data capture integrity can be compromised through reader/tag collision and or environmental influences caused from metal surfaces and liquid surroundings. Likewise the findings also back up Lee, Ho, Ho & Lau (2010) and Ko, Kwak, Cho & Kim's (2011) that this can be mitigated through fit for purpose RFID tag selection and ever improving RFID technologies.

Oztekin, Mahdavi, Erande, Kong, Swim & Bukkapatnam (2010) discuss how RFID, utilising present day technologies (encryption, kill tags, and biometric password protection etc.), can be compromised during wireless transmission. In addition the respondents in this military case also raised concerns around rogue tracking of supply chain inventory. The electronic footprint left behind and the broad implications of third party inception that was of real concern.

Reaction to change, or rather resistance to change, (as alluded to previously) could be detected through some surveyed participants. This was mainly apparent from users that had experienced workplace trials of RFID or other AIT applications for process improvement. It would appear that operational staff as a whole could see the benefits of conducting an RFID technology road show and workshops to an audience of homogenous samples, which fits Kotter & Schlesinger's (1979) and Robbins et al. (2004) tactics for change approach.

Based on the primary research, the benefits of the implementation of RFID applications appeared unconvincing to some operational staff and it had ironically increased their workload when compared with non-automated processes, however the magnitude of this increase differs from person to person. These operational staff may also view the efficiencies and speed of use that RFID automation delivers when capturing serial numbers as an outcome. Joshi (1991) suggests that users will vary between values they assign on these outcomes. Some will not even consider "speed of use" efficiencies as an outcome.

The Equity Implementation Model supports operational staff receptiveness to implement AIT applications within the workplace. At the first level of analysis the inputs required in this situation, of learning a new system and understanding it are outweighed by perceived significant outcomes, such as less errors, less effort, less time, better skilled, and even pay band upgrades. AIT technologies, such as RFID applications will when implemented in ideal conditions add automation process efficiencies and facilitate administrative effort. In the military case application however, AIT would not be expected to replace the labour process of serviceability and functionality checking which are required as part of compliance and equipment husbandry.

It is also important to note that much like ERP systems such as SAP, RFID applications will be subject to consistency of infrastructure to operate, owing to mission robustness, protection and stability. The question remains whether RFID applications, within the military confines are deployable. Findings from this research suggest that RFID applications will compliment rather than replace operational staff mainstay type activities within the military garrison environment but from a practical perspective, even less so within the deployed context.

When measuring change on the Equity Implementation Model there are certain strategies that may be used to alter actual user perception of inputs and outcomes, or to make a situation more palatable to an end user. In light of the Kotter & Schlesinger (1979) six tactics to overcome resistance to change model, it would appear that education (training) and communication would certainly help to significantly alleviate user anxiety for those operational staff that had already experienced workplace trials of RFID applications and also address the lack of AIT understanding and awareness that was apparent from some interviewed users and surveyed respondents.

Conclusion

This research supports the notion that within a military context RFID technology can potentially streamline most ergonomic processes, and improve asset visibility, notwithstanding some infrastructure limitations that impinge optimised operation.

A research outcome that was not anticipated concludes that operational staff are particularly receptive and favourable to the implementation of RFID applications within the workplace and whilst a general lack of technological understanding exists at the operational staff level, there is certainly a willingness for it to succeed. Significantly, resistance to change was only evident in operational staff that had prior experience of similar applications, or if they were embroiled with RFID workplace trialling.

In summary, this research has shown that user perceptions of RFID supply chain technology implementation in military logistics is positive and suggests the way looks clear for operational staff acceptance provided both the technology and training are well thought-out and executed.

This study shows that the case army's outlook has progressed to a stage where it appears very timely to facilitate the piloting and reviewing of expanded uses of AIT applications within the other service branches of the wider defence force.

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HOW THE KOSOVO SECURITY FORCE BUILT A SUCCESSFUL LESSONS LEARNED PROGRAMME

By Mr Mark E. Schiller

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Abstract

Creating and sustaining an effective lessons learned program within a military or security organisation, especially one that has no prior experience with lessons learned, has the potential to be a challenging endeavor. However, challenges can be easily overcome when the organisation's leadership is fully behind supporting its establishment and sustainment, and when the organisation itself sees the benefits of incorporating lessons learned into its culture. The purpose of this paper is to show how the Kosovo Security Force (KSF) leadership, with outside assistance from the US Army's Center for Army Lessons Learned (CALL), instituted an effective lessons learned programme over a five-year period that has played a contributing role in improving both the training and operational readiness of the KSF. For other military or security organisations contemplating establishing or improving an existing lesson learned program, the KSF's experience discussed in this paper offers some tangible insights on how to help a programme succeed and endure.

Introduction

Today, the KSF has a model lessons learned programme that continuously contributes to improving its training and operational performance. The KSF's successful lessons learned programme did not happen overnight, but developed over a period of almost five years with continual senior leadership support, outside assistance from the US Army's CALL, and its own internal, progressive improvements to its programme. The following tells the story of how the KSF established and sustained its lessons learned programme. The KSF's experience in instituting its lessons learned programme can serve as a model for other armies or land forces to follow.

Kosovo Security Force Leadership

The KSF leadership was the driving force behind the KSF's successful lessons learned programme. In 2012, the KSF Commander issued a command directive to create and formalise a lessons learned programme within the KSF. The command directive provided guidance to KSF commanders at all levels regarding the establishment and organisation of a KSF lessons learned programme, and most importantly, set the tone for the establishment of a lessons learned culture within the KSF. The directive tells KSF commanders at all echelons that a lessons learned system offers them and their units "the possibility to learn from their and others' success and mistakes" and when effective, "encourages positive activity and prevents recurrence of errors".

Shortly following the issuance of the command directive, the KSF Training and Doctrine Command (TRADOC) published the KSF Lessons Learned Standard Operating Procedure (SOP) aimed at describing "in detail the organization and function of the lessons learned Process in the KSF". The SOP importantly describes the KSF lessons learned programme as a four-step process leading to lesson learned implementation and issue resolution. The four-step process "collecting observations, analysis, approval/action, and validation and implementation" is depicted below (see Figure 1). A key event in the process is the activation of a Lessons Learned Working Group (LLWG) whose role is to conduct analysis of observations to determine KSF doctrine, organisation, training, materiel, leadership and education, personnel, facilities, policy, and interoperability (DOTMLPF-PI) gaps and issues.

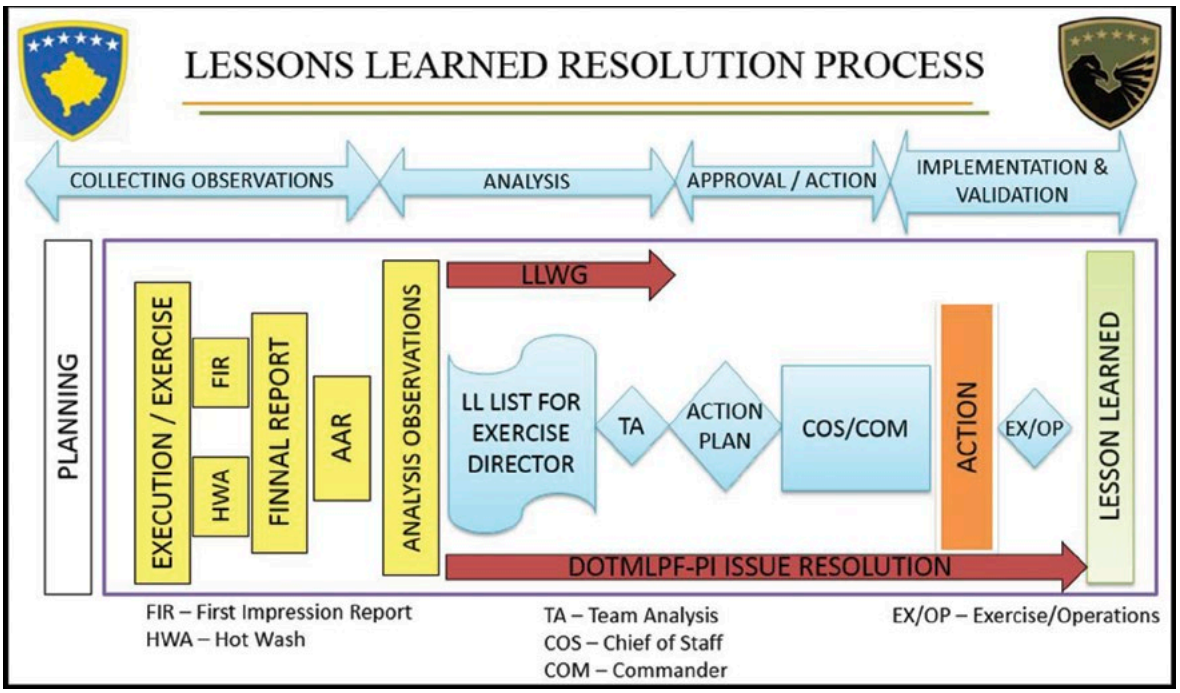

Figure 1: Lessons Learned Resolution Process

Note that the KSF uses the NATO DOTLMLPF-PI construct that is similar to the US Army's, but adds an 'I' for interoperability.

KSF and the Center for Army Lessons Learned

The KSF's desire to enhance its lessons learned programme began in September 2014 when the KSF Commander requested a team from CALL to provide the KSF with advice and assistance in order to further improve the capabilities of the KSF lessons learned programme. The KSF Commander specifically sought CALL's assistance to improve the KSF's lessons learned process so it effectively takes the next step to identify and resolve KSF DOTMLPF-PI issues in order to improve KSF training and operational performance. The KSF's lessons learned process was functioning to collect observations and lessons; however, conducting the analysis to facilitate DOTMLPF-PI effected change still presented a challenge for its lessons learned process.

Working with the KSF TRADOC through the US Embassy's Office of Defense Cooperation (ODC), CALL and KSF TRADOC jointly developed a path of lessons learned cooperation. This path consisted of three phases over a two-year period, to help the KSF in enhancing the utility of its lessons learned programme aimed primarily at identifying and closing KSF DOTMLPF-PI capability gaps, as per the KSF Commander's guidance. The KSF TRADOC leadership and CALL agreed to capitalise on the existing KSF lessons learned process, shown at Figure 1, as it was in place and functioning, but needed to be elevated to the next level to identify and solve KSF DOTMLPF-PI issues.

KSF's and CALL's Three Phases of Lessons Learned Cooperation

The three phases unfolded on an annual basis from October 2014 through November 2016. The first phase conducted in October 2014 and entitled 'Lessons Learned Academics', was a seminar facilitated by two CALL analysts with participating KSF leaders and lessons learned personnel. The next two phases, considered the most important, were lessons learned practicums occurring during the 2015 Eagle IV and 2016 Eagle V exercises where KSF lessons learned personnel, assisted by CALL analysts, applied the collection and

Table 1: KSF and CALL Three Phase Lessons Learned Enhancement Programme

2014 – Phase 1	2015 – Phase 2	2016 – Phase 3
Lessons Learned Academics	Collection, Planning and Execution Practicum	Analysis, Issue Resolution and Integration Practicum

Table 2: Lessons Learned Academics

Day 1	Day 2	Day 3
» CALL Overview » Why Lessons Learned » Lessons Learned Terms of Reference » Lessons Learned Process Models	» After Action Reviews » Collection Planning » Conducting Analysis	» Lessons Learned Issue Resolution » Lessons Learned Integration and Implementation » Product Development and Dissemination » Sustaining a Lessons Learned Program

analysis phases of lessons learned in a field exercise environment. The three phases are depicted above followed by a discussion of each phase (see Table 1).

Phase 1: Lessons Learned Academics

Phase 1, lessons learned academics, was a three-day seminar, facilitated by two CALL analysts and tailored to the KSF, designed to review and reinforce the processes, functions, and resources involved in establishing a useful and enduring lessons learned programme (see Table 2).

Day 1: The seminar's first day began with a CALL overview brief designed to show seminar students the mission, organisation, and processes of an established and functioning lessons learned programme and how it facilitates the US Army's lessons learned programme. A key point of the presentation was that lessons learned is a formal, Army-sanctioned programme governed by an Army Regulation (AR 11-33) 'The Army Lessons Learned Program', and serves the purpose of integrating and implementing lessons and best practices within Army doctrine, organisation, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF–P). This key point served as a transition into the second presentation that highlighted why lessons learned is an important function within an Army. CALL analysts provided KSF participants several historical and contemporary examples from recent conflicts of how lessons, when Army units applied them, saved countless lives, resources, and time. The third presentation reinforced lessons learned terminology by reviewing the basic lessons learned terms of reference and their respective definitions such as observe, collect, analyse, disseminate, and archive. CALL analysts discussed the DOTMLPF-P framework and warfighting functions and how these both play an important role in categorising lessons learned for analysis and subsequent resolution. Day 1 concluded with a discussion of two lessons learned process models – deliberate and rapid – and the circumstances under which both are used. The presentation concluded with a brief look at the NATO lessons learned programme and how it contrasts with that of the US Army.

Day 2: Day 2 began with a CALL analyst facilitated presentation and discussion pertaining to after action reviews (AARs). A critical part of the discussion was explaining why AARs are

conducted and the contribution AARs make towards promoting an information sharing culture and learning in a non-retribution environment within an Army organisation. Highlighted was why AARs are an excellent source of observations, especially when conducted immediately after a training event or an actual operation. Observations made during an AAR serve as baseline from which lessons learned analysts can conduct DOTMLPF-PI analysis to identify issues or gaps in an Army organisation. Finally, CALL analysts discussed both formal and informal AARs, when they are used, and the preparation involved to effectively execute them.

Collection planning was the next topic discussed and students were introduced to the two types of collection used by observers – direct and indirect – and how they are both used to collect information through active and passive means. A key part of the collection planning discussion focused on the observer whose role is to engage with a unit during training or operations in order to collect observations. Observers must receive preparatory training beforehand in order to learn how to positively engage with both the unit and its leadership to effectively observe. The presentation's final discussion involved forming and training a collection team and the steps involved in developing an observer collection plan for a training exercise or an operation.

The last presentation concerned analysis. CALL analysts presented methods for conducting both qualitative and quantitative analysis, showing how an observation can be categorised under one or more warfighting functions and how DOTMLPF-PI elements apply to the observation to determine unit performance trends and gaps. CALL analysts then showed students examples of CALL collection reports that were the end product of an organised collection. These reports depicted key observations and the associated DOTMLPF-P recommendations.

Day 3: Lessons learned issue resolution was the key topic on the third day and it was highlighted as the most important aspect of making lessons learned work in an Army. Once observations are collected and analysed, and lessons determined, leaders should have a practical means of resolving and implementing those lessons to improve an Army's organisational DOTMLPF-P performance. CALL analysts introduced students to a DOTMLPF-P issue resolution process to show how leadership and issue stakeholders methodically solve issues at the tactical and operational levels. Analysts subsequently showed students examples of how the US Army uses its DOTMLPF-I issue resolution process, facilitated by CALL's Army Lessons Learned Forum, to solve Army-related issues.

