Human Resource Management for the Cypriot National Guard: A critical analysis.

A project submitted to Middlesex University in partial fulfilment of the requirements for the degree of Doctor of Professional Studies.

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DISCLAIMER

The views expressed in this document are mine and are not necessarily the views of my supervisory team, examiners or Middlesex University.

This research, the material used and the military personnel interviewed were approved and determined by the Cypriot National Guards' General Staff before DPS4561 and according to the progress of the research. This research is confidential and is not permitted to be published or shared in any way, partially or as a whole.

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The creation of this research is the result of a time consuming process that has kept me away from my family and especially away from my precious Anthi and Constantinos. This research is dedicated firstly to them. Secondly, I have to express my love towards my wife Diamanto who has always been there for me and our children.

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I hope this research is the beginning of something new and wonderful.

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ABBREVIATIONS

- **BAF:**   British Armed Forces

- **CAOA:**   Cyprus Army Officers Association

- **CAROA:**   Cyprus Army Retired Officers Association

- **CNG:**   Cypriot National Guard

- **CNGGS:**   Cypriot National Guard General Staff

- **EEO**   Equal Employment Opportunities

- **FYCVNCO:**   Five Year Contracted Volunteer Non-Commissioned Officer

- **GAF:**   Greek Armed Forces

- **HMEI:**   Higher Military Educational Institution (Officers)

- **HR:**   Human Resources

- **HRM:**   Human Resources Management

- **KSAOs**   Knowledge, Skills, Abilities and Other Characteristics

- **Lt:**   Lieutenant

- **MoD:**   Ministry of Defence

- **MSNCO:**   Military School for Non-Commissioned Officers

- **NCO:**   Non-Commissioned Officer

- **N-COACA:**   Non-Commissioned Officers Association of the Cyprus Army

- **PNCO:**   Permanent Non-Commissioned Officer

- **Rtd:**   Retired

- **USAF:**   United States Armed Forces

- **VNCO:**   Volunteer Non-Commissioned Officer

SUMMARY

Organisational resources are divided into three major categories: human resources, financial resources and technological resources. The latter two categories have gone through major and well-known transformations over time. Human resources management, despite the uninterrupted relationship between the human being and work organisations, has been extensively developed only after the Second World War. This progress enabled organisations to view their employees with their knowledge, skills, abilities and other characteristics, (KSAOs) as a core competence promoting thus HRM to a strategic process.

The Cypriot National Guard (CNG) constitutes the Armed Forces of the Republic of Cyprus since 1964 after the bi-communal riots between Turkish-Cypriots and Greek-Cypriots. The CNG is managed by the Cypriot National Guard's General Staff (CNGGS) and by permanent personnel that by law belongs to the Cypriot Armed Forces[1] but is dispatched for service to the CNG. The main HRM activities that are analysed are those of job analysis, job description, personnel recruitment, personnel selection, career management, performance management and strategic reward management.

The aim of this research is to provide an analysis of major HRM activities as they are performed by the CNG in comparison with prominent theoretical propositions, successful practices and personnel perceptions in order, to deliver a set of conclusions and recommendations that will enable improvement and modernisation. The first objective for this project is to provide a deep analysis of modern and prominent theoretical aspects of these human resource management activities with practical examples of successful organisations and foreign armies. The next objective is to analyse in depth the current HRM system's activities as they are used and implemented by the National Guard. This provides a clear view of how the system works and what are the main HRM processes. All the data gathering methods provide different perspectives of the current system in a way that facilitates better understanding of the way the system works within the CNG. With the identification of theoretical and

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[1] The Republic of Cyprus' Army according to the Constitution of 1960. An analysis of the legal background follows in paragraph 1.4.7.

practical aspects a critical analysis is possible. The problems of the current system, practices of other armies and theoretical propositions are compared, possible solutions are analysed in order to deliver a set of proposed improved practices.

The research follows a case study research methodology since it tries to clarify the essence of the CNG's current HRM system, why the different activities are implemented in specific ways, how they are implemented and with what results (see Schramm 1971 cited in Yin 2009: 17). This study analyses main HRM activities as employed by the CNG for the permanent or contracted military personnel in relation to the prominent theory and practice regarding the issue. The differences that occur from the comparison constitute the conclusions and form the recommendations for both improvement and future research, which is found to be absolutely necessary. Interviews with specialised military personnel assigned by the CNGGS, interviews with military personnel associations, survey questionnaires, documentary analysis and personal observation are the main data collection methods that were employed throughout this research with all ethical issues addressed properly in order to protect both the participants and the research's integrity.

Job analysis is the activity that helps an organisation realise, identify and discover the true nature of every job. This activity constitutes the foundation of the whole HRM system, since the results can be used by all HRM activities in order to develop their own practices. The research did not return any results regarding a current job analysis process carried out by the CNG leaving the whole system without a reference point, such as descriptions of jobs.

Job descriptions are one of the products of job analysis that can be used for internal and external applications. These descriptions can be an orientation tool for new employees that seek their most important responsibilities and communication diagrams. They can also be used as references for possible candidates that search for job offers that best suit their KSAOs, needs and values. Despite the existence of a Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) that is only used for internal clerical processes, the research has not revealed the existence of job descriptions as a

result of a systematic process, such as job analysis. Conducting job analysis and developing job descriptions are a necessity in order to set the foundations towards a strategic HRM system.

Personnel recruitment is the process that tries to create a pool of qualified candidates that could fill organisational vacancies. The process through various means tries to reach the best available candidates and help them realise whether they could fit within the organisation. Some of the most important objectives are to promote the vacancies in an ethical way according to EEO legislation and to create a manageable pool of qualified candidates only. Research, once more, has revealed that recruitment is actually inexistent for the CNG, with candidates applying for unknown personal reasons to pursue military jobs. Moreover, candidates apply for jobs that they have minimum information about their true nature.

Personnel selection is the last staffing activity that aims in discovering those candidates that best fit the vacancies between all those that applied. Interviews, references, mental ability tests, personality questionnaires and assessment centres (or any combination between them) are some of the methods and tools employed each with a number of advantages and drawbacks. The personnel selection activity carried out by the CNG has many common elements with the corresponding procedures of the British Armed Forces. The main difference between the two armies is that the focal point of the tests conducted by the British Armed Forces is on discovering job specific KSAOs that can guarantee a successful employee, officer or soldier. Since there is a total lack of job descriptions in the CNG, the application of such practices is found to be meaningless.

Career development and the design of career paths and ladders is a process directly related to training and developing human resources. Due to the confidential and extensive nature of training, this research only analyses the practices of career development, performance management and reward management. Career development requires a direct communication between employees and employers, so that mutually beneficial career plans are developed. The current system ignores the aspect of communication and links

careers only with promotions and seniority. This inevitably led to the disengagement of performance, efficiency, effectiveness and engagement from the general aspects of career creating thus large proportions of personnel, as indicated through the survey, that believe they have no career what so ever. The implementation of career development practices and the correlation of career with aspects relevant to organisational objectives may be the answer for a more responsive system that will promote the interests of CNG and address the needs of military personnel.

Performance management (PM) is another activity based on job analysis. The fundamental knowledge of the nature of each job can provide the basis for the assessment of those that perform it. PM provides to the process a different context that requires the communication of ratings with main objective the development and improvement of HR on specific areas related to job performance. The process as it is conducted by the CNG has a clerical orientation where ratings are just provided to personnel because of the legal obligation of the CNG. The whole process of performance appraisal is based on traits that are not the product of job analysis resulting in appraisal forms that are the same for all military personnel regardless of rank, corps, duties and job nature. The process needs to be refined into a process related to HR development in order to provide more meaning for both parties. Assessors need training and job analysis should again provide traits per job that are measurable.

The last activity analysed within this research is strategic reward management. Total reward is a concept that regards rewards as everything an employee may value. The establishment of reward packages specifically tailored to the needs of employees creates an increase in commitment, engagement and positive discretionary behaviours. The CNG's system is actually inexistent since the payroll system is connected to that of all civil services and regulated through the annual budget. The current system fails to recognise the differences between jobs of the whole governmental sector creating thus fairness issues. Additionally, military personnel do not clearly understand the connection of their compensation with the vision, mission, aims and objectives of the CNG.

The analysis of these HRM activities has led to the realisation of some other deficiencies concerning the whole system. The first lies with the current legislation and law-making procedures. These procedures make the system too slow and unresponsive while legislation only covers the general personnel categories, ignoring thus the differences between jobs even within the various personnel categories. Additionally, there is not a central HRM department with specialised personnel that could develop the relevant practices. The relevant HRM activities are developed at the highest level by legal advisers that do not have any HRM related knowledge (a great proportion of the current system is copied from the GAF). The lack of a central HRM department is negatively amplified by the absence of a Human Resources Information System (HRIS) that could unambiguously enhance the handling and communication capabilities of the system. The presence of political interventions at the highest levels of command, the total absence of HRM aspects from many military manuals and other identified issues are some of the results presented at the last parts of this research.

The importance of this research lies in the fact that is the first that views HRM in the CNG from a system's perspective, providing a deep analysis of the main HRM activities not only as sole entities but also as parts of a wider system. This research summarises all the relevant literature regarding HRM activities in a single study making easier the access to prominent theoretical propositions and successful practices, where those were available. It is essential here to stress that there is not a best practice that could fit in every possible context and provide solutions. The literature review and the presented successful practices provide a wide spectrum of solutions that could be combined to create numerous formulas for solving a HRM issue. Every organisation, including the CNG, should decide after a careful contextual analysis, what the best possible solution to a HRM problem is. The next reason that this research is especially important is that it comprises the major problems of the current HRM system as they occur through the comparison of internal HRM regulations and policies, the literature review and personnel opinions and perceptions as they aroused through the survey. Many unveiled and latent issues, such as increased

politicisation of military personnel, were discovered and traced up to their root which surprisingly in this case is the legislation itself.

The limitation of this research lie in the fact that a contextual analysis is not carried out for all these HRM activities under consideration, so possible proposed solutions should be viewed with caution. The external macro-environment and the internal organisational context were not analysed since such an analysis would require considerably more time for a single researcher.

This limitation formulates the circumstances for further and more focused research in order to examine every single HRM activity under the influence of environmental factors both macro and micro. This research specifically aims, amongst others, to create awareness regarding contemporary HRM practices but also indicate the need for further research and analysis of HRM activities as they occur within the CNG.

1. INTRODUCTION

1.1. PREFACE

This part is dedicated to the theoretical aspects of Human Resources Management (HRM) in general and to the Cypriot National Guard (CNG) which is the organisation under examination. The objective is to provide a general frame of reference regarding the HRM activities that are under consideration but also many of those that could not be covered by this research. Furthermore, this part aims in presenting the history and the background of the CNG, the different categories of personnel, some general personnel opinions regarding fundamental HRM aspects and prepare the reader for the main body of this research which focuses on main HRM activities.

1.2. AIM AND OBJECTIVES

This research project exhibits a thorough analysis of the current human resource management system of the Cypriot National Guard, reveals many aspects of the literature regarding the subject of human resource management (HRM), investigates the policies and procedures with regard to their fitness for purpose and eventually proposes solutions for an improved HRM system. The HRM activities that are analysed include the following:

- ➢ Job Analysis
- ➢ Job Description
- ➢ Personnel Recruitment
- ➢ Personnel Selection
- ➢ Career Management
- ➢ Performance Management
- ➢ Strategic Reward, Compensation and Benefits

The aim of this research is to provide an analysis of major HRM activities as they are performed by the CNG in comparison with prominent theoretical propositions, successful practices and personnel perceptions in order, to deliver a set of conclusions and recommendations that will enable improvement and modernisation.

The first objective for this project is to provide a deep analysis of modern and prominent theoretical aspects of these human resource management activities with practical examples of successful organisations and foreign armies. The literature review and the research data will be the basis upon which recommendations will be made for restructuring the whole system.

The next objective is to analyse in depth the current HRM system's activities as they are used and implemented by the National Guard. This provides a clear view of how the system works, what are the main responsibilities, how results are gathered and processed and how HR decisions are made. The system is analysed with the help of officials and technocrats that work in the National Guard, the Ministry of Defence or are related in any way with the HR policies of the National Guard.

One of the main issues regarding HRM and the strategic nature of HRM is that all activities are interconnected and mutually influenced. The analysis of the first four activities, for example, would certainly be easier but such a mistake would create more issues than solutions. The sole application of practices without taking into account the impact on other HRM activities and the HRM system as a whole can be disastrous.

With the identification of theoretical and practical aspects a critical analysis is possible. The problems of the current system and the theoretical propositions are compared, possible solutions analysed and improved practices are proposed.

1.3. HUMAN RESOURCE MANAGEMENT (HRM)
1.3.1. Definition

There is not an available definition that is commonly accepted by all researchers regarding HRM. Nevertheless, some definitions will be presented and discussed here in order to reveal as much as possible regarding HRM. Resources, within an organisational environment, are described as anything that could be a possible strength or weakness for a given firm, including

tangible and intangible assets (Wernerfelt 1984)[2]. Organisational resources can belong into three major categories: human resources, financial resources and technological resources. Individually and collectively, employees (human resources) contribute to the achievement of the objectives of the whole organisation and create for many organisations, the cornerstone for a competitive advantage against all competitors. The great challenge for organisations is to find the best suitable employees out of a pool of possible candidates; train and eventually retain them (Wiseman 2001).

The definitions regarding HRM are not necessary contradictory with each other but they seem to be complementary to each other. Graham (1978) argued that the main function of HRM is to ensure that the employees of an organisation are utilised in such a way that the employer obtains the greatest possible benefit from their abilities while employees obtain both material and psychological rewards from their work. Storey (1995: 5) believed that: "HRM is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce, using an array of cultural, structural and personnel techniques." Bratton and Gold (2007: 7) seem to agree with Storey and argued that: "HRM is a strategic approach to managing employment relations which emphasises that leveraging people's capabilities is critical to achieving competitive advantage, this being achieved through a distinctive set of integrated employment policies, programs and practices." The differences between the first definition and the other two lie in the fact that human resources have been recognised as a core competence for organisations and as a main source of competitive advantage. Additionally, only through a strategic, planned and consistent approach to their management, human resources can be exploited to their full potential. The definitions provided by Storey (1995) and Bratton and Gold (2007) are those that are used for the purposes of this research.

Human resources management policies and activities are virtually carried out by the organisation's managerial personnel even if they do not fully understand or have knowledge of all the details of an HRM system. In large organisations a

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[2] Cited in http://www.hrnutshell.com [Accessed 28th May 2013]

specialised HRM department usually exists that employs specialised personnel responsible for crafting policies and delivering them to line managers. Line managers usually have the responsibility of applying these policies along with their other duties.

