Job Satisfaction in Canadian Armed Forces Instructors

The Catch-22 of Producing the Most Effective Soldiers

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The Canadian Armed Forces (CAF) spends roughly $1.6 billion each year on training and training related activities[1] to ensure that the CAF is "*strategically relevant, operationally responsive, and tactically decisive in the future security environment*".[2] Instructors are at the forefront of training delivery in order to achieve these strategic objectives. Although qualified civilians may teach the more mathematical- and science-based courses, the vast majority of courses rely on CAF members, or military instructors, to impart the required knowledge and skills. Military instructors are therefore essential to the success of these training activities, as the quality of instruction has a direct impact on CAF operational effectiveness (Camire, 2014). Not surprisingly, other militaries, such as in the US and UK, place equal importance on the quality of military instructors.[3] Research has shown that job satisfaction, more specifically a lack thereof, directly impacts the quality of instruction[4] and productivity of instructors.[5] And anecdotal evidence suggests that many CAF Instructors are dissatisfied with their jobs. In response to this potential issue, the Canadian Forces Training Development Centre (CFTDC), in conjunction with Military Personnel Generation (MPG) Command, requested Director General Military Personnel Research and Analysis (DGMPRA) conduct a two-phase analysis of CAF Instructor job satisfaction.

Literature Review

CAF Training

The CAF Individual Training and Education (IT&E) strategic framework promotes the CAF as "*a learning organization that is intended to achieve the goal of developing CAF members that have the right qualifications at the right time, that are agile and responsive to the changing demands of the security environment facing the country*".[6] Generally speaking, CAF members who complete a Bachelor's degree are commissioned as officers and form the senior leadership of the CAF, whereas non-commissioned officers (NCMs) tend to enter the CAF without formal post-secondary education and form the working ranks

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[1] Chief of the Defence Staff, 2013 ; Millar, 2013.

[2] Chief of Force Development, 2010.

[3] Raybourn, Schatz, Vogel-Walcutt & Vierling, 2017.

[4] Pilarta, 2015 ; Afshar & Doosti, 2016.

[5] Usop, Askandar, Langguyan-Kadtong & Usop, 2013.

[6] DAOD 5031-0, 2003 ; Rounding, in press, p.3.

of the CAF. After completion of their basic training (Basic Military Qualification for NCMs and Basic Military Officer Qualification for officers), CAF members progress upwards in their careers along a continuum leveraging both formal education/training and employment experience. Depending on the CAF member's occupation, there can be a considerable lag before a soldier is considered operationally effective. That is, CAF members often undergo several training courses before reaching their operational functional point (OFP), the point at which a member completes all qualifications required for their first employment in the military occupation (DAOD 5031-8, 2003). Once at the OFP, CAF members are qualified in their occupation and can technically instruct in the military. After OFP, NCMs tend to wait until they complete their Primary Leadership Qualification wherein a small portion of their one month training focuses on presenting lesson plans, before potentially being relocated (i.e., posted) to one of 60 training establishments (TE).[7] Officers, on the other hand, can be posted immediately to a TE upon reaching OFP. Thus, only NCMs are provided with formal training on how to instruct as part of their professional development.

Instructor Training

Additional training is available to military members who are posted from operational/support units into TEs. Although several courses are made available from the CFTDC, few schools make them mandatory for instructors, and fewer still provide the time for instructors to complete the course prior to stepping into a classroom. Further, while some advanced courses are available in traditional classroom format (e.g., Advanced Instructional Techniques, a five-day course on instructional methods such as the application of case studies and guided discussions), the basic course recommended for new or returning instructors, "Instructional Techniques", is only available online (CFTDC, 2017). Of the courses available from CFTDC, in 2014 it was determined that less than 20% of instructors had taken these courses.[8] However, several TEs have developed their own instructor courses (e.g., the Canadian Forces Leadership and Recruit School [CFLRS], the Canadian Forces School of Aerospace Studies, Canadian Forces Naval Engineering School).[9] Instructor support, by way of technical assistance, instructional techniques training, and ongoing development was identified as "*especially critical while modern learning methodologies* [and accompanying technologies] *were being implemented*".[10] Nonetheless, research has found that instructors believe themselves to be lacking in the competencies to perform effectively as instructors (Tanguay & Darr, 2011).

Selection of CAF Instructors

Despite the criticality of the position, the CAF as a whole and the majority of TEs have no formal process for selecting qualified, motivated, and suitable CAF members to

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[7] Posted refers to the process of professional development (i.e., employment experience) whereby CAF members are given a new position or job every 3 to 4 years, often requiring them to geographically relocate.
[8] Rounding & Ruscito, in press.
[9] CFTDC, 2006.
[10] Chief of the Defence Staff, 2013, p.25.

serve as instructors. Although CAF members can request a posting into a school as an instructor, more often than not the decision of whom to employ as an instructor is based on availability of personnel versus any assessment of competencies to perform in the instructor role. Although a set of instructor competencies were planned to be the basis for selection to ensure the selection of effective instructors[11] and a job analysis was conducted to identify these competencies (Tanguay & Darr, 2011), to our knowledge, no formal selection model or process has been designed or implemented to date. While some instructors are screened on the basis of their motivation to transfer to an instructor position, potential/capacity for successful performance in the job, or factors that may adversely affect the transfer (e.g., personal, professional), very few are actually screened to determine if they are motivated, have the potential, or are suitable for the position (19% ; Tanguay & Darr, 2011). So while those moulding training for the CAF recognize the importance of having members with the right competencies and aptitudes posted into instructor roles, this has not always been the case. However, the CAF is not the only military to struggle with internal competing demands for top performers to be employed as instructors. Other militaries also struggle with issue (e.g., the UK Ministry of Defence; personal communication), while others have made it a priority. For example, in the US Air Force, Pilot Instructors are seen as the *crème de la crème* and a posting to the flight school is formal recognition of their flying skills (Carretta, 2000). Although the intent of *CAF Campus* (Chief of the Defence, 2013) is to use personnel management processes (e.g., extra performance appraisal points, positive perceptions of postings by only promoting top performers) to alter the negative perception of instructional postings to become more positive, this idea has yet to come to fruition.

Job Satisfaction

Job satisfaction has been studied pervasively due to its importance to both organizations and employees. Organizations are interested in employees' behaviours that influence the effectiveness of the organization (e.g., performance, productivity, turnover intentions), and employees are concerned about their own physical and psychological well-being.[12] Although there are numerous definitions, the most accepted is that job satisfaction is an enduring attitude towards one's job that is based on one's evaluation of emotions toward and behaviours exhibited at one's job (Schleicher *et al*., 2011). Job satisfaction has been measured at a global level (one's overall satisfaction with their job) and at the facet level, where important factors are evaluated individually (e.g., pay, promotion, supervisor).[13] Often the individual factors are "*partially overlapping, but not interchangeable, aspects of job satisfaction*" (*ibid*., p.147), suggesting there is good reason to utilize a global measure of the construct.

The implications of low job satisfaction are of serious concern for the CAF because it was the most frequent reason cited for leaving the military in 2016 (17.6% of participants

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[11] Chief of the Defence Staff, 2013.

[12] Faragher, Cass & Cooper, 2005 ; Schleicher, Hansen & Fox, 2011.

