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HUMAN RESOURCE PLANNING

IN THE ARMY

Donald Anderson MacLean

Thesis submitted for degree

of

MASTER of LETTERS

Glasgow Business School

Faculty of Social Sciences

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SUMMARY

Human resource planning in the Army follows a system of regimental and staff appointments, i.e. line management and administrative appointments, interspersed with progressive education and training up to the rank of lieutenant colonel. This covers the first twenty years of a successful Army officer's career and his first nine or ten appointments.

When the present Army system is compared and contrasted with the various models and systems developed by business and industry, it clearly demonstrates a degree of inflexibility. This is emphasised in the time-bound appointment system that bears little direct relationship to performance and also the limited opportunity that the Army officer has to influence his own career. If you add to this, the changing attitudes in society and the anticipated changes in the Army, as the Warsaw Pact threat recedes, then it will obviously become increasingly difficult to attract, recruit and retain the necessary high calibre young men who will be needed, as officers, to manage the high technology future.

Therefore, the Army will have to adopt a much more flexible approach to human resource planning if it is to meet the aspirations and match the multi-career approach of many of the next generation of potential officers. This approach should include a much more attractive career package, in terms of improved remuneration and better conditions of service, the possible introduction of a BA General degree for all officers, perhaps a faster route to Staff College for the brightest officers and, lastly, an attractive incentive for the late entry potential high calibre officer.

CHAPTER 1

THE CONCEPT OF HUMAN RESOURCE PLANNING

1.1 Introduction

Human resource planning or organisational career development, until the mid nineteen seventies, was not recognised as a separate field. Even nowadays, although such terms as 'career specialists', 'career development managers' and 'human resource planners' are commonly used, most of the literature in this field consists of papers and articles scattered among the journals of a variety of disciplines: psychology, sociology, education and management. In addition, much of the important development in the area of careers has taken place in organisational activities that are not always written up for publication. Despite these slow beginnings, human resource planning is now regarded as a field in its own right and its importance is being increasingly recognised in business and industry.

1.2 Historical Perspective.

The traditional approach to manpower planning emphasised the organisation's requirements but took little notice of the employee's aspirations. These manpower planning arrangements varied from personal performance appraisals, to personnel testing programmes to computerised inventories of employees. However they had one characteristic in common and that was that the organisation was placed in a position of control. The organisation decided on the manpower needs, assessed the employees and matched them against the organisation's business plans - it had its own ideas on the employees capabilities and aspirations. In other words, employees were rarely asked to make a contribution to the planning process.

In 'A Model Career Planning Program' Benson and Thornton identify specific examples of these traditional approaches to manpower planning as considered below. (Benson & Thornton 1978).

Boeing Company's inventory of management manpower resources was designed to maintain a supply of competent management personnel. The company collected information about the personal history, skills, past achievements and performances of the management and potential management personnel. The senior managers would meet annually to assess the present managers and the suitability of potential successors and any planned organisational changes. The company would then forecast the need for managers, select candidates and decide on the best way to develop them. This programme may be efficient in human resource development terms but it does not take sufficient notice of what the employee wants and fails to help employees make important personal decisions about the future. In other words, the company is in control and only concerned about company needs.

North American Aviation Inc's skills index was developed to code employees' past experience and the employees coded themselves according to a list of characteristics (descriptors) chosen by the company through a research programme. The index considered the most relevant characteristics for accurate portrayal of an employee's abilities. Again, this method failed to consider individual aspirations and give employees any guidance.

American Telephone and Telegraph assessment programme was based on assessment centres which evaluated employees' capabilities to function in specific jobs. The assessment programmes have been developed now to consider personal aspiration but up until recently, they were only concerned with measuring potential for management, engineering and marketing. This sort of programme could only be used by a large company because of the costs involved in developing and sustaining it.

The Systems Development Corporation's skills inventory system was developed using a computerised human resource information system which maintained extensive information on employees. From this, they created summaries of corporate personnel capabilities for use in writing new business proposals. It also selected appropriate employees for these proposals and determined which employees would be best suited for new jobs. Again, this system failed to consider the individual's aspiration.

1.3 Organisational Career Development

Pioneering work was done at General Electric by Walter Storey (Storey 1976), where he described the two important facets of the career development process. The first facet was the work of the individual employee who attempts to plan his or her career and the second facet relates to the organisational activities that select, assess and develop employees to provide skilled people to meet future company needs. The individual level approach is often called 'career planning' and the organisational one is called 'career management'.

Career planning was defined as a deliberate process of:

a. Becoming aware of oneself, opportunities, constraints, choices and consequences.

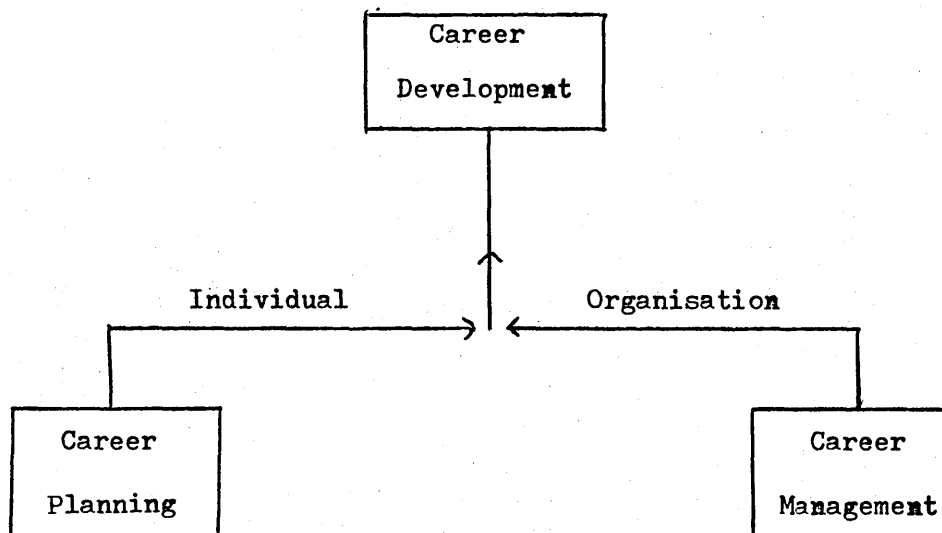
b. Identifying career related goals.

c. Programming work, education, timing and career moves to attain a specific career/job.

On the other side, career management was the continual process of preparing, implementing and monitoring career plans undertaken by the individual alone or as part of the organisation's career system.

Figure 1

CAREER DEVELOPMENT

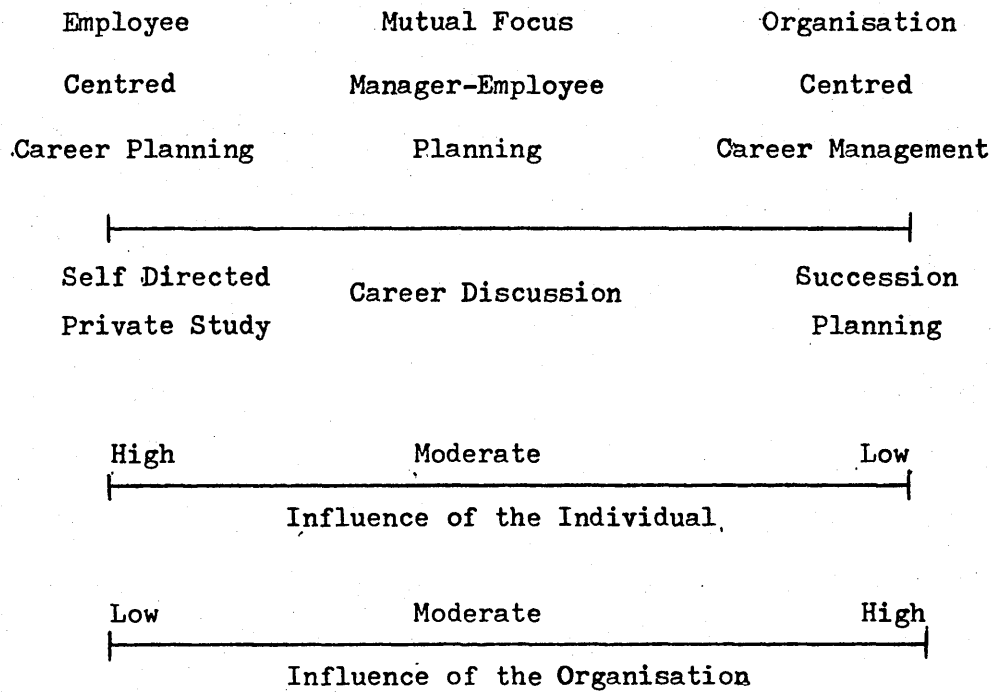


A balanced approach to organisational career development requires the use of both of these activities which complement and reinforce each other. For example, if individual employees have failed to plan for their own development, they may not be in a position to respond to opportunities presented when promotion jobs become available (as one observer stated, "Failing to plan is planning to fail".) On the other hand, no amount of individual career planning and preparation can be effective if organisational opportunities for career movement are not available.

This balanced approach is well illustrated in the Career Development Spectrum (Hall 1986). Here he takes the two extremes of the spectrum. At one end is individual career planning and at the other end is organisational career management. At the career planning end of the spectrum, there are individual activities, such as private study and other self-directed training for advancement, which are not under the control of the organisation. At the opposite career management end of the spectrum, is the succession planning which is done in secret by the top management with no involvement from the individual. In the middle of this spectrum, are activities with equal involvement by the individual and employee and this mutual focus would involve career planning and counselling.

Figure 2

THE CAREER DEVELOPMENT SPECTRUM



1.4 Human Resource Planning

Probably the most important development related to careers, in recent years, has been the attention given to 'strategic human resource planning'. This is the linking of a company's strategy for managing human resources to its business objectives as shown in Figure 3 below:

Figure 3

HUMAN RESOURCE PLANNING

Company Strategic Planning + Career Development Planning
= Human Resource Planning

This in turn, involves several aspects; top management's agreement on clear and specific aims and objectives; the communication of this to the whole organisation, and the close liaison between business planners and human resource planners so that these respective plans are sensibly integrated.

Incidentally it should be emphasised that this concept of human resource planning is different from the traditional view of personnel management in the following ways; human resource planning costs are viewed as an investment and not as an uncontrollable expenditure; human resource planning adopts a forward planning approach to dealing with staff matters rather than a reactive one and human resource planning emphasises the link between company strategic planning and the career development of its staff.

One of the most interesting and controversial areas of concern at present is 'succession planning' i.e. human resource planning for the key company positions. Because this subject is very sensitive, there has been little research on it and it seems that most organisations develop their own succession method so that it fits in with its particular culture. In practice, the process is much simpler than the complicated human resource planning methods found in research literature (Sorcher 1985).

Throughout business and industry there has certainly been a renewed interest in the assessment and development of management potential. One of the main reasons for this is that, in today's leaner and flatter organisations, senior managers are critical to the success of the operation. Therefore, with little spare capacity, these senior appointments have to be carefully filled because a poor choice could have serious consequences. This trend, to leaner and flatter organisations is supported and developed by Charles Handy in his 'shamrock organisation' (Handy 1989). The other reason, of course, is the importance of having a good system for identifying high potential employees.

1.5 Career Satisfaction

It is now becoming to be recognised that organisations cannot possibly provide all the career rewards an employee is looking for and that employees must be encouraged to assess what they most want in terms of values, interests and needs and how best to achieve this. This interest in self direction is felt strongly at mid career where some hard decisions have to be made such as, turning down a promotion move in the interest of quality of life for the individual, where he has a satisfying job, and his spouse's career and other family considerations become increasingly important. This tendency to self direction will also encourage some employees to undergo retraining. This will be increasingly important in the future as people become 'deskilled' as their jobs become obsolete (Nussbaum 1983).

1.6 Human Resource Planning in the Army

Career planning for Army Officers has changed gradually since the end of the Second World War but these changes have been almost exclusively directed at education and training and not in the area of career management which has changed little. The terms 'education' and 'training' are often used interchangeably in the Army although their meanings are in fact different. Education implies the full development of the individual in all intellectual respects. Training, on the other hand suggests the learning and practice of specific skills (Learmont 1989).

1.7 Career Planning in the Army

1.7.1 Officer Cadet Training

From 1947, when the Royal Military Academy, Sandhurst re-opened, until 1972, regular officers spent two years there as officer cadets prior to being commissioned, (actually from 1947 until 1955, they did four months service in the ranks followed by eighteen months at Sandhurst). With the closure of Mons Officer Cadet School in 1972 (for Short Service Commissioned officers) and the move of all officer training to Sandhurst, there was a major change in the course there. The new course was purely military and lasted twenty eight weeks. All officers attended this course but regular officers remained for a further twenty three weeks for the academic part of their training. Since 1988, all non-graduate officer training at Sandhurst has lasted one year with graduates spending nine months there. Therefore, it can be seen that there has been significant changes to the length of officer cadet training since 1972. (von Zugbach 1988)

1.7.2 Education and Promotion Examinations

Up until 1975 successful officers were required to pass the lieutenant to captain promotion examination which was a practical one based on a tactical situation. Next they were required to pass the captain to major promotion examination which was both practical and written. For selection, for the all important Staff College, this latter examination had to be passed well and there were additional written papers on military history, tactics and military science for staff candidates. The preparation for this was private study, distance learning and the odd short course. Finally, the successful officer attended Staff College, for fifteen months or two years, depending on whether he had a technical aptitude and remained for the extra course at the Royal Military College, Shrivenham.

The problems with this system was that the education and training from Sandhurst through to Staff College was not progressive and was not linked to the training carried out at regimental duty. In addition, there was an inherent unfairness about the preparation for the Staff College examination because some officers were given plenty of time off to study whereas others, who were holding down high pressure jobs, did not have this opportunity. The examination was based on learning and reproducing information and was not related to experience and skills.

As a result of proposals on the pattern of officer training and education (CAROT 1974), the system changed significantly and it was further refined as a result of later studies; the Beach Report 1985 and ROTE 1985. The new arrangements for officer training and education that have now evolved are described in more detail in Chapter 4.

1.8 Career Structure and Management

The last major reorganisation of the career structure of the Army Officer was carried out by the Goodbody Committee (Goodbody 1958). This was a result of the 1957 Government White Paper in which it was announced the intention of ending National Service by the end of 1962. The most important aspects of this new career structure were the introduction of:

- a. Selection for promotion to Major, with those not selected being retired after 16 years service.
- b. Careers for all to age 55, with the option of voluntary retirement with retired pay after 16 years reckonable service.

Apart from an adjustment in the 1966 Review, which lowered the ages of promotion to lieutenant colonel, colonel and brigadier, there has been no other significant change to the career structure of an Army officer since the end of conscription.