1.3.2.The Micro- and Macro-Perspectives of HRM

Wilkinson et al. (2010: 4) presented the micro- and macro-perspectives of a HRM system by focusing on the human, the resource and the management aspects. From a micro-perspective of the human focus, HRM is responsible for managing the nature of employment, employee participation and involvement, the employee's experiences at work and their work-life balance. From a macro-perspective, HRM must form the outline for creating excellent employee and industrial relations, facilitate collective bargaining, ensure the fairness of policies regarding discipline, promote ethical behaviour, including equal opportunities, in every aspect of business life and create health and safety policies that must be imposed in every level of production. From a resource's micro-perspective Wilkinson et al. (2010: 4) argued that HRM promotes practices that guarantee employee ability and motivation to perform. Recruitment, selection, training, development, performance appraisal, rewards management and job design are some of these practices. The macro-perspective suggests that HRM should create policies that could help managing the sum of employees in organisations, employ tactics that help in developing human resources as a core competence and a contributor to organisational performance, employ personnel that fit both with the job and organisational culture and finally create a workforce able to cope with constant change and innovation. The human focus encloses the HRM concern for employees as human beings while the resource focus concentrates on the human capital's contributions to organisational performance. The management focus addresses the management of the HR function itself. The contemporary micro-perspective forces HR managers to think strategically regarding the possible outcomes of the policies implemented. Strategic thinking is related to the management of change and to the creation of a unique organisational culture. The macro-perspective on HR management has led to the creation of new categories of HR managers, like HR generalists

that cooperate with HR specialists under the support of a wider administrative network.

1.3.3.Context Analysis

Gospel (2010: 13-15) in order to analyse the evolution of personnel management to the contemporary practices of HRM chose to present change as a response to chains of events originated in the contextual factors of technology, market, society and business. Here a more detailed analysis of the context of modern HRM will take place through the separation of the organisational environment into external and internal. The external environment constitutes all those parameters that are outside the organisation but nevertheless influence the way the organisation works. Internal parameters are those under the control of the organisation that practically define the practices and the policies of the organisation (Mathis and Jackson 2004). HRM is applied under the forces of both the external and internal environment of the organisation.

The external environment can be analysed by using an extended model of the categorisation proposed by Katz and Kahn (1978). The model divides the external environment into the following factors:

- ➢ Technological
- ➢ Global
- ➢ Environmental
- ➢ Cultural – Geographic
- ➢ Political
- ➢ Social
- ➢ Legal
- ➢ Economic

Each external factor influences directly or indirectly the organisation's practices and therefore some or all HRM activities. Technology is a crucial factor that constantly changes and creates new challenges for HRM. New machinery or computer software creates the need for skilful personnel that is already trained or developed within the organisation. Advancements in technology increase the training needs, modify recruitment and selection decisions, dictate new job analysis for new categories of jobs or positions and alter the reward system so that capable employees are retained while possible candidates are attracted.

Environmental concerns are a major issue for many organisations for at least the past three decades. After well-known environmental disasters, like the Exxon Valdez incident, pressures upon organisations have increased heavily forcing them to employ techniques as well as personnel that help the organisation decrease the possibility of an environmental tragedy. An interrelated activity of HRM deeply affected by the environmental factor is the health and safety of employees and all stakeholders (Constantin 2012).

The global factor affects, at least today, all the other factors and the organisation itself. The global competitive environment, the international legislation regarding trade or safety and the global financial environment impose great stress on organisational practices and strategies. Global excellence is no longer just a theme but a main goal for multinational organisations, a goal that forms great human resources needs in terms of quality, talent, knowledge and performance.

Cultural or geographic issues in the past existed only for organisations that had a part of their businesses outside their mother country. Along with the increasing globalization of business and the continuous movement of workforce, managing diversity in different settings and geographical areas under local and sometimes international equal employment legislation is considered a major task for the HRM department, the HR manager and the line manager. Crafting internal practices that prevent mistreatment of any group of people is crucial for the reputation and the wellbeing of any organisation.

The political, social and legal environments in a country or region create additional external forces that influence the organisation and the conduct of

HRM. Within the parameters set by local laws, political life and employment policies, HRM must develop the strategy and the techniques that will help the organisation to comply with existing regulations regarding personnel management and achieve its goals.

The general economy affects greatly the organisation and HRM. A thriving economy means better conditions for conducting business, increased sales and more expansion opportunities. On the other side of the coin, it may also mean smaller labour markets where finding talented employees in adequate numbers is very challenging. An economic crisis can trigger other phenomena that dictate the usage of cost cutting techniques, like implementing a gainsharing reward system or by terminating employees that have inadequate performance.

The external environment factors impose great pressure on every organisation and shape both the internal environment and the HRM strategies. Change is a continuous characteristic of the external environment and a lack of flexibility and awareness may lead to a possible failure in reaching the organisational goals or even worse result in the destruction of the whole organisation.

The internal to the organisation environment is composed, according to Mathis and Jackson (2004) by the following factors:

- ➢ Operations and structure

- ➢ Size

- ➢ Culture

- ➢ Vision and mission

Operational characteristics like the products and the way these products are produced along with the size of the organisation dictate the way HRM should be organised. Small or medium sized firms of few employees do not need a specialised HRM department that will consume valuable resources. The line manager, the CEO and a specialised legal advisor can be the decision makers regarding HR issues (Mathis and Jackson 2004). In larger organisations where jobs are more complex and diverse a HRM department becomes a necessity

(Mathis and Jackson 2004). Structure defines the hierarchy of the organisation and how the production is achieved. Heneman, Fisher and Dixon (2001) argue that structure actually describes what employees should do. Following the categorisation of Burns and Stalker (1961)[3] structure can be designed in two ways, the mechanistic and the organic way. The mechanistic model is highly formalised and centralised with a constricted extent of control and high standardisation in every aspect of executing job tasks. This model can be found in bureaucratic organisations like the armed forces or public service organisations. The organic model has the opposite properties with a more flat structure and employees with increased responsibilities. The structure can have in-between states determined by the overall internal environment but also from the culture of the organisation.

Organisational culture is comprised by a set of shared values, symbols, language, beliefs and cognitive schemes between the employees of an organisation. Heneman, Fisher and Dixon (2001) simply put it as what employees actually do. While structure and strategies are formally stated or presented in schematic diagrams, culture is more informal and many times stays unspoken. Assessment of structures and strategies can be made through the archival data of an organisation while cultural information can only be accessed through surveys and over time. The organisational culture can be traditional or employee involvement. Traditional culture focuses on controlling employees with a vertical system of command and communication. The involvement model is more "liberate", empowers employees, utilizes a horizontal communication system and makes an emphasis on feedback rather than control. The culture inevitably shapes HRM decisions regarding all its activities since not every technique can be applied in every context. Implementing loose culture techniques, for example peer or subordinate performance appraisal, in highly bureaucratic and traditional organisations could be disastrous and may lead to frictions between the power layers of the organisation.

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[3] Cited in Heneman, Fisher and Dixon (2001: 236)

Organisational vision, mission, values, critical success factors and operational plans constitute the written statements of the business strategy from the broad and philosophical vision declaration to the specific operational plan that sets specific goals for each unit. This line of statements is used to align every division and business unit of the organisation, including the HRM unit and professionals, with the business goals, the mission and ultimately the vision of the organisation. It is clear that every decision made or practice selected by the HRM unit is affected by these statements.

Within the context of the external and internal factors a system of HRM activities takes place. The HRM strategy, the designed policies and the techniques applied should take into account all the above forces of both the internal and the external environment. The target is to create a flexible and responsive HRM system that will balance the dynamic environment within which every organisation exists, provide solutions to internal problems, enable the organisation to manage its personnel effectively and, ultimately, create a core competence based on the most valuable asset of every organisation, the employed personnel. A HRM system can perform many activities and roles. The most general and important activities are briefly discussed in the next few paragraphs.

1.3.4.HR Planning and Analysis

Through planning and analysis HR managers try to predict the possible fluctuations of the future supply and demand for employees, jobs and skills within the organisation. Planned expansions of the organisation or expected mass employee retirements create possible reasons for an increase in demand for skilful personnel that can be selected from the external or internal labour market. Additionally, new technologies may also create the need for re-training personnel or even terminating personnel. Forecasting HR supply and demand is done with many different methods that all try to anticipate future conditions of human resources supply and demand, with the use of past and present information. Some methods used are the Delphi method, regression analysis, staffing ratios, productivity ratios and nominal groups (Gerhart, et al. 2000b).

The existence of a Human Resource Information System (HRIS) that adequately provides information regarding all HR aspects is regarded as crucial. These electronic HR systems are designed to give information used by the human resource decision making processes (Mathis and Jackson 2004). HRIS are extended and specialised databases that can provide information regarding employees, jobs, careers, compensation, benefits, skills and development. HRIS can be used in HR planning, equal employment issues, staffing, compensation, health, safety and employee and labour relations.

1.3.5. Equal Employment Opportunity (EEO) – Employment Legislation

Compliance with laws and regulations concerning Equal Employment Opportunity, such as EU Council Directives 2000/43/EC (2000) and 2000/78/EC (2000), affect all other HR activities and is an activity carried out by the HR department. Lawsuits against many organisations were due to nonconformity with the current legislation upon EEO issues. Employment legislation covers all the laws and union agreements regarding the conduct of business and the treatment of employees. HRM units must have increased awareness of these issues and help the organisation create a common understanding with every stakeholder that may be affected.

1.3.6. Staffing

This activity is concerned with the provision of the right personnel for the right positions in an organisation. The foundation of this activity is usually a job description as a result of a job analysis. Recruitment is used to attract the attention of an adequate number of candidates while selection is used to choose the best candidates amongst many qualifying applicants that demonstrate the higher possibility to successfully fill the job vacancy.

1.3.7. HR Development

HR development begins with the orientation of new employees, the initial training, the retraining courses, whenever they are necessary for all employees regardless of their position in the organisation and encouragement of all

employees to pursue a continuous development in their career. Also HR development is responsible for career planning for all employees.

1.3.8.Compensation and Benefits

Compensation deals with pay, incentives and other benefits employees gain for their work and performance. Incentives and benefits programs are used widely to increase employee productivity, enthusiasm, creativity and thus employee satisfaction and motivation.

1.3.9.Health, Safety and Security

Health and safety issues at the work environment concern all employers and are carried by HR departments. The general guidelines and policies are developed according to the current legislation and distributed to each unit who is responsible for applying and controlling these policies. Also, each and every manager at this department is responsible for the implementation of these rules. This HR activity has evolved and deals also with employee health issues outside the working environment.

1.3.10.Employee and Labour Relations with Management

Excellent employee and labour relations with management are crucial for the wellbeing of every organisation. HR departments are responsible for the effective handling of relations and should protect employee rights whether they are represented by unions or not.

1.3.11.HRM Roles

HRM must perform four roles in order to accomplish its mission. It must be administrative, employee advocate, operational and strategic. The administrative role of HRM is the most fundamental and can be handled by operating managers or even outsourced to contracted specialized firms (Bates 2001). The employee advocate role ensures the just and unbiased treatment for employees and gives solutions to employee problems that are either work or non-work related (Mathis and Jackson 2004). This role reduces the risk of costly lawsuits against employers. The operational role requires the cooperation

between HR professionals and operation managers in order to recognize all the needed programs and policies. The last is the strategic role of HRM. In order to achieve a strategic role HRM should focus on the long term implications of human resource management issues and their impact on the organisation's strategy. To have a strategic role, HRM must be involved in major organisational transformations and changes like restructuring, reengineering, mergers, acquisitions, expansions, size reductions and in general all those organisational functions that require strategic planning (Mathis and Jackson 2004).

1.3.12.Strategic Human Resource Management

HRM was seen for a great period of time as a secondary function within organisations, as a division that only absorbed funds and occasionally stood up for employee rights slowing down the decision making process for the organisation. Over the years the attitude towards HRM has changed as a result of more complex employment legislation, as lawsuits against employers increased and as attracting and retaining talented personnel became a fierce battle between firms. Greer (2001: 2) concluded that: "There is a growing recognition of the relationship between companies' overall strategies and their human resource practices." When human resources are used to gain or keep a competitive advantage against competitors then they become strategic. Many organisations use human resources in a strategic way creating a strong core competence not easy for competitors to imitate or "steal".

Armstrong (2006: 124) argued that strategic HRM is "an approach to the strategic management of human resources in accordance with the intentions of the organisation on the future direction it wants to take". This statement dictates the existence of a long term strategy that helps and guides the organisation into reaching its vision, mission and objectives through systematic operational activities.

1.4. THE CYPRIOT NATIONAL GUARD

1.4.1. History[4]

After the declaration of independence of Cyprus in 1960, according to articles 129 to 132 of the 1960 Constitution of the Republic of Cyprus, the Cypriot Army was created. It had a power of 2000 men 60% of which were Greek-Cypriots and 40% Turkish-Cypriots. Initially, military service for men was not obligatory but this could be regulated if both the Greek-Cypriot president and the Turkish-Cypriot vice-president agreed.

After the bi-communal riots and the Turkish airstrikes of 1963-1964, the Turkish-Cypriots abandoned the legal army and started their mutiny against the lawful state. In addition, a Greek division was transferred to Cyprus due to threats by the Turkish government. At that point the Cypriot High Military Command of Defence was created which existed until 1967. During the following years the Greek Division was removed from the island.

In 1963 the Cypriot Special Combined Staff was created, from which the Cypriot National Guard General Staff (CNGGS) came from. In 1964 the 20th law concerning the Cypriot National Guard was voted. The law commanded an obligatory military service of 18 months and stimulated an intense effort for creating the National Guard. The mission of the National Guard is to ensure the defence of the country, protection of the independence and production of meaningful social work. The Cypriot National Guard initially was staffed by Greek Officers that with the help of volunteers started organizing and training the rest of the personnel.

In August 1964 the Turkish air force attacked Tilliria and in 1967 forces of the National Guard intervened to stop a Turkish-Cypriot mutiny in Kofinou. On the 15th of July 1974 armed military units of the National Guard under the guidance of the Greek military junta started a military coup to overthrow President Makarios and the legal government. The coupe was the opportunity Turkey was looking for to achieve its strategic military plans. On the 20th of July 1974 under

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[4] According to the Cypriot National Guard General Staff's webpage Available at: < http://www.army.gov.cy/> [Accessed on 13 March 2012].

the excuse of protecting the Turkish-Cypriot minority, Turkey invaded. The Cypriot National Guard was weakened by the coupe and was not in a position to protect the island. The Turkish invasion was accomplished in two phases, one in July and one in August, and resulted in the current status. The Turkish armed forces control 37% of the island while the rest is under the control of the lawful and recognized Cypriot Government. Since 1974 the Cypriot National Guard is considered to be at war with the Turkish invasion forces.

