

**EDUCATORS OR LEADERS OF LEARNING? PERCEPTIONS FROM CIC OFFICERS
ABOUT THEIR NON-TRADITIONAL ROLE IN THE CANADIAN ARMED FORCES**

by

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Abstract

Cadet Instructor Cadre (CIC) Officers are commissioned Officers of the Canadian Armed Forces (CAF) Reserve Force, with an occupational specialty in youth development and instruction. CIC Officers are the adult leaders of the Cadet Program; a nationally directed, extracurricular Canadian youth program for 52 000 Cadets from ages 12-18 that promotes citizenship, leadership, physical fitness, and an interest in the sea, army, and air activities of the CAF. CIC Officers function between professional identities: the prototypical military role and the youth educator role, yet no peer-reviewed scholarship exists about CIC Officer identity or their occupational training. This study explores the following research questions: How do CIC Officers perceive their role? Does their training support or challenge that perception? This study uses qualitative methods of phenomenology to gather perceptions of CIC Officers who work with Cadets. Data was gathered from seven participants from across Canada through a one-hour semi-structured video interview. Analysis of the data included in vivo and values coding to gather the essence of attitudes, values, and beliefs. Two themes emerged from data: roles perceived to align with CIC Officer training, which include the educator, leader, manager, and guide/ mentor; and roles perceived to misalign with CIC Officer training. The findings highlight the complexity of the occupation and non-prototypical nature of CIC Officer roles in the CAF.

Keywords: Cadet, Canadian Armed Forces, CIC Officer, educator, experience

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To the instructors of our courses during the Master of Education in Educational Leadership and Mentorship, thank you for allowing me the opportunity to learn with you and from you. Because of you, I learned that leaders are the people who *do* stuff with ideas!

Dedication

I dedicate this paper to the CIC Officers across Canada who dedicate themselves to the Cadet Program. Know that you give life-changing opportunities to young people in your communities.

Illuminate Viam.

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Glossary

- i. Cadet:* A youth between the ages of 12-18 that chooses to participate in the Cadet Program as an extracurricular activity.
- ii. Cadet Corps:* The term used by Sea and Army Cadets to describe their training unit. A corps describes a group of Cadets undergoing military-like training that reflect the traditions of the Royal Canadian Navy (Sea Cadets), or the Canadian Army (Army Cadets). Each Cadet corps is designated a number and a name.
- iii. Cadets and Junior Canadian Rangers Support Group:* the official name of the Canadian Armed Forces Formation responsible to control and supervise the four cadet organizations, with its Headquarters in Ottawa. The Formation is commanded by a Commander at the rank of Brigadier General or Commadore.
- iv. Cadet Instructor Cadre Officer:* a commissioned Officer in the Canadian Armed Forces whose occupation is youth development, supervision, and instruction. The majority of adult leadership of the Canadian Cadet Program are Cadet Instructor Cadre Officers.
- v. Cadet Organization Administration and Training Service:* the sub-component of the Canadian Armed Forces Reserve Force that specializes in delivering the Cadet Program. Cadet Instructor Cadre Officers belong to this Service.
- vi. Canadian Cadet Program:* an informal name for the Cadets and Junior Canadian Rangers Program of the Canadian Armed Forces, comprising of extracurricular youth training within a para-military framework used to teach citizenship, leadership, physical fitness, and promote the sea, army, and air activities of the Canadian Armed Forces for youth ages 12-18.

- vii. *Canadian Cadet Organizations*: a collective informal name for the four cadet organizations – the Royal Canadian Sea Cadets, Royal Canadian Army Cadets, Royal Canadian Air Cadets, and the Junior Canadian Rangers.
- viii. *Captain*: a junior Officer rank in the Canadian Army and Royal Canadian Air Force. The naval rank equivalent is Lieutenant (Navy).
- ix. *Commission*: the appointment of a person as an Officer in the Canadian Armed Forces from the Monarch of Canada.
- x. *Major*: a senior Officer rank in the Canadian Army and Royal Canadian Air Force. The naval rank equivalent is Lieutenant Commander.
- xi. *Rank*: the designation of position in the hierarchical structure. The higher the rank, the more responsibility and authority the person has in the organization.
- xii. *Regional Cadet Support Unit*: the name of the regional sub-units of the Cadets and Junior Canadian Rangers Support Group. There are five regions across Canada: Pacific, Northwest, Central, Eastern, and Atlantic. Each Regional Cadet Support Unit is commanded by a Commanding Officer who upholds National direction with regional authority to administer and deliver the Cadet Program.
- xiii. *Regular Force*: Military members who are full-time military.
- xiv. *Reserves*: Military members who balance full-time civilian lives with part-time military work.
- xv. *Squadron*: The term used by Air Cadets to describe their training unit. A squadron is a group of Air Cadets undergoing military-like training that reflect the traditions of the Royal Canadian Air Force. Each Cadet squadron is designated a number and a name.

Acronyms and Short Forms

- i. CAF: Canadian Armed Forces*
- ii. Capt: Captain*
- iii. CCO: Canadian Cadet Organizations*
- iv. CO: Commanding Officer*
- v. CIC: Cadet Instructor Cadre*
- vi. CJCR Gp: Cadets and Junior Canadian Rangers Group*
- vii. COATS: Cadet Organization and Administration Training Service*
- viii. Lt(N): Lieutenant (Navy)*
- ix. Maj: Major*
- x. RCSU: Regional Cadet Support Unit*

Introduction

We go beyond the sole act of instructing. We're also contributing to educating these kids.

Major Juan

Situating the Study

The Canadian Armed Forces (CAF) is made up of two components, Regular Force and Reserve Force. Regular Force are full-time military and Reserve Force are part-time military. Within the Reserve Force there are four sub-components: Primary Reserve, Canadian Rangers, Supplementary Reserves, and Cadet Organization Administration Training Service (COATS). Each of the components and sub-components have specific responsibilities as directed by the National Defence Act. Within the COATS component Officers enroll in the Navy, Army, or Air element and are assigned to the Cadet Instructor Cadre (CIC) Branch and labeled as CIC Officers. COATS also consists of General Service Officers and Non-Commissioned Members who choose to transfer from the Regular Force or Primary Reserve. The Cadet Program consists of Sea, Army, and Air Cadets whose training curriculum specializes in respective elemental training that mirrors the CAF. Cadets are led by CIC Officers who have a mandate to help youth “develop skills that will help [them] transition into adulthood [by engaging in] good citizenship, leadership, and a focus on physical fitness” (National Defence, 2023). CIC Officers are unique within the CAF in that they have a singular role as adult leaders: to develop youth. CIC Officers are trained in military values and ethics, pedagogy, leadership, citizenship knowledge, physical fitness, and have the option to learn to lead specialty training. Thus, CIC Officers’ primary focus is to be youth educators for Cadets.

The COATS branch consists of 7800 members that serve 52000 Cadets in 1100 communities across Canada (National Defence, 2022). They are the largest Officer branch in the Canadian Armed Forces. Despite the prominent numbers in the CAF, there is little peer reviewed research about the Canadian Cadet Organizations, and no research about CIC Officers engaged in youth training. Theses Canada shows nine graduate level theses with the word “Cadet” in the title (Libraries and Archives Canada, 2022). After searching through academic article databases, no peer reviewed academic research exists about the identities and roles of the adult leadership of the Cadet Program. It is significant to note that academic research about the Canadian Reserve Force identity also produced minimal results, with only one relevant article published by Willett (1989).

My Story

I became a CIC Officer in 2009 because I was an Army Cadet for my entire teenage life. As a teenager, I was taught leadership, how to instruct lessons, and to look after the welfare of peers and subordinates and was quickly trusted to do so in demanding circumstances. As Cadets we progressed from looking after ourselves, to demonstrating our ability and willingness to look after increasingly larger groups. When I was undergoing my early CIC Officer training, I felt like a teacher because of my Cadet experience. In 2018, with eight years of experience as a CIC Officer, I completed a Bachelor of Education and became a professionally certified K-12 teacher in British Columbia. I attribute my time as a Cadet and as a CIC Officer as the catalyst to pursuing a professional career in education. My training in the Cadet Program, experience as a K-12 educator, and graduate education in educational leadership and mentorship revealed similarities in terms of purpose, roles, and functions between the K-12 education system and the Cadet Program. While I developed my professional identities in two distinct systems, in both, I

perceive my role as being an educator. Because I am aware that a majority of CIC Officers do not have a civilian background in education or possess a K-12 certification, I wondered if other CIC Officers also perceive themselves as educators and whether this may be due to the training they received as a CIC Officer.

Research Questions

My inquiry is framed as a two-part research question: How do CIC Officers perceive their role? Does their training support or challenge that perception? To explore these questions, I used phenomenology to capture the essence of CIC Officers' experiences and listen to their professional accounts and personal stories. I wanted to understand CIC Officer perceptions about their role, its relation to identity, and whether training supports or challenges those perceptions.

Scholarly significance

I aim to discover whether CIC Officers identify as educators, and whether their training impacted the formation and expression of their identity. In other words, is educational identity formed through training and function, or is identity formation more complex and influenced by other factors? Since there is no academically published research on CIC Officer identity, this study is significant to the Cadet Program for several reasons. First, it explores identity through phenomenological inquiry to look for the essence of the roles, training, labels, and their effect on identity. Second, it captures often hidden and untold stories through in-depth interviews. Lastly, it informs how effectively CIC Officers are taught, trained, and prepared for working with youth and proposes recommendations for future programs.