Archiving and dissemination of lessons learned information and products was the second topic of discussion on Day 3. A lessons learned organisation continually collects and archives a wealth of lessons learned information. Analysts discussed various methods and means for archiving and disseminating lessons learned information that typically includes the use of databases, lessons learned networks, publications, seminars, and professional military education.

The final and capstone class of the three-day seminar was an analyst-led discussion on sustaining and enduring a lessons learned programme. Analysts tailored the discussion to the KSF, using its current lessons learned programme as a starting point for discussion. The discussion was centred on the four key elements of an organisation's lessons learned capability – organisational structure, resources, process, and tools – and how these can be improved upon to sustain the effectiveness of the KSF's current lessons learned programme.

Phases 2 and 3: Eagle Exercises 4 and 5

The KSF annually conducts a major field exercise, entitled Eagle Exercise #, to train its land forces on potential missions facing the KSF, such as a natural disaster or refugee control, as was the case respectively with 2015's Eagle 4 Exercise and 2016's Eagle 5 Exercise. The Eagle exercises provide the KSF an opportunity to both plan and execute a major training exercise. During the planning phase the KSF employs the military decision making process (MDMP) from brigade through battalion level and troop leading procedures (TLP) at company level and below. During the exercise's execution phase, a Master Scenario Events List (MSEL) drives incidents/situations on the ground designed to achieve exercise training objectives. The KSF employs observer-controller (OC) teams to collect on both phases, giving KSF leaders and units feedback on KSF unit capabilities across all of its warfighting functions from a DOTMLPF-PI perspective in a challenging, field operating environment.

Eagle Exercise 4: Collection Practicum

The KSF TRADOC lessons learned team, assisted by two CALL analysts, planned and executed the collection practicum during the 2015 KSF Eagle 4 Exercise. The objectives of the collection practicum were to develop a collection plan and subsequently execute it during Eagle 4. The Eagle 4 Exercise was a two-week disaster relief exercise driven by a fictitious earthquake scenario. During the exercise's first week, KSF brigades and battalions conducted MDMP planning, followed by a second week of execution in a field environment.

A US Army Security Assistance Training Management Organization (SATMO) advisory team assisted the KSF in establishing and training an OC team to collect observations from both the MDMP and field phase of the exercise. The KSF OC team mainly focused its collection on the warfighting functions of mission command, movement and manoeuver, and sustainment, providing KSF leadership feedback on the performance of its units during the exercise.

KSF TRADOC fielded its lessons learned team to work jointly with the KSF OC team to collect observations using a pre-planned collection plan. The KSF lessons learned team consisted of a team chief and nine KSF officers. Two CALL analysts worked closely with the lessons learned team prior to the exercise, assisting team members in designing a collection plan that collected observations organised by warfighting functions and designed to collect on KSF DOTMPLF-PI related issues.

Key inputs that went into building the lessoned learned collection plan originated from previous Eagle Exercise AARs, Exercise Director's training objectives, KSF Land Force Commander's exercise guidance and the US Army Universal Task List (AUTL). The AUTL served as an excellent reference for the KSF lessons learned team by providing it with a comprehensive listing of Army tasks and missions performed by tactical units in a civil disaster operation during both planning and execution.

Prior to the start of the exercise, the lessons learned team provided the OC team its exercise collection plan. Because of the collection plan's inputs noted above, the collection plan helped focus the OC team's collection efforts on DOTMLPF-PI areas of interest. During the entire exercise, the KSF lessons learned and OC teams collaborated closely, holding daily meetings, to ensure they were both synchronised with each other's exercise collection activities and objectives.

At the exercise's conclusion, the OC team, as planned, had collected numerous observations and facilitated AARs during both the MDMP and execution phases of the Eagle 4 Exercise. The OC team subsequently passed its observations and AARs to the lessons learned team so it could begin its analysis process. The collection practicum's objectives, as stated previously, were completely achieved by both the KSF lessons learned and OC teams. The fact that these objectives were met was a major accomplishment for the KSF, or for that matter, any Army's lessons learned programme. Collection, when done correctly as it was here, is a critical step in the lessons learned process as it provides the needed observations for DOTMLPF-PI analysis and resolution.

Eagle Exercise 5: Analysis Practicum

As originally planned in 2014 between CALL and KSF TRADOC, Exercise Eagle 5 would serve as the event in which the KSF Lessons Learned Team, assisted by CALL, would focus on the analysis phase of the lessons learned process.

The Eagle 5 exercise focused on a refugee control crisis scenario designed to train the KSF in refugee-related situations. Similar to Eagle 4, it was conducted in two phases: MDMP planning and execution. Exercise-injected events during the execution phase occurred primarily on Kosovo's borders, presenting the KSF leadership and units with some unique and real-world refugee control challenges. Distances alone taxed the KSF warfighting functions, especially mission command, movement and manoeuver, and sustainment to resolve the various refugee-related problem sets presented over a four-day period. Some of the refugee events injected during exercise execution were refugee control at border crossings, refugees illegally crossing borders, refugee rioting in refugee camps, refugee safety and welfare, and criminal groups involved in refugee and weapons trafficking (see Figure 2).

The red stars on the map at Figure 2 represent the locations where refugee-injected events occurred. Kosovo's civil organisations played a major role in the exercise, giving the KSF the opportunity to work jointly with its civil partners. The OCs and lessons learned personnel were present at each of these exercise-driven events, collecting observations for post-exercise analysis.

Figure 2: Kosovo Map and Exercise Refugee Events (Stars)

The KSF resourced its own OC team, employing 35 subject matter experts (SMEs) pulled in from across the KSF, much like it did for Eagle 4. OC coverage was comprehensive from brigade to company level. The team's primary tasks were to collect observations and facilitate AARs from brigade through company level during the planning and execution phases of the Eagle 5 exercise. The lessons learned team, composed of nine members, developed a collection plan using essentially the same inputs as it did for Eagle 4. However, Eagle 5's collection plan was much more focused on DOTMLPF-PI issues that were identified and carried over from Eagle 4.

Analysis Practicum: Lessons Learned Work Group

Approximately two weeks after Eagle 5's conclusion, at the direction of the KSF Land Force Commander and Deputy Commander, Land Force Command formed a Lessons Learned Work Group (LLWG). The LLWG was led by the KSF TRADOC's Chief of Doctrine and participants in the working group were KSF lessons learned and doctrine personnel, KSF's warfighting function SMEs, the Eagle 5 OC Team Chief to include members of his team, and two CALL analysts.

The work group's primary goal, after four days of analysis and deliberation, was to generate a DOTMLPF-PI report for the KSF Commander and KSF Land Force Commander identifying the DOTMLPF-PI issues, with supporting observations, for resolution within the KSF. A key component of the report, exhibited in the executive summary, was a list of the key DOTMLPF-PI issues (see Figure 3). Upon KSF leadership approval of the issues list, it would task a responsible organisation to develop an action plan aimed at resolving each issue.

Recommendations – DOTMLPF-PI (Doctrine, Organization, Training, Material, Leadership, Personnel, Infrastructure, Policy, Interoperability)

	KEY ISSUES	D	O	T	M	L	P	F	P	I
1.										
2.										
3										
4.										
5.										
6.										

Figure 3: Key DOTMLPF Issues

The LLWG analysed over 200 observations collected by the OCs and from written brigade, battalion, and company AARs. The format used for each collected observation was issue, discussion, and recommendation. The LLWG analysed each observation determining first whether it was still valid, and if it was, further categorising it under one of the KSF warfighting functions. Warfighting functions used by the KSF are mission command, movement and manoeuver, protection, intelligence, and sustainment. The analysis work group then determined what DOTMLPF-PI criteria were applicable to the observation.

The LLWG then prioritised the observations into two lists. The first list of observations, considered the most important, were DOTMLPF-PI key issues applicable across the entire KSF requiring the attention of senior leaders and an action plan for resolution. These issues made their way into the report on the DOTMLPF-PI key issues list depicted in Figure 3. The second list comprised DOTMLPF-PI issues that could be resolved at lower echelons, mainly at the brigade and battalion level.

The KSF TRADOC Commander and KSF Chief of Doctrine subsequently briefed and received concurrence from the KSF Commander and KSF Land Force Commander on the findings within the DOTMLPF-PI report, particularly the key issues facing the KSF. The KSF is now in the process of developing action plans to resolve the identified DOTMLPF-PI issues.

Conclusion

Instrumental in the success of the KSF lessons learned programme was the senior leader emphasis and the patient efforts leaders made over time to both sustain and improve the program. CALL played an advisory/assistance role, but it was the continual support of KSF senior leadership that really made a positive, effective difference in the KSF lessons learned programme. Additionally, the collection and analysis practicums, conducted respectively during Eagle 4 and Eagle 5 exercises, proved invaluable in that the KSF truly gained an appreciation for how a fully functioning lessons learned process can identify and fix DOTMLPF-PI issues to improve both its operational and training performance.

THE ARGUMENT FOR EQUALITY VS EFFECTIVENESS: WHY ARE THE WOMEN HERE?

By Mrs Erica Dill-Russell

Ms Erica Dill-Russell is currently a Science Researcher with the Defence Technology Agency.

Let me be very clear that women do not serve in order to demonstrate our gender equality… The female soldiers serve because they have the right training, skills and motivation. We would never allow inferior soldiers to serve, the risks to the individual, unit or equipment would simply be too high.[1]

Statement by Norway on gender equality in the military (Forum for Security Cooperation, Vienna, 2017)

NZDF is really only beginning to discover what the inclusion of women can do and the force-multiplying effects it can have. I believe that including dialogue about the increase in capability that women bring to the table will aid the inclusion of women in the NZDF and go some way toward negating negative sentiment from their male colleagues. This, when combined with a common set of standards for all service personnel, will allow not only a more inclusive force, but also a more effective one.

DFO 3, Part 5, Chapter 2 states: "The long-term success of the NZDF as a modern military organisation requires an understanding of and commitment to equity and diversity. NZDF commanders and managers operate in an increasingly diverse and integrated environment…. All members of NZDF are encouraged to contribute their full range of skills and experience… Service and employment in the NZDF is focussed on achieving and maintaining operational effectiveness. The application of equity and diversity principles enables the NZDF to operate optimally in all environments."[2]

I suggest that in today's operational environment women in the NZDF are capable of everything their male counterparts can do. But we need to also focus on the benefits of gender to capability.

This article discusses facets of women's inclusion in Defence, with a focus on recruitment and specific capability. It argues that when this development is achieved, the inclusion of women in the armed forces not only increases effectiveness, it decreases operational risk and increases the capability of the force. Finally, it will challenge the current dialogue on in-service women, the differentiation of standards for women and men, and pose measures to increase both inclusivity and effectiveness.

Recruitment

We must begin this discussion at the door to the military and how the NZDF recruits women. Are we getting the best and brightest? Are we getting enough, and do they even want to come? I sat in the Air Force Women's Conference in 2014 and listened to a few of the best and brightest girls from a local high school speak. To say they were smart and motivated was an understatement; many had achieved more than most of the adults I know had at the age of 30. Their passion and drive were inspirational, yet when asked if any were thinking about joining the military when they left school, the answer was an embarrassed but resounding "No". The reasons varied between interest in other areas, and having heard it can be difficult. This was likely a polite way of saying it's not a place we would want to work because the stories we have heard about being a female in the military are not good and we do not want to be treated like that. This experience in particular resonates with me because I also remember seeing the lunchtime presentations by the military at my all-girls Anglican school and thinking, thanks but no thanks.

So why is the military not appealing to young women and what can we do to change that? I believe our recruitment focuses far too much on

women being given the right to join the military, as if it is some divine gift. NZDF needs women in the Services more than it ever has before, and we are not articulating this well. The desire to serve and requirement to protect one's country are some of the prime motivators espoused for joining the military. However, why would you do so when you constantly feel like you are on probation and the military is doing you a favour? That the military needs women in order to be effective is not discussed, and indeed from my personal experience in this area I believe the great majority of the military probably are not aware that this lack of discussion is an issue.

Capabilities

So why does the military need women and how do we articulate this? Bluntly said, the military needs women because the global conflict environment is changing. Brown (2017) states that "Any new conception of how the army fights must communicate soldiers, not weapons, are the key to success."[3] Wars are no longer fought on the front lines and in order to be successful it is no longer who has the biggest guns and most men. Conflict in the twenty-first century is won by the smartest tactician who uses all the tools at his or her disposal within the short time frame needed for response. Increasingly, we are seeing opposition fighters doing exactly that: making use of all the tools available to them, including women, and because of our reticence to do so and the time we are taking to develop our training methods in these areas, we are being left behind.

Time now to discuss the unique capabilities that women contribute to the armed forces. Women have far superior access to the female population, and when women are used as primary supply lines for weapons – as in the case of Afghanistan – this access is vitally important to disrupt the flow of weapons to enemy forces.[4] Women can also be the peacemakers and peace holders in matriarchal societies. It may be impossible to stop men fighting without the influence of their mothers who are able to lay down the law, and access to these women may not be achievable by men. In previous research I have undertaken on this topic, women have also been described as peacemakers, but for another reason. Women can be a de-escalatory presence in a situation which can be the single reason for a meeting not becoming a firefight. As a result of this, a soft knock becomes more viable, the necessity for hardware such as guns and bombs becomes less, and the risk to all personnel is decreased.[5]

But what happens when the women are the bombs or the fighters wielding guns. As we have seen used by Boko Haram in Nigeria and the Islamic State in Iraq, women can also be weapons of war.[6] [7] Females have an exponentially higher penetration rate as suicide bombers as their presence is less suspicious and their garb can be more appropriate for hiding explosives. Further, the involvement of women in fighting can have a disproportionate effect, depending on the culture of the adversary. There have been accounts that some Islamic State fighters believe they will not be martyred when they die if they are killed by women, and other fighters are hesitant to shoot women as by virtue of their gender they are not considered combatants.[8] In our own culture to shoot/throw/run like a girl is considered derogatory and so women are seen as less physically competent and therefore less threatening. It is remarkable that this has yet to be capitalised upon considering the potentially significant information operations effects.

Our allies have made use of these capabilities in numerous ways such as Operation Lioness (US), Female Engagement Teams (FETs) (US) and the Hunter Force (Norway). However, New Zealand is falling behind in this area with its 'she'll be right' attitude and a 'make it up as you go along' methodology. Numerous New Zealand operations in Afghanistan used gender capability at times. However, this was never formalised.[9] Our capability as a small and agile force with operations based primarily in the South West Pacific gives us the opportunity to test and train these gender capabilities in a way that our allies cannot and have not. Cultures in the South West Pacific are markedly different to that of the rest of the world – New Zealand culture itself is markedly different to that of our allies – and as such the inculcation and utilisation of gender capability could be an area in which New Zealand can make a unique contribution.

Changing the dialogue

We have now articulated the value of women in the military, but how do we change the dialogue? It requires two distinct changes to current practice: removing arbitrary equality-based controls used to allow women in the door; and then recognising

the different contributions women can make to military operations.