Similarly there have been no real changes to the Army officer's career management system which is generally considered very comprehensive. The system, based on promotion boards, personnel branches with career responsibility for officers and the annual confidential reports, remains in position. Indeed the Army's confidential report has been widely copied in the commercial world and this must be a commendation for its value and worth. However, this well defined career structure does not cater for the very high calibre officer, the late entry officer and the late developer or the officer who wishes to specialise early in a particular field. This will be discussed later.

1.9 Conclusion

Human resource planning is now recognised as an increasingly important aspect of business strategy. The Army on the other hand, whilst beginning to recognise the relevance of this matter, has taken a different view of the career development half of the human resource planning equation.

CHAPTER 2

CAREER MODELS AND SYSTEMS

2.1 Introduction

The traditional model of a career and promotion at work was that an employee started at the bottom of a ladder, or near it, and gradually worked his way up the career structure of that organisation until he reached his ability level or until he reached the top rung of that ladder. Indeed, in some companies, especially small ones, this career model still holds good. Also in a large company, employees tended to remain on the ladder on which they started and if this was a specialised one, then they were often sidetracked from the main management promotion stream.

However, in large organisations with choices of career options at each level of management, there is now the recognition of the importance of human resource planning in relation to organisational objectives and the individual's potential and ambitions. In the past fifteen years or so, there have been major advances in this field and this is developed by Douglas T Hall in his book 'Career Development in Organisations' where he refers to "the rapidly changing field of organisational career development" (Hall 1986). During this same period there has been a significant number of articles and papers, in American, and to a lesser extent, British journals on career development in organisations.

Initial research identified over one hundred and fifty articles on this subject. On closer examination, only a few of these articles, described human resource planning models and systems and it was this area that was directly relevant to the thesis.

Many articles were appropriate but had been superceded by more up to date ones on the same subject. For example, the article on 'Career Ladders' in Human Resource Management (Burack and Mathys 1979) was overtaken by an article on the same subject in Management Review (Riceman 1982). A large number of the career development articles were of a rather specialised nature and so of little help. Examples of this were 'Counselling in Industry' (Cairo 1983), 'Career Planning in the Hospitality Industry' (Antil 1984) and 'Career Clinic' (Moris 1985).

It appeared that papers produced or articles written in the 1970's and up until about 1981, on human resource planning, were superceded, as the 'state of art' developed, by material produced from 1983 onwards. For example, the following articles, "On-the-job Career Planning" in the Training and Development Journal (Cotton and Fraser 1978), "A Model Career Planning Program" in Personnel (Benson and Thornton 1978), "Training Managers for their Role in a Career Development System" in the Training and Development Journal (Leibowitz and Schlossenberg 1981) and "Career Development Strategies in Industry" in Personnel (Morgan, Hall and Martier 1979) were all superceded by the work of C F Butensky, A Collin, C Delaney, D T Hall, R J Mirabile, L Slavenski and others produced from 1983 onwards.

Some of the other articles were of general background interest although not directly relevant to career models and

systems. For example, "Effective Manpower Planning" in the Personnel Journal (Pakchar 1983) is an interesting study on how an organisation identifies in advance, the training requirements for its staff and the hiring arrangements necessary to maintain the correct talent level. Some aspects of this study were relevant such as the creation of a 'source pool' of talent to offset any management shortfalls that might develop - but hiring has no place in an Army model. "The Significance of the Subjective Career" in Personnel Review (Collin 1986) is a study on how changes in the environment and changes in the individual, creates disequilibrium and how human resource managers should deal with this situation. This is really an academic view of career counselling but it is an interesting approach and has general relevance. "Human Resource-Career Planning" in the Bankers' Magazine (Goodstein 1987) is a resume of Third National Banks' human resource planning programme and how effective it has been after its first year. This confirms the importance of having such a programme but it does not break any new ground in this field.

In the end, five different models or systems of human resource planning, which are considered in detail below, were identified and they are:

The Network Model (Riceman 1982)

The Competency-Based Career Development Model
(Mirabile 1985)

A Systems Career Model (Delaney 1986)

The Experience-Based Career Development Model
(Morrison & Hock 1986)

A Systems Approach to Career Development
(Slavenski 1987)

2.2 Network Model

The Network Model is a variation of the basic promotion ladder concept, as described above, except that it was designed to allow career flexibility in a multi-discipline organisation. For example, if your company had technical, administrative and management career streams, it was often difficult, if not impossible in the past to transfer from one ladder to another. This particular model allows for horizontal, diagonal and vertical career progress and has been successfully applied in the BDM Corporation:-
(Riceman 1982).

As the figure below shows, there are three main ladders, management, technical and administrative and two additional ladders, "technical with leadership" and "administrative with leadership".

Figure 4

CAREERS LADDERS - NETWORK MODEL

TECH- NICAL LADDER	Technical with Leadership				MANAGE- MENT LADDER	Administrative with Leadership				ADMINISTRATIVE LADDER
	Ldr	Assist- ant Manager	Manager	Dir		Dir	Manager	Assist- ant Manager	Ldr	
				X	Managing Director	X				
Prin- cipal Engr			X	X	Personnel Director Marketing Director	X	X			Principal Admin- istrator
Sen Engr		X	X		Senior Manager		X	X		Senior Admin- istrator
Engr	X	X			Manager			X	X	Admin- istrator
Jun Engr	X				Junior Manager				X	Junior Admin- istrator

The management ladder at the centre of the model is for employees in line for project management as well as those who manage a function such as marketing or personnel. The two other main ladders, technical and administrative have a career structure of their own and employees can remain there within their speciality.

However, the introduction of the additional ladders, "technical with leadership" and "administrative with leadership" allows individuals to undertake some management function without abandoning their primary speciality. It also allows the individual to advance onto the management ladder if he and his company see his future there rather than in his original field.

In the case of BDM Corporation, where there was a good career structure on the technical and administrative ladders, without having to move to the management ladder, it was found that many of the engineers and scientists, for example, preferred to stay on the technical side. They did this because they had good career prospects within their own field. Some, of course, saw their future in management and made the transition through the "technical with leadership" ladder. Stanley E Harrison, the Executive Vice-President of BDM Corporation said "A hierarchy that requires employees to move into management, if they want to advance, not only involves the Peter Principle but also can rob a corporation of the specialized talent it really needs". (The Peter Principle argues that, in any hierarchical organisation, people tend to be promoted above the level at which they are efficient - or put another way 'promoted to a level of incompetence').

This network model is a human resource planning system that rewards people commensurate with their own goals, interests and achievements and at the same time is consistent with organisational goals.

2.3 Competency-Based Career Development Model

According to Richard J Mirabile, "too often in companies, a career-planning programme has no relationship to current or future organisational programmes or agendas". He has developed a model that uses the idea of competencies to integrate a career development programme into an organisation, since the goals of any organisation must be linked to the human resource requirement. Mirabile's competency-based model translates goals and objectives into competencies or requirements that are needed for a particular job and so ensure that the organisation can achieve its aim (Mirabile 1985)

Competency-based career development assumes that (a) jobs can be considered from a critical competency perspective. (b) identification and management of critical competencies bring continuity to human resource planning (c) critical competencies may be considered as a group of particular knowledge, skills and abilities. For example, if an organisation has identified the critical competencies required for successful performance in a particular department, then it is in a position to develop appropriate measures to help with career-pathing plans and also with the design selection and assessment procedures necessary to ensure a satisfactory succession within the department.

The model seeks to establish: (1) What competencies are necessary to successfully perform in a given position? (2) What is the current competency level of a particular employee? (3) Is the employee ready to move to a new position? Which one? When? (4) If the employee is not ready, what needs to be done to make him or her ready?

The model is divided into three parts, analysis, assessment and evaluation, and planning, and they are discussed below.

In the first analysis stage of this model, jobs are defined by using position profiles. These profiles are prepared using a questionnaire which has been developed by the company assisted, perhaps, by a Consultant in that field. Each position profile will describe the position in outline and in terms of responsibilities and then go on to detail the position knowledge necessary by degrees i.e. the comprehensive, working or talking knowledge required. Having done that, each position profile will define the necessary position skills in terms of the maximum, satisfactory and minimum development required.

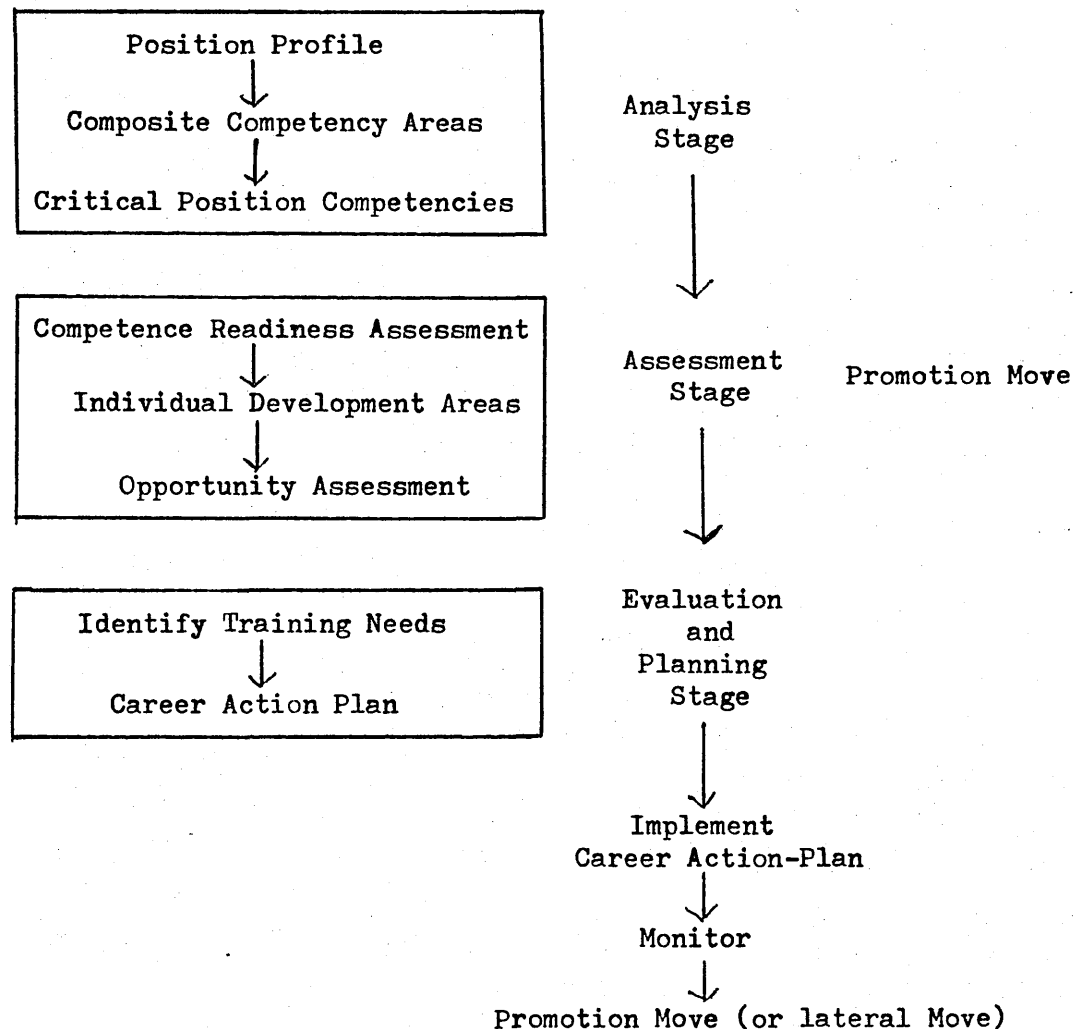
In the second component of the model, a list of composite competency areas is prepared for that particular department of the company. From this information and from the position profiles, prepared in the first component, the third component of the model, the "critical position competencies" is compiled for that particular position. This then completes the analysis stage of the model.

The first component in this assessment stage is the carrying out of a "competency readiness assessment". This is done by assessing the individual, in line for promotion, against the "critical position competencies" for that particular position. The second component establishes "individual development areas" for the employee with respect to his or her readiness assessment. In other words, it identifies any shortcomings of the employee in relation to the promotion position. The third component, the "opportunity assessment", considers the degree to which an employee has had the opportunity to demonstrate or develop a given competency. It may be that an employee has not had such a chance and arrangements can be made to correct this deficiency by moving the individual latterly or by giving him or her, new responsibilities to include this aspect. On the other hand, if there are no shortcomings, then the individual would be ready for a promotion move.

Having assessed and highlighted the employee's shortcomings, the evaluation and planning stage then identifies the training needs of the individual. The last component in this model is the "career action-plan" which translates the training needs of the individual into a coherent training development programme.

On completion of the "evaluation and planning" stage, the career action-plan is then implemented and monitored. Part of this could involve a lateral move for the individual to gain experience in the critical competencies deficient but necessary for further promotions. Figure 5 summarises this competency-based career development model in the form of a flow diagram.

Figure 5 COMPETENCY-BASED CAREER DEVELOPMENT MODEL



It is easy to see that this model is not static and that it can be easily modified to meet changing organisation requirements. The key to this model is identifying the critical position competencies and this would be valid for any organisation.

2.4 A Systems Career Model

The systems career model created at Chase Manhattan Bank, New York, is defined by Chester Delaney as "a framework of useful career development superimposed on a chart of the major job families in the Chase systems environment". (Delaney 1986)

In this system the first step, in building a systems career model, is to group the jobs it covers with a manageable number of clusters called career stages. In the Chase Manhattan model there are five stages starting with the Apprentice at Stage 1, followed by the Systems Professional, then the Project Leader, then the Project Manager and finally the Group Project Manager at Stage 5.

The second step in building a systems career model is identifying the major skills required by the individual and noting how they shift during a career. In this model there are four major skill areas, i.e. banking, communication, management and technical. The apprentice is concerned only with the technical skills but, as his career develops, the other skills of banking, communication and management become increasingly important. Also the skill levels at each stage are defined including recommended training and on-the-job assignments.

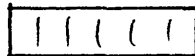
In Figure 6 below you can see a model showing the relationship between the career stages and the major skills required at Chase Manhattan.

Figure 6

A SYSTEMS CAREER MODEL

<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>	<u>Stage 5</u>
Systems Trainee	Programmer	Project Supervision	Project Management	Gp Project Management
Apprentice	Systems Professional	Project Leader	Project Manager	Gp Project Manager
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>				
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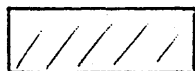
Banking



Communication



Management



Technical



This model is driven by the individual's performance and also by his discussions with his manager. There are three discussion checkpoints at each stage which are shown in Figure 7 below.

The first discussion takes place at the 'Entry Checkpoint'.