Literature Review

Although numerous surveys and internal organizational documents exist, I could not find any empirical studies about CIC Officers. I chose to focus the literature review on three areas

related to concepts surrounding CIC Officers and the research questions for this study. First, I explore literature related to educator roles and identity. Second, I focus on what the literature reveals about professional learning, as this addresses the second part of the research question for this study. Third, I concentrate on literature related to the impact of external and non-training experiences on professional identity and role. Lastly, I propose how this study can address the lack of research on CIC Officers and gaps in studies of educator identity and training.

Identity in Educational Contexts

Identity is a complex and context-dependent label. The label signifies specific meaning and social expectations within social groups and organizations (Ashforth & Humphrey, 1997). Only those familiar with nuanced social and organizational cultures know the meaning of the label because they witness all associations with that label: attitudes, responsibilities, behaviours, roles, and actions. For example, within a hierarchical organization, such as the CAF, “situational criteria [such] as role and rank” (Ashforth & Humphrey, 1997, p. 43) help to situate identities so we act appropriately towards them. Organizational culture also affects individuals’ sense of belonging based on how distinct roles and labels are regarded (Cherkowski & Walker, 2013). The implication is that identity is shaped by the experiences within those roles and labels and this implication can influence a sense of belonging or “how they fit into their surroundings” (Ashforth & Schinoff, 2016, p. 112). Conroy et al. (2017) acknowledge little research exists about the concept of partial organizational identification where personal beliefs and values are challenged by the nature of the work being done, and therefore challenging one’s identity.

Educator Identity

The study of educator identity, professional teacher identity, and teacher educator identity has been widely studied in K-12 and post-secondary school settings (Alsup, 2006; Beijjaard et al.,

2000; Hanna et al, 2019; Hermans, 2013; Kuster et al., 2014; Newberry, 2014; Rots et al., 2010; Suarez and McGrath, 2022). The educator identity is thought to be socially constructed through various “discourse, and influenced by multiple life experiences” (Alsup, 2006, p. 113), suggesting that personal beliefs about the ‘self’ undergo a “critical orientation” (Ashforth and Schinoff, 2016, p. 112) during professional training. During professional training, the individual decides if their professional expectations align with their personal beliefs.

Adherence to, or evidence of teacher-like behaviours indicate a person’s likeness to being a teacher. Suarez and McGrath (2022) outline behaviours, such as demonstrating commitment to the profession, and engagement in professional learning as two indicators that reflect on teacher professional identity. Newberry (2014) discusses research explicitly on the identity formation of traditional and non-traditional teacher educators. Results from the study show that the “lived experiences” (p. 176) of teacher educators who started their careers as teachers contributed to a stronger teacher educator identity than peers who are teacher educators without a foundational teaching experience. Newberry (2014) explains that the act of teaching helped her form a self-perception as a teacher but was “frustrated that I still lacked acceptance into the teaching community” (p. 176) because she was not a teacher before becoming a teacher educator. Newberry’s (2014) work inspires two questions in relation to this study: 1. Is Cadet experience foundational for CIC Officers seeing themselves as educators of Cadets? 2. Is experience as a CIC Officer substantial enough to be accepted as a ‘real’ Officer in the CAF? While individual lived experience may not be regarded as sufficient evidence to warrant large scale claims, it does provide nuanced and contextualized understanding about antecedent circumstances that can sometimes be lost when conducting quantitative studies.

Professional Learning

The term ‘professional learning’ is widely studied in literature across specialty sectors and is described in a variety of ways, which can prove challenging when comparing research. A criterion for a profession includes the presence of external regulatory factors that are meant to maintain the integrity of the profession (Canadian Forces Leadership Institute, 2005a; MacMath, 2009; Scanlon, 2011; Vough et al., 2013). MacMath (2009) and Vough et al. (2013) both found that a criterion of professional membership that is regulated by an “external body” (Vough et al., 2013, p. 1070) can be seen as imposing on individuals’ practice of the profession. Another area of literature refers to induction to the profession as job-based learning, which happens at the beginning of the career through apprenticeship, training, or education. Autonomy in the job and the title ‘professional’ is granted after meeting initial assessments. Conversely, in contemporary teacher training, formal mentoring is one of the first mechanisms of developing skills and accountability for professional learning in pre-service teachers. After certification, early career teachers in Canada are expected to take the initiative to engage with a professional learning community to maintain ongoing development. MacMath (2009) contends that professional learning requires ongoing reflection and examination of practice, like how learning in military contexts necessitates professionals to “maintain and improve proficiency through self-study, experiential learning, formal training, and education” (Canadian Forces Leadership Institute, 2005b, p. 32). However, in the military context, professional learning is a principle of leadership indicating that ongoing development is self-directed and highly valued.

Professional learning is also predicated on collaboration within organizations. Multiple studies suggest that, while individuals are engaged in professional learning, a collective of individuals within an organization contribute to overall efficacy, responsiveness, and adaptability (Campbell, 2017; Canadian Defence Academy, 2005; Guskey, 2002; Kolb et al., 2014; Opfer &

Pedder, 2011; Sivia & Britton, 2021). In the CAF, organizational adaptability is demonstrated when the organization “assimilate[s] information from the environment and transform[s] itself” (Canadian Forces Leadership Institute, 2005a, p. 131). The literature suggests a culture of support for professionals working collaboratively on innovations in curriculum, teaching, and knowledge can create a strong professional learning environment (Canadian Forces Leadership Institute, 2005a; Sivia & Britton, 2021). In contrast with K-12 and post-secondary education literature, in the military context, such professional learning support is not always consistent.

Role of Experience

Numerous studies in educational and military contexts show that personal experiences influence identity; therefore, identity is always in a state of flux (Alsup, 2006; Beijjaard, Verloop, and Vermunt, 2000; Griffith, 2009; Grimmel, 2015; Hermans, 2013; Kuster, Bain, and Young, 2014; Newberry, 2014; Tam-Seto, 2022). The “lived experiences” (Quinney et al., 2016, p. 1) of people in an organization are shared through social interactions, thereby making any social interaction an opportunity to learn from each other’s experiences within the organization. Interestingly, Hermans (2013) discusses the idea that youth face pressure in society to develop a career identity. Despite the breadth of research that draws on lived experiences, and the role of experience in identity formation, there is a limited mention of the connection to curriculum. In the case of the Cadet Program, a curricular aim is to engage Cadets in leadership experiences. If the Cadet Program messaging is effective, then “the coalition of social and personal positions” (Hermans, 2013, p. 85) of Cadets should lead to them translating their personal position of ‘I am a leader because I lead people’, to their social position of ‘I could be a leader in my career’. The research suggests there could be a possible correlation between Cadet experiences as a youth and seeing leadership and instructor roles as possible career identities.

Addressing the Gaps

In reviewing a small scope of the literature related to this study, it is evident that gaps exist. Much of the literature refers to educational contexts such as schools, and the military related literature is limited to soldiering contexts. The literature surrounding the roles and identities of CIC Officers is non-existent and this could impact how CIC Officers, who train youth in the paramilitary Cadet Program, are perceived. Within the CAF, there is ongoing debate at the national level about CIC Officers' identity in terms of being an Officer whose occupational specialty is educational training of youth (R. Dalglish, personal communication, April 7, 2023). The literature also points at a need for research into identity in such educational contexts as the CAF where roles and labels dictate professional expectations (Canadian Defence Academy, 2022). Finally, while professional learning is valued and can take many forms within organizations, the question of how training prepares CAF educators to perform well in those roles remains unanswered, particularly in nontraditional CAF contexts. In addition to these gaps in the literature, the CAF is engaging in a review of its organizational conduct and culture. It is therefore timely to study how CIC Officers view their identity and learn what the relationship is between training and identity formation.

Methodology

Methodology in research outlines purposeful aspects of design, what inspired it, and describes what the design was meant to do. Being transparent by using rigorous description (Creswell & Poth, 2018) about the research methodology is my way, as a qualitative researcher, of establishing validity and reliability of the study. The following section describes the research methodology, including the paradigm, method, data sources, data collection, analysis, and strength of study.

Paradigm

The methodology chosen for understanding CIC Officer perceptions of their role drew on a constructivist paradigm, under the explicit belief that human realities are shaped through our interactions with the world (Yilmaz, 2013). Since humans have different interactions with the world, we all have distinct understandings and experiential frames that shape our perceptions. Consequently, I engaged in a qualitative inquiry using a phenomenological approach to explore identities and roles of CIC Officers and how those identities and roles are impacted by professional training. I began the inquiry by designing interviews that encouraged participants to share their perceptions (Creswell & Poth, 2018). Individual interviews with multiple participants from across Canada captured the essence of experiences, roles, perceptions, and self-proclaimed labels.

As it relates to research, ontology is the nature of reality (Yilmaz, 2013) and the explanation of what *is*. My ontology is grounded in the belief that there are multiple realities that can be explained through hermeneutics, or the study of the interpretation of reality (Bineham, 1994). By engaging a CIC Officer in a structured interview, I invited them to share their personal story through the lens of their decision to serve in the CAF as a youth development and instructional specialist. The details the CIC Officer chose to share with me in turn established my understanding of their reality. My ontology as a researcher informed the research design because social interactions influence identity. In other words, the conception of identity as a CIC Officer may not *only* be formed from the top-down through uniform institutional training and education.

Epistemology, as it relates to academic research, is the closeness of researcher and research participant (Yilmaz, 2013), and how that relationship affects how the researcher acquires knowledge. It was essential to have trust between me and the participants because I

asked them to share their personal and fundamental perceptions of who they are in relation to what they do as a CIC Officer. The relationships between the CIC Officers (people) and the Cadet Program (concept) as articulated by the research participants provided valuable insights about the roles and labels used by the CIC Officers in the study, especially when juxtaposed with the public-facing institutional description of CIC Officers (National Defence, 2022).