[13] Spector, 1997 ; Schleicher *et al*., 2011.

selected).[14] The job satisfaction of instructors has been considered an important component of a model of effective instruction due to its influence on instructors' performance and teaching effectiveness (Cranton & Knoop, 1991). Indeed, perhaps the strongest relation is that between job satisfaction and job performance, which was found by Judge and colleagues to be significant in their meta-analysis (2001). Therefore, the underlying conclusion from this relationship is that instructors with low satisfaction will not be as effective at teaching as those with higher satisfaction.

Consequently, the CAF is in a catch-22 quandary : in order to produce highly effective soldiers it needs to train and mould effective instructors, and yet anecdotal evidence from CFTDC suggests that CAF Instructors are not satisfied with their jobs and may not have taken many, or any, formal instructor courses. Accordingly, training quality is suffering. This may lead, over time, to diminishing military skills and operational effectiveness, putting the CAF at risk of producing less effective warriors.

Workplace Factors Affecting Job Satisfaction

A quick review of the literature revealed myriad sources of satisfaction and dis-satisfaction with one's job. We opted to focus on those factors that (a) were well defined in the academic literature, and (b) translated well into a military context. Consequently, we focused on the following eight factors : (1) preparedness, (2) recognition, (3) resources, (4) selection, (5) students, (6) supervision, (7) work environment, and (8) person-organization fit.

Preparedness. Instructor preparedness has been shown to increase effectiveness and is positively related to students' learning.[15] Research suggests that how well prepared and qualified one feels about their job is associated with job satisfaction (Webb, 2007). For example, in the military, combat preparedness was linked with job satisfaction.[16] Similarly, a lack of agreement between person capabilities and role demands (i.e., the perception that one does not possess the capabilities to fulfil the demands of the job) results in role insufficiency, which in turn, is negatively related to job satisfaction.[17] Training and development opportunities, which indirectly influence preparedness, have also been positively related to job satisfaction and career concerns (e.g., active involvement, preparedness, future promotions or success).[18] Moreover, how qualified one perceives his/ her colleagues-to-be can also effect job satisfaction : being satisfied with your co-worker is positively associated with job satisfaction.[19]

Recognition. Reward and recognition programs in organizations provide a mechanism to enhance employees' commitment, performance, self-esteem, passion, and

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[14] Bremner & Budgell, in press.

[15] Darling-Hammond, 1990.

[16] Schumm, Gade & Bell, 2003.

[17] Schleicher *et al*., 2011.

[18] Coetzee & Stoltz, 2015.

[19] Schleicher *et al*., 2011.

motivation.[20] Recognition for work has been found to positively influence job satisfaction and work motivation.[21] Organizational rewards are perceived positively and positively associated with organizational support.[22]

Resources. In addition to a lack of recognition and work overload, a lack of resources has also been found to be a factor reducing job satisfaction in teachers.[23] Possessing adequate resources, such as training aides and administrative support, is an important factor that can influence teachers' job satisfaction.[24] Additionally, school support regarding curriculum materials (e.g., textbooks) reduces teacher stress, resulting in greater satisfaction.[25]

Selection. Perceptions of promotion and advancement and how one is selected for a particular job has a large effect on attraction to a job.[26] Research has shown promotional opportunity satisfaction to be positively related to job satisfaction.[27] Further, a lack of control over career decisions that could affect promotion or long-term career goals (career control), which is applicable to individuals who are posted into instructor roles without volunteering, has been shown to negatively impact job satisfaction and work engagement, and positively impact work stress.[28]

Students. The belief that the quality of students is not sufficient can negatively affect job satisfaction of instructors.[29] Moreover, the perception that one has no influence regarding student performance can also negatively influence job satisfaction.[30] In addition, more control over the teaching setting was positively related to teachers' job satisfaction.[31] The perception that one has less control (e.g., compliance with curriculum, adherence to performance standards) effects how teachers approach their students, as they become more critical, controlling, and directive with students.[32]

In fact, instructors' positive attitudes towards students have been shown to influence positively students' perceptions of how much the teacher wanted them to succeed, students' motivation, and projected grades (Wilson, 2008). Conversely, negative attitudes towards students, sometimes occurring when students are not performing well or

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[20] Danish & Usman, 2010.

[21] Ali & Ahmed, 2009.

[22] Schleicher *et al*., 2011.

[23] Iwu, Gwija, Benedict & Tengeh, 2013.

[24] Webb, 2007 ; Song & Alpaslan, 2015.

[25] House, 1981, as cited by Song & Alpaslan, 2015 ; Singer, Marx, Krajcik & Chambers, 2000.

[26] Barber, 1998.

[27] Spector, 1997 ; Schleicher *et al*., 2011.

[28] Chan & Mai, 2015.

[29] Rajalingam & Nair, 2014.

[30] Bein, Anderson & Maes, 1990.

[31] Palazuelos, 2008.

[32] Pelletier, Séguin-Lévesque & Legault, 2002.

are highly demanding, can also reduce teachers' job satisfaction and students' motivation and efforts.[33]

Supervision. Meta-analysis results have illustrated that the levels of autonomy, feedback, and satisfaction with supervisor are positively associated with job satisfaction.[34] The positive association between trust and job satisfaction has been long established.[35] Furthermore, supervisors' consistency between actions and words, a component of authentic leadership, is positively related to employee trust,[36] and in turn, authentic leadership is positively related to job satisfaction.[37] Supervisor support has also been positively associated with job satisfaction[38] and confidence.[39] Finally, when supervisors (principals) supervised and evaluated their instruction, maintained high visibility, provided incentives, and promoted professional development, teachers were satisfied.[40]

Work Environment. Several aspects of the work environment can influence job satisfaction, including : (a) tempo, (b) work-life balance, and (c) administrative procedures (i.e., red-tape). Job satisfaction is diminished when workers are overwhelmed with having too much to do (role overload), frustrated, faced with organizational constraints (e.g., bureaucratic rules), and experiencing work-family conflict.[41] Work overload has also been identified as a dissatisfier by teachers,[42] and role overload has been found to be fairly common in the CAF.[43] Work-life balance, the perception of how well one's life roles are balanced, has been shown to be positively related to job satisfaction, retention intentions, and well-being, while imbalance has been shown to increase stress, and reduce quality of life and work effectiveness.[44] The direct relation between work-life balance and job satisfaction has also been found to be mediated by organizational pride, that is, a high appreciation for and pride in the organization.[45] Moreover, work-life imbalance has also been shown to have a negative impact on job satisfaction and voluntary release from the CAF by military members,[46] and on job satisfaction in the US military.[47]

Person-Organization fit (PO-Fit). PO-fit refers to a belief that one's values and beliefs are a match or fit to the values and culture of the organization.[48] Specifically,

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[33] Hawk & Lyons, 2008.

[34] Schleicher *et al*., 2011.

[35] Driscoll, 1978; Thoms, Dose & Scott, 2002.

[36] Wang & Hsieh, 2013.

[37] Gunter, 2015.

[38] Schleicher *et al*., 2011.

[39] Chan & Mai, 2015.

[40] Shatzer, 2010.

[41] Schleicher *et al*., 2011.

[42] Iwu *et al*., 2013.

[43] Bremner & Budgell, in press.

[44] Greenhaus, Collins & Shaw, 2003; Haar *et al*., 2014 ; Chan & Mai, 2015; Thakur & Bhatnagar, 2017.

[45] Mas-Machuca, Berbegal-Mirabent & Alegre, 2016.

[46] Pelchat, 2002 ; Pickering, 2006.

[47] Sachau, Gertz, Matsch, Palmer, & Englert, 2011.