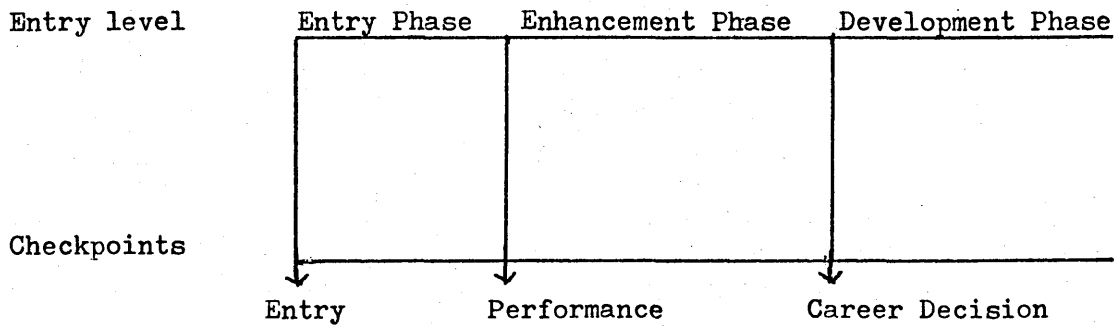
Within the first two or three weeks of entry into a career stage, the manager and subordinate discuss the job in terms of responsibility demands and assignments. This would include arrangements to be made to solve any entry skill gaps that the subordinate may have i.e. extra training. The manager and subordinate then select a date for the next discussion which is the "Performance Checkpoint".

At the "Performance Checkpoint", the manager and subordinate meet to discuss performance. This is done at least annually for as long as the individual remains at that job level. This would take the form of the normal performance appraisal which highlights strengths and weaknesses. Then the manager and subordinate will discuss any action plans appropriate using the career model skill levels for guidance. Having done that they then will agree on the next step which will be either to agree a date for another performance appraisal or for the final checkpoint of the career stage which is the "Career Decision Checkpoint".

The "Career Decision Checkpoint" is reached when the manager and subordinate agree that current performance shows a mastery of the current career stage and that the time is right to discuss the subordinates next career move. In the Chase Manhattan model, the choice is based on the up-or-out concept: either the individual is promoted to the next stage of this model or he is moved out into a different career track. If the decision is 'up', then the career decision discussion concentrates on the preparation necessary for the upwards move as well as planning a replacement. Again the model provides recommendation for the development that is required.

Figure 7

Discussion Checkpoints



Chester Delaney emphasises two points concerning the 'systems career model' and they are; firstly, that career development mainly occurs through actual work and to some extent only through training and; secondly that there is no mention of the amount of time that has to be spent at each stage since this is a function of the individual's performance.

In conclusion, although the systems career model was developed for Chase Manhattan, it could be applied to other types of organisations other than banking and is clearly a useful human resource planning tool.

2.5 Experience-Based Career Development Model

It is now beginning to be recognised that the contribution of work experience to career development is significantly greater than the contribution of education and training. While education and training provide an intellectual knowledge base they do not provide social skills or personality development. On the other hand, the

management of tasks and assignments, over the course of a career, can provide the opportunity for work experience to systematically contribute to an individual's career development.

Morrison and Hock propose a model that determines the best sequence of experiences for a given type of employment since that is the primary source of career development and hence career pattern (Hall 1986). They use the career pattern of a USN Destroyer Commanding Officer, as the analogy, when describing the steps required to establish this pattern. The first step is to identify the key organisational positions or families of position and in this case it is Commanding Officer of a Destroyer. The second step is to assess the personal characteristics that are required for this key position - the development of some of these characteristics, such as 'attention to detail', can be arranged as part of a personal development plan. The third step is to identify the intermediate appointments that will provide the skills, knowledge and experience required for a key position. In this case these appointments would include, weapons instructor, operations officer and executive officer. The next step is an analysis of the content of each intermediate job including the proficiency level required for each skill and the time required to master them. The step following on, is the design of a career pattern that ensures the best sequence and level of experience for each of these skills. The final step is essential to the implementation of the model and that is the assessment. Firstly, the training requirement for the individual, in order that he can perform his job well, has to be assessed. Secondly, the individual has to be assessed for his potential to develop the necessary skills and also for the motivation to learn them. These steps are summarised below in Figure 8.

Figure 8**THE STEPS IN DETERMINING A CAREER PATTERN**

1. Identify key organisational positions.
2. Assess personal characteristics required.
3. Identify the important intermediate appointments.
4. Analyse each intermediate appointment including proficiency level required.
5. Design a career pattern.
6. Assessment:
 - a. Training required by the individual.
 - b. Individual's potential.

Morrison and Hock's model of a USN Destroyer Commanding Officer's career pattern is shown below in Figure 9. This is based on the career pattern steps discussed above and neatly summarises the experience-based career development model.

Figure 9**CAREER PATTERN OF USN DESTROYER COMMANDING OFFICER**

Appointment	Technical Expert (Weapon)	Engineering Management	Discipline	Tactician	Ship Handling
Division Officer	B			B	B
Weapons Instructor	A				
Operations Officer			B	A	I
Executive Officer		B	I		A
Commanding Officer (Key Position)		A	A	E	E

NOTE: Capital letters denote skill proficiency level required in appointment.

B = Beginner I = Intermediate A = Advanced E = Expert

2.6 A Systems Approach to Career Development

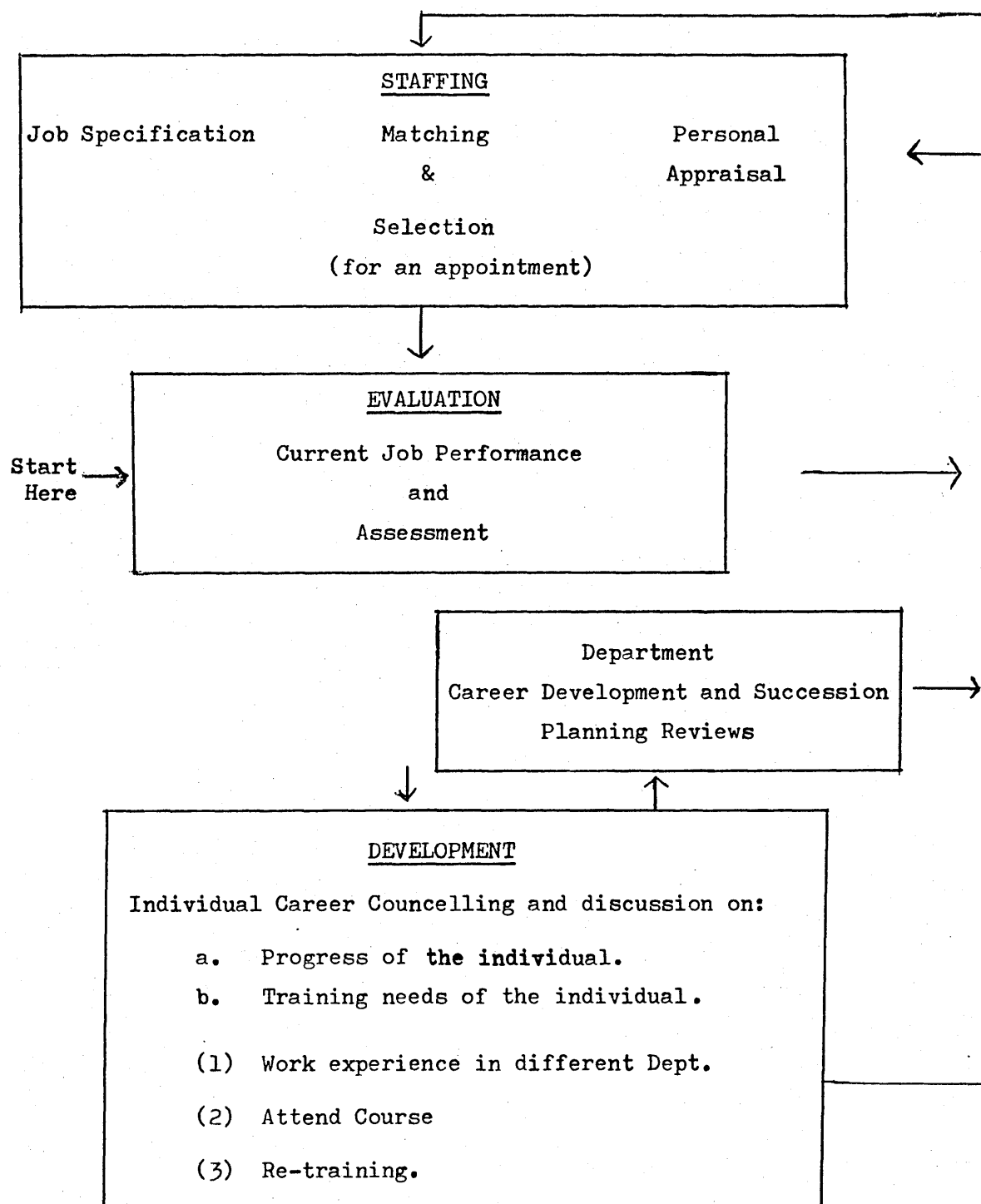
Coca-Cola USA has implemented a systems approach to career development recently which has proved successful in meeting the aspirations of the individual employees and also the company goals - (Slavenski 1987)

The system has four main objectives and they are:

1. To promote from within whenever possible.
2. To develop talent in depth and in advance of staffing needs.
3. To give managers the responsibility for evaluating and assisting in the development of employees.
4. To expect individuals to take primary responsibility for their own development.

With these objectives in mind, the human resource department reviewed the existing staffing, employee assessment and employee development programmes with a view to finding ways of achieving a closer match between the organisation goals and the individual's needs. From this they created a new system based on current job performance and assessment, individual career counselling, department career development and succession planning and matching and selection for appointments as shown in Figure 10 below. The heart of this system is the current job performance and assessment and each employee is evaluated annually on this. Based on this, individuals are either earmarked for promotion or they are lined up for further development which could take the form of a course, retraining or a move to a different department for more experience.

A CAREER DEVELOPMENT SYSTEM



The important point to remember is that this is a management system and not a human resource staff one. The human resource staff co-ordinate and maintain the system and train managers but it is the managers and employees who are responsible for making it work.

2.7 Conclusion

Four of the five models or systems discussed in this Chapter were developed for particular companies but they could all be adapted to other organisations. Similarly, Mirabile's competency-based career development model, although a theoretical one, could also be so adapted.

The network model gives an overview of a whole career but does not indicate in detail how it is driven. The experience-based model also gives an overview of a career but this does show how the model is driven. This macro perspective of these models contrasts with the micro perspective of the other three models which concentrate more on the mechanism that makes the career development system work.

All these career development models meet the human resource planning criterion of matching the individual employee's aspirations with the organisation's strategic business plan. Further, they also emphasise the importance of on job performance by the individual as the key to a successful career development.

CHAPTER 3

THE STATE OF HUMAN RESOURCE PLANNING IN BUSINESS AND INDUSTRY

3.1 Introduction

The methodology selected to investigate human resource planning, in different types of organisations, was based on the completion of a specially designed questionnaire which is shown at Appendix 1.

3.2 Administration of the Questionnaire

A covering letter, enclosing the questionnaire, was sent to each company included in the investigation. The correspondence was conducted using Glasgow Business School headed paper (with the authors own address) and was addressed to the Personnel Manager (or Director/Executive) by name. This information was gathered by telephoning the organisation and asking for details. It was felt that the personal approach would improve the chance of interest in the project and hence the completion of the questionnaire. In some cases an additional approach was made either directly or through a colleague.

The content of the letter was as follows:

"I am doing a part-time Research Degree at Glasgow University and I am looking at career development. Basically, I am planning to compare and contrast the career development of an Army officer, over his first (say) twenty years, with his counterpart in business and industry (this would be a young man or woman either straight from School with a good education or a graduate.)

I am at the information gathering stage of this project and enclosed is a questionnaire which I wonder if you or one of your staff could find the time to complete. I would also be grateful for any comments on the questionnaire itself - perhaps it does not ask the correct questions?

I hope this is not too much of an intrusion and that you can find time to help me with this research. I would very much appreciate it if the questionnaire could be returned to me by 1 December 1988."

The questionnaire was sent out to thirty one different companies and nineteen replies were received representing the following twelve sectors: banking, insurance, chartered accountants, computers, manufacturing, chemicals, construction, transportation (British Airways), power (British Gas), brewers, motor distribution and the service sector (Crest Hotels).

3.3 Questionnaire Design

The approach to designing the questionnaire was based on defining the ideal or optimal human resource planning (HRP) model and from this, preparing questions that relate to this optimal model. The replies to the question, from the organisations approached, would indicate the extent to which they complied with this optimal HRP model.

3.4 Optimal Human Resource Planning Model

There is no one accepted model of an ideal HRP system. However a review of the 'state of the art' as discussed previously in Chapter 2 and supported by the findings of Butensky and Harari, (Butenski 1983) suggest that the optimal HRP model would include the following criteria:

1. That each employee is aware that he has career prospects but that the onus is largely on him (also a talent pool of high potential staff).
2. That there is career planning - this should involve and include discussions between superior and employee.
3. That there is training opportunities for employees to improve strengths, reduce weaknesses and develop new skills.
4. That there is a systematic skills/appraisal assessment process which involves the employee. This includes regular discussion between personnel staff and the employee's line manager (superior) covering criteria 2 and 3 above.
5. That there is integration between the company's forecasting and strategic planning which includes succession plans for key staff and management and hiring arrangements.
6. That the HRP staff have the responsibility and authority for carrying out internal searches throughout the company when key management positions become available.

3.5 Human Resource Planning Questionnaire

The questions asked in the questionnaire in relation to the six criteria were as follows: -

a. Criterion 1

- (1) How does the employee know he has career prospects and where he is going within the company subject to him making satisfactory progress?

- (2) To what extent is the onus on the employee to prepare himself for promotion in the Company?

b. Criterion 2

- (1) How are you, the employer, aware of your employee's aspirations?
- (2) What opportunities does the employee have to discuss his career progress and his strengths and weaknesses?
- (3) How do you deal with the individual who has either reached his promotion ceiling or who refuses promotion?
- (4) Do you have a problem with employees who are reluctant to move geographically to fit the Company's career planning needs?

c. Criterion 3

- (1) What training opportunities are made available to your employees?
- (2) Could you describe, in outline, how you train your trainee managers?
- (3) What mechanism is there for 'late developers'?
- (4) Are certain jobs time-bound?