Since 1974 the CNG started intensively training officers, soldiers and staff abroad. Additionally, highly advanced weaponry was bought in order to achieve high levels of combat readiness. Furthermore, the CNG contributes in fields like firefighting, rescues and blood volunteer donations.

1.4.2.Ethnic Composition[5]

Currently, only Cypriots (official residents of the island or those that were born and lived abroad) that belong to the Greek Cypriot community serve in the Cypriot National Guard. The Greek Cypriot community comprises the ethnic Greek Cypriots as well as Cypriots belonging to three Christian religious minorities Latin/Catholic, Maronite and Armenian. From 2008, service is mandatory for all members of the Greek Cypriot community and not only for ethnic Greek Cypriots, as was the case in the past. For the purposes of conscription, a member of the Greek Cypriot community is defined as a person having a Greek-Cypriot father. This definition includes for example British nationals of Greek-Cypriot descent who never applied for, or otherwise obtained, Cypriot citizenship.

Citizens of the Republic of Cyprus belonging to the Turkish Cypriot community are not drafted into the National Guard regardless of whether they reside in the areas controlled by the government or not. In fact, no Turkish Cypriots are currently serving in its ranks in any capacity. On the other hand, a significant fraction of the career personnel are citizens of Greece. The current Chief of the C.N.G. is a Greek citizen, as have been all of his predecessors.

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[5] According to the Cypriot National Guard General Staff's webpage Available at:
<http://www.army.gov.cy/> [Accessed on 13 March 2012].

1.4.3. Structure[6]

The Cypriot National Guard is the combined arms military force of the Republic of Cyprus comprised of land, air and naval elements. It consists of active duty, reserve and militia personnel. According to the 1960 Zurich agreements of the declaration of independence of Cyprus, Greece can maintain the Hellenic Forces Regiment on the island, but not as a part of the Republic of Cyprus' military forces. The current components of the Cypriot National Guard are the following:

A. Land Forces

The land forces of the Cypriot National Guard are comprised by the following units:

- ➤ First Infantry Division

- ➤ Second Infantry Division

- ➤ Fourth Infantry Brigade

- ➤ Twentieth Armoured Brigade

- ➤ Third Support Brigade

- ➤ Eighth Support Brigade

B. Air Forces

- ➤ 449th Helicopter Gunship Squadron

- ➤ 450th Helicopter Gunship Squadron

C. Naval Forces

The Cypriot Naval Command is the armed sea wing of the National Guard. This force is equipped with patrol boats, surface to surface missile systems and integrated radar systems, as well as SEALs-type naval underwater demolitions

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[6] According to the Cypriot National Guard General Staff's webpage Available at: <http://www.army.gov.cy/> [Accessed on 13 March 2012].

units. The Cypriot Navy has the primary mission of defending the sea borders of the Republic of Cyprus, but is currently unable to access sea areas around the island which are controlled by the Turkish Navy since the 1974 invasion.

D. Other Formations

➤ Special Forces Command

➤ Military Police

1.4.4.Equipment

The Cypriot National Guard utilizes military equipment from Greece, France, Russia, Brazil and other countries.

The United States has an arms embargo on any recent US weaponry being used by either side. The Cypriot Government was criticized for breaching this embargo by acquiring American howitzers from the Greek Army. Subsequently, all American equipment has been removed from the units of the CNG.

The Turkish occupation force, which controls approximately 37% of the island, has also been heavily criticized for numerous breaches of the embargo as 95% of its military hardware is of US origin (still not returned) compared to 3-5% of the Republic.

1.4.5.Different Personnel Categories

The CNG has several personnel categories and subcategories that each is used for satisfying specific needs. These categories are the following:

A. Permanent military personnel
➤ Officers
➤ Men Permanent Non-Commissioned Officers (Men PNCOs)
➤ Women Permanent Non-Commissioned Officers (Women PNCOs)
B. Contracted military personnel
➤ Volunteers Non-Commissioned Officers (VNCOs)
➤ Five Year Contracted Volunteers Non-Commissioned Officers (FYCVNCOs)

C. Enlisted military personnel
  - ➢ Soldiers
  - ➢ Cadet Reserve Officers

D. Permanent civilian personnel of many different scientific specialties

E. Reservists
  - ➢Reserve officers
  - ➢Reserve soldiers

This research examines the HRM policies and practices that affect the first and second categories of military personnel as listed above. This categorization is defined by the relevant legislation. The legislation is different for men and women PNCOs and that is the reason that they are presented as two different subcategories of permanent military personnel. Any additional categorization of each subcategory due to duties, origin and branch is provided in the relevant parts of this research.

1.4.6.Ranks of Officers and NCOs

Table 1-1 illustrates the ranks of officers and Table 1-2 the ranks of PNCOs, VNCOs and FYCVNCOs from the lowest to the highest in hierarchy.

OFFICER RANKS		
NAVY	**ARMY**	**AIR FORCE**
Ensign	2nd lieutenant	Pilot officer
Sub-lieutenant	Lieutenant	Flying officer
Lieutenant	Captain	Flight lieutenant
Lieutenant commander	Major	Squadron leader
Commander	Lieutenant colonel	Wing commander
Captain	Colonel	Group captain
Commodore	Brigadier	Air commodore
Rear admiral	Major general	Air vice-marshal
Vice admiral	Lieutenant general	Air marshal

Table 1-1: Officers' Ranks

Men PNCO – Women PNCO – FYCVNCO Ranks		
NAVY	**ARMY**	**AIR FORCE**
Petty officer 3rd class	Sergeant	Airman first class
Petty officer 2nd class	Staff Sergeant	Staff Sergeant
Chief Petty officer	Platoon Sergeant	Chief Sergeant
Warrant officer	Warrant officer	Warrant officer
VNCO Ranks		
Petty officer 3rd class	Sergeant	Airman first class

Table 1-2: NCOs' Ranks

1.4.7. Legislation

The main legal document that regulates the creation of the Cypriot Army is the Constitution. Based on articles 129-132 of the Constitution the Law regarding the Cypriot Armed Forces (Parliament of Cyprus 1990) was created by the Parliament. According to this Law all permanent personnel belongs to the Cypriot Army. Because of the legal problems that were created due to the Turkish invasion all permanent and contracted personnel is detached for service to the Cypriot National Guard that was created with the Law regarding the Cypriot National Guard (Parliament of Cyprus 2011). All the enlisted personnel belong directly to the CNG. Both laws provide the prerogative and obligation to the Minister of Defence to publish regulations (Regulatory Administrative Acts - RAA) that regulate issues relevant to each personnel category and to every internal function. All regulations are under the scrutiny and approval of the Parliament.

The dedicated regulations for each personnel category are the following:

➢ Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995 - 2012).
➢ Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

> ➢ Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990).
> ➢ Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993).
> ➢ Regulations concerning the permanent men NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

The CNGGS beyond these laws has published internal directives, orders and policies that regulate in detail functions and procedures that are not regulated by any law.

In-depth Interview with Lieutenant General (rtd) P. P.

Lieutenant General (rtd) P. P. is a retired officer of the CNG that has served within the ranks for 30 years and was interviewed due to his extensive knowledge and participation in legal issues affecting the CNG. According to the General, the CNG's legislation regarding personnel until the late 1980's was practically inexistent until 1990 when the Law regarding the Cypriot Armed Forces was approved by the Parliament. From a legal perspective he found necessary to provide some additional information that may not be directly connected to the subject but certainly affect all aspects. The highest in authority legal statement is a country's constitution and in our case the 1960's Constitution of the Republic of Cyprus. The constitution with articles 129 to 132 regulated the existence of the Cypriot Armed Forces that had 2000 members, 1200 Greek Cypriots and 800 Turkish Cypriots. In 1961 the first Law regarding the Cypriot Armed Forces was voted by the Parliament that was later replaced in 1990. In 1963-1964 after the bi-communal riots and the withdraw of the Turkish Cypriot community from every civil service, including the armed forces, the first law concerning the Cypriot National Guard (1964) was approved by the Parliament based on the Doctrine of Necessity. The Law regarding the Cypriot National Guard governs the issues regarding enlisted personnel while the Law regarding the Cypriot Armed Forces governs issues regarding the permanent personnel. According to the latter law the ability to create relevant regulations for each personnel category is granted to the Government and the Ministers' Cabinet. By definition the law has higher power than regulations since it is

imposed by the parliament. With a decision of the Parliament in 1991 the Government has the obligation to send all regulations to the Parliament for approval, something that was not necessary before due to the distinct boundaries of authority between the 3 powers of a state. An interesting point to mention here is the fact that all the permanent or contracted military personnel belongs to the Cypriot Armed Forces and is detached for service to the Cypriot National Guard.

One of the major enquiries for this research was to reveal the rationale behind some articles of the laws and regulations. This rationale is revealed when the questions of how some practices were developed, how they were incorporated into the laws and what are their intentions, are answered. From the discussion with Lieutenant General (rtd) P. P. emerged a historical perspective that was unknown. During the first years of existence of the CNG there were two major forces that shaped the relevant laws and regulations. The first was the need for conformity within the Government and between the different public services. This conformity was necessary in order to increase the levels of control of the central government over all ministries and services, including the CNG. For this reason the leaves, pay levels, promotion scales and retirement salaries are the same for the whole public service. The second force was the large number of Greek officers that served within the ranks of the CNG including the Chief of the Force. Since the CNG had, and still has, ties with the Greek Armed Forces it was logical for some policies to be copied and used by the CNG. Certainly the regulations that were introduced in the early 1990s represented a major leap towards a better system of HRM since almost every activity was conducted without a legal framework where the right acquaintances could promote personal interests at a very high extent.

1.5. GENERAL SURVEY RESULTS

The research incorporates the views of personnel regarding all those HRM practices that affect them and tries through a survey to reveal perceptions that are otherwise unobservable. The following short presentation provides, as an introduction, a glimpse at the opinions of CNG's personnel over the policies that directly affect their personal and professional life. The objective of this part of the survey was to investigate the general feelings of personnel regarding

fairness and equality, feelings that are essential to every HRM system. Additionally, it attempts to reveal the general beliefs of personnel about the factors that affect some crucial HRM activities like transfers, grievances and promotions. The first question (see Table 1-3) asks participants to state how they feel in terms of fairness about the way they are treated regarding compensation, promotions, transfers, personal and family related issues and how they generally feel about their treatment by the CNG. Regarding promotions (see Figures 1-2 and 1-3) 84.6% feels that they are treated unfairly or very unfairly. Regarding compensation, 63.9% of respondents believe that they are treated unfairly or very unfairly. Transfers and the way participants are treated regarding personal and family issues are two occasions that make the majority of people feel that they are treated fairly with 50.8% and 65.4% respectively. For transfers there is a great proportion (40%) of respondents that feel that they are treated in an unfair or very unfair manner. As a summarisation, 46.2% believes that they are generally treated fairly by the CNG but again a substantial 50% believes that they are treated unfairly (38.5%) or very unfairly (11.5%).

The second question (see Table 1-3) asks respondents to state their belief whether everyone receives the same treatment within the CNG. A surprising 56% (see Figures 1-4 and 1-5) responded "No" and another 32% "Rather No" leaving only 12% for the rest available options.

The third question (see Table 1-3) investigates the degree of equality between sexes in terms of duties, promotions, danger, transfers and treatment by supervisors. Figure 1-6 illustrates the beliefs of participants in terms of proportions while Figure 1-7 shows the means for the different parts of this question as they derive from the values provided for each answer. Regarding all issues the majority believes that there is absolute inequality. For duties (see Figures 1-6 and 1-7), 84.6% of respondents believe that there is absolute inequality, very low and low equality. For promotions 56.1% believes that there is low equality, very low equality and absolute inequality but answers are distributed evenly to the different selections. Danger is the parameter with the greatest degree of inequality with 89.3% stating that there is absolute inequality or low degrees of equality. The way supervisors treat subordinates seems to be

a source of inequality since 51.5% believes that there is total inequality and another 30% chooses the lower degrees of equality. Regarding transfers 79.2% believes that there is total inequality or low and very low degrees of equality. Since men is the great majority of respondents in this survey (see Figure 1-1) and of the whole population of military personnel, the previously analysed results regarding equality can be translated as a reverse discrimination effect were men are not treated equally as women.

The last question (see Table 1-3) asks participants to state the degree that military, political or social acquaintances and relationships affect transfers, grievances, rewards, promotions, expenditure awarded in favour of a Military Unit, the general functions of a Military Unit and Inspections. Figure 1-8 shows all the answers received in terms of proportions and Figure 1-9 in terms of means. The highest proportion of participants (71.5% or a mean of 6.52) state that acquaintances affect transfers at an extremely high degree. The rest parameters have more distributed answers that still indicate high degrees of influence by acquaintances with an exception for promotions. Figure 1-9 shows the means and provides a better understanding of the proportions shown in Figure 1-8. Grievances, rewards, inspections, expenditure awarded in favour of a Military Unit and the general functions of a Military Unit have lower means from 4.62 to 5.22 that reveals a high degree of acquaintances' influence over these functions. Promotions have the lowest degree of influence with a mean of 3.82 that is very close to the average degree of influence but still very far from the lowest levels of influence. This question reveals the fact that many HRM activities in the eyes of personnel are influenced by personal acquaintances of military, social or political background. This fact contradicts the basic aspect of meritocracy which is one of the fundamental cornerstones of modern HRM systems.

This short presentation of major results provides an indication of what follows. The perceptions and opinions of personnel are very important and necessary when evaluating such systems. The relevant survey results are presented with each activity and summarised at the last parts of this research.

No	QUESTION	POSSIBLE ANSWERS						
1.	How do you feel with the way you are being treated by the C.N.G. for the following issues? (Select with a ✓ or ✗)	Very well off	Well off	Treated Fairly	Treated Unfairly	Treated Very Unfairly		
	a. Promotions							
	b. Compensation							
	c. Transfers							
	d. Personal and family issues							
	e. I generally feel:							
2.	Do you believe that everyone serving in the C.N.G is equally treated? (Select an answer)	Yes	Rather yes	I don't know	Rather No	No		
3.	At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues? (Select with a ✓ or ✗)	There is absolute equality	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	There is absolute inequality
	a. Duties							
	b. Promotions							
	c. Danger							
	d. Treatment by commanding officer or supervisor							
	e. Transfers							
4.	At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
	a. Transfers							
	b. Grievances							
	c. Rewards							
	d. Promotions							
	e. Expenditure awarded in favour of a Military Unit.							
	f. Inspections and the depth of inspections by commanding officers and supervisors.							
	g. The general functions of a Military Unit.							