[48] Cable & DeRue, 2002.

whether instructors feel that their training establishment embodies their personal values and beliefs has important consequences on performance. Research has shown that P-O fit positively predicts work outcomes,[49] and more germane to our study, P-O fit predicts job satisfaction.[50] Of note, recently, P-O fit has increasingly been used in personnel selection.[51]

Overview of the Present Research

We sought to examine the effect of a multitude of constructs on CAF instructor satisfaction. We drew from the research reviewed above suggesting that a myriad of factors influence job satisfaction. However, rather than produce a comprehensive, yet unfeasibly long survey, we opted to conduct the study in two phases. The first phase was aimed at identifying key issues utilizing focus groups. We rationalized that alignment between the literature and qualitative results of a focus group would be an indication of the key topics that could be included in a survey with a broader sample. Moreover, any misalignment could be an indication of CAF- or military-specific workplace factors that would need to be addressed in the next phase. Accordingly, the second phase utilized the qualitative data to customize a survey that quantified the various workplace factors that were then used to examine CAF Instructors' job satisfaction.

Phase 1 : CAF Instructor Satisfaction Focus Groups

In this phase, our aim was to establish rich qualitative reasons why CAF personnel may or may not be satisfied with their jobs as instructors. To this aim, we held focus groups across the CAF TEs in an attempt to sample from each major component of the CAF (i.e., Royal Canadian Navy [RCN], Canadian Army [CA], Royal Canadian Air Force [RCAF], and Chief of Military Personnel). The RCN was sampled on both coasts as CFTDC personnel suggested that issues may differ by coast.

Method

Sample

We solicited 150 participants from across the five largest TEs in the CAF (Esquimalt, Winnipeg, Borden, Gagetown, and Halifax), representing each of the four components, and invited them to voluntarily take part in a series of 10 focus groups. Our final sample consisted of 72 participants. This sample consisted of 13 junior NCMs, 24 senior NCMs, 26 junior officers, and nine senior officers. Eighteen were from the CA, 14 from the RCAF, 30 from the RCN, and 10 from MPG, who represented support occupations (e.g., logistics, medical). On average, this sample had 4.8 years (*SD* = 4.16) of experience working in a training institution and rated their overall satisfaction as moderate, rating it at a mean of 3.6 (*SD* = 0.91) on a scale from 1 (*not at all satisfied*) to 5 (*extremely satisfied*). There were no coastal differences (Esquimalt *vs*. Halifax) in the RCN on overall satisfaction, nor qualitative differences in the issues they reported.

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[49] Edwards, 1991 ; Arthur, Bell, Villado & Doverspike, 2006.

[50] Farooqui & Nagendra, 2014 ; Chaturvedi & Dubey, 2016.

[51] Rynes, Brown & Colbert, 2002.

Procedure

Focus groups were one day in length and concentrated on the workplace factors derived from the literature. Specifically, standardized, open-ended questions were utilized with participants in order to create a list and ranking of satisfiers and dissatisfiers, followed by a discussion of changes they would like to see in the position, and then open-ended questions addressing the following constructs: Preparedness (e.g., "What kind of formal training or education did you receive prior to starting the job ?"), Recognition (e.g., "If you were to design an Instructor Recognition Program, what would it look like ?"), Resources (e.g., "What are your thoughts on the resources provided ?"), Selection (e.g., "How do you believe you were selected to become an Instructor ?"), Students (e.g., "What are your thoughts on your students ?"), Supervision (e.g., "Talk a bit about your supervision – does it provide autonomy or is it too rigid ?"), and Work Environment (e.g., "What is the tempo like in your job ?"). Based on previous research, these questions guided the focus group discussion. Several additional prompts were available to the focus group moderators to probe deeper into various constructs.

Hypotheses

We hypothesized that, although all are important to recognize and address, only a few constructs would be significant predictors of job satisfaction. Anecdotal evidence from TE personnel suggested that many instructors were dissatisfied with their job as a result of being selected for and posted to a school, as well as the high work tempo and loss of environmental allowances (e.g., field readiness allowances) ; however, there were no data to support this. Consequently, for Phase 1, all workplace factors were included but we drew our hypotheses from the literature. Therefore we theorized that given their breadth of scope and/or importance in the literature, P-O fit, Supervision, and Work Environment would be important predictors of job satisfaction. Moreover, based on the anecdotal evidence from CFTDC, we surmised that Selection would percolate to the top of the list of dissatisfiers.

Results and Discussion

Over the course of the 10 one-day focus groups, we noted that the lists of satisfiers and dissatisfiers were fairly consistent. CAF Instructors were most satisfied with the mentorship and development of students, the ability to pass on knowledge, the flexibility in schedules, the opportunity for professional development (i.e., ability to take civilian courses for personal gain), and the intrinsic enjoyment of teaching. On the other hand, the top five dissatisfiers from the perspective of CAF Instructors were a lack of resources, the large amount of administration and secondary tasks, poor curriculum, a lack of instructional training available to instructors, and a loss of field readiness allowances.[52] The list of changes Instructors recommended mirrored the list of dissatisfiers : improve access and quality of resources, increase support from the organization, lessen workload,

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[52] CAF members in units under operational readiness conditions are given a special allowance (referred to as sea pay, field pay, or land duty allowance), that amounts to several hundred dollars per month. Many TEs are not eligible for this allowance, and thus, Instructors often feel as if they are taking a pay cut when being posted to a school.

improve selection of instructors, increase the quantity and quality of support staff, increase training for instructors, and increase incentives to be posted at the school.

Overall, the satisfiers/ dissatisfiers identified in the focus groups were analogous to those topics found in the job satisfaction literature, save two : (1) Secondary tasks, and (2) Selection. Secondary tasks refer to extra duties that are unrelated to teaching duties (e.g., making instructors to take part in parades). CAF Instructors reported feeling that they were often tasked (i.e., ordered by their supervisors) to do extra duties that foremost cut into preparation time, and secondly were unrelated to their job. With regards to Selection – this refers to how CAF Instructors are selected for or posted to a school – CAF Instructors were split on this issue, with some advocating for a formal process, strict selection criteria to select the top performers, and longer postings (beyond the typical three-year posting) to take better advantage of the steep learning curve, whereas others argued this was unnecessary. However, many posited that becoming an instructor had a negative impact on their career. That is, instructors believed that being posted to a TE puts them outside of their career stream, as the TEs are managed separately from their home units and occupations. Consequently, instructors felt that they were often passed over for promotion opportunities that would have been available had they not been at the school (as in *out of sight, out of mind*).

Phase 2 : Factors Predicting CAF Instructor Satisfaction

In this phase, we utilized the qualitative data defining categories of satisfiers, dissatisfiers, and change recommendations, obtained via the focus groups, to tailor a survey that mirrored the language and specificity of the issues faced by CAF Instructors. The survey was administered to all CAF instructors and we opted to randomly split the data into two samples to test our hypotheses. First, Study 1 tested an overall model of satisfaction that included all factors as predictors. Next, Study 2 tested whether P-O fit served as a mediator (i.e., the mechanism) whereby workplace factors influenced overall satisfaction (see below for a discussion of the literature).

Method

Overall Sample

We sought to obtain a representative sample of CAF Instructors across all occupations[53] by sending invitations to all those occupying a CAF Instructor position (N = 3,794). Overall, 1,839 instructors across all four TEs responded to the survey (a response rate of 48%). Of these, only 1,581 participants finished the survey, and only 70% of these participants completed all questions. Thus, the final sample consisted of 1,104 participants (29% response rate).[54]

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[53] Gatewood & Feild, 2001.