Note: Questions (3) and (4) were included because they are particularly relevant to any Army HRP Model being considered.

d. Criterion 4

- (1) Does your company have a personnel appraisal report system for your employees and if so: -
 - (a) How often is it done and by whom?
 - (b) Does the employee see it or know of its contents?
 - (c) Does it cover strengths and weaknesses and also how to deal with them? (see also Criteria 3).
- (2) How is the job specification for each appointment in your company prepared and who is responsible for this?

e. Criterion 5

- (1) Where does the responsibility lie for the company's strategic plan and, in general terms, how is this carried out?
- (2) Where does the responsibility lie for the long term staff requirements to meet the company's strategic plan and how is this achieved?
- (3) Do you have a policy for recruiting and promotion internally or do you tend to hire?
- (4) Over what time scale do you project your manning needs? (5-10 years or less)

f. Criterion 6

- (1) Does your Personnel/Career Planning Executive have the responsibility and authority to carry out internal searches throughout the company when key management positions become available.

A copy of the questionnaire is shown at Appendix 1 to this Chapter.

3.6 Analysis of the Responses to the HRP Questionnaire.

An analysis of the response to the HRP questionnaire is given below in the form of a discussion on the replies by the different companies to the six HRP criteria and this is also summarised at Figure 11

a. Criteria 1 and 2

- (1) Career Prospects All companies made their employees aware that they had career prospects.
- (2) Onus on Individual All companies felt that the onus was very much on the individual to get ahead - subject to the company's accepted responsibility to create the correct favourable conditions.

b. Criterion 3

- (1) Time-bound Jobs In the main, jobs were not time-bound and an employee moved when he had gained the appropriate experience for the next step. This could vary considerably depending on the job and the quality of the employee concerned.
- (2) Late Developer With the exception of Chemicals (ICI), all sectors felt that their respective career development plan catered adequately for the 'late developer' because their systems for promotion, were based on performance and merit.

This statement has to be tempered with the ICI view that career prospects are limited in their organisation unless the right level of experience and ground work is achieved in the earlier part of a career, i.e. 25 to 35 years of age, and a late developer would miss out on this. This may also be valid, in the technical side of some of the manufacturing companies - although this was not admitted.

c. Criterion 4

Appraisal System All companies have an annual appraisal system except the Chartered Accountants who do this every six months. This is a reflection on variety and amount of work carried out in this profession in any one year.

d. Criterion 5

- (1) Internal Promotion All companies have a policy of internal promotion where possible but, in most sectors, they will hire outsiders to meet skill shortages. This is particularly the case in the Construction Industry, where this skill shortage problem is compounded by a high turnover of staff.
- (2) Manpower Planning Timescale Although there was some variation in the manpower planning timescale, most companies based their plans on a five year period. This includes succession planning.

e. Criterion 6

Staff Planning Authority It would seem that all Personnel Directors/Managers had the authority to carry out internal searches of their company when key management positions became available. It is part of their normal function to present employees, suitable for promotion, to the Chief Executive/Managing Director for consideration.

Figure 11

Summary of the Responses to the HRP Questionnaire

Key Question	Onus on Individual	Time-bound Jobs	Late Developer	Appraisal System	Internal Promotion	Manpower Time-scale	Staff Planning Authority
HRP Criterion	1 & 2	3	3	4	5	5	6
Sector Banking	Yes	No	Yes Performance	Yes Annually	Yes	5 Yrs	Personnel Executive
Insurance	Yes	No	Yes Performance	Yes Annually	Yes	5 Yrs	Deputy General Manager
Accountants	Yes	No	Yes Performance	Yes 6 Monthly	Yes	5 Yrs	Management Committee
Computers	Yes	No	Yes Performance	Yes Annually	Yes	5 Yrs	Personnel Director
Manufacturing	Yes	No	Yes Performance	Yes Annually	Yes	5 Yrs	Personnel Director
Chemicals	Yes	No	Not really	Yes Annually	Yes	5 Yrs	Senior Management & Board
Construction	Yes	No	Yes Performance	Yes Annually	Yes	2½ Yrs	Personnel Director
Transportation	Yes	No	Yes Performance	Yes Annually	Yes	10 Yrs	Director HR Strategy
Power	Yes	No	Yes Performance	Yes Annually	Yes	5 Yrs	Personnel Director
Brewers	Yes	No	Yes Performance	Yes Annually	Yes	3 Yrs	Board
Motor Distribution	Yes	No	Yes Performance	Yes Annually	Yes	1 Yr	Board
Service	Yes	No	Yes Performance	Yes Annually	Yes	1 Yr	Personnel Director

3.7 Conclusion

It is clear that there were significant differences in the quality of training and experience offered. In addition, the career planning and appraisal systems developed varied considerably depending on the size and type of organisation and the level of importance attached to this area.

However there was a surprising degree of conformity to the optimal HRP model and all organisations did agree that:

- a. The onus was very much on the individual to get ahead.
- b. That there was plenty of scope for the late developer - the onus is on the individual to catch up.
- c. No jobs are time-bound.

These latter two points were added to criterion 3(of the optimal human resource planning model) since it was felt that they were particularly relevant to any career model that might be developed for the successful Army officer.

QUESTIONNAIRE - CAREER DEVELOPMENT

From: Lieutenant Colonel D A MacLean

Background

1. Name of Company/Organisation:
2. Type of Business:
3. Size of Business; in terms of the number of employees UK wide:
4. Outline organisation of the Business in the form of an organisational chart showing the Management Structure:

5. Company/Organisation

(a) Where does the responsibility lie for the Company's strategic plan and, in general terms, how is this carried out?

(b) Where does the responsibility lie for the long term staffing requirements to meet the Company's strategic plan and how is this achieved?

(c) Over which time scale do you project your manning needs? (5-10 yrs)

(d) Do you have a policy of recruiting and promotion internally or do you tend to hire?

(e) How is the job specification for each appointment in your Company prepared; and who is responsible for this?

(f) Do you have a personal appraisal report system for your employees and if so:-

(1) How often is it done and by whom?

(2) Does the employee see it or know of it's contents?

(3) Does it cover strength and weaknesses and how to deal with them?

(g) Does your Personnel/Career Planning Executive have the responsibility and authority to carry out internal searches throughout the Company when key management positions become available?

Career Planning (Trainee Managers and High Potential Staff)

6. Individual

(a) How does the employee know he has prospects and where he is going within the Company subject to him making satisfactory progress?

(b) What Training Opportunities are made available to your employees?

(c) How are you aware of your employees' aspirations?

(d) What opportunities does the employee have to discuss his career progress and his strength and weaknesses?

(e) To what extent is the onus on the employee to prepare himself for promotion in your organisation?

7. General

(a) Could you describe, in outline, how you train your trainee managers?
(eg Do they spend a certain amount of time in each part of your organisation, in order to get a broad base of experience before taking up a specific appointment?)

(b) What mechanism is there for the 'late developer' to catch up with his/her brighter contemporaries?

(c) Are all or only certain appointments in your Company time-bound?
(eg Need to do a particular job for a minimum of (say) two years, to acquire the necessary experience for progression up the career ladder.)

(d) How do you deal with the individual who has either reached his promotion ceiling or refuses promotion and does this create any problems for your Company? (eg Blocking promotion for others.)

(e) Do you have a problem with employees who are reluctant to move geographically to fit the Company career planning needs? How do you deal with it and to what extent is it a career foul for the individual?

8. Miscellaneous

Any other matters regarding Career Planning and Development in your Company that has not already been covered or that you wish to highlight?

CHAPTER 4

HUMAN RESOURCE PLANNING FOR OFFICERS IN THE ARMY

4.1 Introduction

In order to understand human resource planning for officers in the Army, it is necessary to have an outline idea of how the Army is organised, how officers are selected and trained, how the personal appraisal system works and lastly, which are the key jobs that a successful officer must carry out well so as to make fast progress up the career ladder.

4.2 Organisation of the Army (in the Field)

The Army is made up of different corps and regiments and each has a particular role to play within the overall organisation.

These corps and regiments fall into three general categories:

1. Teeth Arms. This consists of the armoured corps, infantry and artillery and these units are in direct contact with the enemy during combat.
2. Support Arms. This consists of combat engineers, signal units, and army air corps. These units give direct support to the 'teeth arms' in their combat role.
3. Services. This consists of medical, transport, supplies, repair, postal and many other smaller units. The role of the 'services' is to give medical and logistic support to the teeth and support arms. (Logistic support is the delivery of the necessary fuel, rations, ammunition and equipment required by the teeth and support arms in the forward combat areas and also the replacement, repair and recovery of their weapons, equipment and vehicles.)

4.3 Command Structure

For operations, the arms and services are grouped in formations and the smallest of these is called a brigade. This consists of a brigadier with his small headquarters, four or five 'teeth arms' regiments and elements of 'support arms' and 'services' units. The next higher level of formation in the Army is a division. This is commanded by a major general, with his divisional headquarters staff, and consists of two, three or four brigades.

4.4 Unit Level

At major unit level a regiment or battalion consists of a headquarters from which a commanding officer, a lieutenant colonel, exercises command over three or four minor units, i.e. squadrons, batteries or companies (100-200 soldiers each). Each minor unit is commanded by a major and consists of three or four troops or platoons (about 30 soldiers each). They in turn are commanded by a junior officer, i.e. a second lieutenant or a lieutenant. The terminology of squadron, battery and company, for the minor units, is traditional and historical and is used respectively for cavalry, artillery and infantry. The other arms and services tend to use the words regiment and squadron to describe their major and minor units.

This Thesis concentrates on the career of a successful officer during his first twenty years in the Army. A successful Army officer is defined as one who has reached the rank of lieutenant colonel at the earliest opportunity and has commanded a major unit.

4.5 Officer Selection

Officers are selected from suitably educated young men

(or women in the case of the Womens Royal Army Corps) either straight from school or from University. The exception is the 'commissioned from the ranks' category but, since they are late commissions for certain special categories of employment, they are outwith the terms of reference of this study. (von Zugbach 1988).

All potential officers, less the 'commissioned from the ranks' category have to pass the Regular Commissions Board. This selection board lasts three and a half days and includes, psychometric tests, an essay, a five minute lecturette, group discussions, an initiative practical test, an obstacle course and several interviews.

The aim of the Board is to select young men who have the potential to make an officer after suitable training at the Royal Military Academy, Sandhurst. The qualities that the Board look for are: leadership potential, determination, integrity, reliability and compatability. These required qualities are the same for all potential officers and they are not tempered by the individuals choice of regiment or corps. Indeed, at this stage, many young men have not yet finally decided on their choice. It is their decision as to which regiment or corps they choose and their acceptance by that regiment or corps is largely decided by availability of a vacancy there, at that time.

4.6 Officer Training

4.6.1. Officer Characteristics

The aim of training is to produce officers with the following characteristics (ROTE 1985)

a. Are Professional They have a belief in their Nation, its values and standards, and in the cause of defending it. They take pride in their profession and in their own standards of loyalty, integrity, moral and physical courage, fitness, self discipline and selflessness. They are committed to improve and expand the skills and understanding of their profession.

b. Are Leaders They command confidence and respect, and have the ability to motivate, to train, to fight and to win. They know, understand, and care for those under their command. They have the intellectual ability to analyse, assess, decide, plan and organise and the intellectual agility and imagination to innovate. They have the determination, flexibility and initiative to act aggressively, boldly and decisively.

c. Progressively Master the Art and Science of War They understand the environment in which the Army will operate both now and in the future. They appreciate the importance of the human factors in war, the impact of technology and the nature of future warfare. Based on an understanding of the principles of war and a study of past warfare, they develop their knowledge of the tactical and logistic skills and procedure of combined arms operations, of counter revolutionary warfare, and ultimately, of warfare at the operational, joint and strategic level.

4.7 Essential Elements of Officer Training.

Again, as indicated in ROTE 1985, the essential elements of officer training are:

a. Principles of Training Training should be progressive, structured and coherent, building on the training that has preceded it. It should be professionally relevant, appropriate to that stage of an officer's career and to his potential, and should be no longer and no more than is necessary to prepare him for his role. Training should be carried out as economically and efficiently as possible.

b. A Firm Foundation To be durable, an officer training system needs to be based on a firm foundation laid at the Royal Military Academy, Sandhurst.

c. A Period of Consolidation After commissioning and attending the relevant young officer course, an officer needs a period of stability at regimental duty to consolidate what he has been taught and expand the knowledge of his profession.

d. Training in Technology All officers require a basic awareness of technology and an understanding of the impact that emerging technology will have on the way in which the Army operates in the future both in peace and war.

4.8 Officer Cadet Training

The potential officer, now an officer cadet, spends a year at the Royal Military Academy, Sandhurst, on a course that is standard for all officer cadets irrespective of which regiment or corps they are going to. The syllabus is based on skills required by all officers and includes leadership, tactics, organisation, administration, military history, fitness, drill, communication, map reading etc.

On "passing out" of Sandhurst, they are commissioned as a second lieutenant and then attend a 'special to arms' course suitable for their chosen regiment. For example, infantry officers will attend the Infantry Platoon Commanders Course at the School of Infantry, Warminster and the Royal Engineer officer will study for a degree in engineering at Cambridge or at the Royal Military College of Science, Shrivenham, followed by a course at the Royal School of Military Engineering, Chatham, or engineering in a combat environment (demolition, minelaying, equipment bridging etc.) About 50% of the potential officers are graduates (the percentage of graduates is projected to rise to about 70% within the next five years) and they are trained as a separate group on a slightly shorter course, i.e. the Standard Graduate Course, and are given the rank of probationary second lieutenant as opposed to officer cadet, while at Sandhurst. They are also given credit for their time at University (in the form of three years seniority towards the rank of captain). On completion of nine months at Sandhurst, their commission is confirmed.

4.9 Progressive In-Service Training

When an officer has completed his first two years of consolidation at regimental duty, he is required to pass the Junior Officer Training and Education Scheme 1 (JOTES 1). This is the lieutenant to captain promotion examination and the syllabus consists of:

- a. Attending a series of current affairs seminars.
- b. Attending a two day military law course.
- c. Passing a practical promotion examination. This is based on sub unit level tactics in a battle group and includes field administration, communications and map reading. This is conducted in the form of a Tactical Exercise without Troops (TEWT).

After further regimental experience and promotion to captain, an officer needs to pass the Junior Officer and Education Scheme 2 (JOTES 2). This is the captain to major promotion examination and is in five phases as follows:

a. Phase 1 This consists of a five week course at the Royal Military Academy, Sandhurst and includes a one week military law course plus examination, Defence and International Affairs (in terms of civil military relations, British Defence Policy and International relations) and War Studies (which include the art and science of war, the conduct of war and the realities of war).

b. Phase 2 This is a three week military technology course at the Royal Military College of Science, Shrivenham and is designed to introduce officers to vehicle design, information technology and the MOD procurement cycle.

c. Phase 3 This is a ten week Junior Command and Staff College (JCSC) course at Warminster. This course is based on a battle group in the field and is mainly concerned with all arms tactics, administration in the field, communications etc.

d. Phase 4 This is the distance learning or correspondence course phase, where the officers are required to study the subjects in phases 1 and 2 in more depth i.e. defence and international affairs, war studies and military technology. Each subject involves a years course with assignments and essays.

e. Phase 5 This is a written examination based on the work done in phase 4 and completes JOTES 2. This progressive training is spread over three or four years between the ages of 26 to 30 years old and during a period when the successful officer is holding down a busy job such as adjutant, signals officer or a Grade 3 staff appointment.

