

RESOLVING THE CIVILIAN-MILITARY DIVIDE THROUGH AN EXAMINATION OF
SELECT MEMBERS OF THE UNITED STATES ARMY PROFESSION

BY

CAITLIN BANKHEAD

Submitted to the Strategic Communication Committee
at Liberty University: Online in partial fulfillment of the
requirements for the degree of:

MASTERS IN STRATEGIC COMMUNICATION

FALL 2016

Dedication

To Warren for always being by my side, supporting my endeavors, and for encouraging me on
my journey.

Acknowledgements

To my friends and family for their support, patience, and all that they do.

Table of Contents

Dedication	2
Acknowledgements	3
Executive Summary	5
Chapter I: Historical Research	7
1.1 Development of the Civilian-Military Divide	7
1.2 The Current Relationship	11
1.3 Implications for Today and the Future	12
Chapter II: Situational Analysis	14
2.1 Strengths	15
2.2 Weaknesses.....	16
2.3 Opportunities	17
2.4 Threats	18
Chapter III: Project Operations Analysis	19
3.1 Nature of the Problem	19
3.2 Current Examples	20
3.3 Objectives	24
3.4 Approach	29
3.5 Participants	30
3.6 Procedure.....	31
Chapter IV: Results.....	33
4.1 Journaling the Implementation of the Study.....	33
4.2 Study Constraints and Limitations	37
4.3 Coding the Data.....	39
4.4 Results	40
Chapter V: Conclusion.....	48
5.1 Discussion and Principal Findings	48
5.2 Evaluation of the Method	51
5.3 Recommendations for Future Research.....	52
5.4 Personal Reflections	53
References.....	56
Appendices.....	63
A- Organizational Chart	63
B- Description of Processes	64
C- Media.....	67

EXECUTIVE SUMMARY

Since the conclusion of the Vietnam War, the American public and the Armed Forces have steadily drifted apart. This has resulted in a division between the people of the nation and the individuals that defend its values. Consequently, as this division increases, the American public is thankful of military servicemen, but believes that service is something others should do. Conversely, the military's sole purpose is to protect and defend the nation, its people, and its values, but it has become more isolated. Additionally, military service is becoming a family tradition in which outsiders cannot easily understand the values and pride of service. This gap is further perpetuated by incongruences between the media's portrayal of the military—in movies and on the news—and what real military life consists of. This is problematic because both parties are crucial to the other's success. If the military does not understand the public, it cannot represent and protect its ideologies, likewise, if the people do not understand the military, they will lose sight of what the true cost of freedom is, as well as, implement policies that prevent the military from accomplishing its mission set.

Due to the disproportionate representation of the military within the nation—less than 1% of the total population- this study will examine the civilian-military divide from the perspective of the military. Through a careful analysis of the U.S. Army profession, and the information collected from soldier interviews, several issues were identified as the primary factors in the current division. The first factor to forging partnerships is that both parties must have a desire to be involved. The second factor to overcome is perceptions about the military that are created through media. The third factor, is a general misconception regarding what the true Army profession is and what it entails. This issue is common in both civilian and military settings. The final factor is that some civilians are ignorant about the day-to-day operation of the military,

believing the military to be in a perpetual state of combat. The analysis of these contentions has produced the following objectives:

1. Define the Army profession
2. Differentiate soldiers from media portrayals
3. Examine soldier involvement in their community

In addressing these objectives, this study will use an ethnographic approach to ascertain how members of the 25th Infantry Division conceptualize themselves. Twenty soldiers were interviewed and asked questions regarding their assessments of the Army profession, life in the military, and their involvement in the community. The information derived from these interviews was used to determine essential themes within the Army community and capture these themes on film. The final compilation consisted of a photo-essay that explains a key tenet of military culture and provides a visualization of the military experience. The aim of this compilation is to take an initial step toward the resolution of the civilian-military divide by breaking down current perceptions of the military and defining the life of a service member.

CHAPTER ONE: HISTORICAL RESEARCH

Development of the Civilian Military Divide

Communication theories seek to explain how people communicate with each other and how their environment impacts communicative patterns, and how people communicate through interactions. One theory used to define this occurrence is the Social Identity Theory. According to Sabine Trepte (2006), Social Identity Theory can be divided into four components—social categorization, social comparison, social identity, and self-esteem. The first stage, social categorization, describes how individuals assign meanings to themselves and others. By assigning meanings, the individual makes assumptions about the character, behaviors, and actions of others. Conversely, in social comparison, individuals with similar values create groups, called in-groups, and compare their group with others, called out-groups. Next, social identity involves the internalization of the group identity as one's own and the in-group identifying the unique qualities that separate them from out-groups. Finally, self-esteem describes how an individual positively evaluates their group (Trepte, 2006). When the in-group identity is solidified, it is considered to be salient, where the group identity is personified by shared attitudes, beliefs, and communicative patterns. By extension, the members of the in-group internalize these communicative patterns as their own and strengthen group homogeneity. What makes Social Identity Theory so critical to this study is that it is designed explain how individuals to elevate the group's identity above their own and personify its culture in themselves (Stets & Burke, 2000).

As a result of depersonalization, in-group status also has an impact on the organizations in which they operate. This is because within organizations' different departments—accounting,

marketing, retail—for example have a unique skill set. As explained by Social Identity Theory, the similarities in job descriptions can produce an in-group identity (Hogg & Terry, 2000).

Within organizations, in-groups can earn prestige for being successful, which acts as a catalyst for a stronger in-group identity. In-group identities can also be strengthened by intragroup competitions, shared history, values, and goals, as well as a clear distinction between in-group and out-group identity. The risk, however, is that in-groups can be vulnerable to groupthink, where the group is too concerned with internal harmony to be self-critical (Ashforth & Mael, 1989).

In effect, Social Identity Theory describes the process that an individual undergoes to become a part of something larger than them self—a group, which typically shares similar values, behaviors, and beliefs of the individual. As the group becomes larger and has their values solidified, they establish a group identity that is perceived to be unique to other groups, hence the creation of in-group and out-group statuses. The more successful the in-group, the stronger their identity grows. For example, the military is the only organization in the country with the sole responsibility of national defense by means of combat. This unique purpose has resulted in a strong group identity that the American public does not associate with or understand. Consequently, a gap has developed between the two groups and is still present today.

During the World War II era, the relationship between the American public and the Armed Forces was heavily intertwined and virtually indistinguishable. This was primarily due to the recurring draft, which can be traced to the Revolutionary War (TeacherVision, n.d.). In 1940, the draft came in the form of the Selective Training and Service Act of 1940, which authorized the government to conscript citizens to maintain “adequate armed strength...to ensure the security of this Nation.” (Selective Training and Service Act of 1940, n.d.). Every man between

the ages of 21-35 was required to register with the government and be available for military service if their number was called in the lottery. This resulted in 50 million American citizens who were registered with the government; when the United States entered World War II, 10 million of those citizens were drafted (National WWII Museum, n.d.). Therefore, the majority of citizens either had a family member in the service or knew someone who did.

Another reason that the military and the American public were interconnected is because WWII affected all citizens and service members directly. The attack on Pearl Harbor in 1941 enraged the population and transformed society. Citizens changed their lifestyle to provide the troops with food, weapons, and equipment. Women undertook jobs in manufacturing plants to fill positions that men had vacated to go to war. The government was also asking citizens to part with tires, sugar, and cooking fat that were needed by the troops. In other words, the entire population was sacrificing to guarantee the security of the nation. As Franklin D. Roosevelt succinctly stated, "...production that has flowed from the country to all battlefronts of the world has been due to the efforts of American business, American labor, and American Farmers working together as a team (National WWII Museum, n.d.)." This mentality continued until the end of the war in 1945, when the troops were welcomed home with wide arms and celebrations. More often than not, the troops returned home to parades in their honor and ceremonies of recognition for their service (Gale Group Inc, 2001).

Two decades later, and by comparison, the relationship between the American public and the Armed Forces has become more fragmented. Unlike World War II, the Vietnam War lacked a call to patriotism among the American public. Many Americans did not desire to enter a conflict that they felt had no bearing on American security and the American way of life. Despite the opposition, President Johnson ordered the troops to enter Vietnam in 1965 to prevent a

Communist takeover of the southern region. The lack of support was amplified by television coverage, which showed grotesque images of women, children, and troops lying dead in the streets. These images were coupled with antiwar rallies across the nation resulting in more uncertainty about the war and rage over the U.S. involvement in Vietnam (HistoryNet, n.d.). Americans were also becoming increasingly frustrated with the daily death toll and the growing cost of the war—roughly \$25 billion per year. As these numbers continued to increase, so did the animosity toward the government and antiwar rallies (History.com Staff, 2010).

The Vietnam War also negatively impacted the effectiveness and ability of the Armed Forces. When the war started, the draft was still in effect and over a million draftees were required to sustain sufficient combat power. However, with the strong objection to the war, many draftees fled the country or went in hiding to avoid conscription (Bia, 2013). The soldiers that were not able to escape the draft found themselves completing multiple tours in Vietnam and experienced a high mortality rate of 30.4% (Thomas, n.d.). Several of the draftees who returned, conducted their own antiwar rallies and burned their draft cards in protest. For example, an organization called Vietnam Veterans Against the War hosted rallies to burn their medals and display their wounds to other attendees while they protested the war. As a result, many in the military did not have the will to fight and resented being in Vietnam. This showed in their behavior and through their lack of discipline on the battlefield. One colonel wrote, “The morale, discipline and battle worthiness of the U.S. Armed Forces are... lower and worse than any time in this century and possibly in the history of the United States.” (Vandiver, 2014). With few options left, President Nixon put an end to the draft in 1973 and transformed the military into an All-Volunteer Force.

The Current Relationship

Since the introduction of the All-Volunteer Force, the division between the American public and the military has steadily grown. This can be partially attributed to the differences in cultures, values, and beliefs, as well as the misconceptions between the two entities. This has resulted in contrasting views of military service, which continue to drive a wedge between the public and the military. This wedge creates a unique opportunity to apply the Social Identity Theory in a way that will illuminate the foundation of military culture and how the U.S. Army views itself. However, prior to understanding the in-group characteristics of the Army, one must first analyze why there seems to be a disconnection with the out-group, the American public.

For members of the U.S. Army, the first step of membership is taking an oath of allegiance to “support and defend the Constitution... against all enemies...” (U.S. Army Center of Military History, 2011). This oath is taken with the understanding that the primary purpose of the soldier is to protect the nation and all training is in support of that mission. With this oath and allegiance in mind, it inspires acts like that of Medal of Honor Recipient Staff Sergeant Petry to pick up a live grenade to save his comrades, losing his hand in the process (Army.mil, n.d.). To those in the military, sacrifice is a word that soldiers know better than most, especially since the military only makes up 1% of the U.S. population. A common sentiment in the military is that the other 99% do not fully understand what sacrifice entails and that the general public believes the protection of the U.S. way of life is the responsibility of others (Thompson, 2011). Perhaps the best summation of the military perspective comes from Admiral Mike Mullen, “Even those that do not support the Wars, support the troops. But I fear they do not know us. I fear they do not comprehend the full weight of the burden we carry or the price we pay when we return from battle” (iChannel, 2013).

On the other hand, some civilians have mixed sentiments about the military and their service. A study by the Pew Research Center indicates that seventy-one percent of all Americans do not have an adequate understanding of what soldiers do and their operating environment. In this study there was also a significant portion of the population who stated that they disapproved of the military and their part in wars. The study also indicated that seventy percent of Americans believe that the results of war and military service are uniquely a military problem (Ukman, 2011). Another perception is that the members of the military feel entitled to special privileges due to their unique role in society. Additionally, they see frequent military scandals in the media, which makes them question the character of the Armed Forces. As a result, this has caused undue tensions, and can be off-putting to the public (Ricks, 1997). Yet there are still others who profess to have high trust in the military and its skill sets. This is due to its history of successes since the 1980s when the military sought to regain the public trust after the Vietnam War by refocusing on proper moral conduct and discipline. After this revitalization period the military became the robust, capable military that is respected today, and by extension many Americans trust the Armed Forces to do what they are trained to (Gronke & Feaver).