Table 1-3: Part A of the Questionnaire Regarding General Questions

PARTICIPATION OF SEXES IN THE SURVEY
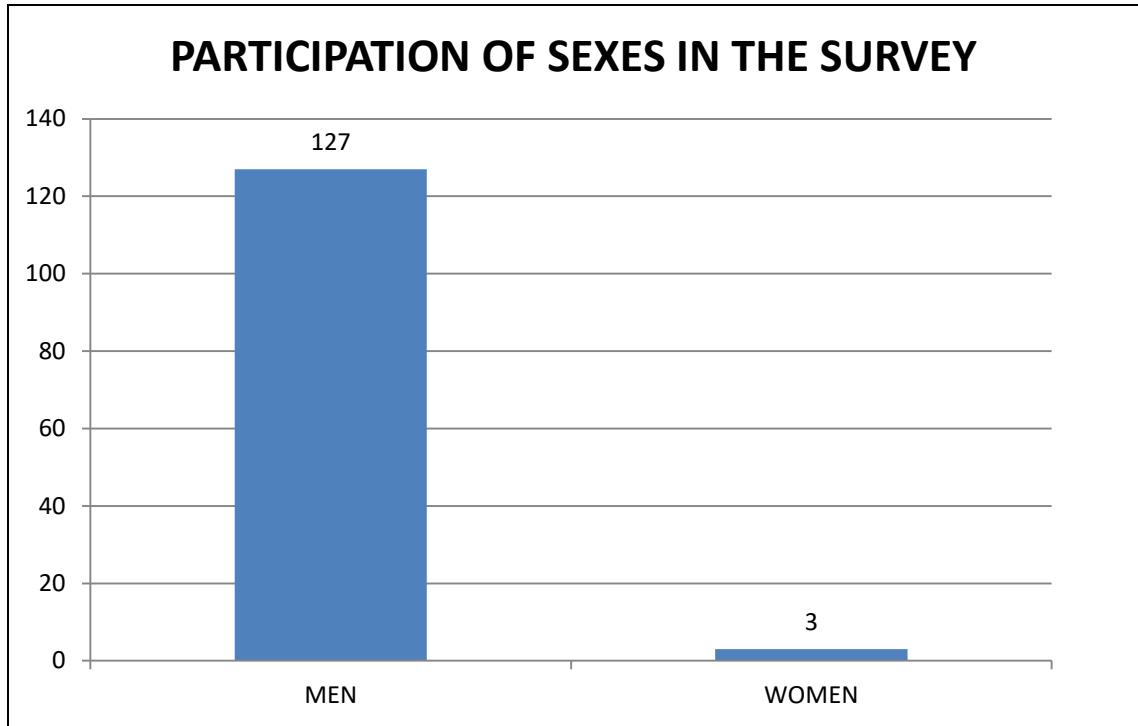
Figure 1-1: Participation of Sexes in the Survey. (Question 5 Personal Details Part of the Questionnaire – see Appendix 3-B)
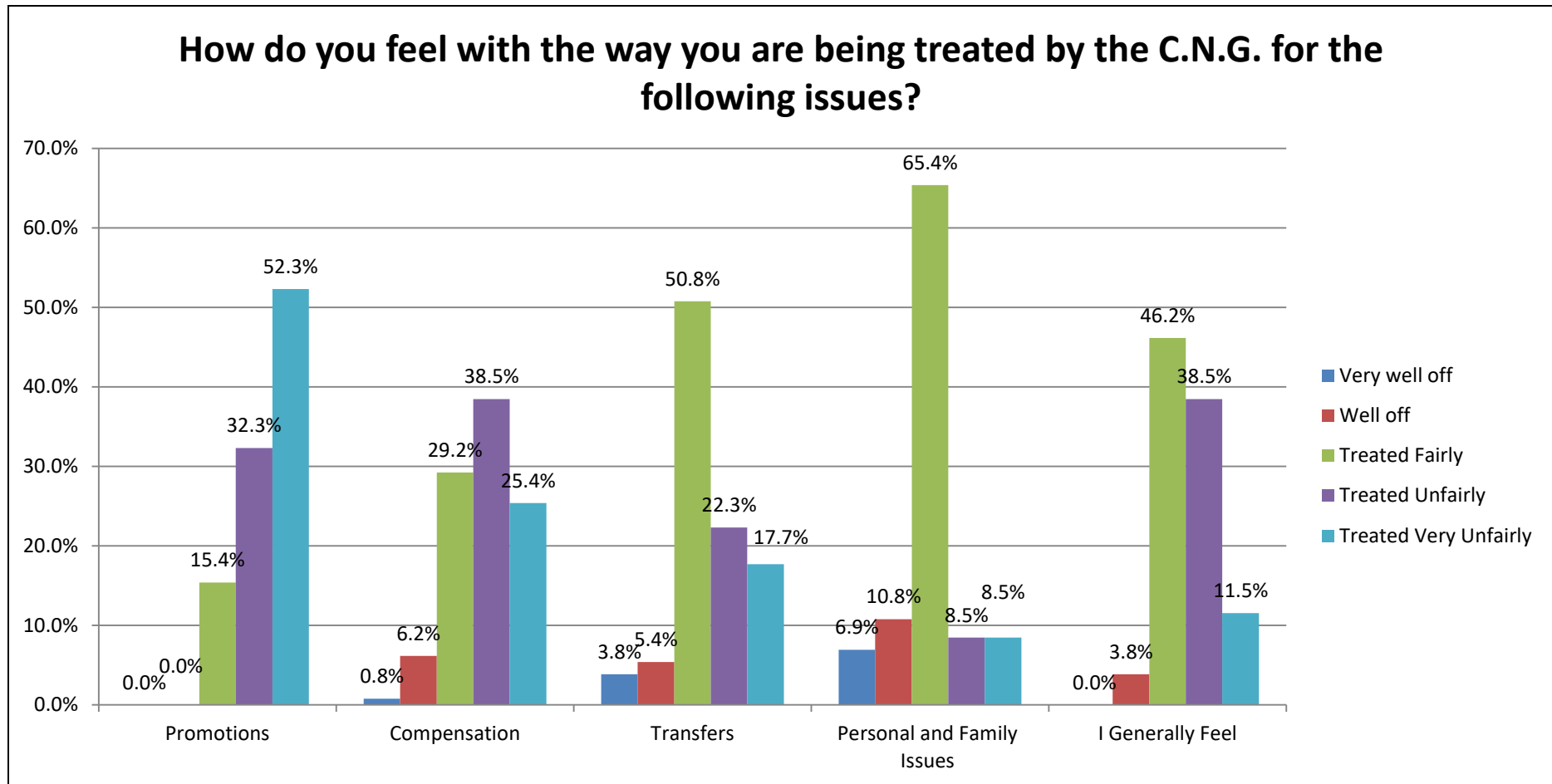
Figure 1-2: How do you feel with the way you are being treated by the C.N.G. for the following issues? (Question A-1)

How do you feel with the way you are being treated by the C.N.G. for the following issues?
(Means with 95% confidence intervals)
Value of 1 = Very well off
Value of 5 = Treated very unfairly

4.37	
3.82	
3.45	
3.01	
3.58	

Promotions   Compensation   Transfers   Personal and Family Issues   I Generally Feel
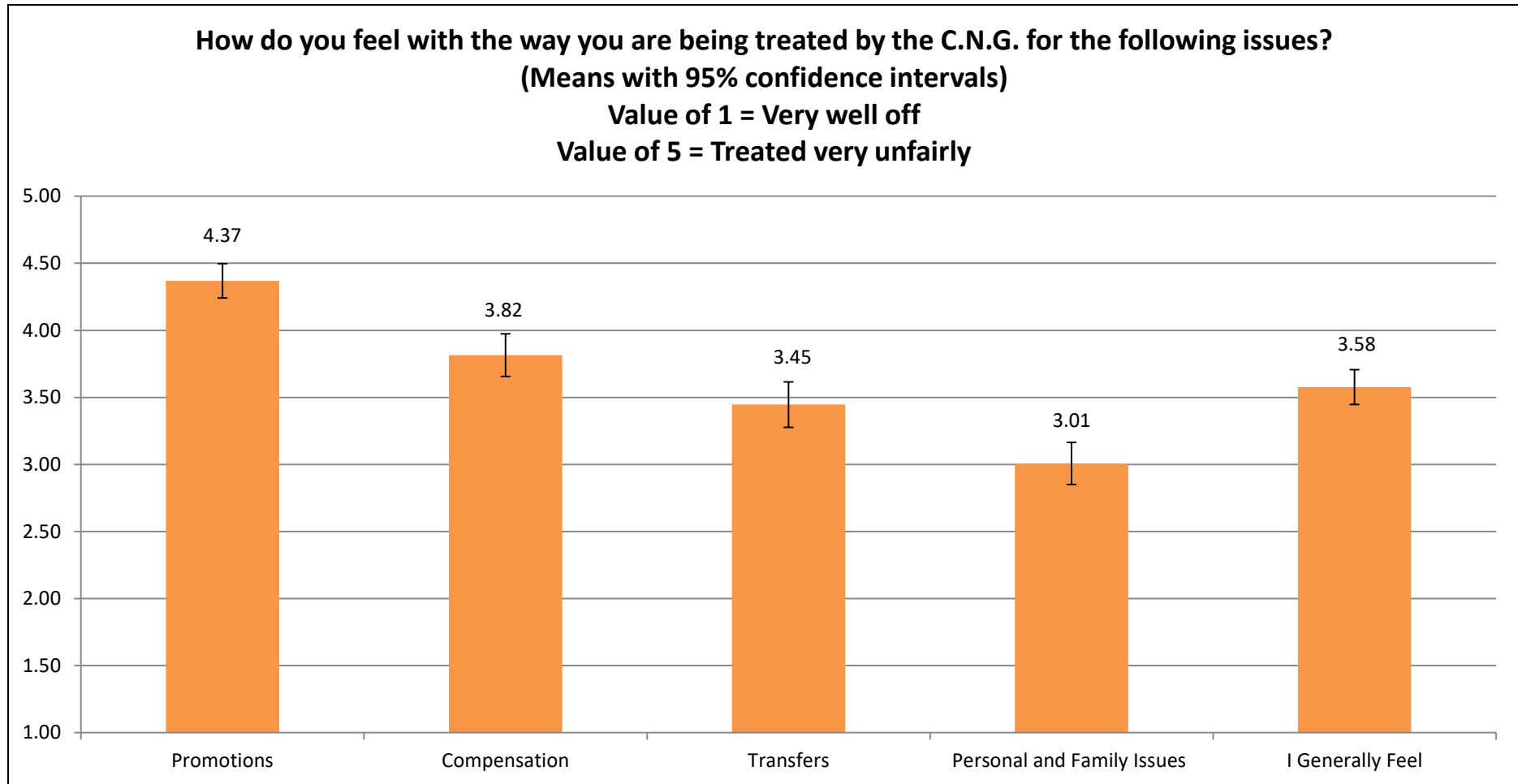
Figure 1-3: How do you feel with the way you are being treated by the C.N.G. (Question A-1)

Do you believe that everyone serving in the C.N.G is equally treated?
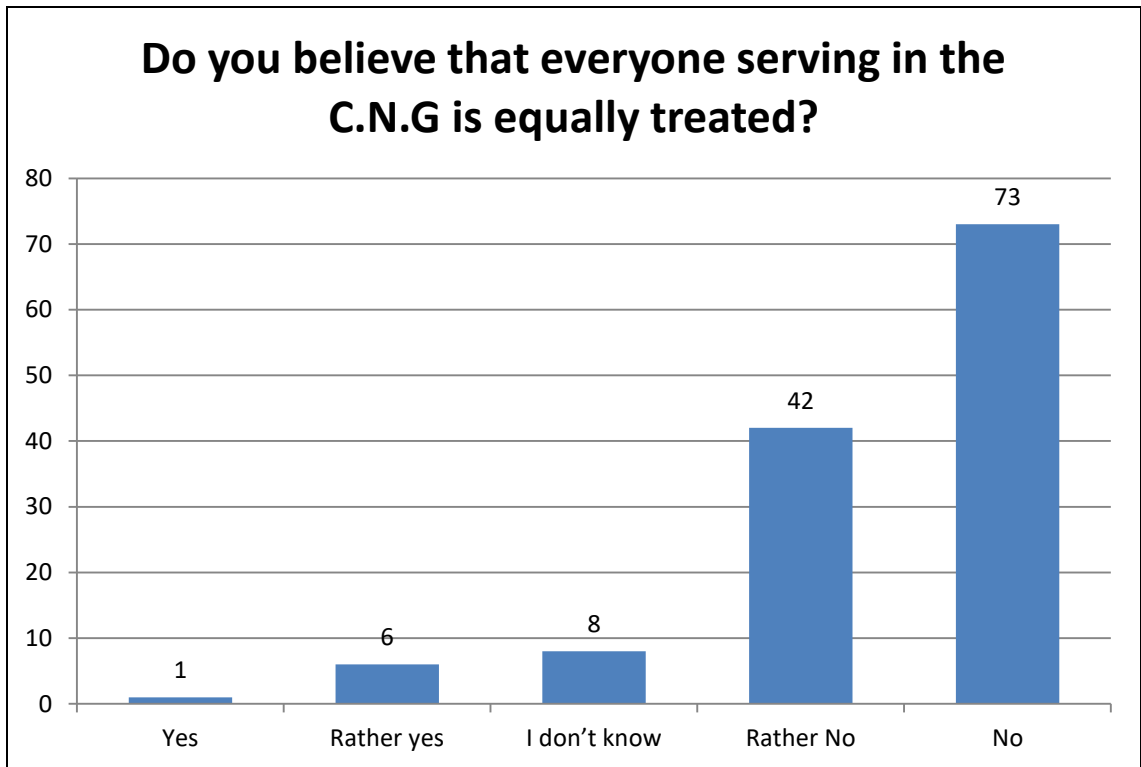
Figure 1-4: Do you believe that everyone serving in the C.N.G is equally treated? (Question A-2)