[54] Using t-tests and contingency tables, we examined the data for differences between those who completed all of the questions and were included, and those who chose not to complete all of the questions and were not included, across all of the (completed) study variables. The only significant difference was that junior officers and senior NCMs were less likely to skip questions ; consequently, fewer junior officers and senior NCMs than expected were excluded from the final sample.

Of those who responded to demographic questions, there was an average of 41 months experience teaching in the school ($n = 527$, $SD = 58$ months), with an additional 138 participants reporting having previously taught at a school with an average of 51 months ($SD = 45$ months). Participants were, on average, Regular Force members (88%) with 11-15 years of service in the CAF (31%), and the majority of respondents were senior NCMs (38%), followed closely by junior NCMs (34%). Interestingly, comparatively few junior (15%) and senior (6%) officers self-identified in the survey. The majority taught at a school falling under the authority of the RCAF (35%), followed by the CA (30%), MPG (18%), and lastly, the RCN (9%). Participants were mostly male (84%), English language speaking (75%), and reported high school as their highest level of education attained (46%).

Interestingly, overall job satisfaction was rather high, with an average rating of 3.94 ($SD = 1.01$) on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*) in response to the statement "Overall, I am satisfied with my job as an Instructor". The majority (49%) of Instructors *agreed* that they were satisfied with their job. Only 11% *disagreed* or *strongly disagreed* that they were satisfied. Therefore, we can conclude that contrary to the anecdotal evidence that spurred this research, CAF Instructors are, generally speaking, satisfied with their jobs.

Measures

Overall, there were 9 different constructs included in the final survey (*cf*. Table 1, next page), measured across 53 different items.[55] Pragmatically, many constructs were measured by single items due to the time needed to complete the survey. As a general rule, the volume of questions directly coincided with the relative importance placed on the issue during the focus groups. Moreover, wherever possible, items were adapted from literature. Unless noted, all items were answered on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). See Table 2 (p.12) for means and standard deviations, correlations, and reliability estimates for all study variables.

Compensation. Focus group results suggested that CAF Instructors were severely displeased with the fact that the majority of them were no longer eligible for an environmental allowance. Accordingly, participants were asked "Do you currently received environmental allowances ?", and answered using a simple *yes* (1) or *no* (0) scale.

Preparation. Participants were asked four questions related to how prepared or qualified they were, and the amount of preparation they received before instructing. These items were adapted from the focus groups results and Abdel-Halim's (1981) perceived ability job-fit scale (e.g., "When you first started as an instructor, you felt you were adequately prepared").

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[55] For all constructs, principal axis factor analyses utilizing direct oblimin rotation supported a single factor solution, except in those instances where we report using multiple items to measure that construct. Where multiple items were used to measure a single construct (e.g., Selection was measured using two single item constructs : [1] Posting length, and [2] Negative impact), factor analyses did not support creating a total score or combining with other items.

Person-Organization (P-O) Fit. We measured concordance between personal values and beliefs and those of the organization – in this context, we operationalized the organization as the school – utilizing a single item : "I feel my personal values match or fit the values and culture of the school," adapted from Cable and DeRue (2002).

Table 1 : Constructs, Operational Definitions, and the Number of Items
Used to Measure the Construct

Construct	Sub-Construct	Definition (Higher levels are related to greater agreement that …)	Number of Items
Compensation		Instructors receive sea pay, land duty allowance, or other readiness allowance (Y/N).	1
Preparation		Instructors felt personally prepared and had adequate training in order to teach.	4
P-O fit		Their personal values and beliefs match those of the school.	1
Recognition	Provided	The job receives acknowledgement and recognition from others.	1
	More needed	More formal and informal recognition programmes and rewards should be implemented.	2
Resources		The schools have a sufficient number of Instructors, French language speaking personnel, and/or support staff.	7
Selection	Formal process	There should be a formal selection process in place that chooses the top performers as Instructors.	2
	Posting length	The posting length is too short – instructors are just getting good at their job when they are posted out of the job.	1
	Negative to career	The posting has a negative impact on their career path	1
Students		Instructors have an appropriate level of influence on student outcomes as there is little pressure to produce and pass students irrespective of their actual performance, maintaining a respectable level of quality in students.	10
Supervision		Supervisors provide Instructors with sufficient autonomy and latitude to do their job, providing sufficient and consistent expectations, feedback, and trust.	13
Work Environment		Instructors have the authority to make changes and improvements, unimpeded by bureaucratic red tape, affording them sufficient preparation time to focus attention on their primary task of teaching, while maintaining a work-life balance.	10

Recognition. Adapted from the multimethod job design questionnaire (Campion, 1988) and focus group results, participants were asked three questions regarding whether their job "provides acknowledgement and recognition from others", and whether more formal or informal recognition was needed.

Resources. Participants were asked five questions, adapted from Pierce and Gregersen (1991) and Dunham and Smith (1979, as cited by Fields, 2002), that were related to the level of coordination, training aides and resource adequacy, and to personnel shortages (e.g., "there is a sufficient number of support staff available", "there are not enough French-speaking instructors available").

Selection. Drawing from the focus groups results, we created four questions aimed at the top selection issues: (1) the initiation of a formal selection process that (2) selects top performers, which (3) does not negatively impact their career, and (4) is of an appropriate duration (e.g., "A 3-4-year posting is too short; it takes that long to become a good instructor"). The first two items were combined into a single total score, whereas the latter two items were retained in the factor analysis as single item predictors.

Table 2 : Mean, Standard Deviations, Correlations, and Reliability Estimates
of All Major Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
Predictor Variables													
1 Compensation	-												
2 Preparation	0.11 *	-											
3 Recognition - Provided	0.04	0.18 **	-										
4 Recognition - More needed	-0.14 **	0.00	0.08 *	-									
5 Resources	0.06	0.15 **	0.28 **	-0.14 **	-								
6 Selection - Formal process	-0.01	-0.03	-0.01	0.20 **	-0.15 **	-							
7 Selection - Posting length	0.01	-0.09 *	0.14 **	0.11 *	0.09 *	0.02	-						
8 Selection - Negative to career	-0.10 *	-0.05	-0.17 **	0.04	-0.24 ***	0.04	-0.03	-					
9 Students	0.11 *	0.13 **	0.24 **	-0.06	0.40 ***	-0.04	0.05	-0.21 **	-				
10 Supervision	0.07	0.31 **	0.28 **	-0.07	0.36 ***	-0.04	0.04	-0.15 **	0.39 **	-			
11 Work environment	-0.02	0.16 **	0.28 **	-0.18 **	0.57 ***	-0.11 **	0.06	-0.31 **	0.43 **	0.47 **	-		
Outcome Variable													
12 Overall Satisfaction	0.04	0.32 **	0.38 **	-0.03	0.32 ***	-0.06	0.22 **	-0.26 **	0.28 **	0.41 **	0.40 **	-	
Mediator Variable													
13 P-O fit	0.14 **	0.28 **	0.32 **	0.03	0.30 ***	0.07	0.11 *	-0.20 **	0.36 **	0.40 **	0.38 **	0.57 **	-
Mean	0.20	3.83	3.09	3.68	2.64	3.78	3.05	2.73	3.21	3.32	2.64	3.97	3.87
St Dev	0.40	0.77	0.98	0.82	0.58	0.82	1.31	1.22	0.71	0.60	0.64	1.02	1.00
Cronbach's Alpha	n/a	0.62	n/a	0.48	0.54	0.44	n/a	n/a	0.84	0.81	0.83	n/a	n/a

Notes : * $p < .05$. ** $p < .01$.