Implications for Today and the Future

The perceptual differences between the American public and the military have an impact on the U.S. society as a whole. When the two cultures are balanced, the nation and its military represent a cohesive front with shared values. However, when the gap becomes too great neither group is fully functional. Some argue that too wide a gap will result in asymmetric values between the two groups that cannot be rectified, causing the military to question their loyalty to the public. Others argue that, as the gap grows, the public will consider the military ineffective due to a lack of trust (Cohn, 1999). Though the effects of the gap are still unfolding, it is evident

that there should be emphasis placed on restoring equilibrium between the people and the military.

CHAPTER TWO: SITUATIONAL ANALYSIS

Today's men and women in the Army have spent the last fifteen years in and out of combat. During their time in combat, the Army has distinguished itself as the driving force of the Armed Forces. This is because the Army is the organization responsible primarily for bridging the gaps between branches in sustained long-term operations against enemies on land, and is the primary source of resupply for all other military branches. However, the world is moving away from the force on force battles—think colonial battles against the British— which require the Army to adapt to the changes in operational environments to more unconventional engagements— much like the nation's current fight with the Islamic State. General Odierno, the Chief of Staff for the Army, and John McHugh, the Secretary of the Army, both stated, “the future operating environment will require unique skills and capabilities...that Army Forces are adequately trained for all other missions within the range of military operations” (Odierno & McHugh, 2015). A perfect example of the operational expectations of soldiers comes from the 1st Cavalry Division which was tasked with securing Baghdad and sustaining the local government. Their duties consisted of: fighting insurgents, winning the support of the local populace by building infrastructure, training the local police forces, and becoming cultural experts (Chiarelli & Michaelis, 2005). Soldiers are also expected to conduct rapid deployments, engage in cyber warfare, and execute lethal and non-lethal operations all while maintaining the utmost professionalism.

The ability to negotiate this dynamic operating environment is what makes the military a unique organization within the United States, but it is also partially responsible for the divide. This is because the general public does not fully comprehend the demands on the military since the majority of the public has not experienced service first hand. Instead, the public evaluates the

military's existence hand media and through the second hand accounts of others. This means that although the military exists, it is not always considered to be a critical part of the nation's structure. Changing this perception will be critical in closing the civilian-military divide. A careful analysis will determine the current advantages and disadvantages of the military's current position and how to improve it.

Strengths

An approach to resolving the civilian-military divide has several strengths that work in the military's favor. First, and foremost, is the fact that the military has a strong presence across the nation with over 3,650,000 service members at any given time. These service members are divided into all branches of the military—Air Force, Army, Coast Guard, Marines, and Navy—and are further divided into active duty, National Guard, and reserves. Reservists live in every state in the nation and are typically active in their communities. Juxtaposed, active duty members are concentrated in key geographical areas, but have higher visibility in the media (Department of Defense, 2012). This is a strength, as it provides an opportunity for all military members to have an impact on civilian-military relations.

Secondly, the military has a rich history of reassuring the American Public during times of conflict. Since the Revolutionary War, the United States military has been refining its tradecraft, traditions, and customs to ensure the protection of its citizens. As a result, the military is known for men and women who are willing to sacrifice everything for the country they call home and its citizens. Because of this, the military has been defined as an organization where comradery, loyalty, trust, and skill are defining attributes. A survey conducted by the PEW Research Center indicates that the public's trust in the military to accomplish its duties is strong

and unwavering despite their lack of knowledge about the military (PEW Research Center, 2013). This indicates that despite the divide, the military still holds faith with the people and provides a chance to reconnect with them.

Weaknesses

However, several aspects of military policy and involvement often weaken chances of reconnection. In general, the military has strict policies that govern who can speak to the public about operations or events. The individuals who are selected are trained in how to address the media, which must be in accordance with branch specific regulations. More often than not, these regulations shape the telling of events to protect classification levels (Department of Defense, 2000). While the military does this as a means to protect the security of the nation, public, and troops the public often views it negatively. To the public, stories issued by public affairs officers can be considered attempts to hide events and threatens their desire for government transparency—which causes further tension.

This tension is further exacerbated by how the military is portrayed in the media. The media—movies, news, and radio—tend to sensationalize negative stories that involve military personnel. These stories focus on the less than 10% of veterans and service members who have committed crimes, or have had psychotic episodes, which lead to inappropriate behaviors and imply that the entire military is at risk to engage in similar behaviors. This is evidenced in the flood of headlines that read “vets... are ticking time bombs,” “veteran charged with murder,” and “vets... violence is growing.” (Howell, 2012). These taglines can also be mirrored in fictional portrayals of military, which can indicate that service members are a threat to society. These portrayals have also greatly contributed to the divide, because they tell civilians that all veterans

will be eternally detached and forever in a state of mental, and physical combat (WRTC103 Projects, n.d.).

Opportunities

Despite how negative media portrayals are and the limitations of the public affairs officer, media coverage still remains the greatest opportunity for the military to engage and reconnect with the public. Due to the extensive variety of media platforms and number of consumers that have access to those platforms, media offers the greatest distribution to the American public. Through media coverage, the military could create a digital campaign to share its history and culture with the public—or create a brand identity that is easily understood. This would be an optimal venue for the military to explain military operations in and out of combat by defining its purpose, direction, and motivation. Furthermore, a media campaign solely for the purpose of civilian understanding makes the military become more relevant in the lives of civilians as opposed to being a foreign entity that is important but detached from the primary consumers (OurCommunity, n.d.).

The next opportunity for the military is to engage in more partnerships with civilians. Currently, the military operates in a state of semi self-isolation where on-post services can decrease the interactions between service members and the civilian world. This minimizes the interactions between them and desensitizes both military and civilians to the impact they have on each other. By creating partnerships in the community, the military creates a positive presence in their local community and civilians can create a personal relationship with the military. These partnerships can be as small as a unit sponsoring an elementary school class room in which the students visit the unit and have the experience of interaction through “seeing” and sharing in “a

day of a soldier” atmosphere, or they can be something larger. Such as a rebuilding project. Regardless, community partnership is necessary to foster a positive relationship and reduce the current divide.

Threats

Finally, the greatest threat to the relationship between civilian and the military is the military itself. While the majority of service members are good upstanding citizens, there are always individuals who fail to adhere to what is acceptable. These disreputable service members have the capability of tarnishing the military and perpetuating a negative stereotype of the military. Behaviors such as a service member posting a disparaging or insulting video, photo, or message on open media can be a trigger of misunderstanding. A prime example of this is the infamous Abu Ghraib incident when soldiers took inappropriate pictures of prisoners and used their position to violate their basic human rights. This single incident resonated globally and the effects are still present twelve years later. The military has also faced numerous scandals about the affairs of high ranking military officials who have had extramarital affairs, traded classified information, or have been caught embezzling. These stories flood the news and social media and result in a loss of faith between civilians and the military.

CHAPTER THREE: PROJECT OPERATIONS ANALYSIS

Nature of the Problem

This reflects the cusp of the issues this research intends to address. The division between the military and civilian population has resulted in three consequences: fewer Americans elect for service, service is primarily due to a family history of service, and that the American public has lost sight of what service means and entails. Compared to the 8% of Americans who served in WWII, today less than 0.5% of the U.S. population has the desire to serve (Eikenberry & Kennedy, 2013). Some argue that this division can only be rectified if the U.S. were to reinstate the draft, while others advocate that all Americans should have a “shared understanding of the importance of national service, sacrifice, and national pride,” (Tiffen, 2014) through works in any platform such as the military, police force, and other government agencies.

Civilians experience a disjointed view of the military which contributes to the divide and lack of understanding regarding military service. This is because some civilians do not see or cannot truly embrace the losses and costs in human capital associated with service. A study by Blue Star Families found that the overwhelming majority of military spouses feel the public does not understand their sacrifices. Some service members are confused that they are thanked for their service; but question whether the American public knows why they are thanking them (Schechter, 2011). Or as Robert Gates, former Secretary of Defense stated, “Service ... has become something for other people to do” (Stornowy Productions, 2013). The assumption that the thank you(s) are meaningless, and associated more with the mindset of “it’s your choice; better you than me” and lack understanding of the choice and sacrifices that service members have made.

Consequently, as the division continues to grow, the American public is disassociated from the cost of freedom, citizenship and the cost for the American way of life. A shared understanding is critical because public support drives the military and the military has a duty to protect and serve the citizens of the United States. Without a shared understanding, civilians lose trust in the ability of the military and the military becomes disconnected from the people they serve. This would result in hardships on both accounts because civilians and the military rely on each other to maintain a balance in what it means to defend the nation.

Current Examples

In recent years, one of the issues that has occurred between civilians and military is the amount of noise that is produced by airplanes and helicopters in populated areas. The military has numerous airfields across the nation that are essential for operations. Everyday aircraft conduct resupply missions, engage in air medical evacuations, run test flights, and transport officials. These missions are essential to prepare units for combat and ensure that all personnel are trained to the best of their ability. However, the purposes of these flights are not always disseminated to civilians in the immediate area. Instead, civilians hear the aircraft at all hours of the day and night, which disturbs their daily activities (Peterson, 2016). The consequence is that civilians protest the use of aircraft in the area and make frequent complaints to authorities—which can impact military missions and readiness. In response, the military has enacted policies to reduce the amount of noise and established flight patterns that minimize time over residential areas. Additionally, the military uses media broadcasts to alert the public when they will be conducting training in certain areas (Department of Defense Noise Working Group, 2009). In many cases, however, these steps are not enough and civilians continue to submit noise complaints.

Another area in which the civilian-military divide is evident is regarding sexual assault and sexual harassment in the military. According to civilian news publishers like the *New York Times*, service members are twice as likely as civilians to be sexually assaulted or sexually harassed (New York Times, 2013). Taking this statistic at face value, there is no surprise that the civilian populace believes the military is suffering a sexual harassment epidemic. This perception is also perpetuated by the amount of coverage that goes toward publicizing these cases. For example, when it was discovered that over 50 recruits were sexually assaulted during basic training at Lackland Air Force Base by their instructors, the story was news for weeks (New York Times, 2013). While the immorality and deplorability of the assaults cannot be denied, there is also a misinterpretation of statistics. This is because the studies conducted on the military are compared to national statistics. When taken at face value, the numbers seem to indicate that the military has more sexual assaults, however, when one considers the difference in population sizes, the cases of sexual assault in military and the civilian sector are more paralleled than they appear. In other words, the issue here is that the “military—which is a [smaller] segment of society” will always have a higher rate of prevalence than society on average as a whole (Scarborough, 2014). This, in combination with a lack of understanding regarding military policies, implies that the military is doing nothing to end sexual harassment and sexual assault and suggests that the problem is being ignored. This is grossly incorrect.

As an entity of the federal government, the military is required by law to report all incidents of sexual misconduct. The same cannot be said for other institutions like private colleges or corporations. This means that within the civilian sector there could be hundreds or thousands of sexual misconduct cases that are not factored into the discussion. Another reason that the statistics are skewed is a result of how these cases are handled. Within the military,

lawyers must prove the incident occurred “beyond a reasonable doubt.” To do so, the Criminal Investigations Department (CID), that provides the information to the Judge Advocate General (JAG), investigates these cases. JAG uses the report to determine which charges the subject will be accused of, and proceeds in adjudication using the military disciplinary system which is punitive and can be as extreme as a court martialing of the individual. A court martial is the equivalent of a jury trial in the civilian sector. Title IX requires universities to “take immediate and appropriate action to investigate” the sexual misconduct. This law requires the university to ensure both the victim and the accused protection and a fair investigation. The university is also responsible for “preventing recurrence, and address... whether or not the sexual violence is the subject of a criminal investigation” (U.S. Department of Education, 2011). However, this process may lead to the opinion that in the college sector, the processing of a sexual assault case is often deferred to volunteers with little to no experience with sexual assault victims or the legal process. In such incidences, evidence could easily be lost or misinterpreted. Additionally, because the college is not required to report cases to the federal government, it can often go undocumented (Wu, 2014). Accounting for these factors, the percentage of sexual misconduct in the military is “1.2% of male service members and 6.1% of female service members,” compared to “13.7% of undergraduate women” who have been victimized (Brooks, 2013). This does not include the number of males, graduate students, or GED students who have also been victimized. In sum, if a comparison is to be made, the facts indicate that the military’s addressing of the issue of sexual misconduct is above the fray, and is clearly more stringent in its approach, than the civilian sector.