Firstly, I propose that we remove all gender-based fitness levels from entry to all military services onward. The implementation of the lower standard for women (see Figure 1) automatically alienates them amongst their male peers where physicality is considered a prime measure of credibility and capability.

	MSFT (BEEP TEST)	CURL-UPS (NOT GRADED)	PRESS UPS
MALE	7.10 (Grade 2, Minium Pass)	35	5 (Grade 2, Minium Pass)
	>10.5 (Grade 7, Strong Pass)	>65	>29 (Grade 7, Strong Pass)
FEMALE	5.9 (Grade 2, Minium Pass)	25	1 (Grade 2, Minium Pass)
	>8.6 (Grade 7, Strong Pass)	>54	>14 (Grade 7, Strong Pass)

Figure 1: NZ Defence Careers Recruitment Fitness Test (as at 8 August 2017)

Fitness levels should instead be set by role, i.e. a higher fitness level required for more physical jobs such as infanteers. Of course a minimum level would remain for entry to basic training. However, in my opinion, the policy-driven alienation of women is set in the different fitness standards. Eliminating this difference would give all personnel equal opportunity to achieve entry into their desired trades and more accurately match physical capability with job requirements. Further, it would decrease negative sentiment amongst male personnel who perceive the lower standards for females as unfair and immediately instils a perception that women are less capable. This effectively creates a one-standard rule for both genders. "De-gendering an occupation by establishing gender-neutral standards truly reflective of requirements for the success of missions is an important step towards removing incentives and opportunities for gender harassment."[10]

The UK army now has role-based fitness assessments defining entry into the trade (see Figure 2). "Successful integration starts with judging service members as individuals, using validated, gender-neutral occupational and strength standards, rejecting quotas and ceilings, and the fair application of training methods of maintaining order, morale and discipline… All of us want to be judged on our own ability and achievements, not presumed group characteristics. The millennial generation has grown up in a gender-integrated society, competing as individuals in education and the workplace. It should come as no surprise if they view the British Army as anachronistic for sanctioning gender discrimination."[11] If the UK, from which we derive our military standards, can remove fitness-based gender discrimination and alienation, why are we not doing the same?

ARMY
BE THE BEST

FITNESS STANDARDS

Once you know which soldier role you'd like to apply for, you can see what is expected of you in the physical tests at assessment centre.

If you're going to Harrogate as a soldier, your fitness standards are:

- PARA - 40 kg lift, 120m carry 10m run time
- All other roles - the same lift and carry targets as the senior entry roles, run in 14 min 30 sec.

This table shows senior entry standards

Corps	Role	Lift (kg)	Carry (m)	Run (min / sec)
RAC	All	40	120	13m/15s
Royal Artillery	All	25	60	13m/15s
Royal Engineers	All	35	120	13m/15s
Army Air Corps	All	35	60	14m/-
Royal Signals	Communication Systems Engineer	20	30	14m/-
Royal Signals	All other	30	30	14m/-
Infantry	PARA	40	120	9m/40s
Infantry	All other	40	120	12m/45s
RLC	Marine Engineer	40	30	14m/-
RLC	Port Operator Driver Driver Comms Specialist Postal Courier Supply Specialist	20	60	14m/-
RLC	Air Dispatcher	30	30	14m/-
RLC	Chef Ammo Tech Petroleum Operator Movement Controller	20	30	14m/-
REME	Recovery Mechanic Technical Support Specialist	40	60	14m/-
REME	Vehicle Mechanic	30	60	14m/-
REME	Aircraft Technician	25	60	14m/-
REME	Armourer Metalsmith Avionics Technician Electronics Technician	20	60	14m/-
AGC	All	20	30	14m/-
AMS	All Medical Corps, Dental Corps and Vet Corps	20	60	14m/-
AMS	All QARANC	20	30	14m/-
Military Int	All	20	30	14m/-
CAMUS	All	20	30	14m/-

Figure 2: UK Ministry of Defence Role Based Fitness Levels (***Army Fitness Selection Standards***)

Secondly, I propose that research is conducted into specialist ways that gender can be capitalised upon to achieve mission effectiveness. I began my research on this in 2014 and it yielded compelling evidence that the use of female military personnel in an ad hoc way in Afghanistan contributed to the effective achievement of mission tasks. It is evident we have only scratched the surface of what women can achieve within the military and for the military, and more needs to be investigated, such as the effects of the presence and action of female military personnel in cultures outside of the West (nations in which there are currently or predicted to be military deployments). The identification and development

of unique capabilities that increase unit effectiveness and mission accomplishment will increase the perception of women amongst their male peers as their contribution is increased and male soldiers realise their contribution over and above normal soldiering. The effects and achievements of these capabilities should then be publicised so as to increase the perception of female soldiers in the eyes of their male counterparts. The men must see the contribution to believe it.

Once this capability is determined, we must begin training willing and capable women in order to realise operational benefits. We began well by identifying that gender has a place to contribute on operations. However, we must move on from the ad hoc employment that is the status quo. The NZDF's ***Commander's Guide to Women, Peace and Security*** is a good start, but it does not go far enough and is too easily set aside for more pressing tasks. I propose that each pre-deployment training should identify deploying female candidates, provide additional training on roles and activities that will be expected of them, and educate commanders on the toolset available to them. This must be coordinated with culture training on the deployment location in order to correctly utilise the gender toolset to the force's greatest advantage. Again, the achievements of this capability must be publicised in order to encourage those reticent to champion the inclusion of women and the additional capability they contribute.

Conclusion

Women are achieving within the Defence Force, however, we can be doing more to capitalise on the breadth of their capabilities. This is not to pigeonhole those who want to operate purely within their corps occupations, but to identify potential toolsets in those who are willing and capable to augment NZDF operational ability. In order to achieve this we must get the right women in the door and to do this we must re-educate the New Zealand public from a 'you can' join the military call to a 'you should' join the military and 'this is why'.

They must join the military because women can do things men cannot in cultures that do not allow the interaction of men and women. Furthermore, they can have different effects to those of men completing the same task, be that kinetic or non-kinetic. Without capable women who are trained to capitalise on this toolset, we risk degrading our capability compared to that of the enemy, who is willing to use the full capabilities of the women.

Further, we must stop disadvantaging those women who do join by alienating them amongst their male peers with different achievement standards. NZDF Policy is contradictory in that it demands effectiveness but defines effectiveness differently between genders. Effectiveness should be defined by role capability, not gender, allowing women to achieve on the same levels as men. This will then negate the perception that men have to work harder than women to achieve the same perceived levels of capability and effectiveness, i.e. fitness pass rates.

Without this double standard, I believe the negative perceptions of women in Defence held by some will begin to change and thus the incentive to join the NZDF will be increased. When we increase the incentive for women to join the military and decrease the perceived negative aspects by changing the culture, we will be far more likely to get the best and brightest who are currently saying no. We will then have depth of capability to fully investigate the potential of gender effects and, when capitalised upon, the NZDF becomes more operationally effective.

Endnotes

1 Dalaaker, 2017.

2 NZDF, 2010.

3 Brown, 2017.

4 Gold, 2014.

5 Ibid.

6 CNN Wires, 2017.

7 Associated Press, 2017.

8 Earle, 2014.

9 Gold, 2014.

10 Knarr, Glicken Turnley, Stewart, Rubright, & Quirin, 2014.

11 Bryant Mariner, 2014.

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GLOBAL CITIZENSHIP: GLOBAL CITIZENS OR TERRORISTS-TO-BE?

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The journey from marginalised young person to diverse global citizen.

Abstract

Within the vocational educational sector, young people shine with practical talent and imagination. However, many are deemed as marginalised through race, gender, disability, academic background and/or socioeconomics. For many, and for diverse reasons, the compulsory education sector, i.e. Eurocentric/Western education, failed them and they did not shine. They became disaffected, further marginalised and negative about future prospects. These learners arrive in the non-compulsory sector brimming with negativity, unaware of the way vocational education can transform them by giving them the skills to connect, communicate and demonstrate life-long learning. Over time their vocational talents are enhanced through discussion, support, positive reinforcements and interactions, objectivity and a safe learning environment. The learners move from hostile and defensive to working with others and achieving their targets. What could these learners accomplish next? This paper looks at the question: Can a 'victim' of Eurocentric education become a global citizen?

Introduction

Baker (Baker and Peters, 2012, p. 39) refers to being at "the margins (among the victims) of modern ways of knowing and being" – although this refers to his "decolonial experience" in Central and South America it made me think about who are the 'victims' within their own systems of Western/Eurocentric education. Why are people marginalised, why doesn't the Eurocentric education system always favour its own? From the online *Cambridge Dictionary*, the definition of 'victim' is "someone or something that has been hurt, damaged, or killed or has suffered, either because of the actions of someone or something else, or because of illness or chance".

Marginalised people, whether it be through race, gender, age or disability, are often marginalised because they do not conform to the Eurocentric education ideal and, therefore, could be seen as 'victims' of this form of education. If young people are marginalised, and are disengaged from society and compulsory education, how could it be possible for them to consider civic participation?

"Children are our terrorists-to-be because they are so obviously not our citizens to come" (quoted by Peters (2005) p. 1, from Barber (2003)). This sentence does not just reflect on what is occurring in emerging nations or non-Western countries. The sentence is also true for Western children and young people.

Although Gough (1993) is writing about education in the environmental science sector, this could be extrapolated to education generally: "Since its inception a Western, Eurocentric, industrialized, male and English speaking worldview has dominated statements about environmental education, particularly those made at the international level" (p. 1).

Black (2010) describes Eurocentric ideas as being part of most Western governments, government departments, policy, systemic educational inequity, class system and the role of schools. Westernised or Eurocentric education looks at performance accountability rather than student participation. In 2013, Neeganagwedgin argued that the education system requires "…serious reconstruction of the curriculum so that learning is not approached solely

from a Eurocentric standpoint…" (p. 28) and Baker and Peters (2012) conclude that "modern Western education systems, designed and maintained to reproduce Euro-American ways of life, are inherently racist" (p. 40).

Given that a high proportion of compulsory education is historically and predominantly geared towards male, white and Western, how have Western children evolved into marginalised young people, especially those who meet the criteria of being male, white and Western? The aim of this paper is to investigate if a 'victim' of Eurocentric education can become a global citizen.

Society

Marginalised young people come from all areas of society. Not all are indigenous, native or from non-Western societies. Not all are female or live in rural areas. Many are the products of failing communities, low socio-economic environments, abuse, disability and crime. Dr Airini speaking in 2012 at Te Papa "Every Child Counts", talks about how responsible foundation education can lift individuals, families and communities. Summarising Dr Airini, marginalised young people impact on society – financially, motivationally and socially. There are negative spirals and increasingly compounded poor consequences for future generations.

Winthrop (2011) discusses how the economy benefits from an improvement in foundation skills and life skills, as does society as their future leaders grow and the next generation evolves. She argues that "investing just four percent of national GDP in education…can lift children out of poverty and improve overall economic success for the country in which they live". Economic success brings benefits for the environment, health and security. These run into global economies and therefore global safety is enhanced. However, this extract was overtly Westernised and did not expand the 'learning opportunities' to look at non-Western expectations or include rural skills.

This draws us to the point of what a 'global citizen' may look like. I believe this is an individual that can move around the globe, accepting and participating in different cultures whilst being accepted within society as a citizen in their own right. Civic participation and character virtues will generate positive relationships with others and provide communities with confidence and a sense of belonging. All ages can engage with this and the older members of the community need to be responsible in their educating of the younger members of the community.

Experiential Learning

Following my own experiences, of working with disengaged and disenfranchised young people from diverse cultural backgrounds, I have always been impressed by their fortitude, determination, resilience and selflessness in spite of what is often recorded in the media.

I worked in the post compulsory, vocational sector where many of my learners were carers – sometimes to grandparents or siblings but often to parents who were fighting illness or who were drug or alcohol dependent. Many learners had their own children and were learning to read and write in order to support them in the future. Others were fighting to escape problematic backgrounds and ineffective compulsory education. More than 80% had specific learning difficulties, dyslexia, ADHD, autism and other behavioural issues.

The predominant issue was a lack of communication skills. This enhanced the existing issues and the majority of the learners, at 16 or 17 years old, felt they had no voice in society and no future.

In my work with the learners, we discussed many difficult subjects in safe and supportive environments. They chose topics, researched and worked together – taking ownership and responsibility for their discussion group. There were many examples of how these marginalised young people could be classed as developing civic ideas and character virtues – politeness, manners, respect, active listening, sharing and encouraging others were all skills that were enhanced by the experiences and trust we shared and developed. However, one learner's transformation was particularly memorable.

The current news topic was the Japanese tsunami and the devastation that ensued. The learners saw the images on the television but many were unaware of where Japan was or what a tsunami was. Literacy levels were low and many had a limited understanding of, or lack of exposure to, other cultures.

The learners were given the topic to research as it gave a spectrum of discussion ideas from civil defence, environment, transport, through to health, families and humanitarian aid. The learners were not all engaged with the topic but they had the choice of issues to select from. One learner was not connected with any of the issues until a media item was found showing a school being swept away and then the learner realised that people their age were being affected – where would they go to school led to what happened to their homes which in turn led to what happened to their families? Haste (2004) states that "issues that have a moral connotation engage the individual through compassion, anger, or moral outrage" (p. 420) and it was the learner's compassion that motivated and engaged her to learn.

When the discussion finally took place, this particular learner had carried out research that exceeded the requirement for the assessment. The learner had become knowledgeable about civil defence and support issues, humanitarian aid, charities involved with assisting families and schools and encouraged others to find out more. After the discussion, the learner organised a group of peers with an idea to assist one of the aid agencies.

Research, discussion and awareness improved the learner's communication skills. The learner also gained engagement in world affairs and became a concerned civic citizen, opening up eyes and opportunities to develop and become involved.

The learner in my first example was female and wanted to gain employment in the vocational sector. Her choice of potential career was in a predominantly female sector with few opportunities for promotion and an expectation of a fairly low income. She was engaged in the vocational, practical side of the qualification but was adverse to much of the, necessary, academic side. This learner was marginalised during her compulsory education but a more holistic approach, involving critical thinking and the development of life skills within her vocational framework assisted in her transformation from a marginalised young person to a global citizen. Learning to humanise issues and strip away the national identity gave her the opportunity to see the human being behind the story and generated a strategy to encourage her to look beyond and consider an alternative viewpoint. Again, referring to Dr Airini (2012), business and education need to care and in this instance they did and there was a positive outcome. This also ties in with Haste's (2004) comments that "if we want to understand how children develop those motives, skills, concepts, and social practices that foster 'good citizenship', we must look at what kinds of experience engage them…address the diverse definitions of 'participation'" (p. 415).

The learners in my second example put a different slant to education as a fulcrum. The first example was positive through the use of developmental and holistic education practices. This second example demonstrates how leverage affects the fulcrum and generates a seesaw effect, reversing the move towards global citizen.

White, male, Western learners are marginalised by Eurocentric education – the school system fails them. So, the question must be, why did it not work for the very group most aligned to it? In my mind-map of explanations, learners with disabilities, big-picture thinkers or vocation-oriented, along with a lack of differentiation leads to an inability of the compulsory sector to engage with these types of learners. They become victims of Eurocentric education.