My bias as the researcher was obvious in the sense that I too am a CIC Officer, and I shared that with the research participants before we delved into their stories. Instead of a soldiering military role, the research participants, like me, chose a “non-prototypical” (Griffith, 2009, p. 263) Reserve Force specialty in youth development and instruction. I wanted to learn *directly* from people who were the focus of my inquiry. Although perceptions about CIC Officers could be gained from other sources, my inquiry was rooted in curiosity about the psyche and perceptions of the people who chose to enroll in the CIC Officer military occupation.

In the context of academic research, axiology is the role of values in research (Yilmaz, 2013). As the researcher of this study my axiology is that values help the researcher and reader determine what is valuable or relatable to them. Ultimately, my values as the researcher on this research study determined what I coded as indicators of identity phenomena in the transcripts.

Method

Individual interviews were a purposeful part of the research design to gain a deep and personal understanding from seven CIC Officers from across Canada. The interviews allowed participants to share their stories with no influence from others during the interview.

Participants

Prior to the recruitment of CIC Officers for this study, ethical consent was obtained from the University of the Fraser Valley Human Research Ethics Board (file # 101186). The research

proposal was reviewed by the Social Science Research Review Board of the CAF, and it was determined that this study was evaluative in nature, so their approval was not necessary to conduct the study. The recruitment email was sent out in accordance with military structure and research protocols to solicit CIC Officers to participate in the research study. Each recruitment document was translated and sent in English and French to ensure the widest distribution possible. Over fifty interested CIC Officers reached out from across Canada to participate. Seven participants from across Canada were selected who claimed to meet the following criteria:

- Work with Cadets at a Corps or Squadron, Cadet Training Centre (CTC)¹, Cadet Activity Program (CAP)², or specialty training site³ within the last two years
- Two or more years of military service
- Have reliable phone or internet connectivity to sustain a 1.5 hour interview
- Voluntary participant

The participant criteria were purposefully chosen. Working directly with Cadets was important because, in my view, CIC Officers who perform in that role are at the heart of what we do as an institution. There are roles for CIC Officers within the institution that do not work with Cadets. The perceptions from CIC Officers in institutional support roles were not examined at this time.

The seven participants spanned Canada, from Newfoundland to Alberta, including one participant from Quebec, thereby sharing experiences and perceptions from different geographical regions and cultural backgrounds. The participants' level of education ranged from

¹ Immersive live-in summer training, two to eight weeks long

² Daytime summer training

³ Sailing, expedition, or flying training for Cadets

high school, some college, red seal trade, undergraduate degree, and graduate degree with a range of professional civilian backgrounds, most of which are not obviously related to education. The range of education and civilian backgrounds provided insight into the role of training on identity. After individually consenting to participate in the study by emailing me the signed informed consent form, I emailed the interview questions to establish trust with participants. Upon meeting, we discussed the ethics of the study to verify understanding of participation. I offered the opportunity to ask questions and gain verbal consent. The interviews each lasted approximately 1 hour and 15 minutes, with the first 15 minutes being dedicated to reviewing ethical considerations. We engaged in casual conversation before audio recording the session to establish trust and familiarity. I wore civilian clothing for each interview to quell any institutional notions of rank or position between myself and the participants during the interview. After the recording stopped, every person continued a lively conversation about our CIC Officer experiences for anywhere from a half hour to an hour.

Data Collection

Each participant was asked the following questions during the interview:

1. What is your definition of a CIC Officer? What is your definition of identity?

What does it mean to belong? The initial three questions were a way to demonstrate bracketing. Bracketing is the researcher's attempt to set aside "a priori knowledge and assumptions, with the analytic goal of attending to the participants' accounts with an open mind" (Starks & Trinidad, 2007, as cited in Tufford & Newman, 2012, p. 83).

2. Tell me about how you became a CIC Officer. This prompt was used to gain contextual understanding of the CIC Officer's origin story.

Table 1*Participant Characteristics*

Participant	Identified Gender	Years as a CIC Officer	Current Role as a CIC Officer	Civilian Professional Background
Lt(N) Maritime	M	18	Instructor	Nautical Technician
Maj Juan	M	33	Commanding Officer	Educator
Capt Alpha	M	13	Administration Officer	Non-Profit
Capt Blue	F	23	Commanding Officer	Management
Maj Erie	M	13	Commanding Officer	Management
Lt(N) Meilleur	F	22	Commanding Officer	Engineering
Capt Papa	M	29	Training Officer	Engineering

3. Please describe your role as a CIC Officer. How has your training and education prepared you as a CIC Officer to deliver a youth program? This question was designed to generate a descriptive list of tasks, duties, responsibilities, or labels and to get the participant to articulate their connection between their training and education, and perceptions of preparedness to deliver the Cadet Program to youth.

4. What other roles do you think CIC Officers are similar to, and why? This critical thinking question asked the participant to associate labels, roles, tasks, or qualities with another comparable label to what they do, with the requirement to justify the answer(s) with reasons for the association.

5. Please read the following definitions from *Duty with honour: A profession of arms in Canada* (2009). After reading the definitions, answer the question: Do you feel you are part of a profession as a CIC Officer? Why or why not? The passages defined the terms profession and profession of arms. The purpose of asking this question was to get the participants to articulate whether they felt they met a set of criteria that constituted ‘professional’ and expand with examples of how they felt they met or did not meet the criteria.

Each interview was transcribed using the *Otter* app. After each interview, I cleaned the data by removing successive words or phrases, and colloquial language, such as “likes” or “ums” that were evident in the oral speech. The cleaned transcript was sent to each participant to respond either with concurrence with accuracy of the transcript, additions, or deletions (Miles et al., 2014). I asked the participants to choose their own pseudonyms and made sure to anonymize identifiable information in the transcript. Some participants opted not to choose their own pseudonyms. At the conclusion of each interview, I immediately recorded a metajournal (Saldana, 2011), also using the *Otter* app, as another way of bracketing myself. My metajournal transcript was a separate document for me as the researcher, to share my initial thoughts, connections, surprises, and learning from the participant interviews while my memory was fresh. The metajournal transcripts were used at the analysis stage of the research study.

Data Analysis

After the transcripts were approved by participants, I analyzed each transcript. I waited until all interviews were finished before beginning the transcript analysis to mitigate being influenced by evidence found in early interviews and potentially biasing later interviews. I read each transcript individually and finished coding one transcript before moving on to the next transcript. After all the transcripts were coded, I compiled the codes into one Excel spreadsheet

that could be sorted by column. I compared the codes across all the transcripts to look for common themes brought up by multiple participants. I analyzed the transcripts using first and second level coding.

First Level Coding

First level coding is the generation of emergent codes from looking at the transcript data (Creswell & Poth, 2018). I used emergent codes when reviewing the transcripts on the second read-through because the design of the study sought purposeful inquiry about the connection between perceived job roles, training received to perform in that role, and identity. The emergent codes were generated initially through in vivo coding to examine the words used by participants (Saldana, 2011) that spoke to their roles, labels, tasks, and training. I then used values coding to:

Identify the values, attitudes, beliefs of a participant, as shared by the individual and/ or interpreted by the analyst. A value is what we attribute as important...An attitude is the evaluative way we think and feel about ourselves, others, things, or ideas. A belief is what we think and feel is true or necessary, formed from our 'personal knowledge and experiences.' (Saldana, 2011, p. 105)

The in vivo and values coding was categorized into values, attitudes, and beliefs.

Second Level Coding

Second level coding occurs when the researcher is finished working with the data and begins to work with the codes generated from the research data (R. Dalgleish, personal communication, November 19, 2022). Notes on patterns and clusters of coded evidence began to form into categories and themes. To bracket myself, I engaged my research supervisor to challenge me to substantiate the codes, categories, and themes with evidence from the transcript data (Tufford & Newman, 2012). The second level coding served the purpose of comparing

experiences and perceptions of participants from different geographical areas of Canada. By using second level coding I was able to identify where generalizability could be suggested (Locke et al., 2010) because similar codes and phrases were mentioned amongst multiple participants. Second level coding also enabled me to identify salient experiences and address them in the results section.

Strength of Study

Qualitative research seeks to reveal the essence of why something is happening. Readers can rely on the research in this study because due diligence and transparency about the purposeful aspects of design were addressed. Miles et al (2014) discuss aspects of “the goodness criteria” (p. 311) that, when evident, describe a strong study. The detailed description of the methodology (Creswell & Poth, 2018) enables readers to judge, through their own lenses, whether the research could be applicable in other contexts.

For this study, I explicitly stated my paradigmatic beliefs about epistemology, ontology, and axiology. I also explicitly stated my position as a K-12 teacher and CIC Officer. I managed my biases through the use of the metajournal, member checking with participants for accuracy of the transcripts and use of direct quotes and called upon my research supervisor as a second critical eye through the data analysis portion of the study. The “methods and procedures [and design decisions] are described explicitly” (Miles et al., 2014, p. 311) so that another researcher could replicate the sequence of events. For these reasons, I addressed the “goodness criteria” (p. 311) for managing objectivity and confirmability.

To address reliability, I solicited and interviewed participants from across Canada to get a representation from as many areas as possible with a small number of CIC Officer participants. In the results section, I used as many in vivo quotes as possible to represent participants’ voices

over my own. Although I used the same data source (CIC Officers) and methods (interviews) to gain the essence of experiences, I attempted to use triangulation (Miles et al, 2014) by comparing interview transcripts, my personal experiences, and existing literature to make sense of the data generated from the research design.