Students. Ten items related to student quality, professionalism, and preparedness (i.e., having prerequisites), as well as the influence they have over student outcomes (e.g., "the chain of command [i.e., supervisor] considers my views when decisions are being made about student outcomes"), all derived from the focus groups results or adapted from Norton (2004).[56]

Supervision. Thirteen items pertaining to autonomy, feedback, communication of expectations and goals, as well as supervisor trust (e.g., "Standards [officers] give me helpful feedback about my performance") were adapted from Greenhaus, Parasuraman, and Wormley (1990), Sweeney and McFarlin (1997), and Norton (2004).

Work Environment. Adapted from Netemeyer, Boles and McMurrian (1996), Spector (1985), and Ivancevich and Matteson's (1980) frustration with work scale, participants were asked to respond to 12 items tapping into work tempo, work-life balance, authority to make changes to the lesson plans, and the imposition of secondary duties (e.g., "The demands of your work interfere with your home and family life").

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[56] Student outcomes refers to the final disposition (i.e., pass or fail) for underperforming students.

Job Satisfaction. Job satisfaction was measured using both a single overall satisfaction item (i.e., "Overall, I am satisfied with my job as an Instructor"[57]), as well as a composite index comprised of five variables tapping into satisfaction with teaching, re-learning material in order to teach, sharing personal experiences, and feeling a sense of accomplishment, each dictated by the top satisfiers defined by the focus groups. All items were rated on a scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). We opted to use the single item predictor based on Schleicher *et al.* (2011), who concluded composite predictors using multiple individual factors often have overlapping constructs. Further, measuring job satisfaction with a multitude of overlapping constructs would increase variability in the dependent variable, hampering our ability to find significant results.[58] [59] Scarpello and Campbell (1983) proposed that a single item that assesses job satisfaction is stable, reproducible and more accurately reflects job satisfaction.

Survey Procedure

A personal invitation to complete the survey was sent to all identified CAF Instructors. As well, to ensure inclusion, we emailed the survey to each of the major TEs, asking their commandant to distribute the invitation to all of their personnel. Instructors were informed that the study was completely voluntary and would take approximately 45 minutes to complete. Participants choosing to complete the survey clicked on a link bringing them to a Fluid Survey site where they were informed they were free to skip any question(s) they wanted and could leave the survey at any time without penalty or career repercussions, before indicating informed consent.[60]

Participants progressed through the survey at their own pace. Questions were randomized within each section, however, overall the sections were static and participants all progressed through the survey in the same order. That is, as fatigue set in, there were fewer responses to questions at the end of the survey. Moreover, some demographic questions that could potentially identify individuals (e.g., "what training establishment do you work for") were scantily responded to.

Group Differences

As mentioned above, we randomly divided the sample into two. There were no differences between the two samples on any independent or dependent variables and demographic characteristics except two: the Study 1 sample had more Reserve Force personnel ($n = 34$) than Study 2 ($n = 19$), χ^2 (1, $N = 1,020$) = 7.51, $p = .006$, and Study 2 had significantly more officers ($n = 131$) than Study 1 ($n = 101$), χ^2 (1, $N = 1,020$) = 5.02, $p = .025$, and therefore there was more reported university-level education in Study 2 ($n = 140$) than in Study 1 ($n = 99$), χ^2 (1, $N = 1,018$) = 9.83, $p = .002$. To determine if these characteristics could influence the results, post-hoc tests were conducted reversing the

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[57] Taylor & Bowers, 1974, as cited by Fields, 2002.

[58] Erceg-Hurn & Mirosevich, 2008 ; Serbetar & Sedlar, 2016.

[59] Analyses were run using a composite index of job satisfaction and the same pattern of results was found.

[60] This survey was approved and coordinated through the DGMPRA Social Science Research Review Board, in accordance with DAOD 5062-0 and Daod 5062-1. Approval Number: 1559/16F.

samples (i.e., statistics for Study 2 were ran with the Study 1 sample, and vice versa) and the same pattern of results were found in both samples for both studies.

Study 1 – Predictors of C<small>AF</small> Instructor Job Satisfaction

In this study, we examined the cumulative effect of the constructs discussed in the focus groups in predicting C<small>AF</small> Instructor job satisfaction. Specifically, we regressed indices of Compensation, Preparation, P-O fit, Recognition, Resources, Selection, Students, Supervision, and Work Environment onto the composite of C<small>AF</small> Instructor Satisfaction. As noted in Table 1, compensation was measured using a single item. Recognition was measured using two separate constructs – agreement that recognition was already provided, and a combination of two items tapping into a need for more formal and informal recognition. Similarly, Selection was assessed with four items, with two items regarding the establishment of a formal process to choose top performers, as well as two items tapping into posting length and the perceived effect the posting has on one's career. Each item was subjected to a hierarchal stepwise regression and constructs were entered sequentially to determine the additive effect of their predictive power. Further, given our hypotheses for Study 2, we anticipated that P-O fit would be a strong predictor of overall satisfaction, and therefore, examined models both with and without P-O fit included.

Hypotheses

In Study 1, we hypothesized that although many of the factors predicting job satisfaction are important in isolation, together, only a few would be significant predictors of C<small>AF</small> Instructor satisfaction. Based on the comments from the focus group sample, we predicted that Resources (i.e., training aides), Work Environment (i.e., curriculum and secondary duties), Preparation (i.e., training for instructors), and Compensation (i.e., field readiness allowance) would top the list of significant predictors of overall job satisfaction. Moreover, based on previous literature suggesting that P-O fit was an important component of organizational outcomes,[61] we predicted that P-O fit would be a significant predictor of overall satisfaction. We had no *a priori* prediction for the relative importance of Recognition, Selection, Students, or Supervisory issues, beyond to say that all were important factors in both the literature and the focus groups ; therefore, we anticipated that each would be a significant predictor of satisfaction.

Statistical Analyses

We utilized hierarchical multiple regression to examine the incremental predictive power of the various workplace factors on overall job satisfaction.[62] Each construct representing various workplace factors was entered in a separate step of the regression, allowing us to interpret the additive predictive power of those constructs. Cohen and colleagues (2003) recommend interpreting estimates only at the final step of the model, as previous steps are qualified by and subsumed by the final step, and therefore, one should

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[61] Verquer, Beehr & Wagner, 2003.

[62] Cohen, Cohen, West & Aiken, 2003 ; Hunsley & Meyer, 2003.

be cautious about drawing too many conclusions regarding the differences between steps (i.e., before and after the inclusion of P-O fit).

Results and Discussion

As we anticipated, several of the indices were aligned with the focus group data and were significant predictors of overall satisfaction (see Table 3, next page, for parameter estimates). Specifically, Preparation, P-O fit, Recognition (provided), Selection (posting was too short), and Supervision, were all positively and significantly associated with overall job satisfaction. Conversely, higher levels of agreement that more recognition was needed and that the instructor posting had a negative impact on career progression were negatively associated with overall job satisfaction. Overall, these workplace factors accounted for 46% of the variance in overall job satisfaction.

This means that CAF Instructors who believed that they had sufficient time to prepare, felt better prepared, and felt qualified to teach their courses, were more satisfied with their role as an Instructor. CAF Instructors who felt there was a greater match between the school values and beliefs and their own were more satisfied with their jobs. Those who received sufficient recognition in their role and who believed the posting length was too short (i.e., they indicated they wanted more time in the role) also reported greater satisfaction. However, as we expected, those reporting that more could be done, formally or informally, to recognize or compensate instructors, were less satisfied, as were those who reported that an Instructor posting was a detriment to one's career.