Positively, despite school, the second group of white, male, Western learners remained engaged with their vocational area, choices and civic responsibilities. In their vocational area (Public Service, Police) they were not marginalised young people but were part of a sector that was equitable, non-gender specific, collaborative and promoted public service, civic duty and responsibility. Vocational qualifications raised employment prospects and added value to the knowledge economy. The development displayed positive pointers for neoliberalism and the transformation of marginalised young person to global citizen.

Lever and Fulcrum

A key lever within the vocational sector is funding. Kazepides (2012) confirms this when he says "educational policy and practice today are more and more determined by the economic and political needs of society than by an ideal of human development and a vision of the good society" (p. 924). Olssen and Peters (2005) also say that "in neoliberalism the state seeks to create an individual that is an enterprising and competitive entrepreneur" (p. 315). Marketisation and

knowledge capitalism are of interest to the global economy rather than a well-rounded, educated and inclusive global citizen. However, the strength of the neoliberalism movement from the 1980s was declining by the mid 2000s. Modernisation (New Zealand's Aid Programme, 2011) was moving away from "purely monetary economies", financialisation (Peters, 2012) was driving funding and the context of historical economic growth was changing.

The impact this had on the second group of learners was potentially destructive to their outlook, education and employment opportunities. Funding moved away from white males, it encouraged participation of non-white, non-UK, non-males.

In 2007, BBC News reported: "Chief constables in England and Wales are to discuss whether to boost the recruitment of black and Asian officers by 'affirmative action'." The police were looking at employment law changes to increase numbers of non-White, non-male police officers. Some saw this as affirmative action, others as reverse discrimination. It was also seen as different to positive discrimination and recompense was made to some who had been discriminated against illegally.

The lever being applied to the fulcrum was good in terms of sustainable economic development for all people, regardless of ethnicity and gender etc., but what type of globalisation idea were the education, public and funding bodies considering when their political correctness transformed engaged, global citizens into marginalised, young people? The seesaw effect left white males, in this instance, disengaged, disenfranchised and with the potential of no career and a low-level poverty heritage.

The white males in my second example had been hurt, mentally rather than physically. Their future had been damaged because of the actions of the Association of Chief Police Officers. The cycle of sustainable education, foundation education and effective schooling (New Zealand Aid Programme, 2011) needed to be restarted in order to protect their future.

The majority of my UK learners that were disaffected and disengaged were white, male and English – becoming almost an excluded sector, appearing voiceless and shunned by the government for being white, male and English. Why? A high proportion were from low socioeconomic backgrounds, predominantly from rural areas but some were from families and societies that one would think matched the Western/Eurocentric ideal. Why were they becoming marginalised?

Victims?

The compulsory education sector damages many learners through lack of support, devaluation of vocational skills and lack of safe environments, for example. Sometimes physically, but mainly emotionally hurt, these learners are 'victims' in a system that had been designed for them, i.e. white, male, Westerners.

A search on the internet for 'what is a victim of Eurocentric education' produces an array of results discussing indigenous issues across the globe – Aboriginal, Native American, African-American and Māori students. Predominant words surrounding the issues are expense, domination, victims of progress and there is an insight into other types of education – Afro-centric and Orientalism. As Hui (2015) discusses: "the captive mind is a victim of Orientalism and Eurocentralism which is a consequence of Western dominance over the rest of the world" (p. 20).

R. Black (2010) discusses the social inclusion agenda within Australia. She says that "the policy push for participation has a particular focus on individuals and communities at risk of exclusion" and confirms that the participation of "young people marginalised by socioeconomic conditions" is "particularly vulnerable to contradictory forces and influences" (p. 10). On the whole, one would agree but, in the case of my second example, the results of social inclusion agendas and funding etc. marginalised citizenship-minded young people, demonstrating how vulnerable they are to the swing of financialisation, education and other factors.

Human Development

Income security, life expectancy and education are the original key indicators in the Human Development Index as discussed by Cremin and Nakabugo (2012). They also discuss sustainability, both environmental and human development, and how "participation of the people in decision-making …was recognised as an essential element…(DSIE,

1997)" (p. 501). They conclude that "education is both a goal of development and a means to its achievement" (p. 505), reiterating the importance of education to equip individuals for the future.

Frazier and Goodman (2015) look to a future of dialogue and discussion in order to address issues and move forward. Their ideas involve "multicultural education strategies", a "variety of modes of learning", creating "a sense of equity and pride among all students in the class" and throughout their paper they promote inclusion, advocacy, "innovative approaches", "collectively brainstorming", discussion, active listening, development of "effective coping skills" and empowerment strategies.

Moving forward, Kazepides (2012) reiterates the need for dialogue and explains what genuine dialogue looks like: "[It] is extremely demanding; it requires respect, trust, open-mindedness, a willingness to listen and to risk one's own preconceptions, fixed beliefs, biases and prejudices in the pursuit of truth. The aim cannot be to win an argument but to advance understanding and human wellbeing". He continues by stating "the world today is not in trouble because it lacks the trained professionals it needs or the indoctrinated and the fanatics it does not; what it needs desperately are men and women who are willing and able to engage in dialogue" (p. 915).

Global Citizens

Black (2010) argues that "young people [from low socioeconomic backgrounds] typically demonstrate less civic knowledge than their more affluent peers" (p. 11).

However, I tend to agree with the Jubilee Centre's statement (2014, p. 1): "Young people's social action should not start from a deficit model: many young people are already active and engaged, and many more would be engaged if appropriate support and guidance were in place." I believe that young marginalised people can be transformed into global citizens through empowerment, ownership, responsibility, reflection and appropriate support with relevant education. Education is important to help them "build a vocabulary that enables them to engage" (p. 2), show them how to develop reflection techniques and teach "transferable qualities relevant to a range of situations and contexts" (p. 2).

There is a theme that global and local citizens are beneficial for the common good (Black, 2010). There are universal barriers to communication but equally there are methods to find common ground with which to begin engagement with young people. Music and football/soccer are very useful subjects to start re-engaging, even with those who have no opinion on either topic. Some use these subjects as their communication medium and they can learn to share information with others through this. Intelligent dialogue can aid understanding and development of acceptance and tolerance.

Throughout the literature, there seem to be current themes to generate citizenship, there is potential to encourage people to become more engaged and involved. Context and dialogue appear to be key words in this reconstruction. Other vocabulary that Haste (2004) uses is self-identity, appreciation, narrative, connection, participation, informed, engagement. She questions how do "we foster efficacy and agency through education?". She concludes "by according children the right, and the expectation, to make their voice heard, we are positioning them as efficacious and enabling them to position themselves as such" (p. 435), producing successful and effective learners. Education does impress on children in a variety of ways. To ensure they are able to confront issues, and be confident in their decision making in the future, education has a high level of responsibility to do this in such a way as to promote an informed and educated civic society.

Lifelong learning plays an important educational role in engaging marginalised young people. It demonstrates to them how every experience or interaction can be shared and used as a learning opportunity, taking education back to its grass roots. Similarities and cross-cultural information can develop and be taken home to family and friends.

However, "being educated is a way of being in the world and a way of living one's life. Looking at education through the criteria of dialogue enables us to see more clearly the centrality of character development in our educational institutions and the importance of the virtues and principles that ought to govern interpersonal relationships" (Kazepides, 2012, p. 924).

Peters' (2005) suggested "vision" of a "world civic space" (p. 3) may "invoke a kind of cosmopolitanism that can still be shaped through participation, dialogue, and exchange of world cultures".

Therefore, continuing to emphasise that dialogue is key to progression. This "world civic space" of the future will inherently be multicultural and filled with citizens. However, Peters observes that "multiculturalism and citizenship education" are education's "two dominant political forms" (p.3). To achieve the civic space, leverage on the fulcrum needs to take into account Peters' comments and "actively reach beyond the confines of the modern state and the project of nation-building" and credit "philosophy and theology" as "more powerful tools of mutual transformation than bombs, missiles and military force" (p. 4).

Tully (2008) also writes about civic spheres and worlds where "the civic citizen manifests the freedom of participation ***in*** relationships ***with*** other citizens" (p. 29). Tully discusses the abilities, competencies, character and conduct of citizens where civic negotiation, and therefore dialogue, is an important aspect of participation.

As a result of my experiences I have been able to engage with the unengaged, encourage the disenfranchised and demonstrate resilience. Marginalised young people respond to those acting responsibly and leading by intelligent example. Kazepides (2012) reminds us of the "power of mutual respect and understanding to develop the caring, critical and creative capacities of the participants" (p. 915).

As well as Kazepides (2012), I found Roberts' discussion (2012) on Freirean and Taoist ideas interesting. "Gentleness and humility are valued highly in both the ***Tao Te Ching*** and Freire's educational philosophy. In Taoism, as in Freirean thought, there is an acceptance that human beings are, or ought to be, integrated with the wider world" (p. 157). He expressed the challenges of wanting to educate: "for many in the educational world, this is akin to examining afresh our very reason for being. That process is worth undertaking, despite the risks such an enterprise holds". This relates to a global citizen who has the courage to face the challenges often involved when raising educational issues, be it front line humanitarian work or working with others to stand up to discrimination. This is not the same as training for a purpose, and the integration being discussed is not the same as integrating into an economic world. However, elements from each can be blended to generate a pathway that is suitable for both economic function and a civic society.

Conclusion

In answering my question, "Can a 'victim' of Eurocentric education become a global citizen?", I have had to look at what a 'victim' is, question what Eurocentric education is and means, and what does a 'global citizen' really look like.

Examples of victims can be easily found due to the continued issues of bullying and harassment and through the discriminations made against disabilities, gender, ethnicity, faith etc., but has Eurocentric education really failed them and made them true victims? Generally, Eurocentric education has failed many learners that should match with its ethos and context of being ***by*** white, male, Westerners ***for*** white, male, Westerners. Eurocentric education has not failed everyone that is not white, male and Western but a shift in a new direction is required to incorporate the multiculturalism that is the current global stage. Neoliberalism may be being restructured but it has historic contexts that need to be left behind. This is possibly too difficult to do. Ultimately a Utopian society is also possibly too difficult to do, by virtue of human nature and the economies of state and business.

However, 'global citizens' may also be ones that have a more economic power – being educated in roles or technology to drive the workforce and business to more prosperous times. They may be the power players in global politics, controlling and directing communities.

Responsible education, intelligent dialogue, placing things in context and participation will encourage others to partake in a shared vision for a global citizenship or civic sphere. Our marginalised young people are open to being lead and many have only been marginalised due to the failing Eurocentric systems and the neoliberalism of the world they have grown up in. If systems are transforming, maybe fewer young people will become marginalised and there will be fewer victims. Informed discussion and debate will bring forward issues into the public arena, allowing young people the opportunity to talk about how these issues could be deemed marginalising. An emphasis on dialogue will promote ideas and future courses of action.

Young people are often already involved in civic participation and their communities need to retain that and learn from their young. Engagement will promote education and reduce marginalisation.

These learners could accomplish anything they choose. They are the leaders and citizens of our future rather than terrorists-to-be. In answer to the original question, "Can a 'victim' of Eurocentric education become a global citizen?", I believe that, yes, 'victims' of Eurocentric education can become global citizens but the fulcrum needs to be levered responsibly, with an eye to the past and an eye to the future.

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Beca
NZ ARMY

LEADERS BEWARE – IS OSTRACISM HURTING YOU?

By Mr Greg Muller

Mr Greg 'Herb' Muller is a retired New Zealand Army Soldier living in Galway, Ireland running a consultancy company called Lead the Pack.

Introduction

It had not been since the Vietnam War that the NZDF had committed combat troops to a conflict when in the early 1990s the New Zealand Government agreed to support the efforts of the UN to help stabilise the troubled Balkan States of Bosnia – Herzegovina.

At that time, I was a PTI Sergeant with 1RNZIR and whilst I did not deploy many of my friends, peers and colleagues did. It was a strange era because almost nobody had any operational experience. Like many troops before them they were leaving the shores of our small nation to face new challenges with equal measures of pride, professionalism, trepidation and enthusiasm. Because to a large degree we Kiwis are somewhat protected and isolated from the numerous atrocities and acts of violence many other nations contend with on an all too frequent basis. And, as such, deployment meant putting oneself in the firing line of not just potential physical harm but witnessing many things the like of which most, if any, would not have seen before.

And it is here where our story really begins, with Kathy Bolkovac, a former US Police Officer from Nebraska. Because it is what she witnessed, subsequently exposed and then got ostracised for, during her time in Bosnia – Herzegovina that forms the essence of this leadership lesson.

Kathy's story starts much like most troops we were sending on this mission. She was relatively naïve to what was happening in this part of the world and had never been exposed to this level of violence and anarchy in her formative years or working life. As it happened she had simply seen an advert calling for qualified investigators to investigate war crimes, more specifically in her case the exploitation of females as victims of sexual crimes, human trafficking and prostitution.

Unbeknownst to her at that time, as things would transpire, her story would eventually make global news and become an internationally acclaimed film – 'The Whistleblower'. This film tells not just of the tragic story of the crimes she was investigating but perhaps an even sadder truth. It also tells the story of a serious dysfunction in human nature, poor leadership and our global society's inability, at times, to do what is right – when we see wrong.

Social Grouping

Since our earliest beginnings humans began forming groups not only to improve our chances of survival (hunting for food and protection from predators etc.) but also for the social aspects that allowed us to enjoy shared experiences through group connections and bonding.

In military terms our smallest groups start at the level of a gun group of two people or a Special Forces recon patrol of four personnel, right through to company, battalion, brigade level and beyond.

Yet we are also part of many other groups, some of which are structured and self-explanatory, such as the sports teams we may be involved in on camp or for our unit. Then there are the unstructured groups, which we are often not as consciously aware of and are formed more through our association to a place or people without any formal recognition. These are essentially ad hoc groups, like living in the same barrack block with personnel from other services, units or corps.

Regardless of its structure or identity however, every group will, to some degree, have associated norms of behaviours (rules) to which they either consciously or unconsciously adhere to. Some of these rules are formalised through SOPs or standing orders to align processes and expected behaviours. Alternatively, they could be far more informal where mutual understandings are met through shared ideals and beliefs without any actual need for verbal acknowledgement.

And it is because of this human need to place such a big emphasis on social connections that we tend to form ourselves into relatively stable societies of functioning communal groups. Doing so, we instinctively allow for more effective and cohesive actions/activities to take place within our groups.

It is here, however, where we start to learn 'other rules' that govern groups. That is, we start to learn about and potentially witness the threat of being evicted from the group – of ostracism, because as we will find out from Nemo, once you are out it is tougher to survive. And this is one of the key human weaknesses ostracism preys on – our longing to be part of the group.

Finding Nemo

Well maybe it's not quite finding Nemo but we can learn a lot about social grouping and ostracism from the Goby fish who live on the Great Barrier Reef in Australia. Each day just like good soldiers they perform a ritual of 'forming up' much like they were doing the drill for sizing off everyone prior to going on parade.