The successful officer will be recommended for the Army Staff College and so will be required to pass the Staff Selection Test. This is a three hour examination which is designed to identify those officers best suited for staff training.

4.10 Staff College

About one third of all regular officers, in the 32-34 age bracket, attend Staff College as senior captains or junior majors. This is also the age bracket when captains are promoted to major (see AGA1).

The aim of Staff College is to develop the professional knowledge and understanding of selected officers in order to prepare them for the assumption of increasing responsibility both on the staff and in command. Part 1 of this course is conducted at the Royal Military College of Science, Shrivenham and varies from an 8 to 49 week course depending on the educational and, in particular, science background of the student. The aim of this part of the course is to develop, in accordance with the individuals qualifications and experience, the staff officer's understanding of science and technology and its application to the problems of defence. Part 2 of this course is the straight staff one conducted at Camberley and lasts a year.

The course is designed as a progression from JOTES 2 and, for example, the study of command and control, operations and tactics move up from battle group level to brigade and divisional level.

Therefore the successful officer will spend between 15 months and 24 months at Staff College depending on how much science and technology training he does at the Royal Military College of Science, Shrivenham. Apart from a two week commanding officer course, attended just prior to assuming command of a regiment, the Staff College course completes an officers education and training up until and including the rank of lieutenant colonel. There are further courses such as the new Higher Command and Staff College (a three month course for selected colonels) and the Joint Services Royal College of Defence Studies course (a years course for brigadiers, their RN and RAF equivalents and selected civil servants) but these are outwith the parameters of this thesis.

4.11 Promotion and Personal Appraisal System in the Army

The basis for selection for promotion and for appointments in the Army is the Regular Army Confidential Report. Army instruction (MS Guide) indicates clearly that the confidential report has two quite separate functions.

- a. First, it must tell the officer formally and honestly how well he has done and leave him in no doubt as to how he could improve his performance.
- b. Second, when placed in the officer's individual Confidential Report Book with all his previous reports, the completed confidential report becomes the raw material used by Selection Boards to assess suitability for promotion, training and appointments.

The first and major part of the confidential report is written by the officer's immediate superior and this is seen and initialled by the officer reported on. The second and briefer part is written by a more senior officer, who is familiar with the officer being reported on, and he gives balance to the report in relation to all the other officers within his influence. This is not seen by the officer unless it varies significantly from the first part of the report.

4.12 The Regular Army Confidential Report

Enclosed at Appendices 1 and 2 are copies of the confidential report forms for 'Officers below Substantive Major' and 'Substantive Majors and above' respectively. The MS Guide gives the Initiating Reporting officer clear guidance on how to complete paragraph 3 of the report. For example the guidance to the grading of the eleven characteristics from "Zeal and Energy" to "Tact and Co-operation" in para 3d is given at ANNEX C to the MS Guide and is reproduced here at Appendix 3. Similarly guidance on the all important 'Assessment of Performance' is given at ANNEX D to the MS Guide and is reproduced here at Appendix 4.

There is no doubt that the personal appraisal system used by the Army is very comprehensive, thorough and is as fair as any subjective system can be. There will always be an element of bias. However the Army system is very sensitive to bias in certain key jobs when for example the difference between, a low EXCELLENT and a high VERY GOOD in the Assessment of Performance in a Confidential Report is small, but the importance of the higher grading in the selection for promotion from major to lieutenant colonel can be significant.

The other area of concern is regarding the frequency of confidential reports. AGAls lay down that there should be only one report a year on an officer and the Selection Boards require two reports on each appointment carried out. This is really the basis for the fixed two year appointment system which in civilian terms must appear very inflexible.

4.13 Career Pattern for a Successful Officer

On completion of Sandhurst and 'special to arms' training, an officer is posted to his first unit and is given command of a platoon of soldiers, i.e. about thirty men. This is a most important first step and the appointment will be held for two to three years. In civilian terms, this might equate to a junior trainee management job and the officer has much to learn from the responsibility of the job and from his seniors and more experienced colleagues. This formative period will probably also give an indication of the officers long term potential.

A second tour as a platoon commander will normally be at a training depot commanding a platoon of recruits who are doing basic training. This is useful consolidating experience where the good officer will have much to contribute based on his own training and previous experience at Regimental Duty. This job might be the equivalent of a junior line management appointment in industry. During this period he will complete Junior Officer Training and Education Scheme 1 (JOTES 1) which is also the lieutenant to captain's position examination. An alternative to this would be a tour with special forces, flying or on secondment.

The successful officer, who would now have been promoted to captain, would hope to return to his regiment as adjutant. This is a high pressure and testing appointment at the hub of the regiment with particular responsibilities for discipline, duties and also for the co-ordination of the regiment's administration. (His responsibility for discipline is particularly important and he has to ensure that the highest standards are maintained by all ranks in the regiment.) The individual concerned also acts as the commanding officer's personal staff officer. It would be difficult to relate this appointment to one in business or industry but it would roughly equate to the functions of an office manager and of a personal assistant to the Managing Director. Promotion to captain is based on time (i.e. 6 years as an officer of which three years seniority is given for graduates), successfully completing the Junior Officer Training and Education Scheme 1 (JOTES 1), and a recommendation in the annual confidential report. Very few officers fail to pass this first hurdle.

The adjutant is a key position in a regiment and is most important for the incumbent since he gains an invaluable insight into the regiment and how it works in all aspects. This appointment would be held for two years and then a successful officer would hope to secure a job as a Grade 3 staff officer at a brigade or divisional headquarters. This type of employment would equate, in civilian terms, to an administrative job. During this period the officer would be attending courses and studying for the Junior Officer Training and Education Scheme 2 which is the captain to major promotion examination. He would also be preparing himself for the Staff Selection Test.

Assuming he passes the Staff Selection Test and is suitably recommended, he will then attend Staff College for a period of 15 months (or two years for technical staff training). The Staff College could be likened to a mid-career MBA in business or industry and is an essential pre-requisite for promotion to the higher ranks in the Army.

The successful officer, now a major, will be appointed to a Grade 2 staff officers job which would be the equivalent of a senior administrative appointment in business. The quality of the job he gets will depend on how well he did as a student at Staff College, and again he will do this job for two years. Clearly an important staff job, well done, will carry a strong recommendation for promotion to lieutenant colonel on the staff.

The next appointment will be to, return to regimental duty and, command a company for two years. This is a line management appointment and it has to be very well executed if a strong recommendation for command of a regiment is to be earned.

The successful officer can now expect to be promoted to lieutenant colonel and he will do two jobs at that rank. Although they can be done in either order, he will normally do a Grade 1 staff officer job for two years first and then command a regiment for two and a half years. (This latter job is the only job that the successful officer will do for more than two years and this two and a half year post is to improve the continuity of command and to reduce turbulence within the regiment concerned). The Grade 1 staff appointment would equate to a director level appointment and the commanding officer might equate to the managing director of a medium sized company which employs about 700 or 800 of a staff.

The Army takes the view that it is essential for Army officers to demonstrate their ability at all levels, both in command and on staff and that to achieve this appropriate experience, militates against faster progress (Palmer 1986).

The career pattern for a successful Army officer and his civilian equivalent is summarised at Figure 12

Figure 12

CAREER PATTERN FOR A SUCCESSFUL OFFICER

<u>AGE</u>	<u>JOB</u>	<u>ARMY RANK</u>	<u>CIVILIAN EMPLOYMENT</u>	<u>REMARKS</u>
20 24	Platoon Commander at Regimental Duty	2Lt/Lt	Trainee Manager and Junior Line Manager	This will vary depending on whether Graduate Entry or not
25 26	Platoon Commander Training Dept	Lt	Junior Line Manager	Promotion Lt-Capt based on time, JOTES 1 and a recommendation
27 28	Adjutant or Recce Platoon Commander	Capt	Personal Assistant to Managing Director	
29 30	Junior Staff Officer (Grade 3)	Capt	Administrative appointment	Promotion Capt- Major is based on age, JOTES 2 and a recommendation.
31 32	Staff College	Capt/ Major	Business School	1. Equivalent to a mid-career MBA. 2. Pass Staff Selection Test.
33 34	Staff Officer (Grade 2)	Major	Senior Administrative appointment	
35 36	Company Commander	Major	Line Manager	
37 38	Staff Officer (Grade 1)	Lt Col	Director level appointment	Promotion Major- Lt Col is based on time and a recommendation.
39 40	Commanding Officer	Lt Col	Managing Director	Medium sized Company

4.14 Optimal Human Resource Planning Model Versus the Army Officer's Career

It is intended to examine the criteria, as agreed in Chapter 2 for an optimal human resource planning model, in relation to the human resource planning of a successful Army officer.

The first criterion that 'each employee is aware that he has career prospects but that the onus is largely on him' would fit an Army officer's career to a certain extent i.e. an officer certainly knows that he has career prospects but the onus is only on him in so far as that he carries out his predictable appointments to the best of his ability.

The second criterion that 'there is career planning which involves discussion between superior and employee' is not really valid for the successful Army officer since his career path is clearly laid down. For example, there is no possibility of an officer, who is particularly talented in staff work or in command, specialising in either of these areas because MOD requires a balanced ability at both staff and command.(Palmer 1986)

The third criterion that 'there are training opportunities for employees' is not strictly true for successful Army officers. All officers are required to complete a programme of education and training, in the form of JOTES 1 and JOTES 2 for promotion to captain and major respectively. These are not training opportunities but requirements laid down. A major weakness in the Army careers system, that is highlighted by this criterion, is that there is no 'mechanism' to help the 'late developer' catch up. No amount of extra training or effort will allow him to get a place at, the all important, Staff College if he develops late.

The Army certainly meets the fourth criterion which is that 'there is a systematic skills/appraisal assessment process'. This is well understood and well developed. The confidential report is the corner stone of this system which is backed up by the individual officer's Personnel Branch (to which he has the right of access) and the Military Secretary's Branch which handles staff appointments.

The Army continually monitors and adjusts its own structure and establishments in response to changing defence policy and so meets most of criterion five. This criterion is concerned with strategic planning, succession planning and hiring policy and this latter policy is not relevant to the Army which recruits and promotes internally.

The sixth and last criterion 'that the HRP staff still have the responsibility and authority to carry out internal searches when key management positions become available' is exactly the way the Army's human resource planning system works. The Military Secretary and Personnel Branches are authorised to produce short lists of suitably qualified officers for promotion or for particular appointments and they are presented to the appropriate Selection Board for consideration.

Overall the human resource planning of a successful Army officer complies closely with the optimal human resource planning model but it differs in two small but important matters. Firstly, the Army officer has little say in the direction of his career and secondly the Army system cannot cater for the late developer.

4.15 Conclusion

The Army's human resource planning for a 'successful Officer' follows a model of regimental and staff appointments i.e. line management and administrative appointments, interspersed with progressive education and training, up until the rank of lieutenant colonel. This covers the first twenty years of an officer's career and his first nine or ten appointments.

The strength of this fixed or rigid system is that it is clearly understood and well defined, that it is standard throughout the Army for all regiments and corps and consequently all officers understand how it works and where they fit in. This in turn means that it is administratively easy to operate across the Army.

The weaknesses of this system, are its lack of flexibility such as:

- a. It does not cater for an officer who is particularly talented in staff work but weak in command or vice versa (Palmer 1986).
- b. The present two year appointment system may be too rigid and consideration should be given to the idea that the time in an appointment should vary depending on the individual's ability. This, admittedly, would be difficult to administer and, in fairness to the two year system, the officer who does very well, will benefit in terms of a more challenging appointment or promotion - conversely the officer who does badly will suffer the consequences.

c. The system cannot really accommodate the late developer. Having said that, there is a proposal now to extend the upper age limit, for officers attending Staff College, from 34 to 35 and this will help to offset this weakness. (ROTE 1985)

Regular Army Confidential Report—Officers Below Substantive Major

Notes: 1. Paragraph references in brackets refer to the MS Guide 1983.
2. To be typewritten.

Annual Report for 19 ***/Additional Report (AD *)**
Timetable: Normal/Staff*

Personal Details (para 4.07)

a. **A** Surname and Initials (BLOCKS) **B** P/Number Regt/Corps

b. Type of Commission Substantive Rank Date of Substantive Rank

c. Date of Birth Decorations Marital Status PES and Date

d. Qualifications

e. JOTES/SST Qualified for: Date eligible by time/age for promotion to next substantive rank

MOD Use Only

D

E

Job Details (para 4.08)

a. **H** Appointment and Unit (36 spaces maximum) OEC

b. Date assumed Acting Rank (if any) **J** Country/Theatre
(10 spaces maximum)

K

Initiator's Report

a. Period of this Report (para 5.03) From: **F** (Figures) To: **G** (Figures)

b. Show below any significant additional tasks or achievements outside the officer's formal appointment (para 5.04):

L

M1

M2

N1

N2

N3

P2

Q3

Q4

c. If you recommend the officer as particularly suitable for any of the following, comment in the Pen Picture overleaf and place a cross (X) in the 'YES' column below. The 'NO' column may be used to indicate strong or suspected unsuitability (para 5.05).

	Yes	No		Yes	No
Instructor with Officer Cadets	<input type="text"/>	<input type="text"/>	Flying Duties	<input type="text"/>	<input type="text"/>
Service with Junior Soldiers	<input type="text"/>	<input type="text"/>	Loan Service	<input type="text"/>	<input type="text"/>
Women's Services Liaison Officer	<input type="text"/>	<input type="text"/>	Extension of present Commission	<input type="text"/>	<input type="text"/>
The Army Staff Course	<input type="text"/>	<input type="text"/>	Conversion to a different Commission	<input type="text"/>	<input type="text"/>
Special Forces	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>

R

S

T

U

V

X

* Complete and delete as applicable (Headings: para 4.06, JOTES/SST: para 4.07e.)

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<input type="text"/>	<input type="text"/>	MS	PB	<input type="text"/>
----------------------	----------------------	----	----	----------------------

Micro	Cards
MS(CR)	
Initials	
Date	
ADP	
Initials	
Date	

d. Characteristics (para 5.06)

Indicate your assessments of the officer below with an 'X'. Note that there should be a relationship with the overall performance assessment at para 3f.