Table 3 : Multiple Hierarchal Regression Predicting Overall Satisfaction Scores
with the Various Indices of Job Satisfaction

Variables in Model	Step 8		Step 9		
	B	*t*	*B*	*t*	*ΔR²*
1 Compensation	0.07	0.70	0.09	0.94	0.008 †
2 Preparation	0.17	2.99 *	0.13	2.59 *	0.063 **
3 Recognition					0.130 **
Provided	0.19	4.16 **	0.15	3.55 **	
More needed	-0.14	-2.79 *	-0.15	-3.15 *	
4 Resources	0.00	0.04	0.05	0.62	0.021 **
5 Selection					0.057 **
Formal process	0.08	1.49	0.07	1.45	
Posting length	0.15	4.86 **	0.12	4.18 **	
Negative to career	-0.08	-2.24 *	-0.08	-2.43 *	
6 Students	0.17	2.50 *	0.06	0.88	0.031 **
7 Supervision	0.36	4.39 **	0.21	2.76 *	0.041 **
8 Work Environment	0.19	2.23 *	0.14	1.83 †	0.007 *
9 P-O Fit			0.37	9.05 **	0.103 **

Notes : * $p < .05$. ** $p < .01$. *** $p < .001$. P-O fit = Person-Organization fit.

Contrary to our hypothesis, Work Environment was only a marginally significant predictor of overall satisfaction, despite this factor accounting for the second and third top-rated issues in the focus groups (i.e., secondary duties and poor curriculum, respectively). Specifically, those reporting that the work tempo was not too high, that they did not find bureaucracy got in the way of doing their job, that secondary duties were not overly

burdensome, and who were able to maintain a work-life balance, reported only marginally higher satisfaction with being a CAF Instructor than those who reported that the tempo was too high, were unhappy with the procedures that got in the way of doing their job, who felt burdened by secondary duties, and who were unable to maintain a work-life balance.

Unexpectedly, Resources, the top-most rated dissatisfier (i.e., a lack of resources) in the focus groups, was also not a significant predictor of overall satisfaction. However, when Resources was entered separately in a hierarchal regression, it originally was a significant predictor, $B = .27$, $t(439) = 3.45$, $p = .001$, but with the eventual inclusion of both Selection and Student factors, this predictor was no longer significant. Also, despite being the fifth highest rated issue and rated by almost all those who participated in the focus groups as being within the top three most important dissatisfiers, there was no association between Compensation and overall job satisfaction, $B = .09$, $t(429) = 0.94$, $p > .34$. In other words, despite the loss of the field readiness allowance being a key issue for participants taking part in the focus groups, it was not a significant predictor of overall satisfaction. Interestingly, it was only a marginally significant predictor when it was the sole predictor in the model of satisfaction (i.e., in Step 1), $\Delta R^2 = .008$, $p = .067$. Also, a belief that students were professional, prepared, and of high quality, and that supervisors were trusted, and provided autonomy, support, consistent expectations, and feedback, was not related to satisfaction. And lastly, the Selection item measuring formalization and choice of top performers was not a significant predictor of satisfaction.

An examination of Beta weights determined those factors that have greatest impact on job satisfaction for CAF Instructors.[63] Of the significant predictors, P-O fit had the greatest impact on overall job satisfaction, suggesting it may be an intermediary variable that can be used to help explain the direct impact of these factors on overall job satisfaction. Interestingly, Supervision Support was the second-most important predictor, followed closely by the perception that recognition was already provided. This suggests that the perception that one's personal values are aligned with the values and culture of the school was key to CAF Instructor satisfaction. Remarkably, P-O fit had a *B*-value that was larger than the sum of the subsequent two predictors. Further, issues surrounding the provision of autonomy, latitude, and trust in instructors to do their job as they see fit, and providing sufficient and consistent expectations and feedback, were also crucial to satisfaction, by a magnitude of almost 1.5 when compared to Recognition (provided). Lastly, rounding out the top five predictors with greatest impact were issues pertaining to the Preparation and Posting Length.

A comparison between Step 8 and Step 9 of the model explicates the importance of including P-O fit in the model. When examining the significance of the parameter estimates, we noted that both Student and Work Environment issues were significant prior to the inclusion of P-O fit. In Step 9 (the full model), these two factors are no longer significant predictors, suggesting that P-O fit is a more robust predictor of overall

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[63] Cohen *et al.*, 2003.

satisfaction and may share some variance with these other two factors. And, in almost all cases, the *B*-values of the other predictors declined when P-O fit was included. This provides further support for the idea that P-O fit may help explain the process whereby workplace factors influence overall satisfaction.

Study 2 : P-O Fit and Workplace Stressors

In this study, we tested a model of P-O fit and job satisfaction based on previous research suggesting that P-O fit served as a mechanism influencing organizational outcomes. Specifically, Nicol, Rounding and MacIntyre (2011) found that the relationship between socio-political attitudes (i.e., authoritarianism and social dominance orientation) and organizational outcomes, such as satisfaction and turnover intentions, was mediated by P-O fit. This means that the effect of sociopolitical attitudes on organizational outcomes is not direct. Rather, the historical and theoretical linkage between these sociopolitical attitudes and a military context[64] functions via a match between a person's values and those of the military. Attitudes increase perceptions that one's values and beliefs are akin to the values and culture of the organization, and this in turn, influences organizational outcomes such as job satisfaction.

It seems reasonable, then, that attitudes regarding various factors associated with job satisfaction would influence perceptions of a match between one's personal values and beliefs and the values and culture of the school. Put another way, the more positive attitudes are regarding various workplace factors, the more likely they are to positively impact one's belief that the values and culture of the organization are a good fit with one's own values. This perceived fit between oneself and the organization would then positively influence job satisfaction. Consequently, if attitudes regarding Preparation, Recognition, Resources, Selection, Students, Supervision, and/or Work Environment were misaligned with one's personal beliefs, then perceptions of P-O fit would be low and would, in turn, lower job satisfaction.

Further, as mentioned above, Mas-Machuca and colleagues (2016) reported that organizational pride, a construct analogous to P-O fit, mediated the relationship between work-life balance and job satisfaction. Arguably, organizational pride is related to P-O fit in that one would not have organizational pride if they also did not believe that their own values and beliefs were aligned with organizational values and culture. Indeed, Ihme, Sonnenberg, Barbarino, Fisseler and Stürmer (2016) found that P-O fit in older university applicants was augmented via anticipation of organizational pride.

Hypotheses

Drawing chiefly on Nicol and colleagues (2011) and secondarily on Mas-Machuca and colleagues (2016), we hypothesized that P-O fit would serve as the underlying process or mechanism whereby workplace factors impact or influence overall job satisfaction. That is, we conceptualized a model that suggests that the underlying relationship between

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[64] Nicol, Charbonneau & Boies, 2007.

various workplace factors and overall job satisfaction is mediated by P-O fit. Specifically, we theorized that positive levels of workplace factors would increase P-O fit, which in turn, would positively influence overall job satisfaction.

Statistical Analyses

Composite Predictor. We created a composite independent variable (IV) of workplace factors by summing scores across all of the factors utilized in Study 1, except P-O fit. Principal axis factor analyses supported a single factor solution and Cronbach's reliability estimate was good : α = .87.