This daily routine, researchers have established, is performed to control the size of the fish. So, the act of 'forming up' is essentially checking the size of each fish within the school (group). If one is getting too big, within the very tight parameters set by the school of fish themselves and which researchers have measured using specialist equipment, they face the very real risk of expulsion. Initially this occurs through being bullied by the leaders (a type of head-butting movement). If they do not adhere to these warnings they are then expelled from the group. This will result in them having to fend for themselves in the dangerous waters outside the sanctuary of the coral reef and rest of the group.

Ostracism, therefore, functions as a form of threat management on two levels. Firstly, it protects the dominant stronger leaders who effectively control the group, while secondly it prolongs the viability of the group. It is a deft combination of both punishment and cooperation.

It is therefore important that all leaders (and followers) are cognitively aware of some of the positive and negative effects of group behaviour and function of groups. Listed below are some of the factors that affect groups, either negatively or positively.

NEGATIVE	POSITIVE
Group think	Promotes esprit de corps
Domineering leaders	Promotes camaraderie
Potential for ostracism	Gives a feeling of being valued
Lack of ability to challenge	Safety and security
Conformity	Shared experiences and support

Notwithstanding the importance of the other aspects highlighted above, this article is focusing on the aspect of ostracism, which can often go unnoticed as it silently poisons groups and stops them from functioning to their highest potential. It is here where we pick up our story again with Kathy our Police Officer from Nebraska.

As part of her investigative work she exposed a serious criminal ring involved in human trafficking for sexual exploitation and prostitution. This was big business and many people, especially during these difficult and troubled times, were profiting from it. As things unfolded it became apparent that what she was potentially uncovering was a major criminal undertaking, much larger than perhaps she, or anyone else was either expecting, or ready to admit.

Due to some of the difficulties and obstacles she experienced in bringing this to the attention of authorities she drafted an email that simply said, "**Do not read this if you have a weak stomach or guilty conscience**" and then…she pressed send.

For what she uncovered many could easily assume she would be highly commended for her actions. As things unfolded however, rather than being commended she was condemned, outcast and ostracised by the very people she was working with

and for. Eventually this led to her being removed from her position and placed in a menial role far removed from her original duties and the case she was working on.

As a leader, there are consequences for overlooking the effects of ostracism. Because those that think differently, do differently, challenge the status quo or confront some inconvenient truths as Kathy did, must feel safe to have a voice.

Humiliation

Ostracism works on many levels and one such is humiliation. Humiliation is a commodity that we can trade in with relative ease and anonymity in today's age. With the World Wide Web at our fingertips, the perimeters and boundaries are easily exploited and often blurred. As an emotion, it has been claimed by researchers that the intensity of humiliation is felt even more than that of happiness or anger.

Tyler Clementi's (a student at Rutgers University) short life is a testament to this, whereby his college roommate unknowingly filmed Tyler being intimate with another male and then posted it online. This resulted in a hive of cruel and judgemental feedback that tragically saw Tyler, at just 18 years of age, end his short life by jumping from a bridge to end the pain and suffering he endured through personal attacks and being humiliated.

Such shaming can and is becoming much like a blood sport, because in the age of the Internet shame is now an industry that is often measured by clicks on a mouse. We have, for example, modern forms of ostracism and humiliation, which can be as simple as unfriending or unfollowing someone on Facebook or Twitter.

And the more we tolerate this, the higher the number of clicks we need to see and the harsher the examples need to be before we become aware that people are suffering and ostracism is at the core. Put into tangible evidence, research conducted between 2012 and 2017[1] found that there was an 87% increase in cyberbullying and this form of behaviour. These are online trolls extolling or degrading people for acts or behaviour they consider unacceptable.

Attacking a person's character because they do not necessarily agree or conform to some flippant belief or rule that you, or a group you are part of, is not acceptable. Yes, feedback is important but it must be conducted in the right manner and in the appropriate forums – not through the likes of a kangaroo court led by individuals who have a 'that face doesn't fit' mentality.

Because very few people even up until their early 30s have developed the mental maturity or capacity to equip them to deal with the ramifications caused through the onslaughts of shame, humiliation and ostracism.

Broken Hearts and Broken Bones

In her research of the same name "Broken Hearts and Broken Bones"[2], Naomi Eisenberger from UCLA established that although we can distinguish between the two different types of pain (physical and emotional) it appears that they share neurobiological substrates – that is for all intents and purposes at a physiological level we see them as one and the same thing.

She makes the point that when people speak of social rejection they use phrases like 'he hurt my feelings' or 'she broke my heart' and these terms (or phrases) apply across all cultures, with social pain described in terms of physical pain in almost every language. The only variance is how we cope.

Whether we are conscious of it or not then, pain is therefore used as a method of social control. Further work by Kip Williams, who has written a book on ostracism[3], refers to research using MRI (Magnetic Resonance Imaging) that could see a significant activation in the same areas of the brain that is experienced when we have real pain.

An excellent example of how strongly the need to feel a part of a group can be, is summed up in an online Cyber Ball Game experiment. In this experiment participants continued to feel the pain of rejection, even when they knew that being passed

1 Lewinsky, M. 2015. "The Price of Shame." https://www.youtube.com/watch?v=H_8y0WLm78U.

2 Eisenberger, N. 2012. ***Broken Hearts and Broken Bones: A Neural Perspective on the Similarities between Social and Physical Pain***. Sage Journals.

3 Williams, K. D., J. P. Forgas, and W. Von Hippel. 2005. ***The Social Outcast: Ostracism: Social Exclusion, Rejection, and Bullying***. Hove, UK: Pyschology Press.

the ball would cost them financially. Taken a step further, they found that people would still play the game with others even if the game involved tossing an imaginary explosive that could obliterate everything at any moment. The need to feel as though you belong is that powerful because it threatens our sense of value, that we are worthy of attention and not invisible.

But this mindset can come at a heavy price if it is not taken into context. And it must be taken into context. Military groups need specific rules and many have earned the privilege to wear certain insignia and be part of certain groups, units and corps through various selection courses or rites of passage by completing specific trade or corps qualification courses etc.

All of this helps to maintain standards and protect the identity of the group. This ensures it is both tough for outsiders to enter or alternatively easier for those within to police each other when they observe inappropriate effort or lack of adherence to group standards. These are earned reputations and in a very real sense are what often make the group unique or special, so yes, they should be protected because they give meaning to what we do.

This, however, is not the central argument of ostracism. Outliers, disruptive thinkers and edge workers (those operating on the fringes of the normal practices) exist to teach us lessons and provoke new levels of thought and action, to innovate. So conforming is necessary for groups to function but shaming, humiliating, mocking or ostracising individuals through blatant mistreatment and harassment to win the favour of other group members or to satisfy the ego's pretenses is not – ever.

It is important to understand this, as it has been proven that many people will conform more to a unanimous group, even if the group is clearly wrong in their perceptual judgements. They will just go along with it. They will be more likely to comply, to obey a command. In other words, they become more susceptible to social influence, to avoid what is commonly referred to as the 'kiss of social (group) death'.

Saying No to Ostracism

So, what measures can we put in place to prevent all this?

Challenge. Challenging your individual or the group's beliefs and values is a very powerful way to educate and invoke discussion around some of the personal, societal, social, cultural and group beliefs. This helps create a greater awareness as many individuals will tend to have beliefs that were formed and passed down from no doubt well-meaning guides (parents, teachers, coaches etc.) without really being challenged. Educating group

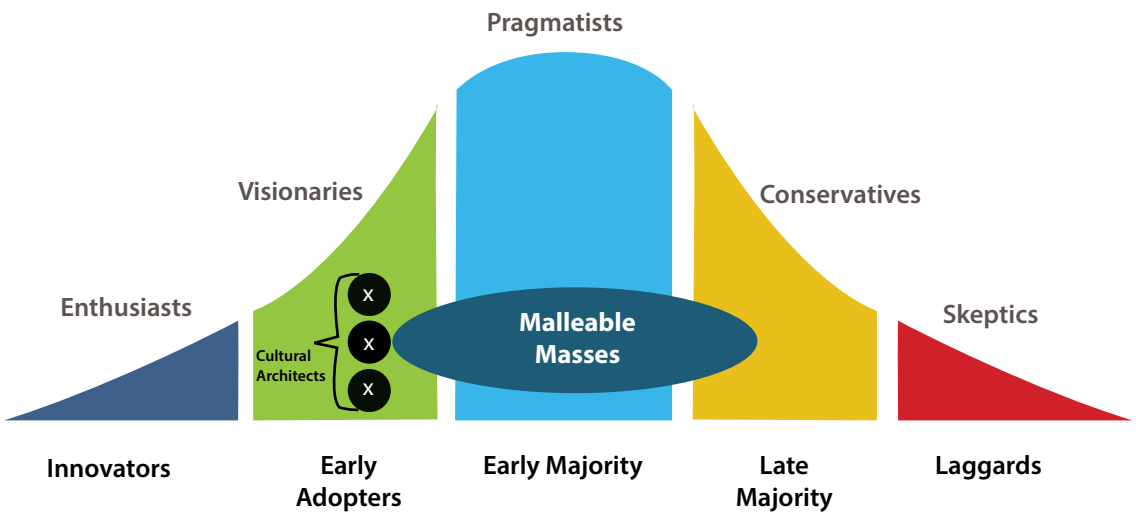

Figure 1: The 'Malleable Masses'

members will encourage them to challenge some of their preconceived ideas and understand things from a broader perspective.

Empathy. Shame cannot survive empathy. Displaying high levels of emotional intelligence and compassion towards others allows you to appreciate and celebrate individual differences. Furthermore, it highlights that we all have unique skills and insights that should be fostered and encouraged, provided of course they are not counter-productive or outside the parameters of accepted behaviours.

Culture. Culture is often described "as the way things are done around here". Simply stated these form the excepted behaviours and practices of how an organisation, group or team operates. Leaders must therefore be acutely aware of how everything a group does has an impact on its function, including how it can potentially ostracise others.

In Figure 1 we see how those that fall into the middle of the bell curve (standard distribution) are what we term the 'malleable masses'. As a result, they have the greatest potential to be led or influenced by the early adopters or those designated as 'cultural architects' towards higher levels of thought, acts and deeds. The choice of cultural architects must be carefully decided as these individuals must have the strength of character, standing within the group and overall maturity to help leaders influence change.

Leadership. John Maxwell, one of the world's foremost leadership experts, puts it as simply as this. He notes that "everything, either good or bad, begins or ends with leadership". The military offers world-class leadership training, this however, does not mean anyone, regardless of title, position or rank, has earned the right to stop learning and growing as a leader. Learning to lead is a lifetime commitment.

Summary

Groups often have a 'pay-to-stay' condition that is present to ostensibly safeguard the social status of the group and, whether this is healthy or not, we are lured into paying through our deep need to belong – but as we have seen the cost to stay can be high.

Group connection, which we crave, is not free, it comes at a cost. Groups have norms – they have rules. They act as regulators, producers and reproducers of social order. Ostracism as its threat operates as a form of social control, the enforcement of norm conformity – even if that order is not fair or equitable, even if it is pathological and harmful. The power of ostracism derives from its targeting of our vulnerabilities and insecurities; the fear of not belonging – ultimately, of being alone.

Kathy Bolkovac witnessed firsthand the effects of ostracism as she lived through a decade or more of harsh treatment. In the end, she was totally excluded from the group. She carried a contagion. It was the truth. A truth many did not wish to become known or made public as it could implicate them. To date nobody has been brought to account for the crimes committed during this period.

Yet by not speaking up other people suffer, we stay inside the safe circle (of the group) and so the circle of suffering continues as it did for the group Kathy tried to protect. While this came at a tremendous personal cost this is why she spoke out.

And while it is inevitable that even the most level headed, sincere and humble amongst us will, even to some small degree falter, it's a leader's prerogative to keep developing, to learn, grow and mature, so they can be vigilant and aware of the disastrous effects of ostracism and knowing when it is right to address wrong things.

As Kathy says in the end "right is right and wrong is wrong" and fundamentally we all know when which is which.

Amongst many other qualifications Greg has attained from his travels throughout the world, he holds a Master's Degree in Leadership, Innovation and Change. During his time in the NZ Army Greg worked as a PTI with the NZSAS, 1RNZIR and also held the position of Senior Instructor of the Joint Services Physical Education and Recreational Training School (now DPERTS). Upon leaving the Army he worked for almost a decade in professional rugby in New Zealand, Japan and Ireland. Greg now resides in Galway, Ireland where he runs his own consultancy company Lead the Pack which offers coaching for business organisations, teams and individuals for elite performance and leadership. For more information go to www.leadthepack.net

WHAREKURA

(noun) house of learning – traditional place where tohunga taught esoteric knowledge

(noun) school, school house

TOHUNGA

(verb) to be expert, proficient, adept

(noun) skilled person, chosen expert

The following section of the *NZ Army Journal* is a collection of personal reflections, vignettes and opinion papers.


ROYAL NEW ZEALAND
AIR FORCE

THE FUTURE OF OUR FORCE

By Brigadier Chris Parsons

Brigadier Chris Parsons MNZM, DSD is the Defence Advisor to the United Kingdom and Ireland in January 2018.

With around 6,300 in the Army ranks and 14,000 in the combined New Zealand Defence Force, the organisation's leaders spend a considerable amount of effort thinking about the future of the force. As Deputy Chief of the New Zealand Army, I am particularly interested in the diverse make-up of the Army. Building diverse talent throughout an organisation is a key to having a strong pipeline of diverse senior leaders. The Institute of Director's *Getting on board with diversity*[1] guide for boards notes that diversity at the top requires a diverse pipeline at senior management level to support development into governance roles.

The Army is an organisation looking to build diverse leadership at all levels. Currently, the New Zealand Defence Force is a majority male organisation – 2017 statistics show that females make up 23.3% of the Defence Force (Navy, Army, Air Force and civilian staff). Within the Army this figure is 12.8%, although it is higher in officer ranks, where 17.9% are female. The ethnic make-up of the Army includes 1.5% Asian, 4.7% Pacific peoples and 17.2% Māori. However, these figures do not tell the full story, as about a third of the Army prefer to simply identify as New Zealanders. I am proud that Māori are more highly represented within the Army than in the general population and that the proportion of Māori grows to over 26% of the Army's senior enlisted leaders. This growth has happened quite naturally and Māori culture within the Army is particularly strong. But more needs to be done to increase the number of commissioned officers that are Māori and Pacific peoples and to attract other ethnicities and women to the Army as well. From a business perspective, diversity is absolutely needed.

The vanguard of our diversity programme is currently getting more military women. Women are approximately 50% of the population and yet we are only getting 12–18% in different ranks. Defence will be a stronger organisation and be able to make a more significant impact if greater numbers of women join forces with us. I already know, having seen it on operations, that a woman in the patrol can talk to other women in the environment and settle situations and maybe save lives. Often the people who are most impacted by conflict are women and kids, and if we can connect with them we can help to improve things. I believe that a growing Asian population in New Zealand also calls for greater representation of Asian views in the Army and that requires a bit of a breakthrough to happen.