Zeal and Energy

Reliability

Commonsense and Judgement

Intelligence

Leadership and Man-management

Initiative

Technical Ability (Special to Arm/
Weapons (W) Staff)

Tactical Ability

Power of Expression
Oral

Written

Organising and Administrative Ability

Tact and Co-operation

Excellent	Very Good	Good	Weak	Supplementary Remarks (if any)

- e. Pen Picture (para 5.07).** Give your overall impression of the officer, weak points as well as good. Include remarks to support positive recommendations at 3c and to explain an A or B entry at 3g or a negative recommendation at 3h, 3j or 3k.

f. Assessment of PERFORMANCE (para 5.08)

- ◆ The assessment is to be in **Substantive** rank and related solely to **performance**.
- ◆ Read the definitions at **MS Guide Annex D**.
- ◆ There must be consultation between initiator and 1st SRO before awarding an assessment of **EXCELLENT**.

Assess the officer in **Substantive** rank, inserting the word 'High', 'Middle' or 'Low' in the appropriate box below.

EXCELLENT	VERY GOOD	GOOD	WEAK
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

g. Assessment of POTENTIAL (para 5.09)

- ◆ Show your assessment of the officer's potential by inserting letter A, B, C or D in this box:

A =Has probably reached his/her ceiling (NOT recommended for promotion).
B =With additional experience in present rank he/she could fill appointments in the next higher rank (NOT YET recommended for promotion).
C =Ineligible for promotion—due to age, appointment or type of commission.
D =Ready for promotion to next substantive rank.

h. Grade 2 Staff (para 5.10)

If employed at Grade 3 Staff or in a First Leg 'sq'-earning post, do you recommend the officer for Grade 2 Staff?

Yes	Not yet	No	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ('X' appropriate box)

j. Sub-unit Command (para 5.13)

If a Captain at Regimental Duty, do you recommend the officer to command a regular Squadron/Battery/Company (or QARANC equivalent)?

Yes	Not yet	No	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ('X' appropriate box)

k. Grade 1 Staff Para 5.14)

If employed at Grade 2 Staff do you recommend the officer for Grade 1 Staff?

Yes	Not yet	No	NA
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ('X' appropriate box)

Signature (para 5.15)	Rank and Name	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
Appointment and Unit	Date of Signature	Initials of officer reported on (para 5.16)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Remarks of Head of Arm/Service—if necessary (paras 6.02 to 6.05)

(This para is to be completed only in respect of officers employed at Regimental Duty. Remarks are to be confined to special to arm matters and employment prospects within own Arm/Service.)

	Very well	Quite well	Slightly	Not at all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ('X' appropriate box)

a. How well do you know the officer?

b. Remarks

Signature (para 5.15)	Rank and Name	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>
Appointment and Unit	Date of Signature	Initials of officer (if necessary—para 6.05d)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Remarks of Superior Reporting Officers (SROs)

NOTE: See MS Guide: *para 6.06* for number of SROs needed; *paras 6.07–6.08* for functions of SROs; *para 6.09* for filling in the form (including power to order changes); and *paras 6.10–6.12* for notification of changes.

5. 1st SRO's Report

Very well Quite well Slightly Not at all

a. How well do you know the officer?

☐☐☐☐

(**'X'** appropriate to

b. Do you agree with:

Yes

No

(1) The assessment of Performance at para 3f?

☐☐

(2) The assessment of Potential at para 3g?

☐☐

NA

(**'X'** appropriate box)

(3) Any recommendation at para 3c, 3h, 3j or 3k?

☐☐☐

If you have answered 'NO', your remarks below must include details of your own opinion.

c. Remarks

Signature _____ Rank and Name _____

Appointment
and Unit _____

Date of
Signature _____

Officer's Initials
(if necessary—*para 6.12*) _____

Date _____

6. 2nd SRO's Report – if necessary (*para 6.06*)

Very well Quite well Slightly Not at all

a. How well do you know the officer?

☐☐☐☐

(**'X'** appropriate to

b. Do you agree the assessments of the SRO at
para 5 above?

Yes

No

☐☐

(**'X'** appropriate box)

c. Remarks

Signature _____ Rank and Name _____

Appointment _____

Date of
Signature _____

Officer's Initials
(if necessary—*para 6.12*) _____

Date _____

For use if applicable, when report is complete—(*para 6.11*)

The officer has been notified of improvement(s) to para _____

Signature _____

Appointment _____

Date _____

Regular Army Confidential Report—Substantive Majors and above

Notes: 1. Paragraph references in brackets refer to the MS Guide 1983.
2. To be typewritten

Annual Report for 19 */Additional Report (AD *)

Personal Details (para. 4.07)

Surname and Initials (BLOCKS)		P/Number	Regt/Corps	MOD Use Only
a. A		B		
b. Type of Commission	Substantive Rank	Date of Substantive Rank		D
c. Date of Birth	Decorations	Marital Status	PES and Date	E
d. Qualifications				

Job Details (para 4.08)

Appointment and Unit (36 spaces maximum)		OEC
a. H		
b. Date assumed appointment	Acting Rank (if any)	Country/Theatre (10 spaces maximum)
		J
		K

Initiator's Report

a. Period of this Report (para 5.03) From:	F	(Figures)	To:	G	(Figures)
b. Show below any significant additional tasks or achievements outside the officer's formal appointment (para 5.04):					
c. If you recommend the officer as particularly suitable for any of the following, comment in the Pen Picture overleaf and place a cross (X) in the 'YES' column below. The 'NO' column may be used to indicate strong or suspected unsuitability (para 5.05)					
L					
M1					
M2					
N1					
N2					
P1					
P2					
Q1					
Q2					
Q3					
Q4					

Instructor with Officer Cadets

Service with Junior Soldiers

Women's Services Liaison Officer

SDC (or, if still eligible, the Army Staff Course)

Special Forces

Yes	No

A Representational post (e.g. Military Attaché or a NATO appointment)

Loan Service

Defence Fellowship or M Phil Degree

Project Manager in MOD (PE)

Extension of present Commission

Conversion to a different Commission (including QM)

Yes	No

R		
S		
T		
U		
V		
X		

Complete and delete as applicable (para 4.06)

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		MS	MS	MS	PB	
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Micro	Cards
MS(CR)	
Initials	
Date	
ADP	
Initials	
Date	

d. Characteristics ((para 5.06)

Indicate your assessments of the officer below with an 'X'. *Note that there should be a relationship with the overall performance assessment at para 3f.*

Zeal and Energy

Reliability

Commonsense and Judgement

Intelligence

Leadership and Man-management

Initiative

Technical Ability (Special to Arm/
Weapons (W) Staff)

Tactical Ability

Power of Expression
Oral

Written

Organising and Administrative Ability

Tact and Co-operation

Excellent	Very Good	Good	Weak	Supplementary Remarks (if any)

e. Pen Picture (para 5.07). Give your overall impression of the officer, weak points as well as good. Include remarks to support positive recommendations at 3c and 3j and to explain an A or B entry at 3g (1).

f. Assessment of PERFORMANCE (para. 5.08)

- ♦ The assessment is to be in **Substantive** rank and related solely to **performance**.
- ♦ Read the definitions at **MS Guide Annex D**.
- ♦ There must be consultation between initiator and 1st SRO before awarding assessments of **OUTSTANDING** or any level of **EXCELLENT**.

If you assess the officer **OUTSTANDING** enter 'OUTSTANDING' in this box
(see Annex D for the link to box g(2) below):

If not rated OUTSTANDING, assess the officer in **Substantive** rank, inserting the word 'High', 'Middle' or 'Low' in the appropriate box below.

EXCELLENT

VERY GOOD

GOOD

WEAK

g. Assessment of POTENTIAL (para 5.09)

- ♦ Show your assessment of the officer's potential by inserting letter A, B, C, or D in this box (1):

(1)

A = Has probably reached his/her ceiling (NOT recommended for promotion in current sphere of employment).

B = With additional experience in present rank he/she could fill appointments in current sphere of employment in the next higher rank (NOT YET recommended for promotion).

C = Ineligible for promotion in current sphere of employment - due to age, appointment or type of commission.

D = Ready for promotion in current sphere of employment to next substantive rank.

- ♦ If you have sufficient evidence to support your assessment, also complete box (2)

Shows potential for promotion at least to the rank of:
(If more than 2 ranks up to be cleared with the 1st SRO).

(2)

h. Staff (para 5.10)

If employed as a **Major** at Grade 3 Staff or in some other 1st leg sq-earning post, do you recommend him/her for Grade 2 Staff employment?

Yes

Not Yet

No

NA

☐☐☐☐

('X' appropriate box)

j. Brigadier Command Appointments (para 5.12)

If a Lt Col in command (Arms only) do you recommend the officer for:

Yes

Not Yet

No

NA

(1) One of the All Arms appointments listed at MS Guide Annex E para 1a?

☐☐☐☐

('X' appropriate box)

(2) One of the Tied appointments listed at MS Guide Annex E para 1b?

☐☐☐☐

(in either case you must specify the type of formation in the pen picture).

(para 5.15)

Rank and Name

Date

ent and Unit

Date of Signature

Initials of officer
reported on (para 5.16)

arks of Head of Arm/Service—if necessary (paras 6.02 to 6.05)

para is to be completed only in respect of officers employed at Regimental Duty.

arks are to be confined to special to arm matters and employment prospects within own Arm/Service).

Very Well

Quite Well

Slightly

Not at all

a. How well do you know the officer?

☐☐☐☐

('X' appropriate box)

b. Remarks

ent and Unit

Rank and Name

Date

Date of Signature

Initials of officer

Remarks of Superior Reporting Officers (SROs)

Note: See MS Guide: para 6.06 for number of SROs needed; paras 6.07 - 6.08 for functions of SROs; para 6.09 for filling in the form (including power to order changes); and paras 6.10 - 6.12 for notification of changes.

5. 1st SRO's Report

Very Well Quite Well Slightly Not at all

a. How well do you know the officer? ☐ ☐ ☐ ☐ ('X' appropriate box)

b. Do you agree with;

Yes

No

(1) The assessment of Performance at para 3f? ☐ ☐

(2) The assessment of Potential at para 3g? ☐ ☐

NA

('X' appropriate box)

(3) Any recommendation at para 3c, 3h or 3j? ☐ ☐ ☐

If you have answered 'NO', your remarks below must include details of your own opinion.

c. In the light of the standards required (MS Guide para 6.07), do you recommend the officer to attend RCDS or HCSC? (Eligibility: RCDS - Brig, Col and exceptionally Lt Col; HCSC - Lt Col in Command only)

RCDS
Yes/No

HCSC
Yes/No

L
at

d. Remarks

Signature _____ Rank and Name _____

Appointment _____ Date of Signature _____ Officer's Initials _____ Date _____
(if necessary—para 6.12)

6. 2nd SRO's Report—if necessary (para 6.06)

Very Well Quite Well Slightly Not at all

a. How well do you know the officer? ☐ ☐ ☐ ☐ ('X' appropriate box)

Yes

No

b. Do you agree the assessments of the SRO at para 5 above? ☐ ☐

('X' appropriate box)

c. If there is a 'yes' recommendation at para 5 above, indicate the extent of your support for RCDS/HCSC:
Not agreed/Supported/Strongly Supported.

d. Remarks

Signature _____ Rank and Name _____

Appointment _____ Date of Signature _____ Officer's Initials _____ Date _____
(if necessary—para 6.12)

For use, if applicable, when report is complete—para 6.11

The officer has been notified of improvement(s) at para _____

Signature _____ Appointment _____ Date _____

CHARACTERISTICS: A GUIDE

As general guidance to an assessment of characteristics, the table below lists statements of behaviour which may be taken to describe officers at the extremities of the scale -Excellent and Weak respectively.

CHARACTERISTIC	EXCELLENT	WEAK
Zeal and Energy	Moved by a powerful drive and unflinching enthusiasm which reveal a deep reserve of energy. Attacks challenge with lively application. Output very high.	Lethargic and spiritless. Little reserve of energy. Reluctant to begin, and quick to abandon, tasks allotted. Incapable of sustained effort. Output small.
Reliability	Totally dependable even under stress. Never needs reminding of a task once it is delegated to him. Inspires complete confidence in his superiors. Will never let a colleague down.	His support or his competence would be suspect in a time of crisis or when under stress. He sees little value in the military virtues and no merit in self-sacrifice. Needs supervision.
Commonsense and Judgement	Capable of consistently making sound assessments and arriving at clear, positive decisions. Penetrates quickly to the heart of a problem. Mentally flexible, imaginative, realistic and practical. An innovator who is also a sound judge of what is possible.	Too often fails even to recognise that a problem exists. Always takes conventional routes. Resists change. Ideas are often illogical, impractical or negative. Rarely prepared to make any constructive criticism.
Intelligence	Shrewd, penetrating and farsighted, he will anticipate problems and analyse them swiftly, however complex. His solutions will be sound, flexible and often striking in concept. Adapts readily to new situations.	His thinking is shallow and concentration weak. He is suspicious of imaginative views, slow to react and defeated by the unusual.

CHARACTERISTIC	EXCELLENT	WEAK
Leadership and Man-management	His presence puts heart into others, especially in times of stress, and his example sets them an excellent standard by which to judge their own behaviour. Demands nothing of others he is not prepared to give in equal measure himself. Subordinates respond well to his direction.	Exercises little influence over subordinates other than by his own poor example. Accepts low standards. His temperament makes him incapable of effective comment. Lacks consideration for the feelings of others and takes little interest in subordinates or their welfare.
Initiative	Prepared to step forward and make decisions. Does not wait for guidance. Welcomes responsibility and is fully prepared to make the first move. Imaginative. Has ideas and will speedily translate them into new policy.	Will drift to the rear if possible, especially under stress. If he has an idea, he is unlikely to pursue it.
Technical Ability	Has a wide knowledge of the detail and a deep understanding of the principles of his specialization. Keeps himself informed even when employed in another field. Adaptable and able to improvise.	Tends to have a narrow outlook. Not anxious to learn. Takes no trouble to extend the range of his professional mind and makes virtually no contribution to the sum of service knowledge.
Tactical Ability	Has a deep understanding of the all arms tactics required in all phases of war and in training for them. Mentally flexible. Can make sound decisions quickly and confidently in a fluid situation and issue clear oral and written orders.	Has a limited knowledge of his profession and fails to understand the wider issues. Tends to become confused in emergencies. Planning and orders are unsound.