Results

The data revealed clear categories of attitudes, values, and beliefs. Common and salient codes were evident across the participant data. Two themes emerged from the data after the second level coding: roles that were perceived to align with CIC Officer training, and roles that were perceived to misalign with training. Aligned roles emerged as: educator, leader, manager, and guide/mentor. During the interviews, participants explicitly named the sub-categories of duties and responsibilities, roles, and labels they associated with their CIC Officer experience. Misaligned roles emerged from the data as being ‘the misunderstood’ and the counsellor. The misaligned roles were evident in multiple transcripts which is significant because the participants were from different geographical regions and were uninfluenced by each other. The perception of being misunderstood as a CIC Officer was described by participants as harmful to their professional image as CAF members. The counsellor role was described in the data as something the participants do as a CIC Officer, despite feeling they did not have adequate training in this area. Participants also shared that training is only one of the main experiences that formed their perception of roles within the CIC Officer identity. Surprisingly, other experiences that impacted participants sense of efficacy and self-perceptions included their Cadet experience, parenting experience, and intergenerational involvement in the Cadet Program. The following sections present the emergent themes from the data, starting with aligned roles, then the misaligned roles.

Aligned Roles

Educator

When asked the first question “What is your definition of CIC Officer?” it is significant to note that all seven participants describe CIC Officers using educator words, including:

“educators of youth” (Capt Alpha), “taught to teach youth” (Capt Blue), “an instructor for the youth of our country” (Lt(N) Meilleur), “our main job in the Armed Forces is to train youth” (Maj Erie), “supports and trains youth” (Capt Papa), “through the delivery of training” (Lt(N) Maritime), and “dedicate [their] profession to the development of youth” (Maj Juan).

Furthermore, each participant was asked to describe their role as a CIC Officer, and associate what other roles CIC Officers are like. Prominent answers included: “educator” (Lt(N) Meilleur; Maj Juan), “I’ve always described us as like a school” (Capt Blue), “teachers” (Maj Erie; Capt Papa), and “instructors” (Lt(N) Maritime). Educator attributes were found in codes such as teaching, teacher role, sharing knowledge and experience, sense of professionalism, and willingness to be a learner. Quotes such as “I challenge my [Cadets] to get that ‘I got it!’ moment and share it!” (Capt Papa), “We are a profession!” (Lt(N) Maritime), and “[I] was willing and able to bring myself down to their level to learn what they do” (Capt Papa) point to evidence of educator attitudes. Lt(N) Maritime described themselves as “just a unit instructor right now,” suggesting the basic function of a CIC Officer is an instructor. Similarly, an old Cadet friend asked Captain Papa to help at the local Air Cadet Squadron as “somebody that knows the outdoor education, survival end of it, and does a lot of teaching.” The comments were based on a decades old association of Captain Papa being an effective “teacher” as a Cadet. The interaction suggests that the educator identity, formed from years as a Cadet, is strong enough to transcend time.

Being professionally current came through the data as a value held by the participants, yet it is not supported by a systemic requirement for ongoing professional development. The expectation that professional development is the responsibility of the member after completing formal training makes the participants feel unsupported in their practice as educators.

In opposition with the other participants, Captain Alpha expressed disagreement with CIC Officers being associated with the educator identity. Despite using educational terminology for multiple questions throughout the interview, they argue that the term educator is reserved for those with university degrees and ongoing professional obligations. Captain Alpha initially defines CIC Officers as “educators of youth” and uses the term “educators as youth leaders” when defining identity. When asked the question “What other roles are CIC Officers similar to and why?” Captain Alpha chooses “coach” as the simile, with the explanation that teachers are “in a classroom,” “come with X number of years of undergraduate education...at a university” and points out that teachers “have opportunities for ongoing development.” There is an apparent struggle for this participant to claim that CIC Officers are representatives of the educator label because CIC Officers “do not get the same depth of training.” For Captain Alpha, “there is a disconnect between the level of training that is provided to identify as educators” and “the base requirement to be a CIC Officer is a grade 12 education...There are some nuances that are lost in terms of becoming an educator versus...being a CIC Officer who educates youth.” For Captain Alpha, the coach is a more appropriate association to make because “our primary focus is coaching [the Cadets] and moving them towards the transition to adulthood and providing some of that training and teaching that leads [them] there.”

Major Juan was the only participant with a civilian teaching degree and years of experience as a teacher in the K-12 setting. It is significant to note that Major Juan was a Cadet

in their teen years, so they were taught how to instruct early in life. Perhaps experience as an instructor in their youth promoted an affinity for education. Because they were a Cadet, they chose to enroll as a CIC Officer “to continue in an environment that I knew, [and] would be compatible with what I was studying.” When comparing their teaching backgrounds, Major Juan draws similarities between the training they received during their Bachelor of Education (BEd) and CIC Officer training. During the interview, Major Juan explicitly stated, “I didn't learn how to teach at university, I learned how to teach with the Cadet Program as a CIC Officer.” Their statement is noteworthy because it echoes my sentiments from when I went through my teacher education. Major Juan describes their CIC educator training as “done better” than what they received during their BEd at university. To substantiate their example, Major Juan recalled faculty feedback that said, “It’s obvious you know how to manage a class, how to handle kids. No doubt in my mind you are just checking boxes here because...you are mastering this.” It is significant to note that Major Juan also attributed their CIC Officer training as enabling them to “apply [the training] when I was...teaching in a high school,” thus expressing a belief that their CIC Officer training and job experience helped them as a teacher in their civilian life. Major Juan’s testimony points to CIC Officer educator training paving an adequate foundation for success in a teacher education program.

Leader

There were no illusions amongst the CIC Officer participants regarding leadership; they all knew they lead Cadets - youth who are on their way to adulthood and who happen to have an interest in the paramilitary learning structure offered by the Cadet Program. There was no mention in the interviews of leading Cadets into military operations. The encouragement of citizenship, leadership, physical fitness, and promoting an interest in the CAF is the extent of

teaching soldiering skills. Instead, the participants collectively perceive themselves as leaders of youth in the Cadet Program. Major Erie pushes this notion further when they state that CIC Officers take on the leadership responsibility of “enabling the youth to build leadership skills and be able to react to different issues, outside their [Cadet] training.” In other words, Major Erie’s role is to influence Cadets to use their leadership skills outside of the Cadet program. Consequently, positive leadership can be credited to the Cadet Program if the youth are asked, “where did you learn to do that?”

There is evidence from all seven participants believing in leadership *as service* to the Cadet Program and community. By designing leadership-learning opportunities for Cadets the Cadet Program also encourages leadership *as citizenship* because learning leadership involves practicing leadership in the community. Leadership as service can be personally rewarding, as evidenced by quotes like: “I’m very proud of what I have accomplished in my time” (Lt(N) Meilleur), “I pat myself on the back when I get the Cadets to the “I got it” moment!” (Capt Papa). Captain Alpha states that leadership as military service is “well respected and has a positive identity with it.” Lt(N) Maritime bluntly states, “I really enjoy working with Cadets,” and Captain Blue expresses satisfaction with their involvement with the Cadet Program when they say, “I love seeing these kids!”

The results from the transcripts allude to a relationship between professional leadership identity and having taken on meaningful leadership roles as a teen, implying a causation between leadership role as a youth stimulating leadership efficacy later in life. Major Juan describes the impact of their leadership training and experience gained from the Cadet Program:

I would say the leadership stuff that I got, I got it through the military, with the CIC, and first-hand experiences at a young age... dealing with people, handling all kinds of people issues. It is in you. And I would say that...this... prepared me for greater things.

Furthermore, outside of their role as a CIC Officer, Captain Blue saw their progression in retail management as a natural evolution: “Being in charge was never an issue. I always thought that Cadets prepared me for that role.” Similarly, Major Juan sees Cadets from their community “moving up the ranks of McDonald’s, for instance...becoming supervisors [in] no time, because they were already leading other people.” When Cadets get their first jobs, generally in their late teens, “they already have five years of experience in leading.” Major Erie’s recollection of a senior Cadet at their Cadet corps points to more evidence that leadership efficacy is developed as a Cadet. When the Cadet applied for a civilian junior management position at 17 years old, he got the job “because of what he’d learned in Cadets!” Major Erie described the Cadet’s success with pride during the interview. Overwhelmingly, the participants share a belief that Cadet experience and CIC Officer experience helps them, and others, become leaders, thereby suggesting that Cadet and CIC Officer experience was transformative for them.

Part of the CIC Officer’s role is to teach leadership. Successful outcomes involve seeing leadership qualities in Cadets. CIC Officers provide genuine opportunities for Cadets to develop as leaders by trusting the Cadets *to lead*. Major Erie points out that “they [the Cadets] delivered the training...at all levels...they ran the exercise...the whole corps was set up with the senior [Cadets] in mind” so the Cadets could learn to lead in an experiential manner. Major Erie’s example highlights what the ‘Cadets leading Cadets’ model looks like. The model implies that the role of the CIC Officer is to step back and *facilitate* leadership experiences for the Cadets. When properly facilitated, those genuine opportunities push the youth brains into the zone of

proximal development: “a learning space that promotes the transition from a pedagogical state, where something can be demonstrated with the assistance of a more knowledgeable other, to an expert stage of independent performance” (Kolb et al., 2014, p. 218). Lt(N) Maritime captured the concept when they imply that CIC Officers employ leadership as “mentorship of youth and adults that will be leading and supervising youth.” In other words, CIC Officer leadership is a meta-role, in the sense that their training teaches them how to lead leadership through facilitation. A working understanding of leadership attitudes, qualities, and behaviors is essential for CIC Officers to effectively take on the meta-role of leading leaders, instructing instructors, and mentoring mentors. The participants in this study believe that CIC Officers must see themselves as capable of influencing others to make good decisions and guide their behaviour toward embodying desirable leadership traits.