The military has also launched aggressive campaigns that have targeted prevention of sexual assault and harassment and is implementing policies to punish those who are caught. In

the Army, this initiative is called the Sexual Harassment and Sexual Response Program (SHARP), the tenets of which are taught quarterly. Additionally, each unit is required to have a minimum of two certified personnel trained as victim advocates. These advocates are responsible for overseeing cases of sexual misconduct, providing them resources, and guiding them through the process. The resources include chaplains, doctors, psychologists, police, and protection from reprisal. On an individual level, the SHARP teaches soldiers indicators of potential sexual misconduct, how to intervene, and make action a principle duty (U.S. Army, n.d.). As the Joint-Forces Command states, “Our success as a Joint Force is based first and foremost on our faith in each other, forged from shared sacrifice, common core values, and Service cultural diversity. Our faith is the mutual trust that strengthens and jointly binds our separate formations and unique Service capabilities together in pursuit of our National interests. We must preserve this faith and protect the dignity and respect of the men and women entrusted to us against the threats and risks that can erode, injure, or destroy unit cohesion and readiness... (Joint Forces Command, 2012)”

A final example addresses an organization created by military personnel to foster partnerships with their civilian counterparts. The Mission Continues consists of current and retired veterans who want to continue to serve the public by engaging in projects in their local community. The mission is for their actions and involvement to inspire younger generations to serve and to get involved to better themselves. The organization also seeks to instill five guiding principles into their community—hard work, trust, the pursuit of knowledge and growth, respect, and comradery through shared accomplishments. As a result of its initiative, The Mission Continues has enabled hundreds of veterans to make the transition from the military to civilian world without losing the desire to serve and has bettered numerous communities (The Mission Continues, n.d.). For example, 1st Platoon in Honolulu, Hawaii has assisted in building trailers

for the homeless and improved an afterschool facility. What makes this partnership so successful is that The Mission Continues seeks out opportunities to contribute to their community and is funded entirely by donations. By continuing to serve their communities, the members of The Mission Continues serve as representatives of the military to the local populace and create a positive relationship with them.

Objectives of this Study

The creation of a positive relationship between civilians and military personnel is essential to insure their mutual success. As the two improve their relationship, the military becomes more capable at serving the public and the public implements policies that enable the military. To better understand the current relationship, potential factors in the divide, and solutions to overcome it, key personnel from an Army Unit--25th Combat Aviation Brigade--were interviewed. The interviewees included the Company Commander, Captain William S. Cunningham, and the Company First Sergeant, First Sergeant Christopher J. Boyle. Captain Cunningham is a logistics officer who has served in the military for seven years. During that time, he has had two deployments, been a member of support and combat units, and has been responsible for the health and welfare of 435 soldiers. As a logistician he has numerous military-civilian interactions in regards to contracting and coordination for transporting equipment and personnel. First Sergeant Boyle is a seasoned veteran with over twenty-one years of experience in the military. Most notable is his time as a Civil Affairs Specialist, where he interacted with foreign nations to foster pro-U.S. sentiments and build rapport with civilians. In addition to his time in Civil Affairs, First Sergeant Boyle was classed as an Armed Reconnaissance soldier and an Anti-Armor Infantryman—giving him exposure to the front lines of combat. During his years of service, he has been responsible for over 850 soldiers, which included periodic engagements

with civilian law enforcement and civilians in local communities. Both soldiers were asked the following four questions:

1. Why do you think there is a noticeable tension between the military and civilians?

R1: "It depends upon the location. If the towns close to the military base are of lower socio-economic status than the troops, there tends to be tensions over money. This can cause animosity towards the Federal Government and more anti-military sentiments in the community. Having good publicity can minimize this tension, but overall the military accepts these tensions because it desires to be seen as a self-policing profession." (CPT William Cunningham)

R2: "Soldiers can often come across as entitled when interacting with civilians. More specifically, junior soldiers believe that they should be given special treatment and can be disrespectful. The reverse is also true. Many times civilians will try to take advantage of soldiers, such as landlords. That being said, the further away from bases you move, the more the military is recognized as more professional and are held to higher expectations." (1SG Christopher Boyle)

2. What do you think are the biggest challenges to civilian-military relations?

R1: "Many of the perceptions that civilians and the military have about each other have been passed down or have developed through media. They need to be open minded and be willing to question what they have been raised to believe. The gap is perpetuated by not listening to both sides and reaching a consensus." (CPT William Cunningham)

R2: “The biggest challenge is establishing mutual understanding and respect. The government sees soldiers as resources to fulfill policy. This can often lead civilians to believe that the military makes decision, but in actuality, the military is only executing orders. Civilians do not understand the roles that soldiers play and that that their elected leadership is responsible for the orders we follow.”

(1SG Christopher Boyle)

3. What aspects of the military are the most misunderstood by civilians?

R1: “The most obvious aspect of the military that is misunderstood is the level of responsibility that are given to soldiers. Starting at eighteen, soldiers are made responsible for training, equipment, and the health and welfare of others. These responsibilities are comparable to senior ranking civilians. Civilians also do not understand what the Army profession is really about, but many soldiers do not understand it either.” (CPT William Cunningham)

R2: “Civilians do not understand that Army life is not what they see in movies. Ninety percent of soldiers fill support roles, meaning that only ten percent have the combat roles they see in films. That being said, they do not understand what soldiers have lived through. Many in support and combat roles have lived through improvised explosive devices (IEDs) blasts, fire fights, and have deployed numerous times.” (1SG Christopher Boyle)

4. What do you think about current civilian-military partnerships and what are your recommendations?

R1: “The current partnerships we have are working, but partnerships require both civilian and military buy-in. The Army relies on the surrounding community because it contributes to the health and welfare of the force. The community relies on the Army for economic development and revenue. This means that the success of individual community partnerships are dependent upon the relationship the military has with them. In Hawaii, the community is more supportive of the military then, for example, Fort Sill Oklahoma.” (CPT William Cunningham)

R2: “When it comes to industrial partnerships, they are almost seamless and mutually beneficial, resulting in technological advancements that can be employed into the battlespace. When it comes to community partnerships, civilians need to realize that soldiers and their families are already a part of that community. Many soldiers already contribute to the community by volunteering at schools and outreaches. The bottom line, is that soldiers care and want to be involved.” (1SG Christopher Boyle)

From the interviews, four aspects of the civilian-military relationship became overarching themes. The first is that the majority of tension between the two parties is the result of perception. Civilian perceptions of the military are ideologically and historically rooted in their belief structures as truisms. As a result, they are passed down through the generations and are nurtured into the individual. The perceptions of civilians are also impacted by media portrayal—which often highlight negative events or undisciplined individuals. Those in the military should know that the purpose of their service is to serve the American public and uphold the Constitution. When soldiers misunderstand their purpose, they can become afflicted with a sense of distracted socialization with their civilian counterparts. This distraction results in some

soldiers being disrespectful and discourteous to civilians; perpetuating negativity. The soldiers who embrace the Army profession however, realize that both parties are essential to the community and their behaviors mirror that sentiment.

The second issue that arose from the discussion is that understanding the Army profession is one of the largest challenges to resolving the divide. The Army profession demands that soldiers be technically and tactically proficient in their ability to execute their mission; that they will be willing to sacrifice everything for the United States and its people. Additionally, the profession tells soldiers that they will always place others first for the benefit of the team and the unit. Members of this profession are expected to live up to its tenets every hour of every day. Many individuals enter the military only to discover that this calling is not for them, or they do not fully understand the discipline and pride that the profession demands. As a consequence, they fail to live up to expectations or they disregard its significance. Often these soldiers are the ones that make headlines. Likewise, civilians have a difficult time understanding why the military, and its members, live by the tenets of the profession. This is because there are few citizens within the civilian populace that have the same demands that the military does.

Third, a disconnection between media portrayals of the military and the real-world military causes part of the divide. Media-centered portrayals depict a perpetual state of combat, from which all soldiers have experienced combat, and have received battle scars. In reality the military is separated into different groups—combat arms, combat support, and combat service support. Those who serve in the combat arms units (Infantry, Armor, Artillery, Aviation, and Engineers) represent a small fraction of the real-world military but are most often depicted in the media. On a typical day, the majority of service members are working in offices, creating presentations, or planning for the next mission. Another aspect that is often absent in the media is

the amount of responsibility compared to civilian counterparts. For example, a nineteen-year-old civilian who may work in the fast food industry at the burger station. They are only responsible for their station and cleaning. Juxtaposed, a nineteen-year-old in the military can be charged with the health and welfare of a junior soldier and responsible for equipment valued over \$250,000.

Finally, on the discussion of partnerships, it is important that both parties be willing to collaborate. Partnerships can be symbiotic because the presence of the military offers steady revenue into the community. The more supportive the community, the more enjoyable the duty station. Additionally, the members of the military want to be involved in their local communities, and they usually are. A large majority of service members can be found volunteering at schools, hosting afterschool programs, and participating in community clean ups. The military wants to show that they are a part of, and care about the communities they serve.

These themes have contributed to the following objectives:

1. Define the Army profession
2. Differentiate soldiers from media portrayals
3. Examine soldier involvement in their community

Approach

While the complete resolution of the civilian-military gap will require the involvement of both parties, the aim of this proposal is to address the current perceptions, challenges and misunderstandings to bridge the gap and establishing a basic understanding of what the military service is like according to its members. For this proposal, the emphasis will be on the Armed Forces because they represent less than 1% of the U.S. population and are frequently

misrepresented. To do so, this study will use an ethnographic approach to analyze the U.S. Army members stationed at Schofield Barracks in the state of Hawaii.

Ethnography was proposed by Dell Hymes in 1974 as a means to determine how cultures communicate and to identify what constitutes a communicative act. This approach is appropriate because it uses direct observation and analysis to explain the ways that groups communicate, identify group membership, norms, and symbols that are significant. Hymes furthered this assessment by advocating that through ethnography, researchers must “discover and explicate the competence that enables members of a community to conduct and interpret speech (Hymes, 1974, p. 43). To develop this competence, researchers must analyze for different elements. First is the communicative event, which is the communication between in-group members and is determined by group norms. Second, communicative acts are the performative part of the event. In other words, it is the verbalization of the event. Third, communicative situations are the settings that have highly structured rules and a strict interpretation. Lastly, a speech community are the members of the group that know the norms and how to use them efficiently. The combination of these elements breakdown each communicative act and enable the researcher to determine acts of high significance and identify key elements of that specific culture (Milburn, n.d.).

Participants

For this study, participants came from the 25th Infantry Division who are stationed at Schofield Barracks in Hawaii. Including the number of soldiers within the 25th Combat Aviation Brigade, and the Division Headquarters, with a target number of between 30-50 service members to receive a well-rounded understanding of the Army profession. The actual population of the

study consisted of 20 personnel that included retirees, enlisted, non-commissioned officers, and officers.

Procedure

All participants were asked to complete a two-part questionnaire. The first part of the questionnaire was derived from the ethnography communication. The questions were open-ended as follows:

1. What makes someone a member of the U.S. Army?
2. What characteristics and values do you think make up the Army profession?
3. What do you think of the soldiers that you see in media/movies?
4. What makes someone soldier to you? Why?
5. What are the differences between being a soldier and being a Civilian?
6. Do you consider involvement in your community important? If so, why/why not?
7. What are the benefits and costs of service?
8. What is something that you wish civilians would understand about the military?