Mediation. Mediation seeks to test the mechanism or process that can account for an observed direct relationship between an independent and dependent variable, via the inclusion of a third variable.[65] Mediation models propose that the independent variable influences the mediation, which in turn, influences the dependent variable ; this is what is referred to as an indirect effect.[66] In our case, we tested whether the indirect effect of workplace factors on overall job satisfaction worked through P-O fit.

To examine our hypotheses, we used Hayes's (2013) PROCESS macro for SPSS with 10,000 bootstrap samples and 95% confidence intervals to test each model. Some of the statistical tests (e.g., Sobel's test for significant mediation) obtained in PROCESS include traditional p values, but other tests (e.g., test for an indirect effect) yield only confidence intervals, which can be interpreted as a statistically significant effect if the confidence interval does not contain zero.

Results and Discussion

We first used a simple mediation model (PROCESS Model 4 ; see Figure 1, next page) to determine if P-O fit mediated the relationship between the composite IV and job satisfaction. As we anticipated, the composite index of workplace factors was a significant predictor of P-O fit, $B = .03$, $t(518) = 12.93$, $p < .0001$, which was, in turn, a significant predictor of overall job satisfaction, $B = .42$, $t(517) = 10.92$, $p < .0001$. The confidence interval for the indirect effect (.008, .014) did not contain zero ; therefore, the indirect effect of P-O fit ($B = .011$) on the IV-overall satisfaction relationship was significant. In other words, the effect of workplace factors on overall satisfaction is mediated by P-O fit. Replicating Study 1 and indicating partial mediation, the direct effect of the workplace factors on overall satisfaction still was significant when controlling for P-O fit, $B = .01$, $t(517) = 6.53$, $p < .0001$. Lastly, Sobel's test also was significant, $z = 8.33$, $p = .0001$, indicating a significant reduction in the direct relationship between the IV and overall satisfaction when P-O fit was included in the model. In other words, the mediation model is statistically significant.

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[65] Cohen *et al*., 2003.
[66] Preacher & Kelley, 2011.

Figure 1 : Conceptual Model 4, as Developed by Hayes (2013), Depicting the Mediational Relationship of Job Factors on Overall Satisfaction via Person-Organization Fit (P-O fit)
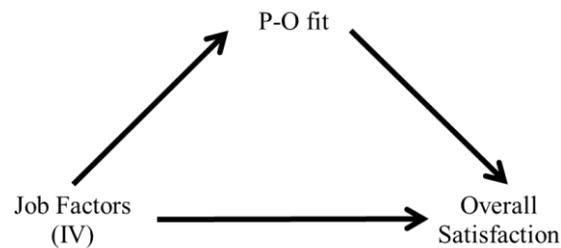
General Discussion

The efficacy of warriors is dependent upon the effectiveness of training, which in turn, is conditional on the quality of instruction. Likewise, the quality of instruction is influenced by the satisfaction of instructors.[67] Across two studies we were successful in identifying one of potentially many mechanisms of job satisfaction. Specifically, in Study 1 we found that P-O fit was a significant and important predictor of overall job satisfaction, and in Study 2 we confirmed that P-O fit serves as the mechanism whereby other workplace factors influence overall job satisfaction.

Our data suggest that despite most instructors reporting moderate levels of job satisfaction, there are several areas identified as being critical for predicting job satisfaction. Paramount was fostering a sense of value-fit between the instructor and school. P-O fit provides the largest opportunity, not only because it was the largest predictor, but because it was also found to be the mechanism whereby the other factors influence job satisfaction. That is, positive ratings on the various other factors were associated with greater levels of P-O fit, which was in turn, related to greater job satisfaction. Thus, P-O fit can be viewed as especially important for job satisfaction, and as such is important to consider when recruiting and selecting personnel for the organization.

Factors Predicting Satisfaction

Generally speaking, our data conformed to expectations. The issues identified by the focus groups were, by and large, mirrored by the larger sample of CAF Instructors. Of note, the top-most important issues consistently identified during the focus groups were not echoed by this larger sample. Specifically, Compensation, Resources, and Work Environment encompassed three of the top five dissatisfiers identified by focus group participants, and yet these predictors were not significant. The remainder of the issues, however, were supported, as evidenced by seven out of 12 factors being significant predictors of overall satisfaction.

A few of the predictors exhibited results consistent with intuition. First, given the generally accepted relationship between recognition and overall satisfaction, it is not surprising that those who perceive their organization as providing support and recognition would have greater satisfaction. And conversely, those who feel more recognition is

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[67] Pilarta, 2015.

needed would have less job satisfaction. Next, those instructors that report that the posting length is too short also report greater job satisfaction. These instructors are implicitly indicating that they would like to remain at the school, as they believe they are being posted just as they are becoming proficient at their job. Those who are unhappy believe the posting length is too long and would likely want to be posted out sooner. And finally, the relationship between the belief that being an instructor is a detriment to one's career and dissatisfaction is also unremarkable. It is unlikely, or at least conflicting, that someone would associate their job as being a negative to their career, while still holding positive attitudes regarding their job.

Recognition. Addressing the issue of recognition as an important predictor of overall job satisfaction is rather straightforward. First, ensuring that sufficient recognition (both formal and informal) is provided and that individuals are appropriately acknowledged for their efforts would surely boost job satisfaction. By providing CAF Instructors with more informal rewards such as barbecues, flexible work schedules, and opportunities to take "in lieu" time in recognition of the work tempo and long days, their satisfaction will improve. Or by instituting a recognition programme such as the one proposed by Camire (2014), that was adapted from the US Army, may help improve satisfaction via a formal mechanism. Next, providing clear and transparent guidelines that address the issue of promotional opportunities for those outside of their career stream will help to placate those with the perception that the instructor posting is a detriment to their career. In fact, *CAF Campus* made a similar recommendation to change personnel manage-ment processes to have instructional postings viewed as positive, which has yet to come to fruition.[68]

Selection. Tackling issues surrounding posting length is a bit trickier. The CAF generally posts its members in a three to four year posting cycle. Allowing CAF Instructors to remain in the same job longer would necessitate a shift in personnel management policy. Alternatively, CAF Instructors could be posted to developmental or supervisory positions within the school. For example, a hierarchy could be established whereby instructors could progress linearly from a basic to senior instructor, while remaining either at the same school or at least in the same job (i.e., at another school but in a more senior instructor position). This has the added benefit of taking advantage of the skills and knowledge developed by the instructor; capturing and cultivating this corporate knowledge. Also, more could be done to make CAF Instructors feel more successful and comfortable in their job, earlier, such as providing them with greater preparation (see below).

Preparation. Preparation was a significant predictor of overall job satisfaction. This suggests that how well prepared CAF Instructors believe themselves to be has an important impact on their overall satisfaction. Those feeling under-qualified, unprepared, or without sufficient knowledge or training on how to teach, are less satisfied with their jobs as instructors. It is recommended that the CAF first examine instituting some form of

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[68] Chief of the Defence Staff, 2013.

indoctrination and/or coaching period, so that CAF Instructors new to or unfamiliar with teaching can learn the skills needed to be comfortable in their jobs.

It is noted that one school, the recruit school, CFLRS, in St. Jean, Quebec, provides two-week standardization training. Newly posted CAF Instructors are provided with key knowledge on methods of instruction in an attempt to standardize the level of instruction. It is recommended that some form of this programme be instituted across the CAF at each TE. Alternative to an indoctrination period, a formalized process could be implemented whereby CAF Instructors are given the opportunity to complete one or more courses that are available from CFTDC to help orient them to instructional techniques prior to being thrust into the classroom. A lacklustre recommendation would be to transition formal training, as much as possible, to online distance learning so that CAF members nationwide can better take advantage of these resources. At minimum, the Instructional Techniques course should be mandatory to complete prior to employment as an Instructor.