Manager

The manager identity was mentioned by many of the participants. Some CIC Officers are appointed into title roles that encompass management as part of their duty. Captain Papa refers to individuals who take on the Commanding Officer (CO) and Training Officer roles as “a senior manager; director [by] coordinating various different, related entities that are all working together to accomplish the mission of...delivering the program and teaching Cadets.” Captain Papa’s statement suggests a learning-centered awareness of the *purpose* of the CO and Training Officer roles, which is to coordinate people and tasks for the delivery of Cadet training.

COs are the top leaders of the local Cadet Corps and Squadron hierarchy. COs take on the responsibility and accountability for managing and coordinating business functions, such as staff, resources, pay, finances, and cooperating with partners. Lt(N) Meilleur mentions that when they are in the Corps CO position, they do minimal teaching because they have to focus their role to

be “a businessperson. You’ve got to take care of the staff, and all the supplies... You are responsible to make sure that it is [all] done.” COs are expected to support the broader organization when it makes changes, even if they do not agree with the changes. Evidence to the CO role being complex stems from Lt(N) Meilleur stating:

as a CIC Officer at the corps level...I'm sort of stuck in the middle because...I must handle those below me; those that I am in charge of as the CO...But then I also [have] to report to those that are above me. So, you're...stuck in the middle [of] both ways. And then you've got the parents...And then you have the Leagues!

Mismanagement is perceived to have disastrous effects on the trust relationship between the CIC Officer and the stakeholders. There is pressure to perform because “you’re stuck in the middle and you give it all you have, all the time!” (Lt(N) Meilleur). When thinking about the differences in mindset and allowances for injury during CAF practice exercises versus Cadet activities, Major Juan alludes to the diligence required to ensure proper supervision and management of Cadet activities because, “they all must come back because the parents trusted you. They allowed you to work with their most precious things they ever had in life.”

Guide and Mentor

Five of the seven participants discussed the concept of mentoring in the data. Mentoring was described as an identity, role, function, and value. Interestingly, Lt(N) Maritime, Captain Alpha, and Major Juan all shared the perception that being sought out and trusted to teach and mentor other CIC Officers is deemed to be a step up from mentoring Cadets. There was a shared pride in being trusted to mentor other CIC Officers in their various roles as leaders, educators, and managers. Major Erie shared that part of their reason for joining the CIC was to “get back in

uniform and bring some different experiences with me that I felt would be a benefit to my Cadet Squadron at the time. And to the CIC in general.” By bringing relevant experience to the table, Major Erie took the opportunity to guide others in the application of military knowledge and skills. Similarly, Major Erie also shared an example of a time when their retired military friends were discussing a perceived lack of professionalism they witnessed from a CIC Officer. Major Erie replied with, “If you want to help...get involved...pass on your knowledge.” His friend’s lack of willingness to share their knowledge and guide behaviour was then described as a missed opportunity to be a mentor within the organization, suggesting that sharing knowledge is a value.

From the data, the participants share a value for mentoring. All participants express how *they* are mentors, how they view CIC Officers as mentors of Cadets, and how they desire ongoing mentoring as a form of support and professional development. Captain Alpha implies that mentorship is personal commitment when they say, “we are mentors, and mentorship is so much more than just imparting knowledge.” Cadets developing as leaders and instructors require the right guidance *as* support on their leadership journey. The data showed that CIC Officers feel pressure to practice ‘leadership by example.’

The participants share the perception that mentoring of CIC Officers happens while on training courses, but then there is a systemic lack of ongoing mentoring, as evidenced by Captain Alpha’s statement, “when your formal education stops in our program there’s this massive gap that starts to form.” Lt(N) Meilleur concurred with the notion. They received training up until they were qualified to become a Captain/ Lieutenant (Navy) “and then they kind of forget about you!...There’s no real refreshers,” despite asking to attend additional training to learn the new knowledge and practices being taught to newer CIC Officers. Clearly there is a desire from the participants for “the opportunity to gain new information” (Lt(N) Meilleur). Some CIC Officers

become stale in their practice when they use knowledge and techniques “learned all those years ago” (Capt Alpha), and thus get perceived as “old school,” reducing their effectiveness as leaders and mentors. The participants desired ongoing touch points throughout their CIC Officer career as helpful guideposts for development areas. Additionally, Major Erie stated that having a soldier-mentor available to politely point out lapses in military knowledge and protocol could help CIC Officers align with how Officers are developed in other branches of the CAF.

The Misaligned Roles

The Misunderstood

There is evidence from every participant of the perception that the CIC Officer role is widely unknown and misunderstood by the public and by the larger CAF. The participants share that they perceive a spectrum of sentiments around worthiness of CIC Officers *being* Officers in the CAF. When another CAF member told Captain Papa, “You’re just a play officer,” that member highlighted perceptions of “imposter syndrome” (Lt(N) Maritime) and a desire to clearly identify how CIC Officers contribute to the “bigger mission” of the CAF. Multiple participants shared stories of being disrespected by Regular Force and Reserve Force soldiers, along with detailed accounts of social conversations where they felt they were defending their place in the CAF. The actions are attributed to a “quite erroneous” (Maj Erie) misconception that CIC Officers are not worthy of a salute because they do not lead soldiers; they ‘just’ lead Cadets. The word ‘just’ before the label is a signifier of being ‘lesser than,’ thus devaluing their role, leading to questions of professional worthiness.

What emerges from the data are numerous comparisons of the CIC Officer role to the soldier role. All seven participants acknowledged that their service to Canada is different from those personnel who signed up to lay their life on the line for Canada. The Cadet Program

“context is different” (Maj Juan) than other occupations in the CAF but is nonetheless believed to serve a significant role for developing good leaders and citizens. Cadets can choose if “they want to join the military. If that's the path they choose, then so be it! Because maybe that path will help get them what they want; to give them an education, and away from this... town with limited resources” (Capt Blue).

Captain Papa and Major Erie in particular, who each have a lengthy history of serving as soldiers in the CAF, best understand the dichotomy between being perceived as someone worthy of wearing the CAF uniform, because of their soldier role, and noticing a difference in “how I’m treated as a CIC Officer” (Maj Erie). Three prominent examples stand out from the data that highlight poor treatment based on being a CIC Officer. Firstly, a Regular Force Senior Officer, in front of a group of soldiers and Cadets, said, “don’t expect any of my soldiers to salute you because you’re just CIC Officers” (Maj Erie). The statement is an unflattering assessment of the worthiness of CIC Officers. Secondly, seeing a Corporal prepare a proper saluting hand until they “recognize the cap badge...go ‘Ugh!,’ and just salute” (Maj Erie). Thirdly, “one situation where two NCM’s were coming down the stairs. I overheard them say, ‘Oh, he’s just a CIC Officer so we don’t have to salute them” (Capt Papa). Responses to disrespect based on being a CIC Officer came up in the data in two ways:

- Acceptance of the behaviour as a norm they must deal with for not being perceived as ‘real’ Officers and meeting the disrespect with passive behaviour to avoid conflict.
- An opportunity to engage the ‘misguided’ member in an education about the legitimacy of a salute based on their commission and to consider that CIC Officers may have a possible history of service as a soldier.

The lack of respect experienced by the participants could be reflective of attitudes taught *to* them by more senior members of the CAF who, unfortunately, normalized a culture of contempt for CIC Officers, thus perpetuating the stigma of rude behaviour, expressions of unworthiness, or misguided perceptions that could be permeating the CAF. It is noteworthy that the Army Officers in this study had more targeted examples of disrespect, perhaps due to the insignia worn on Army uniforms that is not worn on Navy or Air Force uniforms.

The participants struggled to articulate how CIC Officers fit in to the overall CAF picture because they only partially identified with criteria from the profession of arms passage they read before the interview. CIC Officers wear military uniforms and function in a military capacity but do not represent a soldiering role that is evident in military media or literature. Captain Blue sums it up when they say, “We are still part of the military. We have commission scrolls. We follow the ethics and laws. We just don’t fight...we have a different service.” Because of the fact that CIC Officers choose to enroll in a branch of the CAF responsible for leading, educating, and managing youth in the Cadet Program, they perceive their role as “serving our community and our country” (Lt(N) Maritime). For some CIC Officers, the work is like a calling. Evidence of sacrifice came through the data with considerable time commitment, resulting in members missing family events in favour of Cadet activities. Captain Alpha described a reevaluation of their priorities since the birth of their own children. The considerable time commitment needed to plan, prepare, conduct, lead, supervise, guide, and manage 10 months of Cadet activities is “not for the pay” (Lt(N) Meilleur), since CIC Officers are only paid 3.5 or 2.5 days per month. Some CIC Officers work significantly more than that to run a good program for their Cadets. Lt(N) Meilleur missed so many of their own children’s events because of Cadet training that they vowed to be present for their grandchildren’s special moments after 22 years of service.

Commitment to Cadets is a duty that embodies citizenship, and the participants believe in leadership *as service* to the Cadet Program and community. As stated by Lt(N) Maritime, “by doing our job, we are serving [Canada’s interests] by preparing [Cadets] to be leaders, and citizens.” The belief is that Cadets who have a positive experience in the Cadet Program will also choose to engage in service to the Cadet Program, CAF, and community, thereby making positive contributions to Canadian society.