From these questions one could determine the basic requirements of the profession, how soldiers differentiate themselves from civilians, and some of the key characteristics of the group. Answers from part one were used to create a majority definition of group membership and the associated perception of themselves. These questions are derived and adapted from *The Ethnographic Interview* by J.P. Spradley (1979).

The second part of the questionnaire asked the participants to write out 5-10 words that shape their understanding of the Army profession, and a few sentences as to what that word meant to them. The words discipline, tradition, and service were provided as an example.

Once the survey was completed, the words were tallied, and the justification for their selections were recorded. The words and meaning statements were then used in the development of a photo essay. This photo essay was used to capture the experiences that the population shared and their understanding of what group membership means. Each key word yielded between 1-5 pictures to convey their meaning, and captions were provided to identify the elements of the profession, soldier-ship, service, and in-group sentiments of the corresponding word. In doing so, the intent was for anyone to views the photo essay to comprehend what the soldiers' feel when they are in that moment of time. In other words, the purpose was to breakdown the boundaries between the American public, and the U.S. Armed Forces by creating a shared understanding.

CHAPTER FOUR: RESULTS

Journaling the Implementation of the Study

Entry One

Today, I took the first steps in initiating my thesis project. I have contacted Professor Carey Martin about my initial idea for my thesis project—an ethnographic approach about the Army, and its culture, culminating with a photo essay that captures the experiences of Soldiers. He seemed very enthusiastic about the idea, and was very encouraging. The only concern that he raised is that all photographs must be at the professional level. This is a slight concern for me as I am new to photography, and the majority of my work consists of scenery or wildlife. However, I have access to literature, and friends with professional experience. I will also take the next few months in becoming more familiarized with photo editing so I can ensure all photos depict the depth of the soldiers' experiences.

Entry Two

After receiving tentative approval for my thesis project, I made it a point of departure to consult the legal specialist within my unit, and the applicable regulations that govern the use of photographs of military equipment, and personnel for publication. Both sources indicated that I needed clearance from the local Army Public Affairs Officer (PAO), and that my project and, all documentation associated with it must be approved before the final submission. Based on that information, I arranged a meeting with the PAO for the 25th Combat Aviation Brigade. After outlining my initial concept, the PAO granted me permission to pursue my thesis project, but also added several restrictions to what was, and was not permitted to be included. Firstly, in all photos soldiers must be in the correct uniform or it cannot be used. For example, if a single

soldier was not wearing his Kevlar helmet at the firing range, and I captured him/her in my picture, it would have to be discarded. Secondly, I am not permitted to disclose, or capture, the full specifications of any military equipment. As such, I have to be extremely careful if I take pictures of aircraft, vehicles, or weapon systems to ensure they are only silhouetted and/or sterilized. Thirdly, in both my pictures and in my written work, I cannot present the Army in a negative light. This restriction is the one that I find to be the most challenging to work with—not because I want to disenfranchise the service or those in it, but because I do not want to be limited in my capacity to share the positive, and negative, aspects of the Army profession. Another concern, is that my understanding of misrepresenting the Army may be different than that of the PAO. A potential consequence, is that my project may be shut down in its final stages.

Entry Three

This week I have been notified of an opportunity that will benefit the pursuit of my project exponentially. I was notified that I would be appointed as the Executive Officer for the Headquarters, and Headquarters Company for the 25th Combat Aviation Brigade. This will put me in a position to archive a year's worth of exercises, training, and events that may lend to defining what the Army profession consists of. I have already spoken to the incoming Company Commander, and have received her support, and encouragement to proceed. She has also agreed to give me a few minutes in front of the soldiers to explain my project, and ask them for permission to use photographs of them in my research. However, due to how frequently soldiers transition to and from the unit, I will have to make this announcement often. I also have to be careful to ensure that the soldiers understand that participation is voluntary so there are no legal or moral ramifications.

Entry Four

Over the past few weeks I have been taking pictures at every opportunity. I have captured soldiers pushing themselves to their limit on 12-mile ruck marches, enlistments, promotions, gas chamber training, and much more. Each time I take one of these pictures, I have been trying to determine what drives these soldiers, what makes them carry on, and why they are here. From my observations, I have a newfound appreciation for all these men, and women do, and all that they give. In their eyes I see determination, an unwillingness to quit, and the dedication they bring to every situation. This has revitalized me, and makes me want to share their story with civilians so they can see the people behind the uniform.

Entry Five

This week I realized that I had neglected a key element in my research design—I did not consider how I would code the data from my surveys. I also realized that I did not know how to code qualitative data. In all my previous research I have focused exclusively on quantitative coding techniques, which can be easily translated into numerical values that either point to a significant correlation between variable, or does not. In qualitative research the data that is collected is comprised of anecdotes of personal experiences, and perceptions. Then I have to translate those anecdotes into data points, which can be a highly subjective process. As such, my priority, is to ensure that I have a firm grasp on what qualitative coding entails and that I understand how to apply it to my own research.

I also received feedback on my questionnaire this week. A few participants have indicated that the first survey question— “What makes someone a member of the U.S. Army?”—is very confusing. They did not understand if I was asking for the legal definition, the

Army definition, or somewhere between. Because of this, I decided to include clarification in my distribution email, indicating that all questions were asking for one's personal opinion regarding membership in the military, and how they interpret the Army profession. Another point of contention is a superior officer challenging the administrative portion of my survey. The concern is that by listing a participant's rank, that I would produce a research bias. I however, believe that using rank as a variable is incredibly important. Including rank is an enabler to determine if there are differences between how enlisted, non-commissioned officers, and officers perceive the profession. It also lends a more in-depth analysis of the data with the ability to compare word choice, answer length, and key themes for all levels within the organization.

Entry Six

Coding has proved to be more challenging than I initially realized. After reading, *The Coding Manual for Qualitative Researchers*, by Johnny Saldana, I acquired a comprehensive understanding of what qualitative coding required, as well as, some recommended tips for success. Saldana's book provided a list of three coding programs—ATLAS, MAXQDA, and NVivo—that included free download and online tutorials for the novice coder. The first software I chose was the MAXQDA. However, I found that it was not very user friendly. I had only slightly better success with software number two—ATLAS. With ATLAS, I was able to input all my completed surveys, and query which words were used the most frequently. By the time that I removed the prepositions, articles, and conjunctions I was left with only a handful of words. The majority of the words that were used greater than ten times, were ones that were in the survey questions, such as-- service, civilian, Army, profession.

At that point, I decided it was in my best interest to resort to manual coding. By all approaches this seemed to be the best option for my endeavors, and was my most logical course of action. By using hard copies of my survey, I was able to code in between meetings, during lunch, and while traveling without having to worry about not having software available or needing to have consistent computer access. Hard copies also enabled me to be more hands on with the data, and arrange it in ways that were easily readable and allowed for me to be able to refer to the different surveys without having to flip through multiple files at a time. This method has proved to be more efficient and productive.

Study Constraints and Limitations

First, and foremost, despite distributing over 75 surveys to various members of the 25th Infantry Division, only 20 individuals completed, and returned the survey. Some of the factors that contributed to the small population size include the method of distribution, the number of exercises that took place during the study, and the restrictions imposed by the Public Affairs Officer. The use of email for survey distribution was selected for easy recall to whom the survey was sent to, and for its ability to facilitate mass distribution. The disadvantage to using email is that the survey could have easily been overlooked by the recipient. Even if the recipient noticed the email, and intended to take the survey, it could have been forgotten due to the ‘out of sight, out of mind’ concept. An additional twenty-five surveys were also distributed in hard copy, to bolster participation. The benefit of this technique is that participants could complete the survey while on the move. The drawback is that the surveys could have been lost, misplaced, or discarded after distribution. The primary implication of this constraint is that there is an unequal representation of between enlisted (20%), non-commissioned officers (25%), and officers (55%).

Next, during the period that this study occurred, the Combat Aviation Brigade, and Division Headquarters conducted over ten exercises ranging from seven to thirty days in duration. During this time, the units have restricted connectivity to Internet, work a minimum of twelve-hour shifts, and are focused on winning a virtual fight. As a result, soldiers were constantly on the move preparing equipment for the field, setting up battle positions, and completing a myriad of tasks in support of the mission. Due to the constraints on personnel, and military regulation, the study was placed on a temporary hold during this period. The greatest impact this constraint had on the study is limiting the researcher's ability to take photographs to the initial set up of the equipment, and the soldiers during tear down.

The final constraint for this study is the number of limitations imposed by military regulation, and the Public Affairs Officer's (PAO) guidance. Army Regulation 109-13, and others, were written to outline safety measure that would prevent different capabilities, technology, and information from falling into the wrong hands. This regulation, and others, were also modified to make it more difficult for individuals to use sensitive material for personal gains. Because of this, the researcher was severely limited in the ability to take photographs of soldiers in dynamic environments. With the regulations in place, no electronic devices are permitted in secured areas which include specific offices, Tactical Operation Centers, inside vehicles or aircraft. These locations are often the settings in which soldiers perform at their best. The other restrictions are those imposed by the Public Affairs Officer regarding photos of equipment, uniformity of soldiers, and prohibiting products that cast shadow on the military. The implications of these restrictions is that the researcher will be limited in the capturing the full scope of the Army profession. For example, working with and equipment is a basic military skill that everyone is expected to have a hand in from junior soldiers how maintain the equipment to

officers to sign for its custody. This limitation, coupled with exercise season, greatly restricted photographing the different roles and responsibilities that soldiers possess.

Coding of Data

For the purposes of this study, all coding was conducted in accordance with the recommendations, and structure outlined in *The Coding Manual for Qualitative Researchers*. According to Saldana, coding consists of two cycles that is responsible for “linking—it leads you from the data to the idea, from the idea to all the data pertaining to that idea (Richards & Morse, 2013, p. 154). For this study, all surveys adhered to the two-cycle coding process. In the first coding cycle the surveys were scanned for first impression phrases. When looking for first impression phrases, the researcher identified, and recorded the themes that emerged from the text. These themes were recorded using an alpha-numeric code from A1-Z2 (fifty-two individual codes). During the second cycle of coding, the researcher looked for common patterns within the text, and the initial codes. After identifying several overarching themes within the text, the researcher was able to task organize all fifty-two codes into eighteen comprehensive categories. The researcher conducted a final coding cycle to pinpoint any messages remaining in the text and further amalgamate the codes. This yielded a refined list of eight umbrella categories.

Initial Coding	Initial Coding	Final Coding
A-Oath	A2- Removes Femininity	A- Army Membership
B- Values	B2- Combat Missions	B- Organizational Values
C- Army Affiliation	C2- Leads	C- Expectations within the Service
D- Self-Discipline	D2- Team Concept	D- Benefits of Service
E- Professional	E2- Intelligence	E- Costs of Service
F- Brainwashed	F2- Self Development	F- Impacts of the Media
G- Troublemaker	G2- Entitlement	G- Perceptions about Civilians
H-Humanity	H2- Envy	H- Community Involvement
I- Willing to Die	I2- Forget	
J- Stand Up for Others	J2- Impacts of Service	
K- Security	K2- Perspective	

L-Higher Standards	L2- Walk in Military's Shoes	
M-Civilian Perks	M2- Training	
N- Positive Influence	N2- Years to Develop	
O- Build Trust	O2- Culture	
P- Military Perks	P2- Stereotypes	
Q- Drawbacks	Q2- Impacts of Media	
R- Attention Seekers	R2-Sensationalized	
S- Patriotism	S2- Responsibility	
T- Variety of People	T2-Group Harmony	
U- Service	U2- Maturity	
V- Duty	V2- Routines	
W- Something Bigger	W2- Stand Out	
X- Affect Each Other	X2- Requirements	
Y-Effects on Family	Y2- Negative Aspects of Community	
Z- Policies	Z2- Helping Others	

Results

For this study there was a total of twenty soldiers who completed the survey consisting of eleven officers, five non-commissioned officers, and four enlisted soldiers. The study population can also be divided into the amount of time they have served in the military. Senior personnel (Colonels, Majors, Staff Sergeants and Sergeant First Classes) have served an excess of eleven years in the military and make up 45% of the study population. Mid-level personnel (Captains and Sergeants), representing 30% of the sample, have served between five through ten years of service. Finally, entry-level (Lieutenants and enlisted) soldiers make up the remaining 25% of the population with four years or less of service. While the representation of rank heavily favors officers, the representation that time in service provides is relatively more balanced. This means that the development and understanding of the Army profession can be compared at different experience levels across the organization, and one can determine how each experience level conceptualized what the profession is.