Supervision. CAF Instructors who believe they have the autonomy and latitude to do the job as they see fit, and feel that their chain of command provides them with consistent expectations, trust, and routine feedback, have higher levels of overall satisfaction. Indeed, this is the second-most important predictor of overall job satisfaction. Aligned with literature suggesting that supervisory support is an important aspect of job satisfaction,[69] we observed a positive association between supervisory support and overall satisfaction ; however, anecdotally, participants in the focus groups highlighted that they received very little feedback by standards officers. This is likely attributable to standards officers' workload, who are responsible not only for providing feedback on teaching efficacy and content, but also must provide day-to-day logistical and administrative support for the entire course. Moreover, the standards officers are not the supervisors – thus, it is unclear whether instructors would benefit from generic feedback regarding their teaching, or more expectations-oriented feedback from supervisors, with the former being more relevant to improving teaching performance. To increase the association between supervisory support and job satisfaction, it is recommended that CAF leadership focus on providing instructors with feedback regarding their teaching.

P-O Fit. That P-O fit was the strongest predictor of overall job satisfaction was not surprising given the previous association between P-O fit and organizational outcomes observed by Nicol *et al*. (2011). The perceived match or fit between one's own values and beliefs and the values and culture of the school is central to the issue of CAF Instructor satisfaction. Not only was P-O fit the strongest predictor of overall satisfaction, but it served as the mechanism that underlies the association between the various factors and overall satisfaction. This helps us to understand the nature of the relationship between the factors and satisfaction. Specifically, the positive impact of these factors facilitates the perception that there is a value match. In turn, this value match influences satisfaction.

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[69] Schleicher *et al*., 2011 ; Chen, Sparrow & Cooper, 2016.

One pragmatic way to augment P-O fit is via socialization.[70] Specifically, research has suggested that organizations help employees adapt to its culture.[71] Socialization can take the form of formal indoctrination techniques or informal methods such as social events (e.g., barbecues). Additionally, if socialization techniques aim to emphasize P-O fit, then new employees will feel more comfortable with the organization. In the context of the CAF, CFLRS provides an indoctrination period that helps to socialize newly posted instructors to their new role as educators. Aligned with our results, informal and formal recognition methods will also serve to socialize new instructors to the culture of the school, enhancing P-O fit.

Germane to the current research, Autry and Wheeler (2005) recommend that organizations choose training programs that fit with the strategic organizational goals that will have a direct impact on employee perceptions of P-O fit. Training can be both formal and informal, thus, an indoctrination period would serve this purpose. Also, coaching programs matching more experienced instructors with new instructors, to teach them how to do their job would serve this purpose.

Sutarjo (2011) identifies several other ways to enhance P-O fit, such as measuring ideal versus actual culture, instituting culture change (where appropriate), maintaining diversity, and focusing on a reciprocal relationship of support for both the individual and organization. Specifically, Sutarjo recommends that an organization define its ideal culture and then measure its existing culture. Where a gap between ideal and existing culture exists, steps can be taken to effectively modify culture to align it with the ideal. By taking specific action to change culture, organizations can try to realign individual and organizational culture, in an effort to enhance P-O fit. Further, establishing and main-taining diversity helps to ensure organizational flexibility and survival – a homogeneous organization will have a more difficult time changing its culture than one consisting of diverse opinions. And throughout the change process, equilibrium must be found between individual needs and culture, and organizational needs and culture. For the CAF, the training schools should formalize their ideal culture and measure the existing culture, comparing the ideal culture with organizational goals. Although the current selection process does not yet afford it, CAF schools should focus on establishing and maintaining diversity and utilizing informal and formal recognition programs, such as "time in lieu" or an Instructor Recognition Programme,[72] to establish equilibrium between individual and organizational needs.

Lastly, as mentioned above, another potential method to foster Person-Organization fit is through selection.[73] Applying the theory of attraction-selection-attrition,[74] individuals tend to be attracted to organizations that they perceive match their own values, and in turn, organizations tend to select individuals that they perceive have similar values. Attrition

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[70] Sutarjo, 2011.

[71] Robbins & Judge, 2009, as cited by Sutarjo, 2011.

[72] Camire, 2014.

[73] Rynes *et al*., 2002 ; Arthur *et al*., 2006.

[74] Schneider, 1987.

may happen when the individual perceives an incongruity in values. Thus, a potential way for the CAF to improve CAF Instructor satisfaction is to provide a more realistic job preview of what entails being an instructor. Realistic job previews provide applicants with a balance of positive and negative information that provides a true sense of what will be expected of them. This will yield more accurate job expectations, which in turn, increase job satisfaction, organizational commitment, and performance.[75] Anecdotally, many focus group participants voiced concern that their expectations were not met when they became an instructor. Many felt the tempo should be lower, opportunities for professional development greater, or that there should be a more regular schedule (i.e., 9-to-5 job), and were disappointed, after being posted, to learn that the school was not like that. In the RCN, this lower tempo work environment is often likened to a *shore posting*, which is a reward and rest period after serving in a high operational setting (e.g., tours to Iraq). In fact, many lamented that the school environment was quite the opposite – high tempo, little time for professional development, poor work-life balance, and lack of any financial offset of the field readiness allowance. Therefore, realignment of expectations coupled with culture change can help to enhance P-O fit.

Limitations

That three of the top five factors identified by the focus groups were not significant predictors can be attributed to the method by which they were computed. That is, by using a composite or total score variable that incorporates several sub-constructs, we may have inadvertently suppressed key issues. For example, the issue of secondary duties that was prominent during the focus groups could be masked by its grouping in the total score with other constructs such as work-life balance, bureaucracy, and authority. Unfortunately, our data is limited in that many sub-constructs were measured using single-item indicators. Further research is needed that can expand upon the measures to create reliable sub-construct scales.

Along these lines, reliability estimates for many of the constructs measured with fewer than 10 items were expectedly very low.[76] In our defence, the average inter-item correlations were .29 and .28, for Resources and Formal process, respectively, which is aligned with recommendations that inter-correlations should be between .2 and .4.[77] Moreover, in all cases, the decision to group items was based on factor analyses that supported a single factor solution.[78] Critically, the low reliability estimate means that the two variables, although conceptually similar, may actually be measuring different constructs, which would result in unstable predictions. This translates into a reduced likelihood of finding significant effects.[79] Thus, any significant effects that we did find for these particular items were despite this weakness. As a consequence, the *B*-values for these

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[75] Premack & Wanous, 1985.

[76] Cortina, 1993.

[77] Briggs & Cheek, 1986.

[78] Tavakol & Dennick, 2011.

[79] Serbetar & Sedlar, 2016.

items should be interpreted with caution, as they would likely change if repeated in another sample measuring the constructs more reliably ; but the significance of the estimate would not change.[80]

Conclusion

Our data support the conception that various workplace factors influence value-fit between oneself and the organization, which in turn, has a substantial impact on job satisfaction. Our model builds on previous research by demonstrating that specific work-place factors such as Preparedness, Recognition, Selection, and Supervisory Support indirectly impact organizational outcomes via P-O fit. Consequently, the CAF should strive to improve perceptions of value-fit with its instructors, while also working towards improving how prepared instructors are to do the job, formal and informal recognition programs, selection issues (i.e., perceptions that the posting length is too short and that a school posting is detrimental), and supervisory support.

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