Do you believe that everyone serving in the C.N.G is equally treated?
(Mean with 95% confidence interval)
Value of 1 = Yes
Value of 5 = No
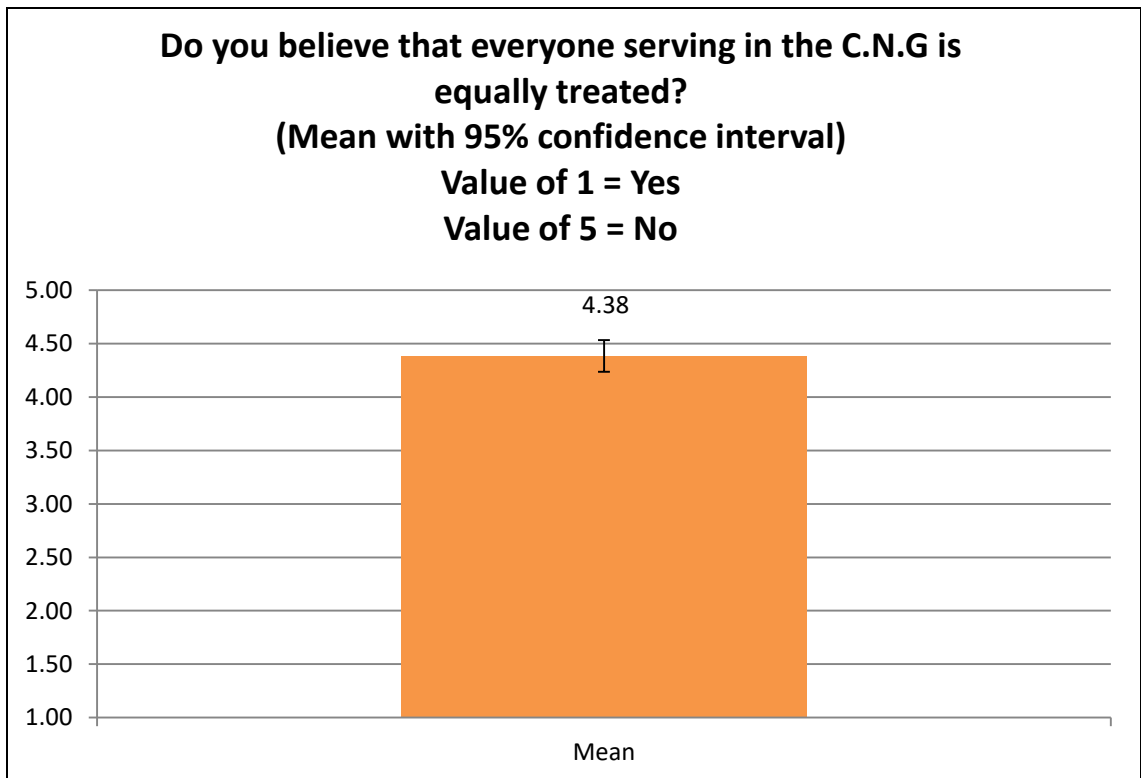
Figure 1-5: Do you believe that everyone serving in the C.N.G is equally treated? (Question A-2)
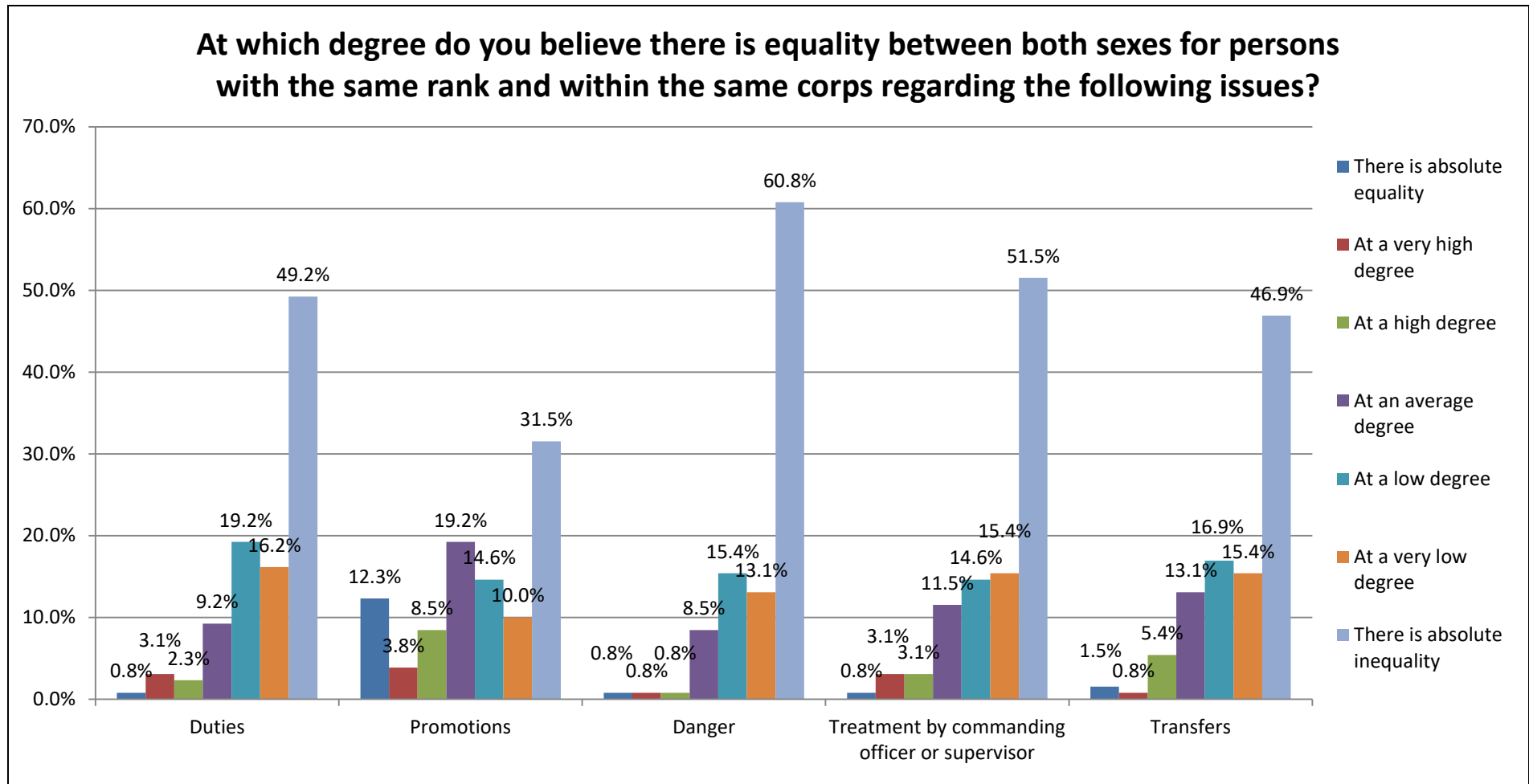
Figure 1-6: At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps? (Question A-3)
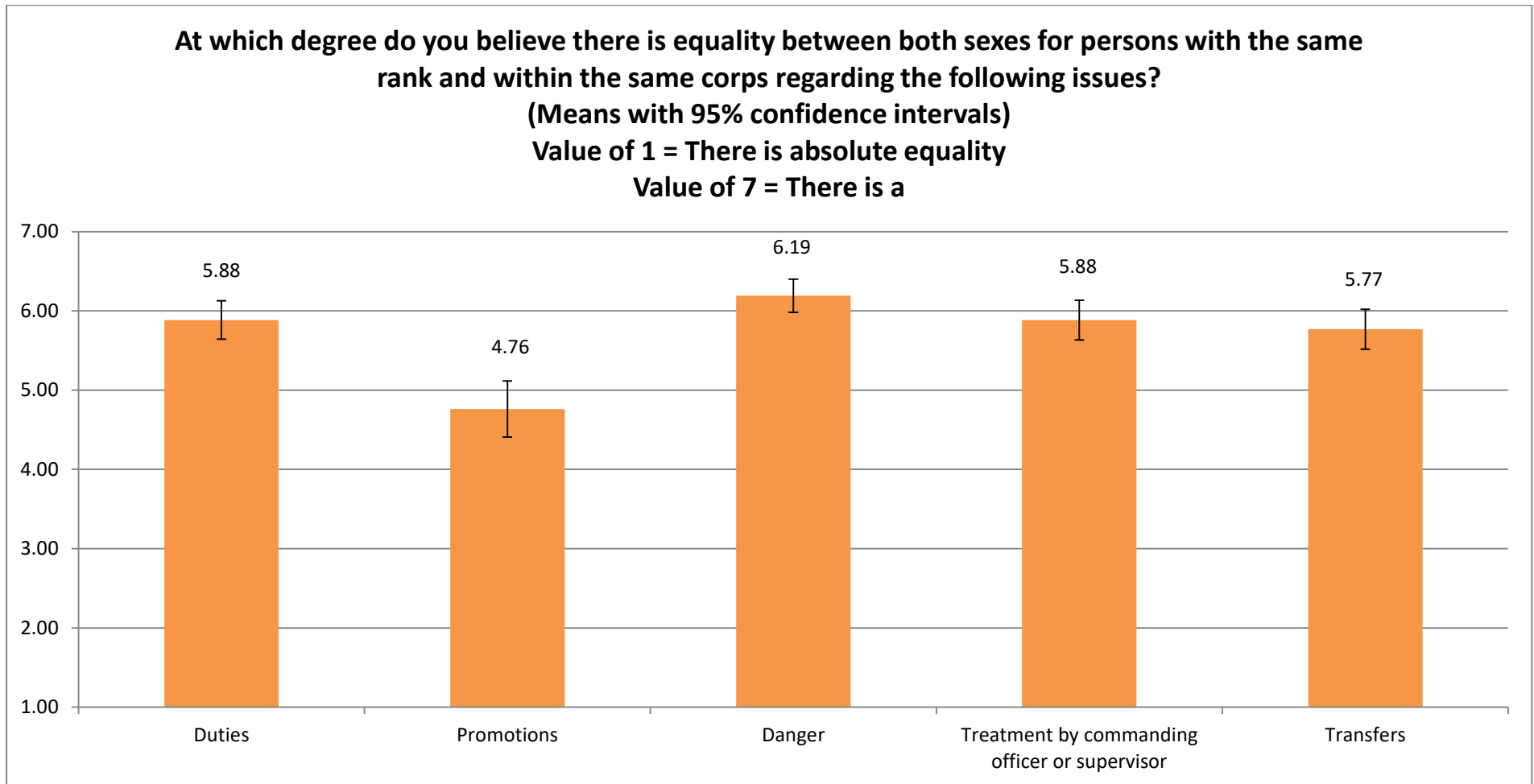
Figure 1-7: At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps? (MEANS) (Question A-3)
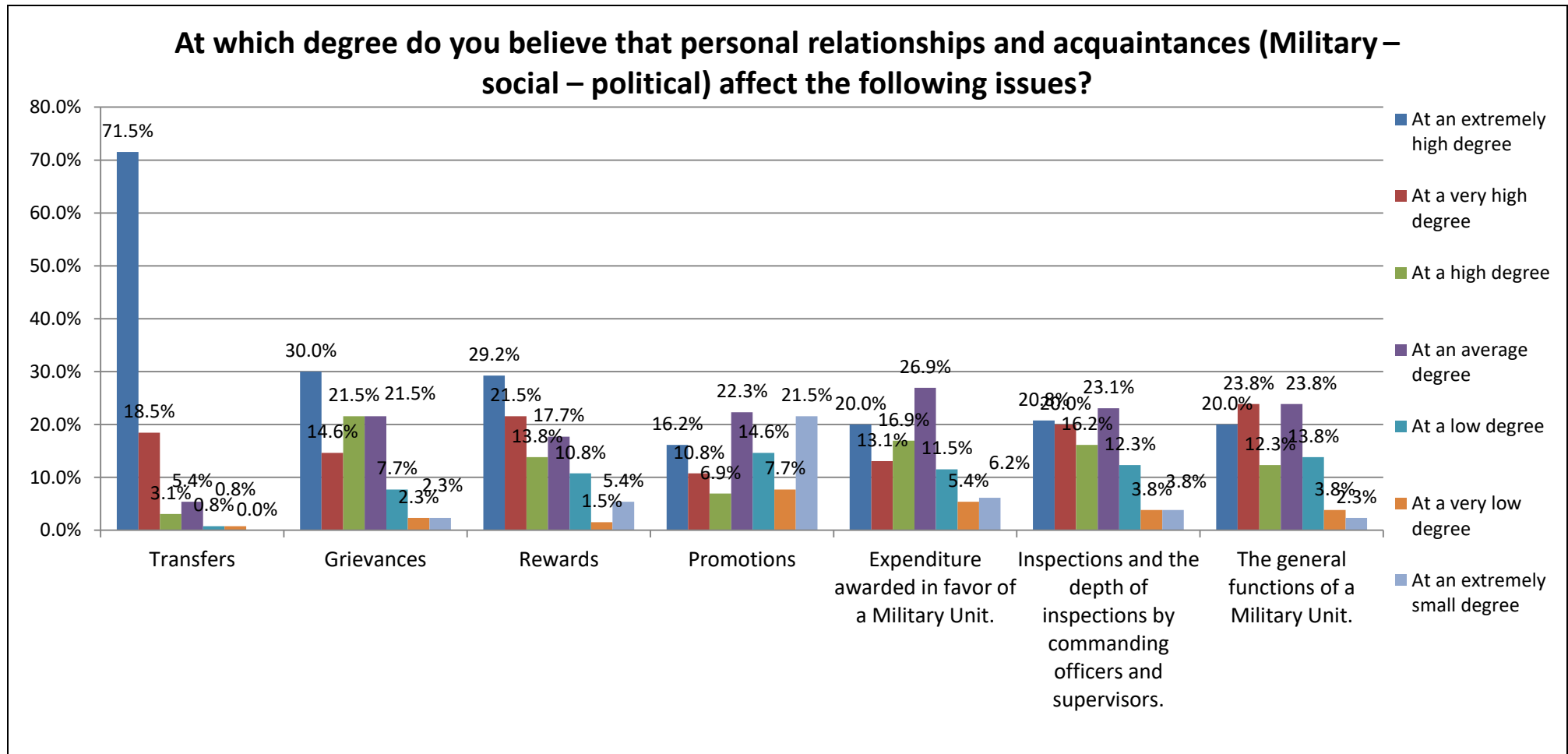
Figure 1-8: At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Question A-4)