Appendix 3
to Chapter 4

CHARACTERISTIC	EXCELLENT	WEAK
Power of Expression	A fluent and persuasive speaker who can think on his feet and fit his words and manner to the occasion. Commands immediate attention. Is equally effective in formal or informal surroundings. Whether making a speech, giving orders or chatting.	Inarticulate and dull. Fails to command attention in public or in private. Fails to instil confidence. His words make little impact and are quickly forgotten.
a. Oral		
b. Written	His ideas are admirably marshalled, well presented and expressed clearly and concisely. His style holds his readers' attention. He takes the trouble to check his drafts and the typed product carefully, insisting on the highest standards.	His meaning tends to become lost because his writing is dull, verbose or ambiguous. His ideas are not presented logically and his style taxes the reader. He is careless in checking drafts and the typed product.
Organising and Administrative Ability	Exceptionally capable in providing effective control. Imaginative in foreseeing difficulties and dangers. Delegates intelligently. Quick to recognise priorities, to put them into effect systematically and to evaluate impartially the results achieved. Uses resources economically.	Fails to provide effective supervisory or managerial control over his subordinates. Tends to work without method and seldom correctly evaluates the results achieved. He over/under delegates responsibility. Has little sense of cost effectiveness. Fails to detect failures or allows errors by subordinates to go unchecked.
Tact and Co-operation.	A highly respected and effective team member who works in harmony with others. Tackful, helpful to others, instinctively adopts the right approach to superiors and subordinates. His presence in a team gives it a high chance of success.	Unresponsive to the ideas of others, unyielding in discussion. His manner tends to be rude or abrasive. A disruptive element in team activities, best left to work alone.

ASSESSMENT OF PERFORMANCE

Definitions

3. Definitions of the Performance Blocks are given below.

Within each one, the Level 'Low' implies that the officer is only just suitable or that Block (ie, close to the Block below); 'Middle' implies that he is well within that Block; and 'High' implies that he is bordering on the next higher Block.

WEAK

The Performance Block WEAK is suitable for an officer who performs to the minimum acceptable standard or to something less than this. He will rarely extend himself. Others will sometimes have to act for him to compensate for his omissions, poor judgement or idleness. He will either fail to heed advice or be unable to act upon it in any practical way. His standards will tend to be low and he will need frequent supervision.

GOOD

The Performance Block GOOD is suitable for a sound officer who performs his duties well without special supervision. While his performance may sometimes fall below the standard required it will on other occasions rise above it. He will be capable of extending himself and will usually apply sound standards.

VERY GOOD

The Performance Block VERY GOOD is suitable for an officer who performs his duties very well, bringing to them more intellectual or physical effort than is demanded by the mere fulfilment of the appointment and making a significant contribution to the success of the team of which he is part. He may have generated new initiatives in the field in which he is employed, will have broadened his interests outside the immediate sphere of his duty and will have a well developed sense of responsibility.

EXCELLENT

The Performance Block EXCELLENT is suitable for an officer whose all round performance is of a very high standard indeed and to the absolute satisfaction of the reporting officer. He will always act intelligently and will display a marked understanding of his profession. His personal qualities will set him apart from the majority of officers in his unit, department or group. He will be totally dependable, imaginative, shrewd, dedicated, resolute mentally flexible and a man of absolute integrity.

OUTSTANDING

(Majors and above only)

The OUTSTANDING assessment is intended for use in those rare cases where an officer not only has all the qualities required for an assessment of EXCELLENT (High) but is also perceived to have marked potential for advancement to very high rank because reporting officers have no doubt that his performance in any other job he was given, even the most testing, would be equally remarkable. If reporting officers are in doubt, this assessment should not be awarded. An OUTSTANDING assessment requires support from the Commander in Chief (or equivalent in the theatre) or, for those serving in MOD, at least at 3-star level. The assessment implies, for a colonel, lieutenant colonel or major, clear suitability for the rank of major-general (or one-star Director of the Corps concerned); and for a brigadier, for the rank of lieutenant-general (or 2-star Director of the Corps concerned.) On the report form, the entry at paragraph 3g (4) must match these implications.

CHAPTER 5

THE RELATIONSHIP OF CAREER MODELS TO CURRENT HUMAN

RESOURCE PLANNING FOR OFFICERS IN THE ARMY

5.1 Introduction

In this chapter, it is intended to examine the models, developed and discussed in Chapter 2, in relation to the career pattern of a successful Army officer as described in Chapter 4, and see how well they fit.

5.2 Network Model

This multiple career ladders model or Network Model which is described in Chapter 2 and shown in Figure 4 there, is based on the BDM Corporation's functions and organisation. (Rice 1982). It consists of three main ladders, management, technical and administration and two additional ladders, which allows individuals to move from one main ladder to the other i.e. 'technical with leadership' and 'administration with leadership'.

This five ladder model adapts very well to the Army career system as will be shown below. The management ladder, since it is the core of decision making in the organisation, has been divided into command and general staff ladders. To demonstrate the validity of the 'technical' and 'technical with leadership' ladders it is intended to apply the career pattern of a Royal Engineer officer (this would be equally true of the career of a Royal Signals officer). Similarly, it is intended to demonstrate the validity of the 'administration' and 'administration with leadership' ladders by applying the career pattern of a Royal Army Ordnance Corps officer in the logistic field, (such a career pattern would be equally valid in other corps such as the Royal Corps of Transport).

The Army modification to the original network model is shown in Figure 13 below:

Figure 13

Army Modification to the Network Model

Original Model	Technical Ladder	Tech with Leadership Ladder	Management Ladder		Admin with Leadership Ladder	Admin Ladder
Modified Model	Royal Engineer Ladder	Engineer with Command Ladder	Command Ladder	General Staff Ladder	Log with Command Ladder	RAOC logistics Ladder
Foot note: Notice the substitution of the word Command for Leadership in the modified model.						

5.2.1 Management Ladder - Network Model

The Management ladders, which are presented as the Command ladder and the General Staff ladder in the Army model, are the ladders within which the successful teeth arms officers (armoured corps, artillery and infantry) will operate exclusively.

5.2.2 Technical (Royal Engineers) - Network Model

A successful Royal Engineer officer's career will either, develop along the 'Engineer with Command' and the Command and General Staff ladders or it will develop along the 'Engineering with Command' and the Royal Engineers ladders. Occasionally an officer can operate on all three of these ladders but usually there is insufficient time in a successful career to do this. In addition outstanding Royal Engineer officers can make

the transition from the 'Engineering with Command ' ladder, i.e. from Commanding officer of an Engineer Regiment, to promotion on the Command ladder as an All Arms Brigade Commander. These possibilities demonstrate the flexibility of the career pattern for a Royal Engineer officer and how this can be demonstrated in a network model which is shown below at Figure 14.

Figure 14

Technical (Royal Engineer) - Network Model

Royal Engineers Ladder	Engineer with Command Ladder					General Staff Ladder	Command Ladder	Rank
	Troop Comd	Sgn Comd	Regt Comd	Engr Bde Comd	Engr in Chief			
					X	Director MOD	Divisional Comd	Major General
Director of Engr Services				X		Brigadier General Staff	Brigade Comd	Brigadier
Comd Royal Engineers (Works)			X			Grade I Staff Officer	Regimental Comd	Lieutenant Colonel
Deputy Comd Royal Engineers (Works)		X				Grade 2 Staff Officer	Company Comd	Major
	X					Grade 3 Staff Officer	Platoon Comd	Lieutenant /Captain

3 Administration (RAOC Logistic) - Network Model

A successful Royal Army Ordnance Corps officer's career will either develop along the 'Logistic with Command' and the General Staff ladders or it will develop along the 'Logistic with Command' and RAOC Logistics

ladders or on all three ladders. However, unlike the outstanding teeth and support arms officers, an RAOC officer, or any officer from the other services, cannot at present aspire to command an all arms Brigade. Despite this, an RAOC officer has a very flexible career pattern and can reach high rank both within his own Corps and on the General Staff. This is well demonstrated in the Administration (RAOC Logistic) network model shown below in Figure 15.

Figure 15

Administration (RAOC Logistic) - Network Model

RAOC Logistic Ladder	Logistic with Command Ladder					General Staff Ladder	Rank
	Platoon Comd	Company Comd	Battalion Comd	Depot Comd	DGOS		
					X	MOD Director	Major General
Comd Supplies				X		Brigadier General Staff	Brigadier
Comd Supplies			X			Grade 1 Staff Officer	Lieutenant Colonel
SO2 Supplies		X				Grade 2 Staff Officer	Major
SO3 Supplies	X					Grade 3 Staff Officer	Captain

In conclusion, it is clear that the network model can be adapted to describe and demonstrate the career of a successful Army officer, from the different Regiments and Corps, and so could be used as a suitable model.

5.3 Experience-Based Career Development Model

This model developed by Morrison and Hock, (Hall 1986), and which uses the career pattern of a USN Destroyer Commanding officer, fits the Army's concept well.

The first step is to identify the key organisational position which, in the Army model, would be the commanding officer. The second step is to assess the personal qualities required for this appointment and arrange for these qualities to be developed as part of the individual's personal development plan (the basic qualities should be identified at the Regular Commissions Board and initially developed at the Royal Military Academy, Sandhurst - further development will take place at regimental duty, i.e. on job training.) The third step is to identify the intermediate appointments that will provide the necessary skills, knowledge and experience. In the Army model these appointments would be in chronological order: platoon commander, adjutant, grade 3 + staff officer, student at Staff College, grade 2 staff officer, company commander and grade 1 staff officer.

The fourth step is to analyse each appointment to decide on the skills required and the proficiency level required of each skill. In addition an assessment is made of the time required to master them. In the case of the Army model, the key skills identified are: command, tactics, administration, discipline and 'special to arms' skills and the proficiency levels are defined as basic, intermediate, advanced and expert knowledge and are shown as:

1. Basic Knowledge - Officer Cadet training plus 'on job' training as a Platoon Commander.
2. Intermediate Knowledge - Successful completion of Lt/Capt. promotion examination plus further 'on-job' training as a Platoon Commander and Adjutant.
3. Advanced Knowledge - Completion of Staff College plus 'on-job' training as a Company Commander.
4. Expert Knowledge - 'on-job' training as a Grade 1 Staff Officer and as a Commanding Officer.

It is in step 4 of the Experience-Based Model that the Army model has some difficulty and this is in the 'time to master the skills!' The Army's policy of two year (and sometimes three year) appointments weakens part of step four.

The fifth step is to design a career pattern. In the Army model this is obvious and well understood, for example, an officer does not have the experience, skill or knowledge to command a company until he has commanded a platoon and this analogy can be developed for Staff Officer appointments. The sixth and last step in the experience-based model is assessment and this is comprehensively covered by the Army's Confidential Report (personal appraisal) system.

Therefore based on these steps, an experience-based career development model of a successful Army officer from platoon commander to commanding officer has been developed and is shown below at Figure 16.

Figure 16

AN EXPERIENCE-BASED CAREER DEVELOPMENT MODEL
OF A SUCCESSFUL ARMY OFFICER

Appointment	Command	Tactics	Administration	Discipline	"Special to Arms" Skills
Platoon Commander	B - I	B - I	B - I	B - I	B - I
Adjutant			I - Adv	I - Adv	
Staff Officer (Grade 3)			Adv		
Student Staff College		I - Adv	Adv		
Staff Officer (Grade 2)			Adv		
Company Commander	I - Adv		Adv	Adv	I - Adv
Staff Officer (Grade I)			Adv - E		
Commanding Officer (Key position)	Adv - E	Adv - E	E	Adv - E	Adv - E

Abbreviations:

B	-	Basic Knowledge
I	-	Intermediate Knowledge
Adv	-	Advanced Knowledge
E	-	Expert Knowledge

From the above it is clear that the Army system could well be modelled on the experience-based career development model. However there is the discrepancy in Step four of the model which refers to 'time to master the skills' and the Army's two and three year posting policy.

5.4. A Competency-Based Career Development Model

A Competency-Based Career Development Model (Mirabile 1985) is a very fluid one designed to match human resource development to meet a company's changing objectives. On the other hand the Army career pattern for an officer is fairly rigid, irrespective of what operational commitments are being faced by the military at any given time, and so, at first sight, there might appear to be little value in examining the model further. But this initial view would be misleading.

Mirabile's model is based on three assumptions and they are:

1. Jobs can be viewed from a critical competency perspective.
2. Identification and management of these competencies produces continuity to human resource management.
3. Critical competencies are viewed as a set of knowledge, skills and abilities.

Any Army model would comply with these assumptions because job specifications are prepared for all appointments and these specifications list both, the essential qualifications, experience and skills required, i.e. the critical competencies, and also the desirable ones too. These job specifications are continually being amended and updated.

The aim of Mirabile's model is to establish what competencies are necessary for a given job and what is the current competency of a particular employee. From these two factors, the model can show whether the employee is ready to move to a new post or whether further training or on-job-experience is required.

This is a three stage model; firstly, there is the analysis stage where the critical competencies for a particular job are defined, secondly there is the assessment stage where the individual is assessed to see if he is ready to move or not and thirdly, there is the evaluation and planning stage where a career action-plan is prepared for the individual.

Again, the Army model of a competency-based career development plan would conform to the aim of Mirabile's model except in the all important 'ready to move' part of the assessment stage. The military requirement, for two years in each appointment irrespective of how well the individual does or how quickly he masters the job, seems to negate the key part of Mirabile's model which is based on promotion when deemed competent. However the Army does recognise appointments well carried out and the reward, when the present appointment is completed, could be a promotion in rank or in the quality of the next job offered. Therefore, taking the broader view, it is felt that the Army is, in reality, very close to Mirabile's Competency-Based Career Development Model.

5.5 A Systems Career Model

The systems career model developed by Chester Delaney for Chase Manhattan (Delaney 1986) seems to fit well with the Army career model at first glance.

The first step of grouping the jobs into clusters or career stages in the Chase Manhattan case, five, from apprentice to group project manager can be translated in an Army model to officer cadet, platoon commander, adjutant, company commander and commanding officer.

Similarly, the second step of identifying the major skills required by the individual can be developed by substituting the banking ones of: banking, communication, management and technical for the military skills of: command, tactics, administration, discipline and 'special to arms' skills. However it would be rather difficult to show diagrammatically how these skills shift during a military career. Suffice to say that the command responsibility increases with seniority as does the amount of administration.

However the difficulty with this model, from the military point of view, is in the way the model is 'driven' using the three career checkpoints. The first two checkpoints, certainly, closely follow the Army's approach to career development planning for its officers. The 'entry checkpoint' would be conducted informally by the officer's superior during the first few weeks of his appointment, and the 'performance checkpoint' would be done in the form of an Annual Confidential Report (personal appraisal) by the same officer. However the third checkpoint in the systems career model, i.e. the 'career decision checkpoint' implies that the individual remains in the same job until he is ready to move up or sideways. In the Army, an officer remains in an appointment for a prescribed length of time which is normally two years. Whilst he can be dismissed from the job early for incompetence, his tour will not be shortened because he has mastered the job quickly.

Therefore, the Delaney Systems Career Model could not be used to accurately describe the Army's career development system because this system is based on the concept that the individual remains in an appointment until he masters it or is moved sideways and the Army does not.