I see familial relationships as a key to growth. Getting to the point where people can say "my cousin, my uncle, my dad, my mum" are with the Army and they enjoy it and contribute to something worthwhile – that will help make the military a more obvious career choice than is perhaps the case now. While there is certainly a need to expand the ethnic make-up of the Army, I think too much focus can be put on gender and ethnicity.

Leaders of organisations need to recognise that diversity comes from factors other than what is dictated at birth – the natural differences that lead to diversity. Nurture is the other, often overlooked, side of the coin that includes a person's beliefs, cultural and environmental upbringing, education, experiences and their personality type. A lot of people think of diversity as the obvious things we can see like gender, ethnicity or age and that by simply increasing their quotas and hoping for the best they're going to get diversity's benefits. But it's wider than that.

I think we're in danger of saying 'this woman will think this way', or that man is a 'white, stale, male' and they all think the same. That's not true; engineers think differently to artists for example. Fundamentally, what we want is the outputs of diversity. To me those are twofold; the ability to connect with a wider audience and the ability to solve problems by bringing different mind-sets to bear. What's more, diversity on its own is not a solution.

Deployment into different societies has shown me that diversity can cause conflict when different cultures clash. Diversity to my mind is powerful, but it's not a panacea. If you create a diverse team but don't spend enough effort on acculturation, diversity can be quite divisive. In the military we help different societies where often that is evident. You can see one tribe is from here and another tribe is from there and they haven't acculturated well and the result is conflict. So when you are selecting diverse talent you have to figure out how to build the team as well. I would like to point out research around how to do this well – where people can keep their identity, their diverse point of origin, but integrate into the team and adopt the culture of their working environment.[2]

Within the Army, basic training remains the primary means of acculturation, where civilians become soldiers and learn about the values and characteristics that form the army ethos, without foregoing their own culture and identity. I recognise that the popular perceptions of Army culture and the stereotypical characteristics of leaders in the Forces could have a negative impact on attracting diverse people. In some ways Hollywood stereotypes work against us. However, a modern Defence Force is a multi-faceted organisation that thrives on diversity. While there are certainly some required traits, such as self-discipline and the ability to operate in difficult environments, there is a really strong focus on bringing out people's potential and on leadership. For example, leadership in the Special Air Service (NZSAS) is more than being tough: it's about earned equality and the qualities you bring rather than any concept of pre-determined pedigree, it's about taking the right road over the easy road, an unrelenting pursuit of excellence and the ability to bring humour and humility to a situation.

Humour frees the mind. Humour can be creative, it can allow you to think of problems in new ways or just de-escalate tension and build mateship. And humility balances out the risks of the ego, something I see as vitally important. If you are going to go into harm's way to rescue hostages you need self-confidence, but any strength overplayed becomes a weakness and confidence taken too far can become arrogance. To ensure that doesn't happen, the NZSAS leverages the power of paradox – and focuses on humility instead. To me, egotism is the enemy of leadership.

Endnotes

1 Institute of Directors. 2016. ***Getting on board with diversity***. Wellington: Institute of Directors in New Zealand.

2 Berry, J.W. 1997. "Immigration, Acculturation and Adaption." ***Applied Psychology: An International Review*** 46 (1): 10. Berry proposes a four-fold model of acculturation strategies; assimilation, separation, integration and marginalisation. Research shows integration to be the most productive strategy.


CRUSADER


NEW ZEALAND

TIME TO REFLECT

An interview with Warrant Officer Class One Mark Mortiboy

Tena koutou katoa

Tihei winiwini
Tihei wanawana
Te ihi ki te ihi
Te wehi ki te wehi
Koutou ngā taonga o te pono
Tatou ngā pononga whakamana
Tena koutou, tena koutou,
Tena koutou katoa
Ko Tumatauenga te Atua
Te Rangitira
Te mana
Whano, whano homai te toki
Haumi e, Hui e, Taiki e

The trembling breath,
The fearsome breath,
The awesome power,
The formidable awe,
To you all, the true bearers of the fruit,
We, your dedicated servants,
We acknowledge one and all.
Tumatauenga is the God of war,
Our leader,
Our inspiration,
From this we accept the adze,
And go forward in might.

Warrant Officer Class One Mark 'Titch Mortiboy DSD is a Command Warrant Officer with Headquarters New Zealand Defence Force.

I would like to start by stating what a privilege and honour it was to serve as the 14th Sergeant Major Army (SMA). There was no way when I started life as a soldier that I ever thought I would be in the running, let alone selected, for this prestigious appointment. I have enjoyed some great leaders and team-mates along the way. We remember those who have gone before us and those that have fallen. We put one foot in front of the other, learn fast, take opportunities and do our best. You can be all that you want to be if you dare to try.

Nga mihi – Good soldiering

What was your career pathway to reach SMA?

I've had a fairly traditional pathway from Unit Regiment Sergeant Major through to Command Sergeant Major Training and Doctrine (New Zealand) and Land Command Sergeant Major. Prior to that (and not so traditional back then) I had the fortune to work within Army General Staff which gave me some insight to the workings at the strategic level. I think now and into the future, it is important to have an NZDF or Joint experience earlier in your career pathway in order to have greater situational awareness but still master soldiering as your primary role within Army.

What advice would you have for soldiers aspiring to be SMA?

I would offer five aspects to be a successful Non-Commissioned Officer (NCO) and these are the foundations when aspiring to be the SMA.

Leadership – is critical to the Army profession and good Non-Commissioned Officers (NCOs) are not just born – they are groomed and grown through experience, hard work and example from our seniors. To lead well you also need to be able

to follow. Being a good team member is just as important when you're in Army's senior leadership team as it is when you are in a section or on a course. Think team, mate and self in that order.

Being a **credible** and **competent** professional – soldiers provide the foundation to unit readiness and it is important that self-readiness is maintained at all times. It is essential to have NCOs that are confident, competent and credible when it comes to leading our soldiers and training our Army.

Effective **communicating** – in the past, information was power, however, times have changed and now sharing is power. Having the ability to effectively communicate at all levels is critical to any leader's profile. There are so many different communication platforms available these days and it is important to be open to untraditional methods of communication as they can often be the most effective. An important part of communication is also being able to listen. You can learn a lot about tempo, morale and general ongoings by just sitting back and listening to others.

Your **character** is everything – show respect, gain trust, be a good person. Stay true to yourself and retain your integrity. So many people let themselves and us all down with lapses in behaviour. If you expect to lead and soldier, then you have to be trustworthy.

Lastly but by no means the least important – have a **plan –** take ownership of your own career. We all have different reasons for joining the Army and in my case, it was because I was seeking adventure, the outdoors, being in a team and doing something worthwhile. But at the end of the day, you are responsible for your own career, where it goes and how you need to grow as a person. Now when I talk about making a plan, I am not talking about just filling out your PDR. I am talking about your plan that includes your family, finances, your personal goals, your own professional military educational needs and progression goals. Sometimes things don't always go to plan but it will give you a firm base from which to seize opportunities that come your way. Real growth comes from new experiences and lifelong learning.

What was the one thing you worked hard to achieve during your time as SMA?

On a personal level, I tried to connect with our people through being available and listening more. Sometimes it's good to say less and listen to different perspectives and 'back stories'. This helps to crystallise 'ground truth' at the point of decision. For the organisation, leading and professional development were my main efforts. I tried to bring our soldiers, at every level, closer to reaching their true potential, largely through education and experiences. It is the most satisfying aspect as a leader to help and witness your people growing.

Do you have any regrets during your time as SMA? If so, what were they and what would you have done differently?

Generally I don't have regrets, but if pushed I think it would be reflecting on whether I did enough and/or pushed as hard as necessary in certain areas. When you start a tour of duty you need to do a quick assessment and then set a plan, with one or two things that you particularly want to achieve. In a leadership team, discuss the plan with the boss and then get on with the work. Time will go quickly and before you know it, the next posting notice will arrive. Accept that you won't get it all done, but without a plan and focus, you will achieve very little.

You did a lot of engagement internationally with SMAs from our coalition partners. Why is it so important for NZ Army to have a representative at these engagements and what do we bring to the party?

We need to be at the table and in the arena with our partners so that we are playing our part as a global citizen in maintaining international rules-based order. I felt very privileged to be representing our Army and NZDF on the international stage, as well as the responsibility to uphold our solid reputation. I have seen and felt first hand the genuine appreciation and respect that our partners have for New Zealanders and the NZDF. They value our honesty; our ability to build relationships; and our unique perspective from a multicultural society and a professional force. We produce very good commanders and soldiers who display initiative, leadership and positive outlooks down to the lowest

levels. It is also a good opportunity to discuss and confront common issues within our organisations. It does not matter if you are an army of 85,000 or 5,000 soldiers; we all have similar issues with operations, training, personnel and resources. Look past the scale and you'll find that soldiering is a global profession.

In your opinion, how is soldiering changing?

I think the opportunities available nowadays are greater in terms of career choices. You can choose various streams within trades, change corps, come in or join the Reserves, or even leave Army and come back with increased ease. In terms of the Profession of Arms, I think the change is in the complexity of conflict and cross-over in domains of maritime, land, air, not to mention sub-surface and space. This places greater and more diverse demands on our people. As much as fundamental soldiering remains important and critical to what we do, we need the agility to operate in different environments, to adapt our structures and skill sets, and above all, train and educate our people accordingly to remain relevant.

Were there any situations during your time as SMA when you needed to think on your feet, and required ingenuity and adaptability to get you through?

More often than not this occurred in the area of messaging, and the need to adapt to what I was sensing on the ground, or what needed to come from me or through me from CA. I can recall times going into a room or event with a prepared script and discarding it based on what I sensed or was hearing in the conversation and/or seeing in the body language. Equally, the message may have stayed the same but the delivery method and style need changing to have the effect. This happened overseas as well. This is the difference between connecting and just being on 'send and receive', and you need to be agile and adapt to the audience.

On the lighter side, there have been plenty of 'moments' where I have had to adapt and overcome. I'm not known for my fine dining expertise (especially overseas) so in the early days I wouldn't have a clue what was on the menu so I would let others order first or just listen to what our hosts were ordering. Even more so with wine as, just quietly, I couldn't tell one white or red from another, and definitely didn't (don't) have the art of tasting down pat. I would smile, nod politely, and make some comment about how great New Zealand wine is. I would go on to have the privilege to attend dinners in some amazing company and little did they know I probably would have been more comfortable with a canteen cup talking with soldiers in a fighting pit!

How important is professional development for soldiering?

Crucial. It behoves each of us to be as good as we can be in our profession when we are entrusted with New Zealand's sons and daughters as our teammates and subordinates. We need to cement our ethos and values, train to high standards in our tradecraft, pack in as many experiences as we can and educate ourselves through reading, problem solving, discussing and debating and importantly listening.

Prepare, rehearse and make mistakes; fail, re-group and go again. We need to be ready in every sense – mind, body and soul.

I believe that we need to rethink about why, how and what we do for professional military education (PME). Whilst I am not saying the system is broken, I recommend we refocus on why we do PME and how it makes us a better soldier/warrior/operator in what we do. In 2012, General Dempsey from the US Army released a White Paper on PME stating the purpose of PME was to "develop leaders by conveying a broad body of professional knowledge and developing the habits of mind essential to our profession", including intellectual curiosity, coupled with openness to new ideas. I have come across many soldiers who are curious, eager to learn, grow and share their own knowledge and experiences. I think we have a real opportunity to fully embrace PME in the NZ Army and grow it into something truly valuable.

What are you reading at the moment?

Actually I'm working through a couple of books right now. I have been looking at doing some study so have a book to help with doing research. I have just finished reading ***Army Fundamentals*** – a series of essays about our Army. Just started is ***Ghost***

Fleet, a fictional but heavily researched piece about future conflict. I don't always have a book on the go, but I am constantly reading blogs, articles and listening to podcasts. As many of you know, I have truly embraced social media and there are a few blogs, e.g. "The Military Leader" and "The Strategy Bridge", and podcasts, e.g. "The Dead Prussian" and "BBC Hardtalk", that I find incredibly useful for professional development.

The role of SMA requires a lot of time away from home and working long hours. How important is it to have the real 'General' of the household supporting you?

I have to be careful here because my family might pick this up and read it one day! Being partnered with a soldier is tough; being with this particular soldier is really tough because I seek to be professional always and I am passionate about what I do. The reality is that at times and in certain appointments, the Army will come first. That said, the serviceperson actually controls a lot of this and we can set ourselves up for success by discussing expectations with our partners. Good communication and having a plan is key. Your family will be there after you leave the military, and they will carry your name with them when you are gone.

The SMA workload and travel seems to be immense. How do you balance things out and maintain a healthy lifestyle?

This is a challenge that you get better at as time goes on. People would approach me saying, "I know you're really busy but…". Firstly, the SMA is no busier than anyone else; just a different sort of busy. You need to have a focus which helps you decide where you need to be versus where you want to be on any given day. A positive outlook goes a long way to being resilient and remaining flexible with the plan and needs of others. In terms of lifestyle, there has to be a balance in exercise, sleep, nutrition and relaxation. Easy to say; it takes discipline to achieve but it makes you an effective leader and better person.

Who has been your role model?

I don't have one particular role model per se. I tend to take the best out of others (juniors, peers and seniors), and try to incorporate that into how I operate whilst remaining authentic. As much as we look to others for examples and strengths, we need to constantly work to lead and know ourselves. Character is 'who you really are' and plays a big part in the trust you receive as a leader and team member.

Lastly, the NZ Army loves a good quote – what is the most memorable quote for you?

I'll offer a quote and a whakatauki (proverb) to support the themes of my responses.

"The most important six inches on the battlefield is between your ears" – US Secretary of Defence, General USMC (Rtd) James Mattis.

Secretary Mattis is a huge proponent of studying the Profession of Arms, of doing everything in your capability to be prepared for the next mission. The ability to think quickly, apply judgement and act are as important now as they've ever been to soldiering at all levels. The ability to get it more right, more often than not, means you need to exercise the mind as well as the body.

"Ma te tuakana ka mohio te teina; ma te teina ka mohio te tuakana."

"With guidance our young will learn from their elders; With patience our elders will learn from their young."

Take care of your soldiers. Get to know their story and what matters to them. Offer guidance in less measure than the time you spend listening to them. Once you connect, demonstrate competence and show good character, they will follow you anywhere. They deserve the very best leadership and service.

SHOOT FOR SUCCESS: CREATING A WINNING CULTURE

By Corporal James Burtin

Corporal James Burtin is a soldier with 5/7 Royal New Zealand Infantry Regiment and also works in the Office of Strategy Management, Royal New Zealand Navy.

The shooting culture within 5/7 Royal New Zealand Infantry Regiment shooting team has gone from strength to strength since the 5/7 team originally won the Freyberg and inaugural Army Shooting Competition in 2012, breaking a 25-year drought.

This was hugely significant as it had been 25 years since a Reservist Unit had won the competition. Prior to 2012 however, 5/7 had some very notable individual successes with two Queen's Medalists and a few individuals who had been heavily involved in the Army shooting team and had won medals and trophies overseas. Since then the team has won the Freyberg and overall Army Shooting Competition in 2012, 2015 and 2016, and came a very close 2nd in 2014.