At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Means with 95% confidence intervals) Value of 1 = At an extremely small degree Value of 7 = At an extremely high degr
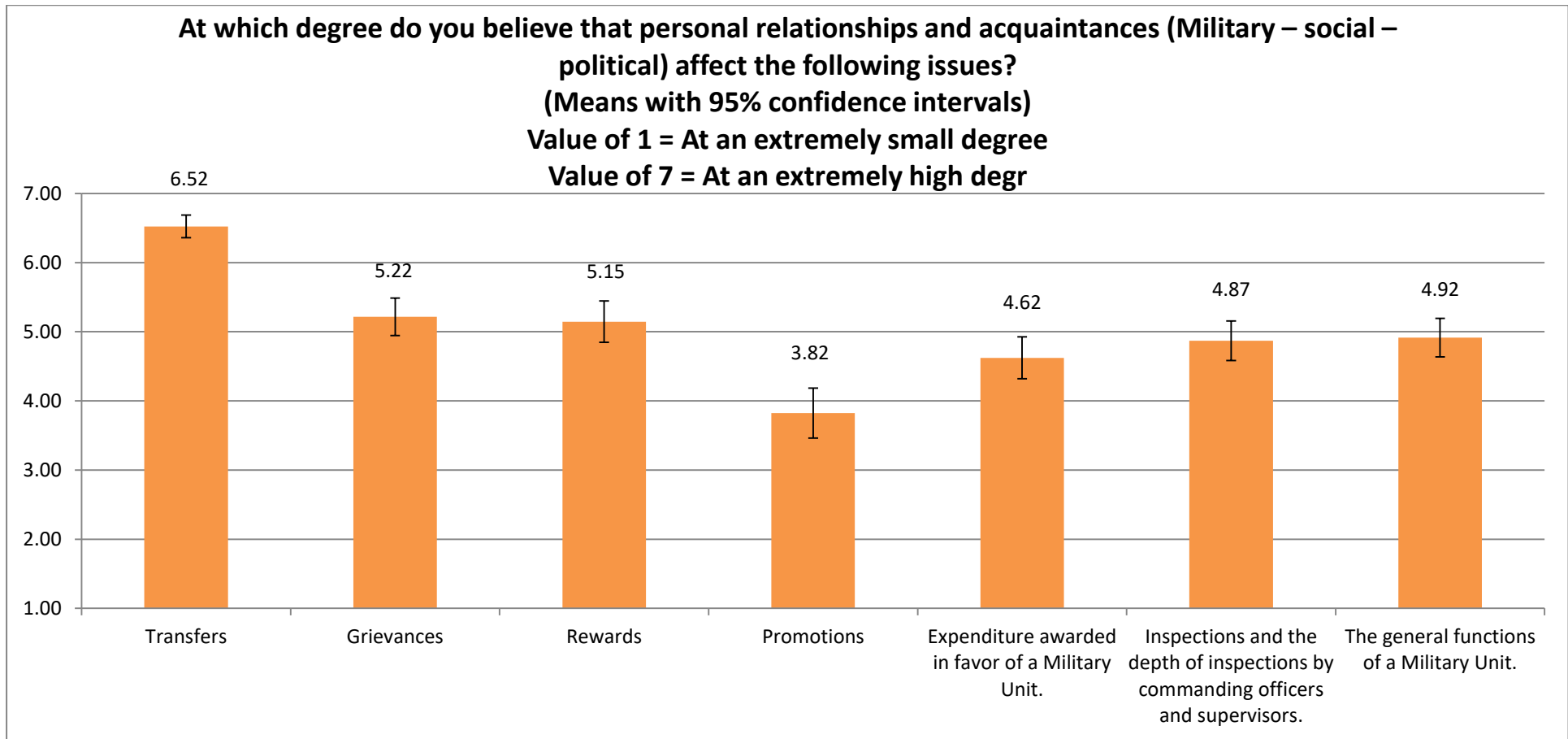
Figure 1-9: At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (MEANS) (Question A-4)

2. LITERATURE REVIEW

The following literature review attempts to provide a thorough but brief analysis of the major HRM activities under consideration. The major volume of the literature review has been moved into a handbook that will be presented to the CNG and other stakeholders in order to help them apprehend the large number of alternatives but more importantly the infinite possibilities that HRM activities provide to organisations. From the analysis of activities as they are performed by the CNG (see Parts 5 and 6) occurred that most HRM activities examined here, such as job analysis and personnel recruitment, are not performed by the CNG in any way while others, such as performance management and reward management, are old-dated and anachronistic making comparisons with theory very difficult. This lack of information that is relevant to practice has led into the presentation of those practices within each HRM activity that will provide value to the CNG according to the researcher's personal understanding but in relation to the practices of other armies and only when information could be accessed. The main downside of such a presentation is the fact that many methods within activities, such as methods of job analysis, require high levels of practical and technical knowledge, something that only professionals possess. Subsequently, a method may have more advantages than others but this does not mean that it could be applicable in the case at hand. The analysis of fitness for specific methods is not feasible nor the purpose. The main objective of the literature review, as it is presented here, is to assist every reader, regardless of background, to conceptualise the true nature of HRM including the structural and cultural aspects that affect both the organisation and the employed personnel, enabling thus increased awareness of potentials and opportunities. The activities under examination are analysed with the same order as they occur within a real-life organisational context starting from job analysis and job description. The analysis continues with recruitment and selection that constitute the staffing procedures of the organisation. The presentation of the literature ends with a review of career, performance and reward management that enclose essential practices and applications that affect the lives of employed personnel. There are many significant HRM activities that are currently practiced by many organisations such as HR planning, health, safety

and security, HR development and employee and labour union relations with management that are not examined through this research. These activities are not examined within this research because there is only one researcher and the time-frame within which the project must be completed is limited. Most of the activities that are not examined here, except from HR development, could be considered as back-up activities therefore the analysed activities provide an adequate structure of a sufficient HRM system. HR development is considered as an essential HRM activity that could not be analysed due to confidentiality issues and restrictions. HR development includes training that is a critical process for military organisations and if it was possible to be presented here, it would facilitate the presentation of a complete system but it would create issues of national security. Most, if not all, internal directives and policies regarding training are rated as secret and confidential since they reveal the level of operational readiness of every army. Consequently, permission for using such material would never be granted by the CNG in order to include HR development in this project. Nevertheless, the following analysis and review provides an almost complete picture of a HRM system that could be used as a reference for initiating a modernisation of the current CNG's system. What is also of major importance is the fact that each activity is analysed from a theoretical perspective outside a context that could be used as reference for the selection of possible applications and practices. The practitioner must always take into consideration the general context, the environmental factors and the organisational realities when HRM systems are analysed or developed.

As an insider researcher I have a clear understanding of how the analysed HRM activities are actually practiced within the CNG and I am familiar with the general legal context since I perform many of these activities on a regular basis. It is also important to note that, these activities affect my professional life and I, as a manager and commanding officer, affect the lives of my subordinates by performing them. From this point I have to emphasise that the CNG's current system has only basic activities that lack the dynamic and strategic nature of a contemporary system while at the same, as it is revealed through this project's findings, the activities or the departments that perform them do not cooperate or coordinate their efforts in any way. Additionally, there are not any available

employed personnel with HRM knowledge, expertise and experience working at the Ministry of Defence or the CNG that could provide guidance and recommendations, making the existence of a literature review that covers many HRM processes, a necessity. This has led me to the decision to make a thorough, lengthy and detailed presentation of the relevant activities as they are presented through the literature but move this material into a different handbook. The main aim of this decision is to indicate and present all the possible alternatives regarding each activity since the main stakeholders, which are the CNG, the Ministry of Defence and all military personnel, lacks the relevant educational background and expertise regarding HRM. This lengthy literature review sketches the true picture of HRM systems as a set of complex and composite mechanisms that require extensive control and coordination. This will help stakeholders conceptualise the relationship between activities and how each HRM decision affects the organisation. Moreover, such a presentation provides the critical dynamic dimension of contemporary managerial systems that need to adopt in almost constantly changing environments. For the objectives of this version of the project, that will be used for university archival purposes and for administering help to other researchers, the literature review is reduced into a more condensed document according to the recommendations of the Viva Voce's Panel.

2.1. JOB ANALYSIS

2.1.1. Introduction

Job analysis is considered by many researchers and HR practitioners as the foundation and basis upon which many, if not virtually all, human resource problems can be solved. As it is revealed in Section 5.1 job analysis is a process that is not conducted in any way by the CNG creating thus a major deficiency in the current HRM system. This section of the literature review presents only those terms that are most relevant to the needs of the CNG since a different approach would require an extensive exhibition of theoretical aspects.

For the purposes of this research the definitions of Brannick et al. (2007: 8) and Harvey (1991) are adopted. Job analysis is defined by Brannick et al. (2007: 8)

as: "… a systematic process of discovery of the nature of a job by dividing it into smaller units, where the process results in one or more written products with the goal of describing what is done in the job or what capabilities are needed to effectively perform the job." Harvey (1991: 74) in his own words defined job analysis as: "… the collection of data on: (a) 'job-oriented' behaviour, such as job tasks and work procedures; (b) more abstract 'worker-oriented' behaviour, such as decision making, supervision and information processing; (c) behaviours involved in interactions with machines, materials and tools; (d) methods of evaluating performance, such as productivity and error rates; (e) job context, such as working conditions and type of compensation systems; and (f) personnel requirements, such as skills, physical ability and personality traits." The first definition covers all the aspects of job analysis spherically shedding light to all the parts of the process. The second definition, in my opinion, complements the first and provides additional information regarding the data that may be useful in order to conduct a job analysis. According to the definition provided by Brannick et al. (2007) the process of job analysis seeks to provide a written statement of all the findings related to a given job including what is done and what capabilities are needed to perform the job effectively while, on the other hand, Harvey (1991) in his definition provided a short but complete list of which data might interest a job analysis and could be gathered during the process. Despite the differences in these definitions, a job analysis is a process that should always be systematic, methodical and thorough in order to identify all the possible key factors that influence a job, a job holder and a job's outcome.

Furthermore, Brannick et al. (2007: 6) clarified all the terms that are related to jobs from the broadest term to the most specific (see Table 2.1-1) and went one step further and discussed the division of jobs into smaller units so as to enable a better understanding of what and how is done, what are the results and what means are needed.

	TERM	EXAMPLE
1.	BRANCH	Public Health
2.	GROUP	Health Care Practitioners and Technical Occupations
3.	SERIES	Nurse
4.	JOB	Nurse Midwives
5.	POSITION	Maria Brown, Nurse Midwife, Nicosia General Hospital (Example)
6.	DUTY – DUTIES	Provide primary health care to women.
7.	TASK	Provide childbirth services to women.
8.	ACTIVITY	Deliver a baby.
9.	ELEMENT	Use all the tools needed to deliver a baby.

Table 2.1-1: Examples of Job-related Terms.

2.1.2. Knowledge, Skills, Abilities and Other Personal Characteristics (KSAOs)

Defining KSAOs is essential for job analysis since the term will be found in every aspect of job analysis (see Appendices 2.1-A and 5.2-B for example of KSAOs in job descriptions) but also in other human resources activities. Knowledge is defined by the Oxford Advanced Learner's Dictionary (1995: 656) as: "the facts, information and understanding that a person has acquired through experience or education." Brannick et al. (2007) adjusted Levine's (1983) definition as it is used in the job analysis environment and defined knowledge as the existence in memory of a retrievable set of technical facts, concepts, language and procedures directly relevant to job performance. Levine (1983 cited in Brannick et al. 2007) also defined skills as the capacity, which is either developed or trained, to perform duties that require the use of tools, equipment or machinery. Ability, as Levine (1983) proposed, is a long-term competence of a person to acquire skills or knowledge and to carry out tasks that do not require a major usage of tools or machinery, at a fairly high level of expertise. The other personal characteristics category is added in order to classify all those traits that do not fit in with the previous categories. In this category are included preferences, temperament, job-relevant interests and

personality traits that may indicate how well a person will react to the demands of the working environment and the job conditions.

2.1.3. Purposes of job analysis

There are several purposes that a scientifically and professionally conducted job analysis can address. Several researchers[7] offered lists with several purposes that could be accommodated by job analysis. Using the list provided by Prien et al. (2009) but also the extensive list of Brannick et al. (2007) we can conclude to a large number of main areas where job analysis should be used with the purpose of delivering substantial help with the provision of information (see Appendix 2.1-B for a diagram). Every given purpose is considered as desirable by all organisations but here emphasis is given on those that are most relevant to the HRM activities under examination since the CNG does not employ a job analysis activity in any way.

Information that derive from job analysis result in job descriptions which are documents, usually written in a formal way, that contain all the relevant information concerning a job, which can be later used for other HRM activities such as recruitment and selection. A detailed analysis of job descriptions will take place at a dedicated part of this research, as it is considered as a very important product needed by almost all HRM activities and processes. A job analysis process could further reveal duties, authority structures, power relationships and responsibilities of different jobs, helping in classifying them into families and clusters according to their similarity. These characteristics will lead to a classification of jobs into categories, define worker mobility (Brannick et al. 2007: 258) within the organisation and then, with the help of job evaluation, to a definition of pay rates for each and every category. Job evaluation is the process of defining the total value and worth of a job to an employer and an organisation. This value, when defined, can be subsequently used to create a "fair pay" climate internally and externally to the organisation, a climate that ultimately will help in retaining and attracting employees.

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[7] See Brannick et al. (2007), Prien et al. (2009), Ash (1988), Ash and Levine (1980), McCormick (1979), Prien and Ronan (1971) and Zegra (1943)

Whenever a job needs to be created or processes developed, a job design process must take place so as to combine different tasks and duties in order to create the new job. Here job analysis provides support in defining which are the tasks and duties that need to be carried out by the new job, team or system but also sets the minimum HR requirements to reach acceptable performance. These HR requirements and specifications constitute the foundations of candidate screening during the initial phases of personnel recruitment and selection. By defining the nature and the characteristics of a job through job analysis, it also becomes clear what is considered as exceptional performance and what as unacceptably low rates of productivity. This clarification of performance levels creates a performance appraisal activity that can adequately provide precise measurements of performance, which eventually reveal the degree of success of an individual to the job's overall mission and objectives. Moreover, job analysis identifies the key KSAO's needed to effectively perform a task and helps in the development of those training programs suitable for improving or building up these necessary KSAOs. With the definition of performance and training standards, job analysis provides a multidimensional snapshot of the job regardless by whom it is performed - individuals, teams or systems. This snapshot provides indications of what needs to be done so that efficiency increases. Development or purchase of new machinery, reduction of stressful movements and provision of necessary information are just some helpful steps that could increase efficiency and productivity.

Likewise, job analysis helps in providing crucial information regarding workforce planning, health and safety issues, legal aspects and requirements and a number of other job analysis applications such as stress management, test development, quality of work life or other more specific applications. The aim here is not analyse each and every example but to indicate the importance of job analysis, which, as a process, can provide information that could be used as raw data by all human resources management processes. From the above presentation of purposes is easy to distinguish that job analysis provides crucial information to all HRM activities, including the ones analysed in this research. The absence of a job analysis activity as analysed in the definitions of Harvey (1991) and Brannick et al. (2007) definitely creates serious issues to the CNG

that chooses to disregard such processes and fails to recognise the foundational role of job analysis in HRM systems.