The Counsellor

When explaining their role as a CIC Officer, Captain Papa explains: “sometimes the Cadets come to us where they're afraid to go to their teacher, or especially parents. So, being that counsellor is a valuable role in our world.” By working with Cadets for as long as seven years (from their twelfth to nineteenth birthdays), trust develops between Cadets and their Officers. The depth of that trust comes through the data with the concept of parent identity, blending identities, and being labeled by Cadets as “Mama Bear” (Lt(N) Meilleur), and “Papa Bear” (Capt Papa). Captain Blue describes themselves as having “played the mom” role a few times during tough times in a Cadet’s life. The parent labels, designated from the Cadets unto the participants, describe the Cadet’s acceptance of the CIC Officer’s seriousness in their institutional role as a CIC Officer, coupled with a parental-like trust. The evidence shows that Cadets put their trust in CIC Officers to support them in times of turmoil. Despite multiple participants sharing stories of being approached by Cadets seeking help and guidance through various situations, including navigating sexual identity, abuse at home, and personal conflicts, the consensus from the CIC Officers in this study is that they do not feel they are “trained in that field” (Lt(N) Meilleur). The data revealed that Cadets chose Officers of opposite and same genders to trust with their tough personal dilemmas. Generally, the perception exists that CIC Officers sometimes take on the

counsellor “roles that do not necessarily fit in” (Lt(N) Maritime) to the scope of formal training. Therefore, there is a desire for more robust training in areas of “mental health first aid” (Lt(N) Maritime) and “counselling techniques” (Capt Papa) because “a lot of our youth now have mental health issues” (Lt(N) Meilleur) that CIC Officers want to feel prepared to handle. Currently, CIC Officers receive the message in their training to “monitor, not manage the situation,” (Lt(N) Maritime), and the general perception is that their role is to “pass [someone] to a professional that has the background, education and experience” (Capt Papa) to get the help they need. Part of Captain Blue’s leadership attitude is that if the Cadets “need help, they know they can call me.” Again, evidence points to CIC Officers valuing ongoing professional development to meet the needs of youth. By specifically wanting professional development in personal counselling, the CIC Officers demonstrate a commitment to wellbeing.

Discussion

I said we absolutely are a profession. Not everyone has the dedication, the willingness, or the ability to do what we do.

Captain Blue

The purpose of this phenomenological research study was to understand the perceptions of CIC Officers who work directly with Cadets. I was curious about how CIC Officers, who work directly with youth, perceive their roles, and wondered whether their training impacted those perceptions. I now have a deeper understanding of the experiences that inform CIC Officers’ perceptions of their identities. I was surprised that the results revealed that parenting experience affects personal leadership ethos amongst CIC Officers. I learned that participants who were Cadets in their youth value that Cadet experience and see it as foundational for their perceived identities as educators, leaders, managers, and guides/mentors later in life. This study

confirmed my hunch about the educator identity, and gave me valuable insights about how attitudes, values, and beliefs affect training and professional image.

The key findings of this study point to a series of complex roles encompassed in the CIC Officer label. Four roles identified by the participants aligned with training areas from CIC Officer training courses: educator, leader, manager, and guide/mentor. However, the self-described misunderstood role and counsellor role, despite the presence of detailed examples from participants' "lived experiences" (Quinney et al., 2016, p. 1), were not aligned with effective training. The participants' Cadet experiences, as teenagers, were perceived as foundational for establishing a sense of efficacy as leaders and educators within and outside of the Cadet Program. It can be argued that Cadet foundational training was facilitated by previous generations of CIC Officers, thereby suggesting that the CIC Officer provides the foundational opportunities that can lead Cadets to a career identity (Hermans, 2013) as leaders and educators. Major Juan expressed similar sentiments to my own, that CIC Officer training courses could be considered adequate foundations for entering the civilian education profession. The premise behind CIC Officer training suggests that the Cadet Program is an educational institution.

Each participant spoke clearly about their role in relation to Cadets. The results suggest that the CIC Officers see the purpose of their role as service to Cadets by looking after their welfare and creating a learning environment in their community where Cadets can "flourish" (Cherkowski & Walker, 2013). Participants clearly desire to recreate the impactful learning opportunities they had when they were Cadets, because their Cadet experience served them so well in *their* adulthood. The paramilitary structure evident in the Cadet Program arguably contributed to the participants military bearing that permeated their civilian and military personalities. A valued element of the Cadet experience is the immersion in a CAF organization

that contributed to their sense of belonging to the COATS component of the CAF, despite being able to articulate only partial fulfilment (Conroy et al, 2017) of the overall CAF mandate.

How do CIC Officers perceive their role?

This research provides insight into being a CIC Officer in the CAF. CIC Officers in this study perceived their role as educational in nature. The educator, leader, guide/ mentor, counsellor, and manager descriptions reflect roles evident in schools. All the specific roles mentioned by the participants point to a sense of duty to support a learning environment for their Cadets.

The presence of highly specialized skills and knowledge attained through recognized training, as well as perceptions of taking the job seriously are evident in this study (MacMath, 2009; Rots et al., 2010, Vough et al., 2013). The results suggest that CIC Officers, to some extent, are educational professionals. The educator identity was described as having an attitude reflective of a "learning mindset" (Sivia & Britton, 2021, p. 131) that CIC Officers possess and value despite not having a civilian university background in education. Teaching other CIC Officers on courses was perceived as more advanced than teaching Cadets. I refer to this notion as 'teaching teachers,' due to the educator role being so prominent in the data. The perception suggests a sense of professional accomplishment from being selected to 'teach the teachers' despite doing the role themselves on a part-time basis.

CIC Officers are trained to be leaders and instructors of Cadets. The participants who were Cadets in their youth perceived the leadership training and experiences they had as valuable and impactful on their personal and professional endeavors. The 'Cadet experience' enabled these CIC Officers to have "rich, well-organized knowledge bases" (Beijaard et al, 2000, p. 753) to use in leadership contexts within and outside the Cadet Program. The Cadet Program enables

leadership and learning to experiential, which may account for the Cadet experience “transforming” (Kolb et al., 2014, p. 214) youth into adults with a leadership identity. Arguably, CIC Officers transform into *educational leaders* when they lead, mentor, and teach other adults who teach and lead in the Cadet Program. Like the ‘teaching teachers’ perception, ‘leading leaders’ implies a sophisticated application of leadership types: leader *as* learning guide/ mentor/ facilitator. The counsellor role, which was regarded as misaligned with CIC Officer training, is still evidence of a commitment to the wellbeing of others. The desire to be an effective personal counsellor aligns with what Cherkowski and Walker (2013) outline as the educational mindset of caring for students so that the students can be in the right mindset to learn.

The manager role that emerged from the results was associated with institutional titles, specifically Commanding Officer and Training Officer. The Commanding Officer is the overall Corps or Squadron leader who manages the business matters that support Cadets’ learning- similar in function to a school principal. The Training Officer is the coordinator of all-things- training and is responsible for designing five levels of training to happen concurrently between September and June annually. The two institutional titles imply yet another hybrid role: leader *as* manager of the local Cadet Corps and Squadrons where Cadets come to learn.

Experience-Identity: More than Training

Overall, the results show that CIC Officer training supports the perception that CIC Officers are educators. However, it is significant to note that CIC Officer training is deemed as only one of several experiences that influenced their perception of their role. Many factors, other than training, influence what I have termed the *experience-identity* of CIC Officers. The results highlight Cadet experience and parenting experience as also being impactful on the participants identity as a capable educator, leader, manager, guide/mentor, and counsellor while in their CIC

Officer persona. Overall, Cadet experience influence the participants' educator and leader identities because they perceive themselves as developing high efficacy in those areas. The participants who are parents shared a closer association with the guide/mentor and counsellor role than non-parent participants. Parents have a duty to take care of the wellbeing of their children. In an interesting parallel notion, military leaders have a similar duty: to look after the wellbeing of their subordinates and push them to achieve their fullest potential. Perhaps the parental and military leadership roles are not starkly different. Yet, despite having counselling experience with their own children, the participants feel uncomfortable when asked to function as a personal counsellor by a Cadet. In this sense, the experience-identity can also surface tensions in the fluid role of CIC Officers.

In terms of navigating professionalism, the results of the study show that CIC Officers are aware of high CAF standards and expectations for professional conduct, and that there can be severe consequences for misbehaviour. Similarly, being held to a higher standard of personal and professional conduct echoes the higher expectations of civilian teaching professionals. This finding aligns with the initial training CIC Officers receive, which focuses mostly on adopting a military bearing. However, there is no ongoing professional requirement to stay current with knowledge or practices, except when the organization mandates training for organizational 'due diligence' in response to a large-scale issue. Participants perceive CIC Officer training as sufficient to function as educators, leaders, and mentors of Cadets in their communities as long as they receive support from the organization to pursue professional learning that keeps them current as practitioners. Because training is front-loaded in the first few years of a CIC Officer's career it is a likely explanation for the examples of 'stale' CIC Officers mentioned in the data. Job-related qualifications for CIC Officers do not expire, despite job-related courses being

updated by the National Training Establishment to suit contemporary practices and policy changes. The inequitable requirement for ongoing professional development could affect broad perceptions of CIC Officer professionalism and could explain the negative perceptions and attitudes experienced by the participants in this study.

This study has also highlighted the hierarchies of both position and training. Since the Cadet Program is military in nature, adherence to hierarchy is a cultural norm. A conflict-of-interest forms when a more senior CIC Officer, who has not taken a recent training course or professional development, is in charge of an activity where a more junior CIC Officer, with recent training, is a participant. The junior Officer actually possesses more contemporary knowledge and practices but may be reluctant to share their knowledge, be discouraged from sharing that knowledge, or have that knowledge dismissed due to their lower position in the hierarchy. A willingness to learn from those who are recently trained is one way to establish a professional learning community to maintain contemporary educational leadership practices.