Further to this, 5/7 has every year since contributed a large amount of firers to the Army shooting team who have competed internationally and have regularly come back with multiple medals and trophies. More importantly though, the experience gained from competing internationally has been very successfully used to further grow our shooting capability within 5/7 and go full circle. This has occurred as a result of the culmination of three major factors which all make up a successful shooting culture: Coaching, Training and Support.

Coaching

The coaching culture includes carefully pairing experienced firers, who are keen and willing to pass on their experience, with junior firers, who are also keen to learn and apply themselves. This system benefits both firers where they develop through the interaction with one another – the junior learns to master the basics of marksmanship from the coach, and the senior firer broadens their repertoire in how to effectively coach. Using this approach we have learnt that some techniques for shooting may or may not work for individual firers and some coaching techniques may or may not work for individuals. The key revelation has been that in understanding and working effectively as a pair, the best results are achieved; by finding the way the firers learn best and also what coaching techniques achieve the best results. This, at times, can be a frustrating process, but by applying commitment and comradeship, world-class results will be and have been achieved. Being a good marksman and being a good coach are two very different aspects, but the combination of both is what has given the 5/7 the winning edge for the past four years.

Training

The training culture of a successful shooting team is also paramount to success. It all starts well in advance of firers stepping up to the mound, with comprehensive battle-prep. This is done by HQ, the shooting management team and senior firers, and includes booking ranges, sorting ammo, stores, communications, shooting aides, drumming up interest at annual weapon qualifications (AWQs) and getting soldiers interested and keen to develop their shooting.

By the time the team arrives in Waiouru to start the build-up training, they hit the ground running. Everything is ready to go, junior and senior firers are paired off, jobs are assigned, equipment is handed out, Point-of-Aim books are fresh and ready to go… Everyone in the team has their role to play to ensure the team functions as effectively as it can, with a strong focus on quality training, as opposed to quantity.

Where applicable, every shot fired is disked or observed, marked and recorded, building on the want to continuously improve individual shooting as well as coaching effectiveness, rather than trying to smash people through practise – as with anything, if you practise doing it wrong, you will only reinforce the wrong way to do it! Each firer strives to better their counterparts in every practise, and it is common to see little individual competitions occurring between firers. This also helps in instilling the competitive drive needed to succeed during the competition.

Support

The support from the unit is the third key aspect which enables a successful team.

This encompasses having strong support from HQ to provide the appropriate resources to allow the team to train and compete to the best of their ability. The other key area of support, which often goes unmentioned as it is unseen, but is just as critical, is that of the individual firer's family and partner. They support the individual whilst they are away for extended periods of training and competition by looking after the kids and keeping everything in order on the home front.

A supportive culture within the team is also a standard and crucial component for success, with everyone working collaboratively towards the common goal of being professionals in the discipline of shooting and winning the Army shooting competition. The 5/7 shooting team members always look out for each other: it is clearly communicated and understood that it is a "champion team that will win and not a team of champions". To further facilitate this, a calm and respectful environment is created and maintained during training by the Coaching and Management team, so that the normal yelling and hurrying up of firers to get through the serials is not by default but the rare exception. This reflects itself in the high standard of professionalism that is instilled into the team and is always commented on by high-ranking officials during the competition itself.

Summary

Overall, the combination of good coaching, quality training and consistent support is essentially what has enabled the 5/7 team's consistent success in marksmanship. Looking forward, 5/7 is making continued efforts to support the ongoing success of the 5/7 shooting culture by growing it within the battalion so that it becomes a norm across the unit, rather than being confined to the shooting team.

This is well on its way now. It can be seen during AWQs where individuals of all ranks who have been on the shooting team are on the line coaching, running the butts, and passing on their knowledge. The key emphasis and outcome desired is quality training not just getting a pass, and this is again the key principle for training. The proof that the culture is growing and effective is in the results that the soldiers of 5/7 are achieving in their AWQ scores, ex-members of 5/7 now posted to other areas are actively making themselves available to come back and coach in their free time to continue to be part of and give back to the culture. The soldiers are becoming actively interested in improving their shooting as opposed to just wanting to get a tick in the box and forget about it until next year, and all are improving on their previous shooting scores significantly. The combination of the little changes in behaviours eventually all add up across the unit and create the overall successful culture.

For the strong shooting capability that 5/7 has developed to be sustained in the future, it will be essential that the coaching, training and support aspects are maintained, and that the culture is allowed to continue to grow and thrive. Further to this, the active use and combination of the coaching training and support should also be applied to all training aspects to further enhance the success of the unit overall.


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THE SOLDIER – MY DECISIVE MOMENT IN AFGHANISTAN

By Colonel Roger Margetts

Colonel Roger Margetts, ONZM is the Commander New Zealand Defence College.

In "The Soldier" the author critically reflects on a decisive moment. He was in a team operating in Afghanistan and his team had suffered casualties. One of them was serious, and the surgeon wanted his consent to perform an immediate double amputation of both legs. The author describes his decision making process as a battle among **primitive emotion**, **reason** and **morality**. Emotion is personal and includes; subjectivity, experience and truthfulness (sincerity). Reason is technical and includes; objectivity, observation, and objective truth (is). **Morality** is interpersonal and includes; inter-subjectivity, participation, and rightness (ought).

Key issues are summarised in two models and linked to theoretical perspectives. The conceptual analysis includes decision behaviours, including visceral emotions, perceptual narrowing, loss aversion, regulation of emotion, deliberate calm, creative associations, problem restructuring, and the process by which information overload and dilemmas of personal vs impersonal problem framings are resolved.

One of the models takes the form of multiple tables or grids. The grids have been employed to analyse the perspectives of the three stakeholders (surgeons, author's team and the author) at three points in time (before, during, and after the decisive moment). Arrows and a gold star have been added to the 'after' grid to identify aspects of the decision making process that in the author's opinion, have approached those identified in the Habermasian 'Gold Standard' of excellence.

The Soldier

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
for my unconquerable soul.

William Eenist Henley – "Invictus" stanza 1

The Campaigning Season

We are a highly specialised group of military operators conducting missions in the furthest reaches of Afghanistan. It is 2002, the environment was austere, punishing, and we operated for extended periods at high altitudes against an enemy desperate to re-infiltrate and reassert itself from wintering safe-havens outside Afghanistan.

This is the campaigning season, when the enemy seek to inflict vengeance and rage on those who sought an alternative narrative to that imposed by the rule of violence. Guided by an extreme interpretation of a belief system, they sought to destroy anyone and anything not conforming to their narrative. We saw and felt this in the suffering of the people, the desolation of the regions and the destruction of their history.

We had been operating at high tempo for some time, conducting long-range endurance missions and I had just 24 hours previously led the preliminary entry operation and insertion of the team. The team was now deployed and conducting their tasks, while I relocated back to the command group to maintain operational oversight. Changes to the situation are common and we prepare for these. We also prepare for the worst outcomes and one was about to unfold and become *My Decisive Moment*.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

William Eenist Henley – "Invictus" stanza 2

My Decisive Moment

The message comes in; the team has taken a hit. We have three casualties, one in very bad shape with extensive lower limb injuries and the team is prepping them for evacuation. The team is a long way out and we immediately activate the recovery plan and await the arrival of the wounded. At the same time we are evaluating the situation and seeing how to provide support for the rest of the team who remain on task and under threat. This is getting up there with regards to how bad it can get but not beyond what we have prepared for. The helicopters land, I am there to take charge of the wounded and confirm their condition as it's me who will be calling back and talking with their loved ones and telling them what's happened to them and what I am doing about it.

All thoughts seem pushed aside as I see the wounded taken by stretcher from the helicopters and we move quickly with them into the surgical facility. This is bad, two look OK but have been rocked by the overpressure from very close, high explosive detonations and suffer numerous contusions and hearing damage. The third soldier is in a bad way having taken the worst of the explosive blast. His legs are a shocking mess, he is heavily sedated, drifting in and out of consciousness and is not lucid or aware of where he is and what's going on. He loses consciousness again.

I focus fully on him and two of my command team focus on the other wounded, comforting them while the medical team work in front of me to stabilise the soldier. I knew he was injured badly and when I saw him I needed to see how bad; I wanted to know, I am his boss, I had gone through training with him, I knew him, and I was responsible for him. This was professional, this was personal, this was everything at once and I had the same duty of care, for the team still out there.

The surgeon talks with me; he wants my consent to perform an immediate double amputation of both legs! On seeing the extent of the injuries I felt an immediate, visceral reaction, everything was silent and I could feel a cold sickening sensation wash through me. The orbitofrontal cortex integrates our visceral emotions into the decision making process and this was going on rapidly.[1] I feel now Plato could have been right and that my emotions could have taken me "like a fool into the world below"[2]. I was in the midst of "perceptual narrowing" focused on the most essential facts and most basic instincts, I felt sick. However it passed and I listened intently to what the surgeon was saying. I wanted to place reason over emotion but I knew there was a battle with primitive emotion going on.

Writing this I am recalling the mass of information that seemed to traffic through my mind as I sought for some better outcome, an outcome that did not hold such appalling loss. Even though I thought I knew nothing my emotional brain did and was trying to tell me something.[3] I calmed and started reasoning why both? My emotional brain had done my initial thinking telling me 'no;' there was more to consider, it had bought me time to think and do the most reasonable thing. Was I experiencing a loss frame and just trying to avoid something that felt like loss? Was it some 'deal or no deal' scenario where I was pursuing a better offer no matter what? Had my emotions "sabotaged my common sense"? As Aristotle argued I needed to intelligently apply my emotions to "the real world" (Lehrer, 2013). I was at a point where it was not that I was not feeling anything but I was now regulating my emotions and my pre-frontal cortex (PFC) was in the game, I was now thinking about my own thoughts.

His injuries were severe; they needed to clean him out and salvage as much as possible including the knee joints which provides better mobility. Wait too long and this may not be achievable. The two guys with me from my command group were now at my back to my left and right waiting for what I was going to do. I worked through the information I had to make the call; perform the amputations or seek other perspectives?[4] impressed the need for pluralism where we entertain multiple perspectives and I wanted more than what I was being presented. I had restored "executive control". My PFC was now in full conductor mode leading the orchestration in my mind. "Chance favours the prepared mind" and my emotions bought me this chance. I was primed for opportunity and searching for another way to beat this.[5]

Another surgeon who had been off-roster came in; he was an orthopaedic specialist and heard the helicopters arrive. I asked for his assessment wanting to know what time I had and was there a better outcome than a double amputation? He performed an assessment, I had time to get him to another higher medical facility where he may be able to save one and possibly both legs but we had to move now!

We were located at an air-field and could hear the drone of engine; a US colleague heard my decision and ran out onto the taxi-way stopping an aircraft. My guy was now on his way to the other facility with the surgeon, two of my team and the chance of a better outcome.

We soon hear that one leg was saved while the other was amputated below the knee as, despite their best efforts, the surgical team could not reconnect enough blood supply to sustain the severely damaged lower part of the leg. My gut had been right and it had bought me time and we were able to reason through the options and arrive at a better outcome.

While this had all been playing out I remained acutely aware that I still had the remainder of the team out there and now I turned my full attention to them. Three days later we were all out there on site with them, reinforcing the mission and included were the two other casualties who had recovered enough to continue as well.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find me, unafraid.

William Eenist Henley – "Invictus" stanza 3

Making Sense of it all (V-Model and The Gold Standard-R3)

Figure 1 represents Sheffield's V-Model[6], illustrating the process steps taken numbered 1 through 6 and using de Bono's Six Thinking Hats over the six steps[7].

The V shape deals on the left with steps that link with intentions and the right steps that link to outcomes. Steps 1 to 3 show refined and narrowed intentions while 4 to 6 compile and broaden outcomes.[8]

The why? what? and how? represents; personal/emotional commitment, interpersonal/moral agreement, and reasoned/technical excellence respectively. Personal commitment was me making the decision not to have both legs amputated and we all committing to getting the best outcome. Interpersonal/moral agreement was the plan to get him to the other facility and expectation from the team that he would get the best outcome possible.

Reasoned/technical excellence was enacting the plan and creating the opportunity for a better outcome through the performances of the team, the surgeons and myself.

The Gold Standard is used here to examine the Roles, Relationships and pluralistic Rationality (R3) of the principle actors.[9]

Roles cover the analysis of ***Expert***, ***Citizen Behaviours*** and ***Decision Maker*** with these presented as the ***surgeons***, the ***team*** and ***myself*** respectively. Relationship relates to the behaviour of; emotion, morality and reason. Rationality is the degree to which behaviour meets The Gold Standard.

Personally and as a team we achieved the Gold Standard principles through[10]:

1. Respectful discussion between ourselves as we sought to gain mutual understanding as seen in the discussion with the surgeons.
2. Those who spoke freely used **reason**, **norms** and **emotion**.
3. We were free to and did question each other.
4. Power and influence through rank was set aside as we all sought genuine discussion with me not exercising my authority until after discussions.
5. **Personal commitment** was seen in the evacuation and deliberations on care for the casualties, social agreement was seen in the decision to seek a better outcome and expectation of others that this would happen and technical excellence was seen in the successful evacuation of the casualties and the highly skilled treatment of them and particularly the soldier.