2.1.4. Major Methods of Job Analysis

Gael et al. (1988) provided an analytical presentation and description for most job analysis methods something that exceeds the requirements of this research. The major task of this part is to present the most applied and relevant methods following the categorisation of Brannick et al. (2007: 23-156) who divided these methods into five categories (see Appendix 2.1-D for a diagram of the major methods of job analysis). The second purpose is to indicate that the selection of method is profoundly connected with the overall results and the practical solutions that the analysts try to achieve. What is necessary here to state is the fact that job analysis processes enclose four basic parts regardless of the method used. According to Brannick et al. (2007: 9-18) these are the kinds of job data collected, the methods of gathering data, the sources of job information and the units of analysis (see Appendix 2.1-C for a diagram of the major job analysis' parts). These four parts and the way they are practiced distinguish the methods of job analysis into the following groups:

A. Work-Oriented Methods

B. Worker-Oriented Methods

C. Hybrid Methods

D. Managerial Job Analysis Methods

E. Team Job Analysis Methods

The presentation that follows analyses those methods that could provide value to the CNG's case in a descriptive way. There is not a single method that surpasses all others in advantages but a combination of practices that best fits the organisational realities.

A. Work-Oriented Methods

Work oriented methods include all those methods that target information relevant to what the worker does in terms of tasks, what tools or machines are used and what is the context of the work. These methods will enable the CNG to realise what is done in the job and which tasks or processes are the most important for the organisation. Two methods that could provide the highest

value to the CNG is the Task Inventories (TI) and the Critical Incident technique as analysed by Flanagan (1954). Other methods that are of less importance in the case of the CNG are firstly the Time and Motion Study that is usually used for engineering related job analyses and secondly the two versions of Functional Job Analysis (FJA) (Fine 1988; Fine and Cronshaw 1999) that provide computerised catalogues (see Appendix 2.1-A for a job description of a librarian as found in O*NET) in order to help both employers and candidates, mostly located in North America, recognise what is needed to perform a job and what a job is all about.

Task Inventories (TI), provides listings of job activities and tasks necessary for completing a job that are analysed in more depth than in FJA resulting in a range from 30 to 100 tasks depending on the job. TI is carried out by job analysts that prepare the interviews, observe how the job is done and collect the necessary material related to the job. After the list of tasks is prepared interviews and questionnaires given to incumbents and supervisors have the objective to determine the degree of importance, the time needed to complete the task, the frequency of occurrence and the difficulty of each task. The Comprehensive Occupational Data Analysis Program (CODAP) and the Work Performance Survey System (WPSS) are two well-known computerised systems used for TI data analysis.

The Critical Incident technique provides analyses of critical incidents which are behaviours that led to an extremely poor or improved result. It was used in the U. S. Air Force during the Second World War and was introduced by Flanagan (1954). Flanagan (1954) suggested that three pieces of information are required to compose a critical incident. The first is what took place and eventually led up to the behaviour; the second is how the employee eventually acted and the third what were the results. Critical incidents must be written in order to be easily communicated with employees, managers and supervisors. They can be utilised in order to compose performance appraisals, identification of employee traits useful for personnel selection and to compose training exercises and material based on these incidents.

From the employment of Task Inventories and the Critical Incident technique the CNG will immediately gain knowledge of what tasks are considered as essential for every job something that further enables other HRM activities, such as performance management, career management and reward management, provide benefits and career options to those that manage to perform adequately to the job's tasks.

B. Worker-Oriented Methods

Worker-oriented methods focus mainly on the human attributes, requirements, specifications and KSAO's needed for someone to successfully complete the job tasks. There are a number of possible methods that could be used by the CNG but each has its own drawbacks.

The first worker-oriented method is the Job Element Method (JEM) that has many similarities with work-oriented methods and is primarily focused on behaviours in the workplace during the job and the results of these behaviours (Primoff 1957). The different behaviours like psychomotor, work habits and cognitive behaviours constitute the various elements or sub-elements that are then used for defining the KSAO's needed to perform a task. JEM is a useful method for creating work samples and tests related to real work scenarios but cannot provide any additional help in picking off the shelf tests. The last drawback of this method is the fact that it does not use the analysts' favourite approach of KSAO's something that led analysts to use other methods but for the case of CNG, considering the fact that until today such a practice is totally absent, it could provide a starting point for recognising the worker's attributes that are needed to effectively perform a job.

A more advanced method is the Cognitive Task Analysis which is the most recently developed worker-oriented method, since it was used in the 1990s. This method, which varies in relation to others, tries to make a list of elements in order to understand what abilities are required in performing a job. Cognitive task analysis is time consuming, demanding and expensive in many cases making it difficult to apply as Seamster, Redding and Kaempf (1997 cited in Brannick et al. 2007: 89) implied. Nevertheless, this method illuminates the unseen mental processes of experts, provides exceptional help in developing

training programs and can be regarded as a possible upgrade for JEM in order to satisfy the possible future needs of the CNG.

Other possible methods with minor practical usage for the CNG include the Position Analysis Questionnaire (PAQ) that despite the fact that is a ready to use method with lower application costs, is a method that, according to Jones et al. (1982), can identify only big differences between jobs. Additional methods that could provide solutions to specific units within the CNG, include the trait-Based Worker-Oriented Methods that rely on worker skills and abilities while some other methods not mentioned here focus on tools, machines and equipment used in jobs. Some of these methods are the Threshold Traits Analysis System (TTAS) (Lopez 1988), the Ability Requirements Scales (ARS), the Occupational Reinforcer Pattern (ORP) (Borgen 1988 cited in Brannick et al. 2007: 81) and the Job Components Inventory (JCI) (Banks 1988; Banks and Miller 1984).

C. Hybrid Methods

Hybrid methods, as the term suggests, is a combination of the former two categories that try to eliminate the possible drawbacks of an approach and deliver results that have a wide spectrum of applications. The first alternative that fits within the current CNG's realities and context is the Combination Job Analysis Method (C-JAM) which, as the name implies, is a combination of other methods like Functional Job Analysis, Job Element method and Task Inventory with CODAP (Levine 1983 cited in Brannick et al. 2007: 92). C-JAM is conducted in three different meetings between expert workers with their supervisors or managers that eventually result in a list from 30 to 100 KSAO's that are rated by using four scales based on necessity, practicality to be expected in the labour market, the degree to which the absence of the KSAO entails problems and the degree to which the existence of the KSAO distinguishes the superior worker from the average one. After the end of the session the analysts will end up with a list of KSAOs rated according to their importance for an employee or possible candidate. The next hybrid method that is also an additional option for the CNG but illustrates higher degrees of complexity was analysed by Campion and Thayer (1985 cited in Brannick et al.

2007: 105) and is the Multi-method Job Design Questionnaire (MJDQ). MJDQ is based on job design related principles that are divided into four categories: motivational, mechanistic, biological and perceptual/motor. Both the MJDQ and C-JAM is carried out by experts because of high levels of complexity but C-JAM shows a wider spectrum of applications something that makes it a better initial choice for the case at hand that could also replace the selection of methods of previous two categories. MJDQ provides job design information and predictions on work outcomes like satisfaction, comfort, ergonomics and efficiency that could become valuable after the initial employment of other methods.

D. Managerial Job Analysis Methods

This category and the next, regarding Team Job Analysis Methods, include methods that have been modified in order to fit the analysis of more complex professions, as the ones of managers, or jobs completed by more than one person. Managerial jobs are very complex in relation to other jobs since many tasks are carried out in a mental way. What a manager or a military leader thinks and takes into account at every decision is something difficult to extract into a synthesised managerial job analysis and that constitutes the main reason for exploring managerial job analysis separately. The methods illustrated here are the Management Position Description Questionnaire (MPDQ) and the Competency Modelling. MPDQ is a method that is used with the help of software and delivers direct results that can be used for performance appraisals and job evaluations (see Page (1988) cited Hemphill (1960) and Tornow and Pinto (1976) who are the most influential researchers). MPDQ uses quantitative responses of managers that evaluate their jobs something that has the apparent disadvantage that managers may provide a modified picture of their job by increasing the overall difficulty and importance in order to get increases in their salaries. Competency Modelling is a contemporary method for analysing managerial jobs that is increasingly being used in different variations by many companies, as indicated by Shippmann et al. (2000 cited in Brannick et al. 2007: 136). The view that competencies are necessary ingredients for success was suggested by McClelland (1973). Competency modelling is defined as the process of identifying competencies (see Bartram, 2005 cited in Brannick et al. 2007: 137) and then linking them with human resource management systems.

While competency modelling illustrates an undisputable advantage due to the link it has with strategies and organisational goals (Shippmann, et al. 2000 cited in Brannick et al. 2007: 139) something that makes the results of this method easily communicable and valuable to the organisation, it ignores specific tasks and focuses on human attributes (Jackson and Schuler 1990; Snow and Snell 1992 cited in Brannick et al. 2007: 137). Both methods illustrate a number of deficiencies but the easiness of using MPDQ through software surpasses the possible advantages of competency modelling and seems as the most suitable method for making initial descriptions of jobs hold by military leaders within the CNG.

E. Team Job Analysis Methods

Teams are groups of people that work interdependently to achieve the same goals. The team job analysis methods that are exhibited here are the Job Design for Teams and the Multiphase Analysis of Performance System (MAP). There are three kinds of Job Design for Teams depending on the category of characteristics they examine. The three categories of team characteristics can be rated so that the importance of their sub-elements can be discovered. The first category contains job design elements, the second is that of the team KSAs[8] and the third category used in job design for teams is the one that contains the team functions[9]. The Multiphase Analysis of Performance System (MAP) was initially developed in order to analyse team tasks used for training (Levine, et al. 1988 cited in Brannick et al. 2007: 148). The sources of data can be supervisors, experts, training specialists and written documents while the sources for gathering data are interviews, observation, group discussions with experts and by reviewing the relevant documentation (Levine and Baker 1990 cited in Brannick et al. 2007: 149). The data will then be used in the creation of a task inventory and a list of relevant KSAOs that are needed in order to complete the tasks. Tasks and KSAOs are then rated on two factors. Tasks are rated according to their criticality and difficulty to learn. KSAOs are rated according to their importance for new members of the team and their

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[8] See Stevens and Campion (1994), Morgeson, Reider and Capion (2005) and Brannick et al. (2007: 148)

[9] See Nieva, Fleishmann and Reick (1978), Fleishman and Zaccaro (1992) and Brannick et al. (2007)

importance for superior performance. Then the ratings are computed into statistics for each task and KSAO. Those KSAOs and tasks rated higher are those that can be used for training or personnel selection.

While both methods could serve the objectives of the CNG and share a great proportion of similarities with C-JAM, TI and FJA, it is highly unlikely that such methods could be applied at the current infancy level of the job analysis activity of the CNG. It is my personal belief that conducting job analyses for jobs outside the context of the team should precede that of teams. Additionally, analysis of simple jobs should be conducted in advance and before the analysis managerial or more complex jobs. The team analysis methods presented here represent possible candidates for analysing teams within the CNG but only after the previously analysed job analysis processes deliver sufficient amount of information regarding jobs within the CNG.

2.2. JOB DESCRIPTION

2.2.1.Introduction

A job description is, according to Brannick et al. (2007), a brief summary of the job according to what was learned during the process of job analysis with main purpose to provide a clear and factual picture of the nature of a job to the possible candidate or a recently hired employee. The possible candidates just by reading the job description will identify whether they fulfil the minimum requirements for the job and if the job ensembles their personal ambitions and pursuits. A recently hired employee will use the job description as a preliminary orientation tool that reveals the most essential functions and duties to be performed until the details of the job are revealed. Giving the right impressions and realistically describing the facts is a task very difficult since any mistake could create misunderstandings and the wrong impression for the employee, the candidate and the employer. From the above statements it becomes clear that job descriptions are documents of highest importance that should be prepared with an analogous scientific process but as it will be described in Part 5.2 the CNG actually does not have an established database of job descriptions that could support, even partially, the pre-mentioned purposes. On the other hand, more professional armies with sufficiently more funds and well

established job analysis processes like the U.S. Armed Forces make these descriptions highly accessible through the internet.

2.2.2. Job Description Structure

Ghorpade (1988) and Gael (1988) recommended that a job description should be as short as possible with Gael (1988) suggesting the length of one to three pages as the most preferable. There is not a job description template or format that could be demonstrated as an example. Nevertheless, there are some essential parts with corresponding information that should always exist in a job description. Brannick et al. (2007: 179), Mader-Clark (2008: 3) and Mathis and Jackson (2004: 157) proposed slightly different job description formats that in general contain the job title, reporting responsibilities, a purpose statement, the tasks and duties, major responsibilities and the necessary KSAOs to effectively carry out the job's tasks. In order not to eliminate those protected by anti-discrimination legislations, only the most essential qualifications are reported. General guidelines ensure that the information concerning a job is as descriptive as possible to pull viable candidates and provide guidance to the interviewers when filtering and sifting through applicants.

2.2.3. Possible Advantages and Disadvantages of Using Job Descriptions

A job description as one of the end products of job analysis could potentially offer considerable advantages to an organisation like the CNG. The description of the job can be used in order to identify potential candidates for job vacancies, since the written job description lists all the major KSAOs needed to perform the job adequately while at the same time serve as a tool that automatically excludes possible candidates that do not fulfil the minimum requirements needed to accomplish the job's tasks. Additionally, by following the example of the U.S. Armed Forces these job descriptions could be used, after some minor modifications, to market the job online through various means and agencies, helping thus in creating a bigger pool of applicants. Another possible advantage that could serve the CNG's HRM system objectives is the fact that they can be used as additional tools in applicant interviews during the personnel selection stage. The descriptions can formulate the basis for some of the interview's

questions regarding topics already covered by the description such as the minimum requirements necessary to perform the job tasks. Other possible advantages for the CNG could be the usage of descriptions in performance management and in determining pay levels. In order to define what is considered as high or low performance the organisation must first define what is done, how and with what outcomes. This is accomplished through the analysis of the major tasks in job descriptions. Pay levels are determined according to the degree of difficulty, danger and importance for an organisation's viability. The last and one of the most important advantages offered by job descriptions is the fact that they limit the potential of legal exposure (see Law 100(I)/2000 regarding the Employer's Obligation to inform Employees of the Particulars of their Contract later in this chapter). Having job descriptions "forces" an organisation to clearly understand what kind of employees is looking for filling a job vacancy and helps in selecting employees according only to job related criteria.

Brannick et al. (2007: 185-186) identified some issues regarding job descriptions. The first illustrates the tendency of management to describe jobs as they should be and not as they currently are. Brannick et al. (2007: 185) recommended that job descriptions ought to describe the job as it is performed in order to avoid any problems with hiring, job evaluation and training. The second issue is somehow linked to the first and is associated with the fact that the job description is a snapshot of the job at the time the job analysis took place. This creates the constant need of monitoring the changes that influence every job in an organisation and updating the relevant job descriptions. Cook (2009: 54) additionally mentioned the propensity of many employers to list almost every task in a job description without indicating the degree of importance. Moreover, the language used is too vague and does not indicate beyond doubt what is expected by employees and job holders. Having in mind all the previously mentioned aspects, will help the CNG create a dynamic system, as other armies have managed to do (see sections 5.1.2 and 5.1.3), so as to adjust descriptions of jobs according to a contemporary context that will be able to evade the previously mentioned disadvantages and enhance the advantages of job descriptions.