Limitations

Limitations exist due to the scope of this study. Data was gathered over a considerably short period of time (approximately six weeks), and this may have limited the amount of data for this study. Due to the small sample size and criteria for participation being limited to CIC Officers who work directly with Cadets, the findings of this research study are not generalizable to all CIC Officers across Canada. The study was limited to seven CIC Officers from five provinces, so it is not reasonable to say that the participant from one province represents the realities of the entire population. The seven participants of this study have considerable time in the profession, suggesting the perspectives of newer CIC Officers could be explored in a future study.

Implications and Recommendations

This study contributes to scholarly literature about the Cadet Program and further understanding about CIC Officer identity since no other peer-reviewed work on the subject existed. The research touches on contextual trends, such as rural or urban attitudes, that readers may find similar to their own contexts. The implication is that new language has been introduced to describe the identity formation of CIC Officers who work directly with Cadets. These results are important because they offer insight into the impact that training and experience have on identity formation and perceived sense of self-efficacy. In short, the research highlights the importance of *experience-identity* – the concept of blending together an individual’s experience and the labels they use of themselves using descriptors of that experience. Experience-identity is also informed by how well a CIC officer perceives their effectiveness as an educator based on training experiences. For example, if the self-proclaimed counsellor label results from being asked by a Cadet to help them through some deeply personal matters, but the CIC Officers did not feel they were trained in that field, their sense of their efficacy in that experience-related role diminishes. Thus, the desire was expressed for more training in counselling techniques for personal matters to further legitimize the ‘counsellor’ identity label. The experience of feeling misunderstood, being an educator, a leader, a counsellor, a manager, and a guide/mentor all emerged from the data and aligned with existing educational identity literature. It is significant to note that all the role-identities were identified by participants from different contexts, cultures, and geographical areas across Canada, and the participants perceived aspects of their roles similarly. The six role identities are wrapped up under one label, the CIC Officer. This research helped to articulate the complexity of the occupation. The leadership and educational training that CIC Officers received was accredited by participants as being superior, and in some cases

foundational, to other leadership and professional teacher training they received in their civilian lives.

Research Recommendations

The following list offers general recommendations from this research:

1. This research can be used to inform new senior leaders as they join the CJCR Gp. The top military leadership positions of the CJCR Gp are not earmarked for CIC Officers. Commander positions are Regular Force Senior Officer and General Officer positions. The highest CAF senior leadership rotates through command every three years or less, giving little opportunity to get to know who we are and what we do as CIC Officers.

2. I suggest that this research could be used as one of the introductory documents for newcomers to the CCO. If the newcomer has soldiering experience, they may need to be redirected through the lens of leading in an educational institution where the focus is on developing potential in others.

Organizational Recommendations

The research can also inform training development and recruitment of CIC Officers in response to the perceptions learned from this research. The CIC Officers from this study want to be understood better by the CAF and the public. The desire for clearer professional understanding may have implications for recruitment messaging that attracts people who have an educational bearing to join the CIC occupation.

Further research is needed into CIC Officers. Specifically, I recommend taking the findings from this research study to:

- Create a mass survey to send to CIC Officers across Canada to gain an understanding of the extent of generalizability of the perceptions, experience, and identity statements

generated from this study. This phenomenological research is a deep dive (Yilmaz, 2013) that explains the perceived truths of a small sample size.

- Conduct additional research to learn about the perceptions of CIC Officers who do not work directly with Cadets, as this group was not studied at this time.
- This study did not explore the perceptions of COATS members outside the CIC Branch. Additional research about COATS members' perceptions would contribute to a broader understanding about the adult leaders with strong military backgrounds who work with Cadets.
- Use the identity labels generated from this study as substantiation for recruiting CIC Officers from post-secondary institutions with a Teacher Education Program. The identity, attitudes, values, and beliefs about education are similar between CIC Officers and pre-service teachers. Both CIC Officers and Teacher Candidates at universities are taught to be leaders of learning. The job opportunities and training offered to CIC Officers align with university lifestyles, and the training and skills taught on courses can stand out on applications for Teacher Education Programs. Since CIC Officers have no requirement to serve in conflict, the personal risk is low, and the benefits gained from being trained to work with youth in an educational institution are high.
- Senior leadership positions in the Cadet Program are taught how to look after and mentor other adult leaders. For these reasons, it is suggested that the most senior leaders of the Cadet Program bring their military leadership skills as tools to help them become educational leaders.

Conclusion

The research study highlighted the perspectives of seven CIC Officers from across Canada. The research question asked the participants about their roles and examined whether their training supports or challenges those perspectives. Two themes emerged from the seven interviews in the form of two types of roles: roles that align with training, and roles that do not align with training. The goal of the Cadet Program is to educate Cadets – youth who opt to train as a Sea, Army, or Air Cadet – whose mandate has loose links with soldiering. This research suggests the scope of the CIC Officer occupation in the CAF serves a domestic purpose with positive impacts in communities across Canada. CIC Officers lead youth who participate in the Cadet Program. The Cadets’ only requirement for success is a willingness to learn about: the sea, army, and air activities of the CAF; the benefits of a healthy lifestyle; and the societal benefits of active citizenship. The results of this study show that experience as a Cadet can have a positive impact on foundational self-efficacy and leadership development through the belief in leadership *as service*. The experience-identity of CIC Officers is complex and should not be undervalued and misunderstood.

Ultimately, CIC Officers are *leaders of learning*. They lead Cadets directly, and transition to *educational leaders* when they are trusted to lead other adult staff to accomplish the Cadet Program objective. Leaders of learning means that CIC Officers should have appropriate training, draw on their experiences as parents, as youth who were in Cadets, as trained civilians, and be given the respect so they can be proud of their professional identity in the CAF as educational leaders.

Declaration of Conflicting Interests

I declare no potential conflict of interest for the publishing or writing of this research study.

Funding

I declare that I received no financial support for the research or writing of this research study. Authorization for Special Leave (Academic Advancement) was granted in accordance with section 5.4 of the Canadian Forces Leave Policy Manual (2023b).

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Appendix A

Ethics Approval



Research, Engagement, & Graduate Studies
33844 King Rd
Abbotsford BC V2S 7M8

Tel: (604) 557-4011

Research.Ethics@ufv.ca

Website: www.ufv.ca/research-ethics

Human Research Ethics Board - Certificate of Ethical Approval

HREB Protocol No: 101186

Principal Investigator: Roberta Dalglish

Team Members: Roberta Dalglish (Principal Investigator)

Dr. Awneet Sivia (Supervisor)

Title: A Phenomenological Approach to Understanding CIC Officer Perceptions

Department: Faculty of Education, Community & Human Development\Teacher Education

Effective: December 12, 2022

Expiry: December 11, 2023

The Human Research Ethics Board (HREB) has reviewed and approved the ethics of the above research. The HREB is constituted and operated in accordance with the requirements of the UFV Policy on Human Research Ethics and the current Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2).

The approval is subject to the following conditions:

1. Approval is granted only for the research and purposes described in the application.
2. Approval is for one year. A Request for Renewal must be submitted 2-3 weeks before the above expiry date.
3. Modifications to the approved research or research team must be submitted as an Amendment to be reviewed and approved by the HREB before the changes can be implemented. If the changes are substantial, a new request for approval must be sought. *An exception can be made where the change is necessary to eliminate an immediate risk to participant(s) (TPCS2 Article 6.15). Such changes may be implemented but must be reported to the HREB within 5 business days.
4. If an adverse incident occurs, an Adverse Incident Event form must be completed and submitted.
5. During the project period, the HREB must be notified of any issues that may have ethical implications.
6. A Final Report Event Form must be submitted to the HREB when the research is complete or terminated.

*Please note a Research Continuity Plan is no longer required.

Thank you, and all the best with your research.

UFV Human Research Ethics Board

Appendix B

Recruitment Email

BILINGUAL EMAIL / COURRIEL BILINGUE

Ref: Commander CJCR Approval BN and DND/CAF Social Science Research Sponsorship Form, Understanding Perceptions and Identity - The Role of CIC Officers, 7 Nov 2022 (NOTAL)

Good day,

BLUF: Request that you share the information provided in this email widely within your RCSUs.

1. Commander CJCR has approved support to research being conducted by Capt Roberta Dalglish, at ref, as part of her graduate research study through the Faculty of Teacher Education at the University of the Fraser Valley. The purpose of the study is to gain understanding about CIC Officer's perceptions about their roles and identity. Results of the study will be shared with Comd CJCR and may be used to inform training, recruitment, or public affairs practices.
2. Request that you share this email and attachment within your RCSUs broadly to facilitate volunteer participation (members will not be remunerated for their participation) by Class A CIC officers who meet the following criteria:
 - a. Worked with cadets at a corps or squadron, CTC, CAP, or specialty training site within the last two years;
 - b. Have 2+ years of military service as a CIC officer;
 - c. Have reliable phone or internet connectivity to sustain a 1.5-hour interview; and
 - d. Be a voluntary participant.
3. Interested CIC Officers should read the attached document carefully and if interested, make direct contact with the research study Principal Investigator, **Roberta Dalglish** at Roberta.Dalglish@student.ufv.ca NLT 15 Feb 2023.

Many thanks for your support with this research endeavour that will be of great benefit to one of our members as well as the Formation.