Criteria for Army Membership

The first umbrella theme that arose is the criteria for how group membership occurs and what being a soldier means. Membership, according to all experience groups begins with a decision to leave his/her personal way of life behind in order to uphold the security and safety of the United States and its citizens. This desire is culminated by the individual taking an oath to uphold the Constitution, execute the orders of the President, and protect the nation against all enemies—foreign and domestic (Army.mil, n.d.). Once this oath is taken, the individual becomes a soldier who is charged with fulfilling his/her social contract to the nation and is expected to tailor his/her values, and behaviors to mirror the organizations. Of significance is that membership is instantaneous once the oath is complete and that one remains a member for the rest of their lifetime, regardless if he/she serves a single day or until retirement.

It is also important to note that the mid-level and senior level participants established a distinct separation between membership with the Army and membership with the Army profession. These participants indicated that membership into the profession takes time and dedication to achieve because it requires years for the soldier to internalize the ideologies of the profession and become stewards of it. One of the principal ideologies derived from the data is that members of the profession have an innate desire to serve others. The desire applies to teammates, friends, family, the community, and the nation as a whole. The data also revealed that the majority of senior-level participants believed that those who could not, or would not, embrace the profession, should leave the military because they using the military as a paycheck instead of fulfilling a calling.

Organizational Values

The second theme that emerged is an extensive list of qualities that the participants believe comprise the organizations value system. An interesting note is that the level of thought behind these qualities is directly correlated to the participants' experience level within the organization. At the cursory level, participants with four years of service or less, referenced the acronym LDRSHIP—loyalty, duty, respect, selfless service, honor, integrity, and personal courage—and the word discipline. These traits are derived, and applied at the individual level with minimal impact to others. The mid-level personnel went a step deeper and added the ability to lead. In this respect, leadership consisted of a genuine desire to care for soldiers in their charge. Additionally, leadership requires the individual to be skilled in providing soldiers purpose, direction, and the motivation to accomplish the mission. At this level, value is placed on the interaction between superiors and subordinates. At the senior-level, the participants are more concerned with the overall conduct and cohesion of the organization. Here, great emphasis is placed on establishing trust within the organization, which builds effective teams. This group also states that presenting oneself professionally has great impacts to the organization and its interaction with others. The final value that is expressed is the various forms of sacrifice that are innate to the organization.

Expectations within the Service

The third category is the expectations associated with service in the military. On an individual level, all soldiers are required to pull their own weight, to be physically and mentally fit, and be resilient. Likewise, teams, and units, must be able to execute their assigned tasks in the most perilous of situations. These expectations are derived from the dangerous missions the

military undertakes and the uncertainty that follows. As a result, all participants assessed training as an essential element of the military. Through training, soldiers become cohesive teams that will work and fight together to accomplish the most strenuous mission. Training makes soldiers proficient in their tradecraft and is a principal way to gain experience and credibility within the service. Training also prepares soldiers to execute, and complete, the mission regardless of the sacrifices that may follow.

The senior level participants also indicated that the Army demands the highest of standards from its members. These standards range from what soldiers can do, how they conduct themselves, and the level of responsibility that soldiers have. Soldiers, like everyone else, have opinions about religion, politics, and how the military operates. However, they are often discouraged from sharing these opinions because they are considered to be divisive and may result in undue influence upon others. When it comes to conduct, soldiers are taught they are never off duty. Regardless if they are wearing their uniform or not, they are required to present themselves as professionals and adhere to the same regulations and values that guide them on duty. This means that misconduct in the public sector, such as lying and stealing, are punishable by the military. Responsibility starts the moment a soldier joins the military. One participant stated that at eighteen years old, new recruits are handed a rifle and are asked to give their life for someone they met yesterday. As soldiers climb through the ranks, they are charged with the training, safety, and lives of their subordinates. Those in positions of command also have the authority to mandate treatment, counseling, and can suspend the pay of soldiers if the situation requires. A further responsibility of soldiers is that they are expected to be stewards of the Army profession regardless if they fully understand it or not. This is because it is their duty to impart

the values of the military onto to the younger generations and ensure that the tradition is carried forward.

Benefits of Service

The next theme concerns the concrete and abstract benefits that come from service in the military. The concrete benefits are the ones that are most widely known and understood and can be divided into three subcategories—allowances, discounts, and other. Allowances are payments made to soldier by the government to pay for housing, augment living expenses in a high cost area, or reward soldiers for a critical skill that they possess. Only one participant in the survey mentioned allowances as a benefit of service. Likewise, a single participant mentioned receiving military discounts, but indicated that while they are appreciated, but the individual did not view them as an entitlement. The majority of participants however, focused on the other the concrete benefits such as having job security, knowing that one will always have place to live, and the ability to share education stipends and healthcare coverage with their families.

Overall, the participants focused more on the abstract effects that service provides. Participants linked ones' time in service with the ultimate transformation into the best person that one could become. When one joins, they are challenged to overcome his/her weaknesses through good order and discipline. As soldiers turn weaknesses into strengths, they receive a sense of fulfillment and are thereby empowered to succeed further and stand out amongst one's peers. At this point, soldiers are introduced into a brotherhood, where units become families and everyone protects one another. As the sense of brotherhood grows, so does the individuals' sense of purpose because they are fighting for the men and women to their flanks. Finally, the participants

indicated that knowing that their service affects the nation gives them a great sense of accomplishment and self-worth.

Cost of Service

The surveys also revealed a great deal about what the participants believed to be the dark side of service. The cost of service yielded the strongest interrelation between all experience levels within the study population. At the surface level, the most frequently listed cost was the amount of restrictions that the soldiers face. They must adhere to strict regulations that outline acceptable appearance on and off duty, restrictions to piercings and tattoos, and strict guidelines for how they wear their hair. Participants feel a lack of control over the direction of their lives. This sentiment stems from the military mandating they move every few years, determining where they will work, and what positions they will hold. The participants also stated that they seldom have time to take care of oneself. A common thread here is, that by joining the military, soldiers forfeit the rights that civilians take for granted like free speech, freedom of expression, and the ability to choose.

There are other, more lasting costs within the ranks. The participants are unanimous in stating that the military takes a toll on their relationships with loved ones. During a deployment, soldiers can miss an entire year in the life of their family or significant others. With the frequent relocations, one participant stated that his son was eighteen years old and had lived in seventeen different homes. This put the child at a disadvantage at school and resulted in him always being the new kid. There is also the looming danger for all service members to be injured, or killed, in the line of duty. Those with serious injuries could find themselves with permanent disabilities or amputations that could inhibit their ability to provide for their loved ones. And the loss of a

service member has monumental impact on that soldier's family, friends, and the unit he/she served with. The effects of this can be seen in the number of broken homes and failed relationships that are commonplace across the military.

Impacts of Media

The next theme of interest is that the participants had varying opinions about the portrayals of military in the media. The participants indicated that media portrayals of the military range from zero to fifty percent accurate due to sensationalized creative liberties. Those that view media as half-right believe that the media captures the essence of bravery and camaraderie that soldiers share with each other. What they believe the media has gotten wrong is a true understanding of what soldiers are and that they over exaggerate how soldiers are always in combat. The participants who completely disagree with media portrayals point to over utilized stereotypes that implicate soldiers as mindless drones, blood thirsty killers, and glory seekers. This sentiment is furthered by the participants' use of the phrases 'villains,' 'impervious to emotion,' and 'reckless.' One participant goes on to state that these stereotypes gives the public a false sense of the soldier's experience without having to actually invest in them.

Perceptions about Civilians

The seventh theme is how the participants perceived the differences between soldiers and civilians. Entry-level soldiers stated that the main difference between soldiers and civilians is their mindset. According to several participants, unlike civilians, soldiers are able to handle stress, must manage time, and obey orders. It links back to a conditioning that civilians do not traditionally experience on a regular basis. This group also stated that civilians are more free to be whatever or whoever they desire. The mid-level participants indicated that the most prevalent

differences relate to a sense of duty and respect. Soldiers must demonstrate respect to the nation, the uniform, their superiors, peers and subordinates regardless their personal opinions. Civilians can be more carefree with their loyalties and opinions. For the senior participants the overarching difference is that civilians do not have the same understanding of sacrifice that soldiers have. Soldiers sacrifice their desires, their time, relationships, and their lives to protect the nation. Soldiers are expected to take the life of another in order to secure that protection. As a result, civilians are shielded from the true costs of war and can live their lives without thinking about the freedoms that are secured by the lives of others.

Community Engagement

The final theme that emerged is how the participants viewed community involvement and its importance. Eighteen of the participants indicated that the military's involvement in the community was very important. Some of the soldiers stated that community engagement was a responsibility because it is mutually beneficial and because it promotes intragroup harmony. Others argued that through community service the military can remove the stereotypes about the military and result in a tangible relationship between the local community and the military. Community involvement also has national level implications. Through service, the military and the community can share resources and create a robust economy. This is accomplished through positive communication and the development of shared understanding between both parties. The remaining two participants did not support community involvement, stating that the intent behind the engagement can be taken for granted and out of context.

CHAPTER FIVE: CONCLUSIONS

Discussion and Principal Findings

After reviewing the themes, one can now begin to assess what the Army profession is and how it is developed. First and foremost, membership in the Army is not synonymous with being a member of the profession, though they are connected. Being a soldier paves the way to the profession by giving the individual the basic building blocks they need to undergo the transition to the profession. This is evident from the responses of the entry-level participants, which were very short (one word to several sentences) when compared to the responses other participants. Likewise, the content of their responses lacked depth and reflected exactly what is taught in initial entry courses. That being said, these simple responses are not to be overlooked because they reveal the guiding principles of the profession—service orientation, high standards, unquestionable values, and the necessity of learning. It is the difference between understanding these principals and the complete internalization and dedication to the principals that determine if ones merely a member of the military or a member of the profession.

At the core of the profession is an unquestionable desire to serve and put the wellbeing of others first. This is something that cannot be taught or forged by others, instead, this calling must come from within. Those who do not understand it, may fake it or pretend, but their actions will always speak true. Those who do feel the calling of service, understand that they have a larger purpose to fulfill. This purpose is the security and protection of the nation, its people, and the soldiers stand to ones left and right. Members of the profession know that they will be called upon to serve and that some will pay the ultimate sacrifice, but will not waver from their commitment. What those of the profession also understand is that service is more than the

actions that one takes while in uniform. Instead, service is a lifelong pursuit that one does on duty, off duty, and long after retirement. As a result, they will be seen volunteering the community, teaching children basketball, and helping a woman with her bags. They do this not because the Army says it's the right thing to do, but because they want to make a difference for others.

Next, while the Army maintains high standards, members of the profession believe that there is always room for improvement. Because of this, they actively seek ways to better themselves and the organization that they are a part of. As a consequence of this, all failures become teaching points to better prepare for the next mission. Members of the profession also grasp the significance of the responsibility that they have been given and how their actions can affect others. They know that every time they wear the uniform, or interact with civilians, public officials, or foreign nations they are representing the entire military and the United States. This concept of responsibility also demands that these individuals have the intestinal fortitude to stand up for what is right and set the example for those around them. In order to do this, the profession requires its members to be adept in their tradecraft. Additionally, these are consummate professionals who take ownership of everything within their span of influence whether it is a success or failure. By being dedicated to improving every individual and organization they encounter, they leave a legacy of excellence and steadfast commitment for the military as a whole.