5.6 Systems Approach to a Career Development Model

The Army's career development system follows the Coca-Cola USA's systems approach in most respects. There is a description of Coca-Cola's approach (Slavenski 1987) and it has four objectives which are:

1. To promote from within where ever possible.
2. To develop talent in depth and in advance of staff needs.
3. To give managers the responsibility for evaluating and assisting in the development of employees.
4. To expect individuals to take primary responsibility for their own career development.

The Army career development system would certainly comply with the first three objectives. The Army only promotes from within its own organisation and this meets the first objective. The Army certainly develops talent in depth - indeed it is said that officers are trained to a level of two ranks above the rank they hold - this meets the second objective. The Army complies with the third objective through its confidential report system, through its career counselling from senior officers and through the advice available to individual officers from their own Personnel Branch.

However the Army does not meet the fourth objective of officers being primarily responsible for their own career development. There is very limited opportunity for an officer to take responsibility for his own career development other than doing his job to the best of his ability. In addition, the exigencies of the service will always over-ride personal preferences and career advantageous appointments.

In conclusion, although there is this discrepancy in objective four between Coca-Cola and Army, they both agree that current job performance is central to their respective career development systems and that this evaluation is the key to selection for the next appointment.

5.7 Conclusion

The Network Model is an overview of a whole career and accurately demonstrates the career profile of both the teeth arms and support arms and services very well. However there is no time base to this macro human resource planning model.

The Experience-Based Career Development Model, the Competency-Based Model and the Systems Career Model all reflect the career development model of a successful Army officer up to a point. However, a change of job or promotion, in these models, is based respectively on either, sufficient experience gained, competency achieved or performance achieved and not as a function of time as in the Army system. This is a small but important difference and the requirement for a fixed time in an appointment, as laid down in Army Regulations, means that it is not really possible for the late developing Army officer to 'catch up' with his successful contemporaries. On the other hand, if you

accept that there is compensation, for the successful Army officer's fixed time postings, in terms of the quality of the next appointment in relation to performance achieved at the last one, then these models are mostly viable.

Lastly, the idea that an individual is primarily responsible for his own career development, as in the Systems Approach to Career Development Model, is not entirely sustainable in the context of any career development model of a successful Army officer. His future appointments are all mapped out and his responsibility is in doing these jobs well - to that extent only, has an Army officer responsibility for his own career development.

Overall, it does appear that the present human resource planning system in the Army lacks the flexibility of the models and systems developed for business and industry.

CHAPTER 6

ARMY HUMAN RESOURCE PLANNING FOR THE FUTURE

6.1 Changing Society

It is said that society is changing much more quickly than in the past and that technology is developing even faster. These factors have a significant bearing on the Army and the management of these changes is the major challenge facing the Ministry of Defence.

The present attitude to work, by the younger generation, is based on job mobility and multiple careers rather than traditional 'job for life' approach. This is particularly so for high quality young men in their twenties who will keep changing jobs until they find one that gives them enjoyment, status or high remuneration. This will make public service such as the Army, less attractive unless it's status and rewards can be improved. This in turn may mean that the high quality young man will view the Army as just another job, rather than a vocation, and consider only a short period of service instead of a full career.

The MARILYN Report draws attention to the demographic trend which means that there will be significantly fewer young men of the appropriate quality and education available for recruitment as officers (MARILYN 1988). This problem will be exacerbated by the increasing competition from the professions, business and industry.

Other social factors will mitigate against the Army as a career, such as the demand for home ownership and the increasing opportunities for well qualified women to pursue their own careers - this latter factor will have a bearing on both married officers and for the woman service officers in the Army.

6.2 Military Changes

Clearly the major changes that are going on in the Warsaw Pact countries will have significant implications for the future of NATO and the size and shape of the British Army of the late 1990s and into the 21st Century. However, even without these anticipated reductions, there is already an obvious trend towards high technology equipment and 'state of the art' information technology.

This implies the need for more high quality officers to handle these increasingly sophisticated systems both at staff and in command appointments. This, in turn, means the need for more graduate officers which at the moment, stands at 50% of the officer corps. Recruiting and retaining these graduates, in competition with the commercial world, will be increasingly difficult.

The other major change is in the relationship between officers and senior NCOs. With the increase of higher quality, better educated and trained senior NCOs, it is anticipated that the distinction between the officer and senior NCO will be further eroded and the changes in society will act as a catalyst in this field. In addition the aspirations and expectations of senior NCOs will also rise and there may be a move towards the redistribution of the presently accepted responsibilities between the officer, the warrant officer and the senior NCO.

6.3 Implications for the Army

The implications for the Army of these changes, in society and the anticipated military trends, which may have an effect on the perceived status of military service, means that it will be increasingly difficult to attract and retain the necessary high quality officers that the Army will require in the future. Few officers will wish to commit themselves to a full career unless they see it as prestigious, worthwhile and rewarding. In addition the Army is going to have to adopt a more flexible approach to entry ages to meet the job mobility and multiple career factor discussed above. In general, conditions of service, job satisfaction and present career structure will have to become more attractive and flexible, if it is to meet the aspirations of the next generation of officers.

6.4 Models versus the Army Reality

There is no doubt that the career models discussed in Chapter 2 and considered in relation to the present career of a successful Army officer in Chapter 5, were all very similar to any model that might be developed for such an Army officer. The two important discrepancies with these models were, firstly, the Army's time-bound postings (usually two years) in relation to the business and industry approach of moving on when efficient, competent or experienced and, secondly, the business and industry's approach to career development where the individual is primarily responsible for his own destiny in contrast to the more limited opportunity for an Army officer to do the same thing.

These points were corroborated when the criteria, of the optimal human resource planning model, were validated as shown in the responses to the Questionnaire in Chapter 3.

This investigation indicated that business and industry all conformed to this optimal model to a greater or lesser extent. However, when this optimal model was examined against the present career development arrangements for a successful Army Officer, these same discrepancies arose. In response to the additional question asked under criterion 3, business and industry took the view that there was plenty of scope for the 'late developer' since the onus was on him to 'step up a gear' and get ahead. This matter of the 'late developer' (or the 'late entrant' who could be in a similar situation) is particularly relevant to the Army. The problem here is that the Army has no effective way of absorbing this category of officer, into the present career system and, at the same time, giving him the possibility of catching up with his peer group if he is so talented. In other words, the Army system lacks flexibility.

6.5 An Army Human Resource Planning Model?

It was felt that there was no merit in trying to develop a particular human resource planning model, for the successful Army officer, since it could take several different forms. The network model and the experience-based model could serve as an overview of a whole career if set to a two year time base. Similarly, the competency-based and systems career models could be used to describe a 'close up' of an Army career, if, as above, they are also set to a time base.

Trying to develop a separate Army career model would be further complicated, because it would be misleading to over-emphasise the two discrepancies discussed in para 6.4. above.

The time bound appointment may seem inflexible but the rewards for the officer concerned, in terms of the quality of his next appointment or promotion, are directly related to how well he does this job (incidentally, all human resource planning models and systems agree that it is the individual's performance at a job that is important and dictates his career progress, and not in training or on courses). The problem here is how do you present simply and clearly in model form, a time-bound appointment system with a variable output at each stage?

The second discrepancy, concerning the individual's responsibility for his own destiny, is not totally invalid in the Army context. Although there is a fairly rigid career structure laid down for the successful Army officer, it is the individual officer's responsibility to do his job well if he expects to make successful progress in the system. In addition, he can have some limited influence on his early career, in broadening his experience, by volunteering for flying, special forces or secondment. However this is very much subject to the 'exigencies of the service'. Again, how would this be presented, simply and clearly in model form?

Therefore, it was decided not to pursue the idea of creating a separate model of human resource planning in the Army because the Army's career system is complex and infinitely variable. However, the existing models and systems served as a useful means of highlighting the differences between business and industry and the present Army human resource planning system. These differences are the basis for further discussion and recommendations on possible improvements to the present Army career development system and they really revolve around the lack of flexibility.

6.6 Proposed Changes to the Present Army Career Development System

There would be grave organisational implications if changes were made to the present, easy to administer, human resource planning system in the Army. The difficulties with the various models discussed above, in terms of time-bound appointments and the individual officer's relative lack of influence on his own career, may be inevitable in this type of organisation. However, in view of the changing attitudes in society and the multi-career approach of the high quality young men the Army needs, it is important to consider:

- a. What is essential in the form of experience, education and training for the career development of an Army officer and how could this be made to work for both the high calibre and the late entry officer?
- b. What sort of marketable career package must the Army offer to attract and retain the high calibre young man?

6.6.1 Essential Experience, Education and Training for an Army Officer

The young man who enters the Army straight from school or university will complete a year at Sandhurst on basic officer training and then up to six months on 'special to arms' training prior to following the career pattern described in Chapter 4 and shown at Figure 12 there. If you look closely at this pattern, from first commissioning up until entering the all important Staff College, only two of the four appointments shown could be considered as key ones.

The platoon commander and the adjutant are key appointments but the second two, platoon commander at a training depot and the junior staff officer appointments are in the category of desirable rather than essential to the officer's development. Certainly it would be quite reasonable to do only one of these appointments or even replace one of them with a tour with special forces, flying or on secondment, without any real penalty. Linked to the two key appointments, and perhaps one desirable appointment, is the need to complete the Junior Officer Training and Education Schemes 1 and 2 (JOTES 1 and 2). This is the education and training part of an officer's career development and it is essential. The JOTES 1 can be taken after two years experience and JOTES 2 completed in a further four years. Therefore the minimum time needed to acquire the essential job experience, education and training is six years after completing Sandhurst and 'special to arms' training. This contrasts with the present eight to ten year career profile of an officer covering the period up to the time he is due to attend Staff College.

The Review of the Officer Career Structure (Palmer 1986) recommended that the entry age for Staff College should be changed from, between 32 and 34 years of age, to between 31 and 35 years of age. The upper age limit is welcome because it offers some flexibility but why the lower age limit of 31? Why cannot the very bright officer attend Staff College at 28? The upper age limit of 35 will certainly cater for the late entrant, who could come into the Army as late as 27 and still acquire the necessary experience, education and training to attend Staff College. But the lower age limit may not be a great enough incentive to the high calibre officer.

6.6.2 An attractive Career Package

If the Army is to attract the necessary high calibre young men, as officers, it must give serious consideration to marketing an attractive career package, which in addition to improved remuneration and terms of service, should include some means of relating the Army's experience, education and training to some form of transferrable skills that could be converted into qualifications of recognisable value to business and industry. One example of this would be the acquisition of an in-service degree.

The Study of Education in the Army (Beach 1985) dismissed the idea of introducing a degree course for non-technical officers in the following terms:

"It has been suggested that the aggregate of the non-technical non-graduate officer's formation should be validated as a set of cumulative credits conferring a degree late in his career. We note, however, that before 1972 the Academic Year of the old RMAS course had failed to secure acceptance by the University of Reading as the first year of a degree course; and although the existing RCC is recognised by the Open University as a half credit (i.e. one-twelfth of an Open University pass degree, or one-sixteenth of an honours degree), and the ASC Part 2 as a full credit, that University will not grant exemptions for more than 3 whole credits (i.e. one-half of a pass degree). All the remaining credits have to be taken by distance learning in subjects offered by the Open University, from which a relevant military degree profile could not

be built up. The Open University might be willing to construct and validate a set of subjects which would produce such a profile, but they would charge the full cost of doing the work and would need a guarantee of sufficient students each year to make the running of the course commercially viable. Production time would average 5 years for each of the 6 or more credit modules which would be needed. The course would have to be offered to all ranks. It could be easier, but hardly less costly, to have such a degree validated and run by Cranfield or the University of Buckingham, but in our view it would be an initiative unlikely to succeed, in that it would attract few starters, have a high dropout rate due to the exigencies of the Service and, above all, confer a degree which would gain scant recognition in the world outside the Army. Inside, psc is as good a symbol as MA (Mil) provided the education it embraces has been correctly balanced and carried out. Most non-graduate non-technical officers' spare time would be better spent learning German, working for JOTES 2 or on extra mural-regimental activities."

This now appears as a rather negative response particularly as the Open University and distance learning, generally, are gaining acceptability from an increasing number of professional bodies. Therefore it is felt that this whole matter deserves re-examination with a view to creating a BA General degree, on Open University lines, for all officers whether they are graduates or not.

The six credits, necessary for a General degree, could be accumulated in the following way. Firstly, the recently lengthened Standard Military Course and the Standard Graduate Course at Sandhurst could be counted as one credit. Secondly, the JOTES 1 and JOTES 2 with, perhaps, more in depth study on the existing correspondence courses on defence and international affairs, war studies and military technology, could count as a total of three credits. Therefore the captain, on completion of his promotion examination to major, will have accumulated four credits towards his degree. If he attends Staff College or one of the Army's long courses such as engineering, tank technology and management, then he would receive a fifth credit and this would then leave him with one subject to study to complete his degree. This last subject should be non-military and, as an option, could be related to membership of the Institute of Personnel Management or some other similar professional body. The officer who does not attend Staff College or a long course would clearly have two subjects to study to complete his General degree. The graduate officer, as in the Open University rules, could be given three credits for his first degree and would be awarded the BA General degree on completion of the captain to major promotion examination. An eight credit Honours degree would be available to all officers who wish to pursue their studies further.

The Beach report feels that the degree would 'gain scant recognition in the world outside the Army'. It is difficult to understand why this view is taken since the proposed degree is fairly broad ranging although it has a military bias and the optional subject or subjects could be tailored to a transferrable civilian skill. Certainly it would cost money to construct and validate such courses but it could be money very well spent.

A tertiary education sector contract could be found to prepare and administer such a degree.

6.7 Conclusions and Recommendations

The human resource planning system used by the Army is clearly inflexible compared to the various models and systems deployed by business and industry. The Army system has been shown as not being geared to the needs of the high calibre potential officers who either come in straight from school or university and expect rapid promotion commensurate with ability. This is also true for the potential officers who might like to enter from business and industry in their middle twenties and expect to have good career prospects.

The two major Army officer career studies conducted in the mid-nineteen eighties, the Beach Report and the Palmer Report, may not have anticipated in full, the need for this more flexible approach to careers for potential officers. However, the Army will have to respond to this changing situation and adopt human resource planning measures that reflect, in part, the attitude to work and the aspirations of the high quality young men that will be needed as officers to manage the high technology future. In other words, there has to be a shift in the 'career spectrum' from the organisation position towards the individual's position of influence. These measures should include a much more attractive career package in terms of remuneration and better conditions of service, the possible introduction of a BA General degree for all officers, perhaps a faster route to Staff College for the few very bright officers and, lastly, an attractive incentive for the late entry potential high calibre officer.

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