Appendix C

Research Letter

Good day,

As part of a graduate student research study through the Faculty of Teacher Education at the University of the Fraser Valley in Abbotsford, BC, Principal Investigator Roberta Dalglish, master's student at UFV, and research supervisor Dr. Awneet Sivia, Associate Vice President, Teaching and Learning at UFV, request participation from a maximum of 10 CIC Officers that meet the following criteria:

- Worked with cadets at a corps or squadron, CTC, CAP, or specialty training site within the last two years;
- 2+ years of military service;
- Have reliable phone or internet connectivity to sustain a 1.5-hour interview; and
- Voluntary participant.

The research question is: *How do CIC officers perceive their role and does their training support or challenge that perception?* The purpose of the study is to gain understanding about CIC Officer's perceptions about their roles and identity. The results of the study could be used by the CJCR Formation to inform training, recruitment, or public affairs practices.

Research participants will be asked to participate in an individual MS Teams video or a telephone interview to share their stories about their roles and identity as CIC Officers. With the participant's permission, the interview will be audio-recorded using *Otter AI*, which has servers in the United States and thus subject to the Patriot Act.

The ethics of this study have been reviewed and approved by the University of the Fraser Valley Human Research Ethics Board.

I want to emphasize that participation is voluntary and all efforts to maintain anonymity and confidentiality will be taken per the approved ethics proposal.

Please note that while I am a CIC Officer at CJCR Formation, email communication for this study must be handled using my UFV email.

Interested CIC Officers shall contact the research study Principal Investigator, Roberta Dalglish at Roberta.Dalglish@student.ufv.ca NLT 15 Feb 2023.

Sincerely,

Captain Roberta Dalglish, CD

Appendix D

Letter of Consent



Department of Teacher Education
University of the Fraser Valley
33844 King Road
Abbotsford, BC V2S 7M8
604-504-7441

1 December 2022

A Phenomenological Approach to Understanding Perceptions of CIC Officers Letter of Informed Consent

Purpose/Objectives of the Study

My name is Roberta Dalglish and I am the Principal Investigator for a graduate research study from the Department of Teacher Education at the University of the Fraser Valley. I am also a CIC Officer living in British Columbia. My research supervisor is Dr. Awneet Sivia, Associate Vice President of Teaching and Learning at the University of the Fraser Valley. I am curious about Cadet Instructor Cadre (CIC) Officer perceptions about your roles working with youth as commissioned officers in the Canadian Armed Forces. The research study is designed to encourage you to share personal stories to explore your identity. By listening to your personal stories, we hope to form an understanding of CIC Officer perceptions about your roles and whether training supports or challenges those perceptions. Should a Francophone CIC Officer wish to participate in the study, a translator will be added to the research team to facilitate the interview. The study has been endorsed by the Commander of the Cadets and Junior Canadian Rangers.

Procedures involved in the Research

An individual virtual interview will take place between a you and the Principal Investigator. The intent of the interview is for you to share your personal story about your involvement and perceptions about what it means to be a CIC Officer who works with youth in the Canadian Cadet Organization. Approximately 72 hours before the interview time, I will email the interview questions to you in advance so you can begin to think about your experiences and perceptions. The interview will take place virtually, using Microsoft Teams on *Cadet365* at a mutually agreed upon time between you and the

Principal Investigator. The videoconference has two parts. The first approximately 15 minutes are dedicated to verbally review the ethical considerations with you and confirm consent to audio record the interview using the app, *Otter AI*. If you do not wish to be audio recorded, the Principal Investigator will take detailed digital notes throughout the interview and use those notes for analysis. The following approximately one hour is for the interview. Approximately one week after the interview, you will be emailed a copy of the written transcript to the email address of your choosing, to ensure accuracy of the content, and to provide a pseudonym. You will be given one week from the date of sending the transcript to reply to the email with your agreement with the transcript or request for additions or deletions. I may contact you by email between our interview date and 31 May 2023 to ask your permission to use direct quotes from the transcript. Should I contact you to ask for your permission to use quotes in the final report, I will ask for a reply with approval or denial of the request within one week. We may meet online or over the phone should you wish to discuss anything about the transcript or use of direct quotes.

If no reply is received within one week, the Principal Investigator shall interpret the nil response as concurrence with the accuracy of the transcript or as permission granted to use the data, as written, for analysis and inclusion in the final report.

Potential Benefits

The potential benefit of participating in the study is to contribute to the decolonizing of research by validating stories as empirical evidence in an academic study. Another potential benefit of participating in the study is to contribute to the understanding of what it means to be a CIC Officer with the Canadian Cadet Organization. The phenomenon of CIC Officers is unique in the sense that CIC Officers are commissioned Reserve Force members in the Canadian Armed Forces who choose to specialize in youth development and instruction instead of a combat role. Despite the Cadet Program being a national youth program, not much is known about the adult staff that lead cadets. Previous academic studies look at the youth perspective or program effectiveness, but no academic studies about CIC Officers are evident. The results of the study could inform training, recruiting practices, or public affairs for CIC Officers. Individual participants may not perceive a direct benefit from participation in the study.

Potential Harms, Risks or Discomforts to Participants

Participating in the study could result in emotional distress or reactions, depending on the memories evoked during the interview. Access to resources provided by the Canadian Forces Member Assistance Program (CFMAP) will be provided as requested by you for support. CFMAP services are free, confidential, and available to all members of the Canadian Armed Forces. Participation in the study will not be disclosed to anyone outside of the UFV research team as described in paragraph one and your participation will only be referred to using an anonymous pseudonym. You may feel uncomfortable with some of the questions asked during the interview. You do not need to answer questions that make you uncomfortable and you may retract or add to a statement at any time before approving the transcript of the interview. It is important to note that I am a CIC Officer at the rank of Captain. This means that I may

be a rank superior, equal, or subordinate to you. My rank or position will not be used in any capacity for the purposes of this study. I, as the Principal Investigator, will conduct the interview in civilian clothing.

Confidentiality

All identifiable data will be anonymized in the written transcript of the interview as quickly as possible to protect your identity. Transcription of the interview will be done using *Otter AI*, an electronic transcription app that has a server in the USA, subject to the *US Patriot Act*. After you approve the transcript, the digital audio recording of the interview will be deleted from the initial file and the recycle bin. The digital meeting request and the calendar event will be deleted from the principal investigator's *Cadet365* account and from the recycle bin to mitigate the risk of confidentiality being breached. You may choose to do the same with your calendar. The transcript will remain in digital form on a password protected computer to maximize confidentiality of information during the data analysis and report writing phases. Upon completion of this study, I may choose to use the anonymized transcript for a possible further study that may be published. For this reason, the anonymized transcripts will be kept by the researcher indefinitely, on a password protected computer for use on a future study. Anything that you say or do in the study will only be shared using anonymized pseudonyms and anonymized context. All recorded interviews will be destroyed by 01 August 2023. Your privacy will be respected. The *Cadet365* software server is in Canada. Please note that participation in the study will have no effect on your professional progression.

Participation

Participation in the study is voluntary. There will be no professional risk to you by participating in the study since all identifiable information will be anonymized before analysis with a pseudonym of your choosing. You will have the right to withdraw from participation in the study before approving the interview transcript for accuracy. Please note that after your approval of the accuracy of the transcript the data in the transcript will be included in the analysis portion of the study and cannot be withdrawn. You may still be contacted to gain consent to use specific quotes from the transcript in the study. You may withdraw your participation by emailing Roberta.dalgleish@student.ufv.ca. Upon withdrawal of the study, you will receive a reply email confirming your withdrawal and confirmation of deletion or destroying of any personal information given in association with the research study. During the interview portion of the study, you may refuse to answer any questions and remain in the study if you wish.

Study Results

The results from the research study will be written in a final report and presented as part of the requirements for the Master of Education at the University of the Fraser Valley in Abbotsford, BC. The final report will be shared with the Cadets and Junior Canadian Rangers Formation. The research study may be presented at professional development events associated with the Cadets and Junior Canadian

Rangers Formation or the University of the Fraser Valley. You may request the final report of the study by emailing Roberta.Dalgleish@student.ufv.ca.

Questions

CONTACT FOR INFORMATION ABOUT THE STUDY

If you have any questions about the research study please contact the Principal Investigator, Roberta Dalgleish at Roberta.Dalgleish@student.ufv.ca.

CONTACT FOR CONCERNS

If you have any concerns regarding your rights or welfare as a participant in this research study, please contact the Ethics Officer at 604-557-4011 or Research.Ethics@ufv.ca.

The ethics of this research project have been reviewed and approved by the UFV Human Research Ethics Board (HREB protocol# 101186 approval as of 12 December 2022). The Social Science Research Review Board has reviewed the research proposal and deemed the research as program evaluation in nature.

Consent Form

By signing below, I agree to participate in this study, titled **A Phenomenological Approach to Understanding Perceptions of CIC Officers**

I have read the information presented in the letter of informed consent for the study being conducted by Roberta Dalglish and Dr. Awneet Sivia from the Department of Teacher Education at the University of the Fraser Valley. I have had the opportunity to ask questions about my involvement in this study and to receive any additional details.

I understand that I have the right to withdraw from the study at any time according to the limits and parameters described in the above consent letter, and that confidentiality and/or anonymity of all results will be preserved with applicable limits as described above. If I have any questions about the study, I should contact Roberta Dalglish at Roberta.Dalglish@student.ufv.ca

If I have any concerns regarding my rights or welfare as a participant in this research study, I can contact the UFV Ethics Officer at 604-557-4011 or Research.Ethics@ufv.ca.

- ☐ I consent to being audio recorded during the interview for this study.
- ☐ I consent to the future use of my data in another study.

By signing below, I agree to participate in the study.

Name (please print) _____

Signature _____

Date _____

Once signed, please email the consent form to Roberta.Dalglish@student.ufv.ca .