The ability to preserve high standards and a service attitude is heavily reliant on the values that the profession cultivates within its ranks. The foundation for the profession's values comes from the Army acronym LDRSHIP—loyalty, duty, respect, selfless service, honor, integrity, and personal courage. These seven traits are used to determine the true character of

each soldier in the Army. Loyalty speaks to his/her allegiance to the team, the unit, and the country they are serving. Duty is one's call to action and the principal behind doing one's part. Respect is a universal courtesy that starts with one's self and extends outward. Without it there is no appreciation for the lives of others. Selfless service is the purpose behind the profession, and is the essence of being a soldier. Honor is the code that soldiers live by, just as integrity is the reputation behind one's actions and deeds. Lastly, personal courage is a soldier deciding that his/her reservations are limitations that are meant to be overcome for the greater good. In addition to these seven traits, discipline has become a watchword of the profession. Discipline requires the upmost dedication to one's craft and commitment to the standard. Though discipline, members of the profession become trained and capable to execute everything that is asked of them.

The final characteristic of the profession is that its members have an unparalleled thirst for learning. This learning comes in the form of education, training, and lessons learned through life experiences. When it comes to education, members of the profession are charged with understanding their individual shortcomings and transforming them into strengths. This means countless hours of questioning subject matter experts, researching topics, and reviewing historical data. Those within the profession use training as an environment to test and apply what they have learned over the course of their journey. Using training as such, enables members of the profession to learn from their mistakes and gain valuable expertise within their field. What sets the profession apart though, is that as members are learning and developing, they are actively mentoring the younger generation of soldiers. This is essential because they are passing along lessons that will make newcomers more adept and successful than they were/are. In doing so, the future generation is empowered and a cycle of organizational advancement is perpetuated.

The combination of these elements created the foundation for the photo essay and determined which photos were used to depict the Army profession. The photo essay is divided into four categories— ‘the military experience,’ ‘training,’ ‘community,’ and ‘sacrifice’—and consisted of over fifty photographs. The pictures in the first category range from physical training and team competition to soldiers receiving awards and representing the nation in foreign countries. These pictures connect to the membership criteria and collective improvement as these soldiers condition their body and comradery for future missions. They are also cultivating others by training with foreign militaries and recognizing soldiers for their achievements. The second category, training, depicts soldiers conducting field exercises, obstacle courses, and gas mask familiarization. These events enable soldiers to learn their tradecraft and develop innovative ways to improve the way they operate. The third category is all about community and how members of the profession serve others in their units and in the community. These pictures show command teams serving Christmas breakfast to soldiers that were alone during the holiday, a toy drive for a local children’s hospital, and soldiers improving popular hiking trails. The final category is sacrifice and represents the depth of the Army profession and the price that service members are willing to pay for their country and the American public.

Evaluation of the Method

As previously mentioned, the participation for the survey was quite small compared to the size of the potential study population. The primary cause of this can be traced to the distribution method, which was predominately by email. The majority of surveys sent by this method were left untouched or unreturned to the researcher. The other method that was hard copy distribution, which yielded the highest percentage of return. The reason for low participation may also be linked to a lack of motivation or competition work requirements. To

overcome these factors, the researcher could have send out frequent reminders to encourage completion. The researcher could have used more direct methods to engage possible participants in order to make them understand that their individual feedback is critical to understanding the Army profession. An additional area in which the study could be improved is by networking with the various chains of command within the 25th Infantry Division. The researcher engaged soldiers that she had directly worked with or oversaw to complete the survey. Had she contacted several different unit commanders, they may have been willing to encourage their soldiers to take the survey on her behalf. While there is no guarantee that the strength of the population would increase, it would have allowed for more diversity in experience within the study. It would also have given the study higher visibility within the organization.

Recommendation for Future Research

First, the study was greatly impacted by the low participation in the study, stemming from indirect communication with the target population. In the future, it is recommended that the researcher take a more direct approach and conduct interviews with participants. In doing so, the participants may feel more willing to provide answers and convey their personal feelings. This approach also sends the message that his/her opinion matters because the researcher took their personal time to seek them out. The researcher benefits from this method too, because they can clarify questions and dig deeper into the themes presented by specific individuals. As a result, the study would possess more depth and yield more developed concepts. Second, this study focused on defining the profession though the lens of experience. If this study was to be recreated, it would be interesting to note how the profession is viewed from different specialties— infantry, armor, signal, medics, etc. Each of these specialties fulfill radically diverse tasks for the Army and has diverse mindsets derived from those tasks. As such, it would

be interesting to determine if the varying functions perceive the profession differently or if it is a universal concept. Finally, to enrich ones understanding of the effects of the civilian-military divide and the view of the profession, the researcher recommends that future studies include a military and civilian population. By comparing and contrasting their perceptions, one will be able to determine where the division lies and what perceptions, on both sides, need to be targeted.

Personal Reflections

Throughout the course of this survey, the researcher learned a great deal about the Army and how the members define themselves. Being a member of the entry level experience group, the researcher has a newfound appreciation for the organization as a whole and the code behind it. When it comes to the objectives for the study, the results are quite substantial. When it comes to defining the Army profession, this study has captured its essence and has advanced the understanding of what it truly is. This understanding, however, is not a complete synopsis of the profession, but rather the key elements of it. More research and a significantly larger population would be required to fully understand its depth.

The next objective, determining how media portrayals compare to real-world soldiers, presented the researcher with several thoughts. A frequent comment in the data, is that the media presents stereotypes that are consumed by the public as fact. Another comment from the senior experience group is that there are many soldiers that do not understand the profession at all. Perhaps, these issues are one in the same. What if the soldiers that do not understand the profession are the ones who joined the military to become what they saw in the media? Not the reckless, emotionless, portrayals, but the gung-ho, fighters that are prevalent in movies today.

This would explain the incongruences between the profession and the individual behaviors that contradict it. This lends to another question of the motivations that soldiers have for joining the military, which was not accounted for by this study. Perhaps placing an emphasis on the profession during the initial courses would be instrumental in resolving misconceptions about what the profession is, and what it is not.

The incongruences between the media portrayals and the real-world representation of soldiers also begs the question of whose responsibility it is to resolve them. I would argue that steps need to be taken by the military and media alike. The military needs to do a better job of displaying transparency with the American public and communicating more than a scripted version of the events. In doing so, the military can use this open communication to share the true characteristics of the profession and denounce those who do not choose to reflect the Army's standards while wearing the uniform. As for the civilian media, they need to recognize that the military is held to a much higher standard than the average civilian due to the innate authority the military has. By acknowledging this, the media could help minimize the backlash of soldiers who behave poorly on those who are dedicated to the profession. Additionally, if the media and the military possessed a shared understanding of the profession, then they could more readily identify false members of the profession and refer to them as an individual, instead of using phrases like "John Doe, a former U.S. Army soldier..." However, the crux of this is that both the military and the civilian media must forge a partnership and engage in open, and honest, communication. This can only be developed through rapport building and a mutual desire to resolve the divide.

Finally, when it comes to community involvement, it was interesting to note the depth of reasoning among experience levels. Those with entry level experience noted that it was

important because it was the right thing to do, whereas the senior level spoke of the strategic implications. But the strategic implications were focused on doing what this paper aims to do; address the civilian-military divide. In doing so, respondents hit upon the need for trust from the community, because it drives military capability. This is critical because it highlights something that needs to be understood from both parties—civilian support is not a desire, but a necessity. Furthermore, it is the responsibility of the Army to present itself within the public sector, just as it is the public's responsibility to make an effort to understand who the military is, outside of the realm of politics.

References

Army.mil. (n.d.). *Oath of Enlistment*. Retrieved from Army Values:

<https://www.army.mil/values/oath.html>

Army.mil. (n.d.). *Official Narrative of Staff Sergeant Leroy A. Petry*. Retrieved from Army.mil:

<https://www.army.mil/medalofhonor/petry/narrative.html>

Ashforth, B., & Mael, F. (1989). Social Identity and the Organization. *Academy of Management Review*, 20-39.

Bia, K. (2013, July 25). *Vietnam War Draft*. Retrieved from Vietnam War:

<http://thevietnamwar.info/vietnam-war-draft/>

Brooks, R. (2013, July 10). *Is Sexual Assault Really an Epidemic*. Retrieved from Foreign

Policy: <http://foreignpolicy.com/2013/07/10/is-sexual-assault-really-an-epidemic/>

Chiarelli, P., & Michaelis, P. (2005). Winning the Peace: The Requirement for Full-Spectrum Operations. *Military Review*, 4-17.

Cohn, L. (1999). *The Evolution of the Civil-Military "Gap" Debate*. Retrieved from Triangle

Institute for Security Studies: [http://tiss-nc.org/wp-](http://tiss-nc.org/wp-content/uploads/2015/01/Cohn_Evolution-of-Gap-Debate-1999.pdf)

[content/uploads/2015/01/Cohn_Evolution-of-Gap-Debate-1999.pdf](http://tiss-nc.org/wp-content/uploads/2015/01/Cohn_Evolution-of-Gap-Debate-1999.pdf)

Department of Defense. (2000). *AR-260-1*. Department of the Army. Retrieved from

http://www.asaie.army.mil/Public/IE/Toolbox/documents/r360_1.pdf

Department of Defense. (2012). *2012 Demographics: Profile of the Military Community*. Office of the Deputy Assistant Secretary of Defense. Retrieved from

http://download.militaryonesource.mil/12038/MOS/Reports/2012_Demographics_Report.pdf

Department of Defense Noise Working Group. (2009). *Community Annoyance Caused by Noise from Military Aircraft Operations*. Department of Defense. Retrieved from <http://www.denix.osd.mil/dnwg/upload/Master-ANNOYANCE-12-09.pdf>

Eikenberry, K., & Kennedy, D. (2013, May 26). *Americans and Their Military, Drifting Apart*. Retrieved from The New York Times: http://www.nytimes.com/2013/05/27/opinion/americans-and-their-military-drifting-apart.html?_r=0

Gale Group Inc. (2001). *Coming Home: Vietnam Veterans in American Society*. Retrieved from Vietnam War Reference Library: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwiC8IqI5MnLAhUO9WMKHRz8DzkQFggiMAE&url=https%3A%2F%2Fterikovacs.files.wordpress.com%2F2011%2F06%2Fcoming-home-vietnam-veterans-in-american-society.doc&usg=AFQjCNG7DBx>

Gronke, P., & Feaver, P. (n.d.). *Uncertain Confidence: Civilian and Military Attitudes About Civil-Military Relations*. Retrieved from reed.edu: <http://www.theatlantic.com/magazine/archive/1997/07/the-widening-gap-between-military-and-society/306158/>

History.com Staff. (2010). *Vietnam Protests*. Retrieved from History.com: <http://www.history.com/topics/vietnam-war/vietnam-war-protests>

HistoryNet. (n.d.). *Vietnam War Facts, Information and Articles about the Vietnam War*.

Retrieved from HistoryNet: <http://www.historynet.com/vietnam-war>

Hogg, M., & Terry, D. (2000). Social Identity and Self-Categorization Processes in Organizational Contexts. *Academy of Management*, 121-140.