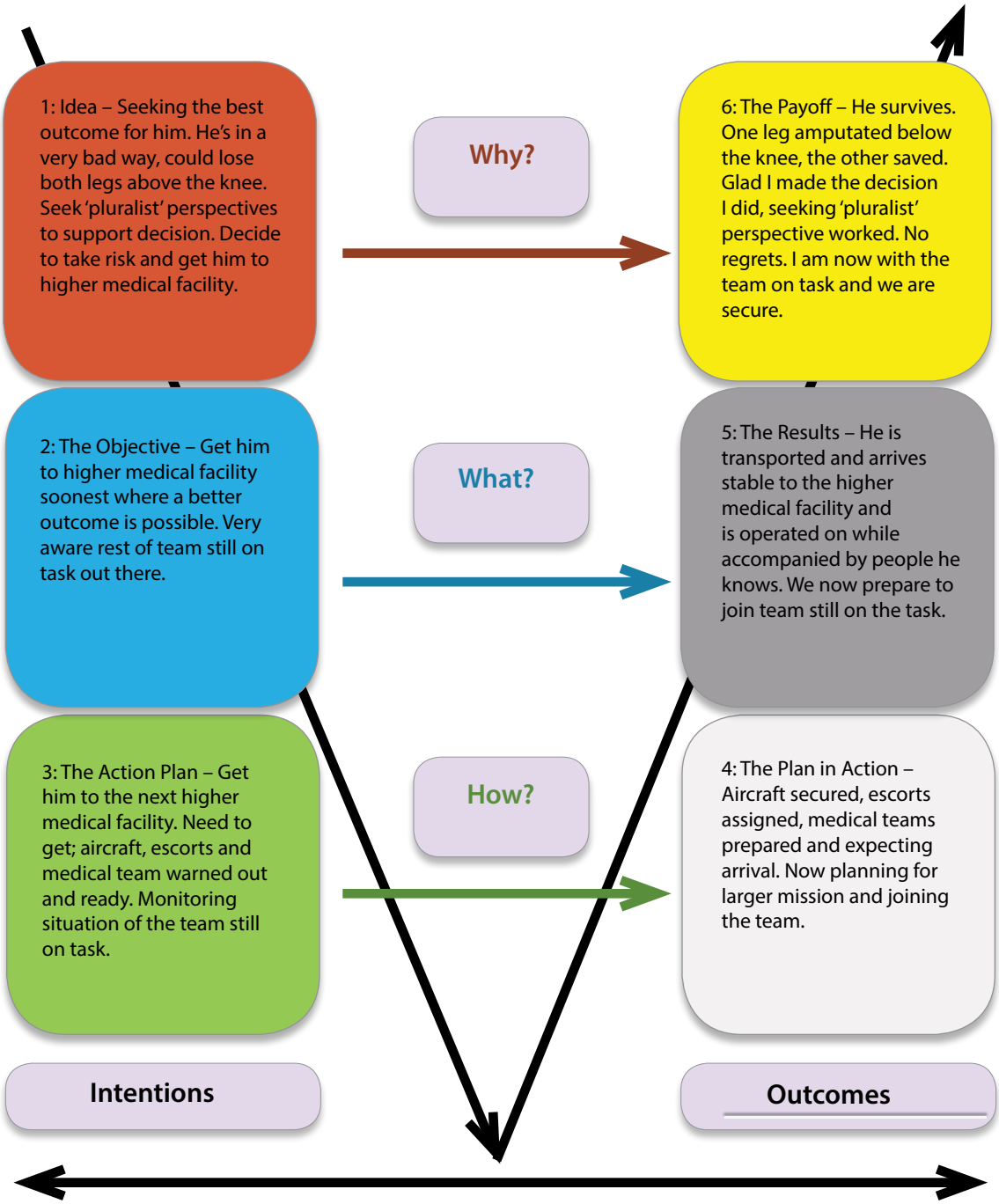

Figure 1: V-Model Decision Framework with De Bono's Six Thinking Hats

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

William Ernest Henley – "Invictus" final stanza 4

Takeaway points and reflection

My emotions initially led me before I sought to use my PFC and direct my thoughts from the top-down. I was now getting into a state of "deliberate calm" with the PFC able to make use of my working memory where I could make sense of "the information streaming in from the other cortical areas". I was making "creative associations" such as knowing from somewhere that there was an orthopaedic specialist on base and that there was an aircraft preparing for flight which we could hear in the background. The "restructuring phase" followed where relevant information was being mixed together in new ways. My PFC was able to pick up on new insights and realise the answer I was looking for.

With the conscious brain only able to deal with about seven pieces of information my PFC was feeling overwhelmed. Given that working memory and rationality share the same "cortical source" which is the PFC, trying to track lots of information was making me less able to exert control over my impulses and this was the perceptual narrowing I initially experienced.

I had been presented what felt like an ethical dilemma, stabilise him and look to manage double amputations below the knee, or seek an alternative; my unconscious had instantly and automatically generated an emotional reaction to that proposal, my brain had made up its mind and I knew what was right. Now that my emotions had made the moral decision I then started to "activate those rational circuits" in my PFC.

I liken the decision I was asked to make initially as being a personal moral dilemma. The decision then became an impersonal moral dilemma as it now would rest with the second surgeon and the team at the higher medical facility as to whether the legs could be saved or not. I felt sympathy for the soldier and knew how bad it was for him and how he would feel about the situation he was in and I now understand this as "fellow feeling".[11]

This sympathy created a drive to seek fairness for him and it felt good pursuing a better outcome. I related to him through feeling not thinking as my mirror neurons allowed me relate to him through what I was experiencing by being there with him.[12]

Through personal examination and reflection I now think my decision making could improve by conscious application of these five key conclusions:

1. ***Simple problems require reason***, as anything more than four variables can overwhelm the rational brain. It's good to exercise our reason to check our feelings however I did not know this and thought my emotions could be letting me down as I could not explain them.

2. ***Novel problems also require reason***, as we need our working memory to tackle a real dilemma if it really is unprecedented. I need to develop awareness that this is what is actually happening as it would have helped knowing I was doing the right thing at the time.

3. ***Embrace uncertainty*** and extend my process of decision making. I will do this deliberately now as there are two things to aid me; firstly to always allow competing ideas, and secondly always remind myself the things I don't know. Using this quote by Colin Powell I can apply this to my thoughts; "Tell me what you know. Then tell me what you don't know, and only then can you tell me what you think. Always keep those three separated."

4. ***You know more than you know***, as we are blind to knowing what happens outside the PFC. It's our emotions that give us a clue as to what's going on giving us a "visceral representation" of the processes we can't see. I know now that a bad experience is a good teacher as it's feelings and not our PFC that "captures the wisdom of experience".

5. ***Think about thinking***, as matching the best thought process to the decision can be a deliberate choice I can make. Do I go with emotion or reason? It depends and I have a better understanding if I understand how I make decisions and "listen to the intense argument" going on in my head.

We continued on operations another four months before coming home at the end of the campaign season and over six months on operations. We would have some respite and be back within another 18 months. This decisive moment was an experience that improved us all and added to the resilience we had developed in our training – we had other moments as well.

I have come to realise at the end of this reflective experience that my decisive moment was a real test and one which I passed. It has allowed me to better appreciate the why? what? and how? of my decision making and the processes at work within my mind as I seek to be as William Henly's poem "Invictus" ends to be "the Captain of my soul".

Colonel Margetts produced this work for a Problem Solving and Decision making paper as part of the MBA program at Victoria University of Wellington. It has subsequently been published in the United States and became a basis for a thesis on cognitive bias and the application of the Military Appreciation Process.

The thesis was based on research conducted at the NZ Army Command School and published in the Australian Defence Journal.

Endnotes

1 Lehrer, 2013

2 Lehrer, 2013, p17

3 Lehrer, 2013

4 Sheffield 2015

5 Lehrer, 2013

6 Sheffield, 2005

7 de Bono, 1999

8 de Bono, 1999

9 de Bono, 1999

10 de Bono, 1999

11 Lehrer, 2013

12 Lehrer, 2013

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THE JOHNSON FAMILY AT WAR

By Warrant Officer Class One John 'Hone' Dalton

Warrant Officer Class One John 'Hone' Dalton is the Training Warrant Officer (Land) for the Office of Land Component Command.

This is the story of Henry Johnson and his three sons James, Herbert and Henry, all of who served in WWI. Their story has been interpreted and retold 100 years later though the eyes of a proud great-grandson and serving soldier.

Henry Johnson, who was commonly known as Harry, was of English and Scandinavian descent. He was a fisherman, a ship's captain, an adventurer and a likable rogue. His reputation as an expert horseman was well known. Harry bred and trained horses for both general use and racing. One of Harry's horses won the Auckland Cup.

Harry lived most of his life in the Bay of Islands where Māori knew him as Tupu Johnson. Harry married Emerina Kaire, the daughter of Ngāpuhi Chief Wi Kaire. Emerina was well known to both Māori and Pākehā in the Northland area. Historical recollections from the area described Emerina as a woman of substance and standing within the local community. An image of Emerina Johnson appears on the wall of the modern-day Hukerenui museum.

Together Emerina and Harry raised 12 children on their family farm that Harry had cut from the bush near Hukerenui. Family accounts of the family's war service identify that four of Harry's sons served in WW1, but it is unclear who the fourth son was.

Henry Johnson Jnr was 20 years old when he appeared before a magistrate in the Whangarei District Court in October 1916. He was charged with what was described as "a slight judicial problem", otherwise known as drinking and fighting in public.

The judge hearing the charges decided to dismiss the case conditionally on Henry's enlistment into the Army. Unfortunately for Henry this decision was ultimately a death sentence.

On the 12th of October 1917, 38540 Rifleman Henry George Johnson while serving with the 4th (Auckland) Battalion, 3rd NZ Rifle Bde was wounded on the battlefield of Passchendaele. He lay on the battlefield for two days before being evacuated by a NZ Field Ambulance unit to the No. 2 Canadian casualty clearing station where he died. He was just 21 years old and is buried at Ligssenchoek near Poperinghe in Belgium. Henry had served for 1 year and 1 month.

Henry's two medals were sent home to a devastated Emerina. Henry had been a favourite son and Emerina had openly resisted his enlistment. At the time of his death, Emerina was running the farm and looking after several children on her own.

Barely a month after Henry died, Harry Johnson at the official age of 46, but in reality a man at least 56 years old, had joined the NZ Mounted Rifles. Harry's expertise as a horseman and sense of adventure landed him a job looking after horses on active service as a member of the NZ Veterinary Corps in Palestine.

After almost two years of service Harry suffered a serious injury to his right leg and with this, his adventure over, he embarked for New Zealand on the 29th of August 1918 and was medically discharged in Whangarei on the 13th of January 1919. Harry had served 2 years and 36 days of continuous service.

James Johnson was a bushman, horseman and keen deerstalker. James enlisted into A Squadron, 9th Reinforcements, Auckland Mounted Rifles on the 9th of October 1915. A portrait of James shows that at one stage of his service he belonged to the Wellington East Coast Mounted Rifles, now a part of modern day QAMR.

James deployed to Egypt on the 12th of February 1916 and less than a month later was transferred to 8 Battery, 1st Bde, NZ Field Artillery and immediately sent to the Western Front. James saw active service in both France and Belgium between 27 January 1917 and 13 April 1918.

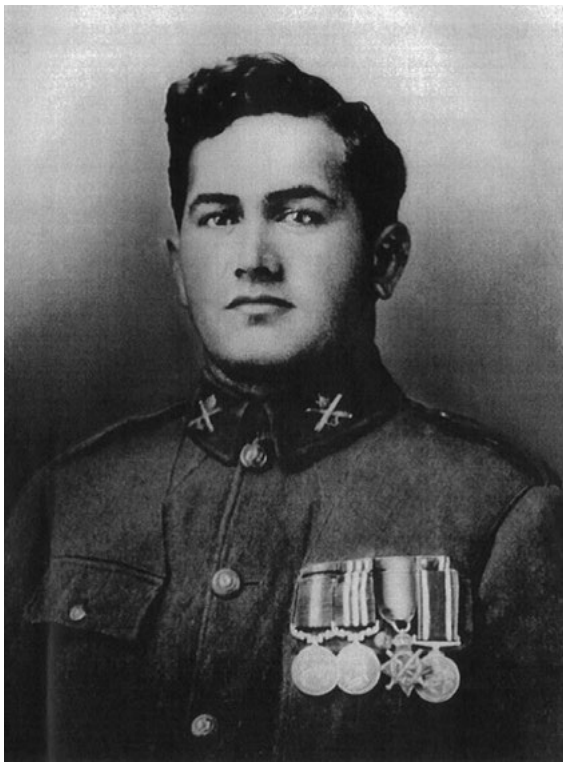
James was wounded in action during the Spring Offensive in January 1918 and spent time recovering from his wounds in England before re-joining his unit in France in April 1918. By the end of the war James was awarded two campaign medals and had served 3 years and 232 days of continuous service. He ended the war as a cook and lived to a ripe old age.

After the war James returned to Hukerenui where he took over his father's farm until 1949. After farming, James returned to work in the bush until he died. Several of the younger Johnson brothers were part of a large group of Ngāpuhi Bushmen who were sent down to the East Coast of the North Island to heal old tribal differences and to log and clear the East Coast forests for farming.

A branch of the Johnson family resides on the East Coast to this day.

Herbert (Bert) Arthur Johnson DCM, MM, enlisted on the 3rd of May 1915 at Waihi, where he was working in the bush.

Bert Johnson was a man of action and a warrior, he was rough and tough and like his father he was a bit of a rogue.



Whether or not he was a likable rogue is a matter of mixed opinion. His service records are littered with disciplinary hearings, arrests and punishments.

It is hard not to smile when reading through Bert's service records and at times a smile turns to astonishment, followed by gut-shaking laughter.

Bert was a hard-drinking brawler with little respect for authority and a habit of taking leave when and wherever he felt like it. He was also partial to firing off the odd shot or two in public, after fighting and drinking of course.

These days Bert would be described by commanders as a 'leadership challenge'. My suspicions are that Bert was in the company of a large group of like-minded young men who were suffering from the depravations of war.

Bert served at Gallipoli and in France and Belgium on the Western Front.

Bert's bravery was as legendary as his behaviour. On the 27th of September 1916 he was awarded the Military Medal for Gallantry when he attacked a German trench known as Grid Trench.

His citation reads: "at a critical juncture in the battle he ran along the parapet and shot several of the enemy as they were preparing to resist". Bert had stopped a group of Germans preparing to conduct a counter attack.

Later on the 6th of February 1918, Bert was awarded the Distinguished Conduct Medal for conspicuous gallantry and devotion to duty. His citation reads: "after the capture of the enemy's position, two enemy machine guns were causing casualties during the consolidation. With two others he crept forward, shot the gunners and captured the guns. He showed splendid courage and initiative."

Bert served 3 years and 333 days of continuous service. Bert was wounded four times, gassed once, contracted measles and suffered through diarrhoea. The effects of the gas stayed with him well after the war.

12/3062 Pte Herbert Arthur Johnson DCM, MM, served with the 1st NZ Expeditionary Force in the following units:

» NZ Machinegun Battalion;

» 1st Battalion, Auckland Regiment;

» 3rd Battalion, Auckland Regiment.

As well as his bravery awards, Bert was also awarded the British war medal 1914–1918, 1914–15 Star, and Victory Medal 1914–1918.

Bert lived a full life on returning to New Zealand. Bert's behaviour never really changed. Although it is doubtful whether Bert would understand or admit it, he exhibited obvious signs of post-traumatic stress disorder to the day he died.

On the 12th of October 2017 accompanied by family members, I will travel to Belgium to attend the Commemorations of the 100th anniversary of the Battle of Passchendaele. As a family we will visit Henry Johnson's grave and mourn the loss of a beloved family member. At the same time we will honour so many other New Zealand and Commonwealth soldiers who died in a battle that will forever be known as New Zealand's darkest day.

The telling of this story has been made possible through whanau whakapapa, books recounting family exploits and the soldiers' official war records.

The portraits of these soldiers hang with other family members at both Whakapara Marae and Parawhenua Marae in Northland. Alongside those portraits are the portraits of generations of soldiers and servicemen who continue to inspire young people and visitors to this day.

The true meaning of Whakapapa is that through the act of reciting a person's name… that person will never be forgotten. Their story has now been told, so when you think of them you will know something of their lives. It is a New Zealand story of a significant time in our history when young men endured extreme hardship and loss, 11,000 miles from home. Many never to return.

Sadly the loss and sacrifice experienced by this family 100 years ago was repeated in hundreds of households throughout New Zealand. This was truly our darkest day.

"We will remember them."

Note: All family portraits were supplied by the author.


NEW ZEALAND