Howell, T. (2012, March 6). *News Media Hurts Vet's Reputation*. Retrieved from The Military Advantage Blog: <http://militaryadvantage.military.com/2012/03/news-media-hurts-vets-reputation/>

Hymes, D. (1974). *Foundations in Sociolinguistics: An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press.

iChannel. (2013). *The Civilian-Military Divide: Bridging the Gap*. Retrieved from Bridging The Gap: <http://www.bridgingthegap.com/>

Joint Forces Command. (2012, May 7). *Strategic Direction to the Joint Force on Sexual Assault Prevention and Response*. Retrieved from http://www.sapr.mil/public/docs/directives/Strategic_Direction_on_SAPR.pdf

Milburn, T. (n.d.). *Theoretical Overview*. Retrieved from Ethnography of Communication: http://www.cios.org/encyclopedia/ethnography/3theoretical_background.htm

National WWII Museum. (n.d.). *America Goes to War*. Retrieved from National WWII Museum: <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/america-goes-to-war.html>

- National WWII Museum. (n.d.). *Take a Closer Look at the Draft*. Retrieved from National WWII Museum: <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/take-a-closer-look/draft-registration-documents.html>
- New York Times. (2013, March 12). *Sexual Assaults and Military Justice*. Retrieved from New York Times: http://www.nytimes.com/2013/03/13/opinion/sexual-assaults-and-military-justice.html?_r=0
- Odierno, R., & McHugh, J. (2015). *The Army Vision: Strategic Advantage in a Complex World*. Retrieved from [www.Armymil](http://www.army.mil):
http://www.army.mil/e2/rv5_downloads/info/references/the_army_vision.pdf
- OurCommunity. (n.d.). *Media-Making Contact-Why Media is Important*. Retrieved from [OurCommunity.com](http://www.ourcommunity.com):
https://www.ourcommunity.com.au/marketing/marketing_article.jsp?articleId=1593
- Peterson, P. (2016, February 10). *Naval Aviation Training Draws Noise Complaints in Foley*. Retrieved from News5: <http://wkrg.com/2016/02/10/naval-aviation-training-draws-noise-complaints-in-foley/>
- PEW Research Center. (2013, July 11). *Public Esteem for Military Still High*. Retrieved from [Pew Research Center](http://www.pewforum.org): <http://www.pewforum.org/2013/07/11/public-esteem-for-military-still-high/>
- Richards, L., & Morse, J. (2013). *README FIRST For a User's Guide to Qualitative Methods* (Third ed.). Washington DC: SAGE Publication Ltd.

Ricks, T. (1997, July). *The Widening Gap Between Military and Society*. Retrieved from The Atlantic: <http://www.theatlantic.com/magazine/archive/1997/07/the-widening-gap-between-military-and-society/306158/>

Scarborough, R. (2014, April 6). *Doubts on Military's Sex Assault Stats as Numbers Far Exceed Those for the U.S.* Retrieved from The Washinton Times: <http://www.washingtontimes.com/news/2014/apr/6/doubts-on-militarys-sex-assault-stats-as-numbers-f/>

Schechter, D. (2011, October 7). *Civilian-Military Divide: Is it Real? Does it matter?* Retrieved from CNN: <http://newsroom.blogs.cnn.com/2011/10/07/civilian-military-divide-is-it-real-does-it-matter/>

Selective Training and Service Act of 1940. (n.d.). Retrieved from TotallyHistory: <http://totallyhistory.com/selective-training-and-service-act-of-1940/>

Stets, J., & Burke, P. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 224-237.

Stornowy Productions. (2013). *The Civilian-Military Divide: Briding the Gap*. Retrieved from Briding the Gap: <http://www.bridingthegap.com/>

TeacherVision. (n.d.). *Chronology of Conscription in the U.S.- Colonial Era to 1999*. Retrieved from TeacherVision: <https://www.teachervision.com/us-history/resource/5669.html>

The Mission Continues. (n.d.). *What We Do*. Retrieved from The Mission Continues: <https://www.missioncontinues.org/About/>

Thomas, G. (n.d.). *Vietnam War Statistics*. Retrieved from The Veterans Hour:

http://www.veteranshour.com/vietnam_war_statistics.htm

Thompson, M. (2011, November 10). *An Army Apart: The Widening Military-Civilian Gap*.

Retrieved from Time: <http://nation.time.com/2011/11/10/an-army-apart-the-widening-military-civilian-gap/>

Tiffen, A. (2014, June 2). *Here's What Most People Don't Understand About the Civilian-Military Divide*. Retrieved from Task and Purpose:

<http://taskandpurpose.com/unpacking-civilian-military-divide/>

Trepte, S. (2006). Social Identity Theory. In J. Bryant, & P. Vorderer, *Psychology of entertainment* (pp. 255-271). Mahwah: Lawrence Erlbaum Associates Publishers.

U.S. Army Center of Military History. (2011, June 4). *Oaths of Enlistment and Oath of Office*.

Retrieved from U.S. Army Center of Military History:

<http://www.history.army.mil/html/faq/oaths.html>

U.S. Army. (n.d.). *I.A.M. STRONG*. Retrieved from SHARP: Sexual Harassment/Assault

Response and Prevention: [http://www.sexualassault.army.mil/Template-](http://www.sexualassault.army.mil/Template-IamStrong.cfm?page=what-is)

[IamStrong.cfm?page=what-is](http://www.sexualassault.army.mil/Template-IamStrong.cfm?page=what-is)

U.S. Army. (n.d.). *Operational Unit Diagrams*. Retrieved from www.Army.Mil:

<http://www.army.mil/info/organization/unitsandcommands/oud/>

U.S. Department of Defense. (2009, September 30). *Active Duty Military Personnel by Branch*.

Retrieved from Infoplease.com: <http://www.infoplease.com/us/military/active-duty-personnel.html>

U.S. Department of Education. (2011, April 4). *Sexual Violence, Background, Summary, and Fast Facts*. Retrieved from U.S. Department of Education:

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201104.html>

Ukman, J. (2011, October 5). *The American Military and Civilians, Worlds apart*. Retrieved from The Washington Post: https://www.washingtonpost.com/blogs/checkpoint-washington/post/the-american-military-and-civilians-worlds-apart/2011/10/04/gIQAhIDgLL_blog.html

Vandiver, J. (2014, November 11). *Vietnam Leads to the Death of the Draft and the Rise of the Professional Soldier*. Retrieved from Stars and Stripes:

<http://www.stripes.com/news/special-reports/vietnam-at-50/vietnam-leads-to-the-death-of-the-draft-and-the-rise-of-the-professional-soldier-1.309709>

WRTC103 Projects. (n.d.). *The Media's Portrayal of United States Military Personnel Through Movies Post September 11th*. Retrieved from WRTC103 Projects:

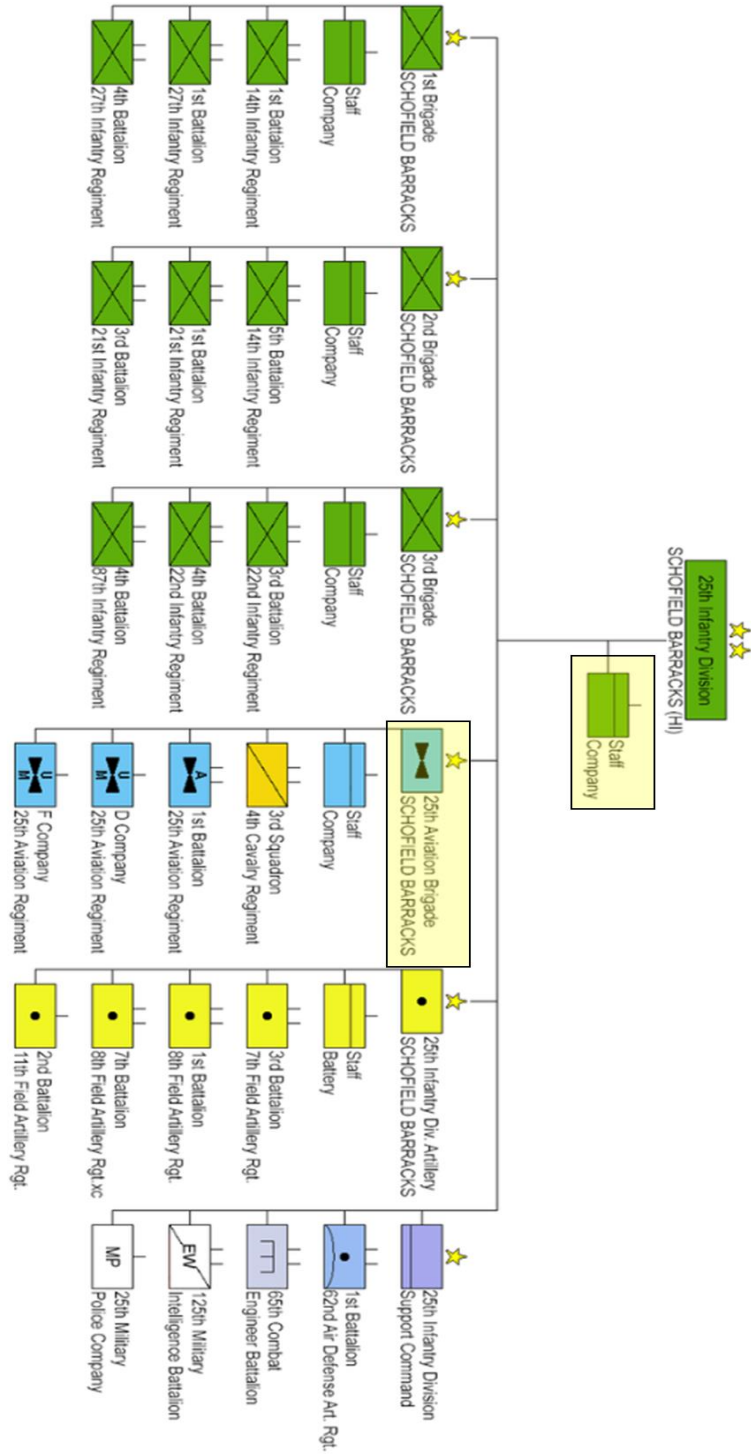
<https://gwrtc103projects.wordpress.com/2015/05/01/the-medias-portrayal-of-united-states-military-personal-through-movies-post-september-11th/>

Wu, S. (2014, April 8). *College vs. Military: Who's Worst at Prosecuting Sexual Assaults?*

Retrieved from Huffington Post: http://www.huffingtonpost.com/shanlon-wu/colleges-versus-military-sexual-assault_b_5100534.html

APPENDIX A

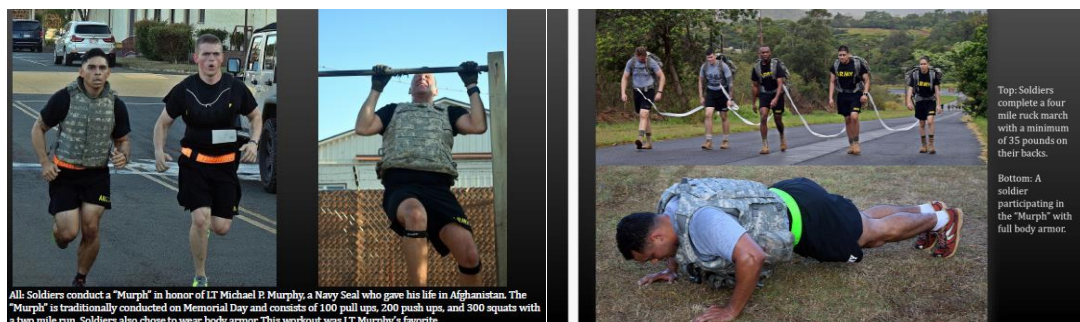
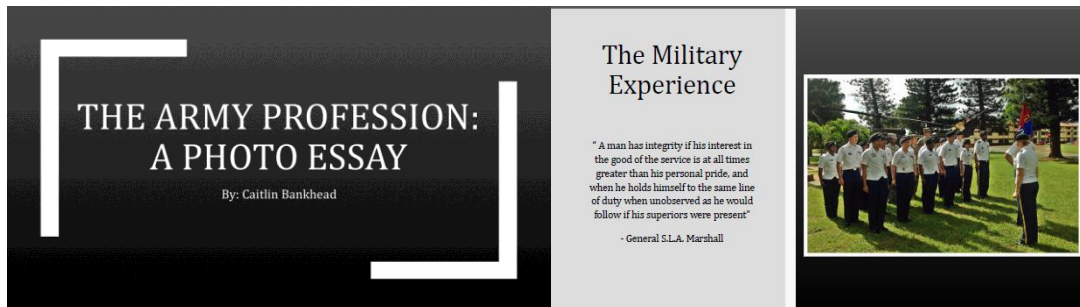
Organizational Chart

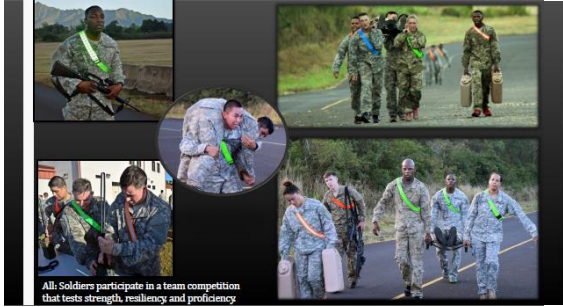


APPENDIX B

For the purpose of this paper, there were two main processes used by the researcher. First, the researcher adhered to the principles of ethnographic questions outlined by J.P. Spradley. As such the question asked of participants were open-ended to invoke the greatest level of response. The content of the questions was directed at determining how the participants associated themselves with the Army profession and how they perceived membership in the military. Secondly, the researcher used the *Coding Manual for Qualitative Researchers* when coding the data from the surveys. In doing so, the researcher used various coding cycles to determine the initial themes and further refine the data.

Photo Essay Slides





All: Soldiers participate in a team competition that tests strength, resiliency and proficiency



Top: Soldiers prepare to conduct a mission with their assigned equipment.
Bottom: The typical living conditions for Soldiers in the Field.
Right: A Soldier trains on his assigned weapon



Top: A soldier is promoted to Sergeant and makes the transition to the Non Commissioned Officer Corps
Bottom, Right: Soldiers are presented with awards and ribbons for their accomplishments.



All: Soldiers of the 25th Infantry Division conduct training with Japan to foster international relationships. Soldiers serve as diplomats for the United States.

TRAINING

" Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."
-Aristotle



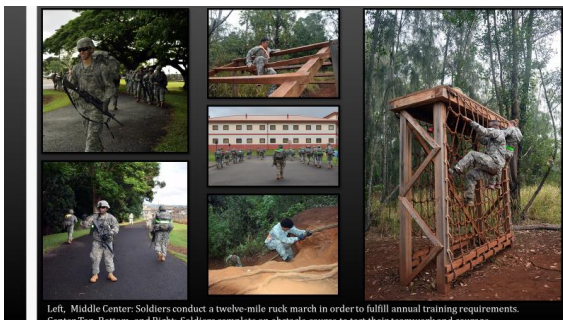
Top: Soldiers enter a gas chamber to train soldiers for operating in chemical environments.
Bottom, Right: Soldiers conduct gas-mask physical training to familiarize themselves with proper use of the mask.



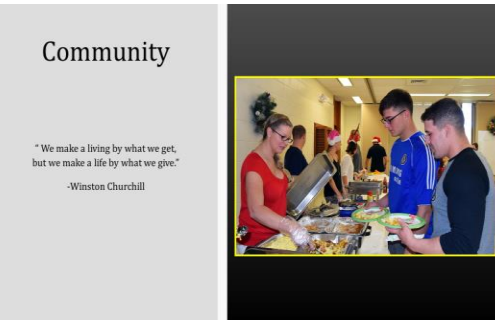
All: Soldiers from the 25th Combat Aviation Brigade prepare for a command post exercise.



All: Soldiers from the 25th Combat Aviation Brigade set-up tents in preparation for a command post exercise.



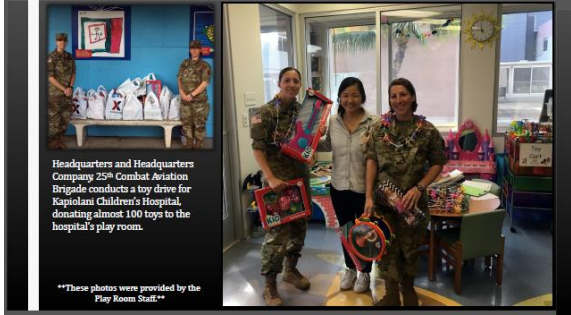
Left, Middle Center: Soldiers conduct a twelve-mile ruck march in order to fulfill annual training requirements.
Center Top, Bottom, and Right: Soldiers complete an obstacle course to test their teamwork and courage.



Community

" We make a living by what we get, but we make a life by what we give."
-Winston Churchill





Headquarters and Headquarters Company 25th Combat Aviation Brigade conducts a toy drive for Kapiolani Children's Hospital, donating almost 100 toys to the hospital's play room.

These photos were provided by the Play Room Staff.



Soldiers from Headquarters and Headquarters Company 25th Combat Aviation Brigade support the local community by cleaning up and reinforcing popular hiking trails on the Honolulu Maui Trail System.

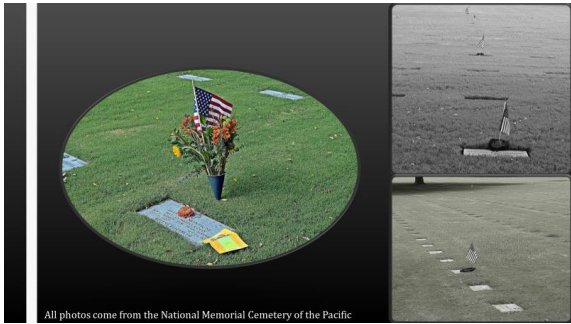


Commanders and leaders from the 25th Combat Aviation Brigade serve Christmas breakfast to soldiers that were unable to return home for the holidays.

Sacrifice

"And they who for their country die shall fill an honored grave, for glory lights the soldier's tomb, and beauty weeps the brave"

-Joseph Rodman Drake



All photos come from the National Memorial Cemetery of the Pacific



Left: Memorial Day tribute to fallen soldiers from the 25th Infantry Division. Right: Memorial helmet, rifle, and boots that represent soldiers that gave their lives.



Left: U.S.S. Utah Memorial
Top: U.S.S. Oklahoma Memorial
Bottom: Arizona Memorial

APPENDIX C

Project Presentation Slides

Resolving the Civilian-Military Divide through an Examination of the United States Army Profession

By: Caitlin Bankhead
Liberty University Online
Fall 2016

Agenda

- Development of the Civilian Military Divide
- Current Relationship
- Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T)
- Operational Analysis
- The Problem
- Examples
- Study Objectives
- Study Design
- Results
- Discussion for Future Research
- Conclusion

Development of the Civilian-Military Divide

- Social Identification Theory
 - * creates in/out groups
 - * Foundation for the civilian-military theory today
- World War II
 - * Nearly all Americans were involved in the war
 - * Americans felt Pearl Harbor was an attack against them all
- Vietnam War
 - * Many believed the U.S. should not participate in the war
 - * Media coverage heightened anti-war sentiments
 - * Amoral conduct was considered to be rampant
- As a result the draft comes to an end and the All-Volunteer Force is established

Current Relationship

- Division has steadily grown since Vietnam War
 - * Partially caused by misconceptions
 - * Misunderstood values and culture
- Significant reduction in citizens who join the Army
 - * Many service members believe civilians do not know what service costs
 - * Many civilians report that frequent military scandals call morality into question
- Perceptual differences have an impact on society
 - * Too much division weakens the security of the nation
 - * Public may consider the military ineffective due to lack of trust
- Emphasis should be placed on resolving the divide

S.W.O.T

<h3>Strengths</h3> <ul style="list-style-type: none">• Strong military presence within the U.S.<ul style="list-style-type: none">* Over 3 million Service Members* Provides an opportunity to affect civilian-military relations• History of reassuring the public during conflict<ul style="list-style-type: none">* Trained to protect civilians, will sacrifice everything* Civilians trust the military to accomplish its duties	<h3>Weaknesses</h3> <ul style="list-style-type: none">• Strict policies regarding public speeches<ul style="list-style-type: none">* Only a few service members are authorized to make statements* Can be interpreted as military hiding information• Portrayal of military in the media<ul style="list-style-type: none">* Sensationalizes stories involving military* Sends message that Soldiers are in a state of perpetual war
---	--

S.W.O.T Continued

<h3>Opportunities</h3> <ul style="list-style-type: none">• Media coverage reaches the greatest amount of people<ul style="list-style-type: none">* Could be used to share brand identity* Venue to explain military operations• Engage in Partnerships<ul style="list-style-type: none">* Creates positive presence in local community* Establishes a personal relationship with the public	<h3>Threats</h3> <ul style="list-style-type: none">• The military<ul style="list-style-type: none">* Disreputable service members tarnish quality ones* Abu Ghraib* Public scandals, affair, embezzlement* Has global repercussions
--	--

The Problem

- The division has steadily increased since Vietnam
 - * The military has become more isolated from the public
 - * Loss of faith from civilians
- Less involvement in the military
 - * In WWII, 12% of Americans served now less than 0.5% does
 - * Becoming a legacy organization
 - * Americans have lost sight of what service entails
- The Effects
 - * Civilians are dissociated with the losses and cost associated with service
 - * Without a shared understanding, there is a lack of faith in the ability of the military
 - * The military is becoming disconnected with the people they serve

Examples

- Noise complaints regarding military aircraft
 - * Military airfields are essential for operations
 - * Conduct resupply, medical evacuation, and torun testlights
 - * Prepares units for combat
 - * Civilians see aircraft as a nuisance
 - * Noise produced during all hour of the day/night
 - * Disturbs pets
- Perceptions of Sexual Assault in the military
 - * Many civilians believe it is twice as likely to occur than on a college campus
 - * The military is required to report cases, colleges are not
 - * Military has robust policies and programs to eliminate sexual assault in the military
- Partnerships to foster Relationships
 - * The Mission Continues- organization of military who want to serve communities
 - * Provides a purpose for retired or disabled military

Study Objectives

1. Define the Army Profession
2. Differentiate Soldiers from Media Portrayals
3. Examine Soldier Involvement within their Community

Study Design

- Aim is to address current perceptions and bridge the gap by establishing an understanding of what the military is like according to its members
- Based on the principles of ethnography
 - In-group communication
 - Criteria for group membership
 - Significant norms and symbols
- Participants will come from the 25th Infantry division
 - Potential population- 200-3000, target population- 30-50
 - Actual population- 20
 - Includes enlisted, non-commissioned officers, and officers

Study Design Continued

- Procedure
 - All participants will take a two-part questionnaire
 - Part 1: Open-ended questions
 - Implications of group membership
 - Cultural values and norms
 - Implications of community involvement
 - Perceptions about civilians and media
 - Part 2: word association for the phrase "Army Profession"
- Coding
 - All surveys were coded using the two-cycle coding method
 - A third coding cycle was conducted to verify and refine themes
 - Individual word count was also used on each survey
 - Word frequency
 - Answer length

Results: Key Themes

- Criteria for Army Membership
 - Oath, Vow, Commitment
 - Different than criteria for the Army profession
- Organizational Values
 - Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage (LDRSHIP)
 - Discipline
- Expectations within the Service
 - Personal accountability
 - Extensive Training
 - Higher Standards
- Benefits of Service
 - Tangible benefits- education, health care, housing
 - Intangible benefits- higher purpose, brotherhood, empowerment

Results: Key Themes

- Cost of Service
 - Personal Freedoms- freedom of speech, right to choose, restrictions on appearance
 - Family and relationships suffer
 - Loss of life or permanent injury
- Impacts of Media
 - Media coverage is not perceived to be accurate outside of showing bravery and camaraderie
 - Creates stereotypes that make civilians more disconnected from the military
- Perceptions about Civilians
 - Civilians have a different mindset and do not understand true sacrifice
 - Civilians have a different sense of duty and respect
- Community Engagement
 - Very important to the majority
 - Becomes a way to break stereotypes and secure future operations

Discussion and Principal Findings

- The Army Profession can be grouped into four components
- Service Orientation
 - Desire to serve others regardless the cost
 - Understand impacts in and out of uniform
- Higher Standards
 - Understand their significant responsibility
 - Consume professional, continually raising the bar
- Unquestionable Values
 - Discipline
 - LDRSHIP
- Necessity of Learning
 - Charged with turning weaknesses into strengths
 - Use training as most valuable time to learn and improve

Recommendations for Future Research

- Increased population size by using a more direct approach; interviews instead of surveys
- Focus on concepts of the profession across different disciplines
- Compare and contrast the understanding of the profession from military and civilian points of view

Conclusion

- Study revealed a great deal of how military members view themselves
- Study has advanced the understanding of the profession, but more research is needed to fully understand it
- Does the media create a miss-match between what soldiers join for and the profession
- Dual responsibility for military and civilians to resolve misunderstandings