2.3. PERSONNEL RECRUITMENT

2.3.1. Introduction

Recruitment is considered by many researchers and HRM practitioners as an activity that usually is paired with selection. Nevertheless, recruitment and selection are two distinct activities that in many occasions take place simultaneously with one influencing the other (Taylor and Giannantonio 1993). Recruitment is the process by which an organisation tries to create an appropriate number of applicants for filling a number of vacancies whilst selection seeks to identify those applicants, amongst many others, that are best suited to fill these vacancies. Wanous (1980: 10-18) analysed both activities and noted that selection tries to match individual abilities to organisational needs and recruitment tries to identify organisational and job characteristics and assess their overall fit with personal and individual needs. Wanous (1980: 10-18) also stated that selection results are interpreted by the organisation that eventually determines if a match exists, whereas, in recruitment the applicant determines if the job fulfils all the individual needs.

There are two major categories of recruitment regarding the source from where the applicants come from. External recruitment includes the processes that seek applicants from outside the organisation to fill entry level jobs and infrequently other jobs and positions. Internal recruitment seeks to tempt people within the organisation in pursuing another job or position. Internal recruitment is mostly examined apart from external recruitment and with career management practices due to the fact that different strategies and approaches are applied. The kind of recruitment that is more appropriate for a given job is usually defined by the overall strategy of the organisation and the nature of the job to be filled. This part investigates only the dimensions of external recruitment since it is the most relevant with this research and from this point and onwards recruitment stands for external recruitment.

Some definitions of external recruitment are provided by Rynes (1991), Breaugh (1992) and Barber (1998) with the latter summarising and providing her own definition. Rynes (1991: 429) defined recruitment as all those organisational practices and decisions that try to affect the number and/or the types of

individuals who are willing to apply or accept a given vacancy while Breaugh (1992: 4) presented recruitment as those organisational activities that influence the number and/or types of applicants that apply for a position, and/or affect the final decision of accepting the job offer. Barber (1998: 5) argued that these definitions are quite broad and classify all the activities that influence the recruitment results as part of a planned recruitment process. Additionally, Barber (1998: 5) discussed the fact that the two definitions are focused on the results of recruitment efforts leaving no room for those recruitment efforts that are eventually ineffective. Moreover, the definitions of Rynes (1991: 429) and Breaugh (1992: 4) excluded all those practices and events that have no direct relationship with recruitment processes but have an immediate impact on recruitment results like selection tests that may be viewed by applicants as biased or invasive and public relations nightmares like the BP oil spill in the Gulf of Mexico. Barber (1998: 5) in an attempt to improve the characteristics of the definitions discussed earlier, provided her own definition for recruitment stating that: "Recruitment includes those practices and activities carried on by the organisation with the primary purpose of identifying and attracting potential employees". According to Chapman et al. (2005) the definition provided by Barber (1998) is very narrow and excludes all those unintentional practices that have an impact on recruitment efforts. Barber (1998) provided this definition but first clarified that it is based on the effort of Rynes and Barber (1990) to differentiate the process from the results and distinguish attraction from recruitment. This research adopts the extensive definition that also takes into account all those unplanned activities that may have a direct or indirect impact on recruitment results and processes since it is considered as more relevant and realistic to the CNG's situation.

2.3.2. Major dimensions of recruitment processes

Barber (1998: 6 – 13) identified and analysed the major dimensions of the external recruitment processes in order to provide a clear picture of the whole process. She provided five dimensions that can be distinguished through the existing research, which are players, activities, outcomes, context and phases (see Figure 2.3-1). Despite the significance of each and every dimension as they are described by Barber (1998), it is very important for CNG to present

here in more depth those dimensions and activities that lead into the creation of a pool of candidates for further testing during the selection processes. What is also important here to be mentioned, is the fact that the recruitment processes of the CNG (see Part 5.3) are limited to newspaper advertisements. As it will be analysed later, recruitment is based on a job analysis process that produces lists of desirable candidate characteristics in order to be used for attracting the best possible candidates. The absence of a job analysis process, as is the case with CNG, makes possible only the theoretical suggestion of recruitment practices so as to avoid the risk of making unfeasible propositions. Nevertheless, the following discussion tries to unveil possible recruitment practices that could be useful for the CNG that should be viewed with attentiveness.
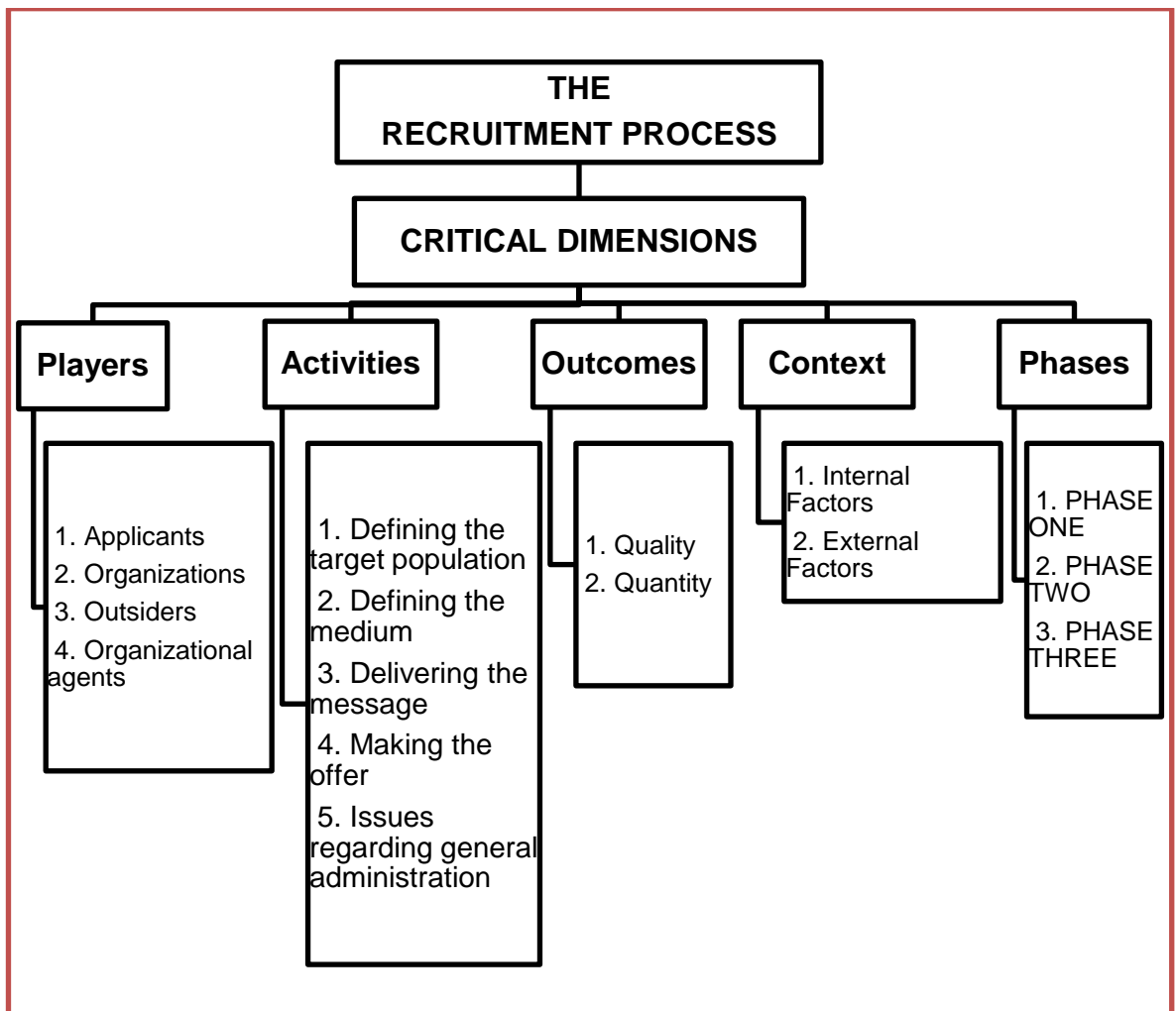
FIGURE 2.3-1: The Recruitment Process through the Literature

The first critical dimension of a recruitment process is players which refers to all those individuals and organisations affected by recruitment while recruitment activities comprise all the different procedures and tasks carried out by a recruitment system such as defining the target population and medium, delivering the message, making the offer and issues regarding general administration. Defining the target population leads to a definition of the labour market and also to a selection of a labour segment that will be targeted. The next activity is to choose the medium that will reach the labour market and the target segment. Organisations like the CNG, usually cannot use all possible means so a selection and combination of media is made between newspaper advertisements, recruitment websites, leaflets, university job fairs, employment agencies and others, with the purpose of reaching the highest possible percentage of qualified applicants within the labour segment. The recruitment material and message passed to candidates is the mean to inform the labour market for job offers within an organisation and persuade qualified applicants to apply. Attracting attention is a major practitioner concern since the material from an organisation has to compete and gain the applicants' interest among many other leaflets and advertisements. The selected means and their combination enables the influence of the right candidates in order to apply for selection testing. As it was previously mentioned and revealed in Part 5.3 the CNG only applies newspaper advertisements as a mean to reach candidates while other means such as job fairs, presentations in schools, internet, radio and television advertising could provide a wider reach of suitable candidates. Is best here to have in mind that there is no rule of thumb which source is more suitable for each occasion and that the combination of means that will eventually be selected is highly dependent on the desired quantity and quality of candidates, the size of the labour market but also on the financial ability of the organisation. At this time the CNG has the ability to employ practices, such as advertising through social media or presentation of the profession at schools with minimum costs in relation to television or radio advertising which could be used if funds are available. The outcomes of attraction efforts have both qualitative and quantitative dimensions since through attraction the organisation seeks a defined number of applicants with pre-determined characteristics (Rynes and Barber 1990) that should fall within the organisation's ability to cope with the

recruitment and selection processes. A small number may lead to few qualified applicants and a big number may lead to an inability to handle the extra work. Quality is differentiated by which characteristics are wanted and the level of these characteristics within applicants.

From the applicants' standing point the decision to apply for a job is a result that derives through a reaction to the recruitment material and the initial impression some jobs and organisations make to the applicant. The initial impression an organisation makes to an applicant is defined by the overall organisational image. Tom (1971: 573-592) defined organisational image as: "… the way the organisation is perceived by individuals. It is a loose structure of knowledge, belief and feelings about an organisation. It may be vague or clear, weak or strong. It may vary from person to person, change over time and differ from one organisation to the next." A positive organisational image may be a reason for choosing an employer since working for an acknowledged employer increases societal status and recognition. Additionally, positive image may lead to greater receptivity and positivity on behalf of applicants to recruitment messages sent by the employer. Several studies[10] suggested that corporate image influences reaction to recruitment in these early stages since many applicants will not have any knowledge of the organisation other than this image. The U.S. Armed Forces realised the importance of organisational image as a factor that critically affects recruitment and, according to Dertouzos and Garber (2003), they spent over 100 million U.S. dollars annually in the 1990s only on advertising.

2.3.3. Delivering Realism - Realistic Job Previews (RJPs)

There are many streams regarding the degree of realism that should recruitment communicate to applicants and the labour market. Many organisations choose to create beautiful pictures regarding job characteristics and organisational culture with the aim of effectively promoting and "selling" a job. Others provide balanced and truthful information to applicants in programs named realistic job previews (RJPs) and the rest, including the CNG (see Part 5.3), do not implement any of the latter two practices.

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[10] See Tom (1971), Belt and Paolillo (1982), Gatwood et al. (1993) and Turban and Greening (1997).

Wanous (1992: 48 – 52) argued that RJPs' main purpose is to decrease turnover, with Breaugh (1983 cited in Barber 1998: 85) analysing the 4 major characteristics of RJPs that may influence turnover, but many practitioners expect RJPs to additionally increase employee satisfaction commitment and performance. The model of Breaugh (1983) which is based on met expectations, honesty, self-selection and the ability to cope suggests a realistic presentation of organisational and job related features that enables the candidate to assess whether the job offer fulfils their personal aspirations despite the possible negative aspects that may have. As a result, research[11], as examined in Barber (1998: 85 – 86), has revealed a modest, but existing relationship, between RJPs and lower turnover rates. RJPs also seem as more effective for applicants that are more intelligent and committed while for experienced applicants the effect lasts for a short term. On the other hand, some researchers like Irving and Meyer (1994: 948) suggested that a good image should be delivered to applicants instead of a realistic that confirms their pre-application expectations. Others like McEvoy and Cascio (1985) illustrated that other means, like job enrichment, are more effective than RJPs but despite these views RJPs are considered as an inexpensive resort that could be applied in the CNG lowering turnover, even marginally.

Testing the hypotheses provided by Breaugh (1983) has led to positive results related to RJPs effects and consequences on job decision making. Premack and Wanous (1985) showed that RJPs reduce inflated and unrealistic expectations while preview realism and post-hire satisfaction have a positive relationship. Suszco and Breaugh (1986) found that employees who received RJPs had the tendency to be more satisfied than those who did not, increasing the support for the met expectations hypothesis. Meglino et al. (1993) conducted a research involving U.S. Army trainees with results indicating that those who received RJPs expected more danger or injuries on the job and viewed the organisation as more honest, trustworthy and caring. The self-selection hypothesis is extremely important especially if it is compared and examined in line with attraction. Research by Premack and Wanous (1985),

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[11] Literature on RJPs and Lower Turnover Rates: Premack and Wanous (1985), McEvoy and Cascio (1985), Wanous and Colella (1989), Rynes (1991), Wanous (1992) and Reilly et al (1981).

Meglino et al. (1993) and Suszco and Breaugh (1986) has indicated a positive relationship between RJPs and rejection of job offers, an aspect that implies self-cancelling effects of a recruitment activity, such as RJPs, over attraction. Wiesner et al. (1991) and Saks et al. (1994) conducted a study in experimental conditions with the aim of testing the self-selection hypothesis. They concluded that subjects who had to choose between jobs that have been portrayed in a realistic manner and jobs that were presented in a more positive approach than they really are, they chose the positive one. This result suggests that RJPs reduce the possibilities of job offer acceptance when an alternative is available. Saks et al. (1996) conducted almost the same research but also added the job attribute of compensation, in order to test self-selection in a more realistic scenario. They found that subjects preferred positively portrayed jobs when salary was higher or equal with jobs that were realistically presented. When salary was higher for jobs that were presented through RJPs attraction seem to be unaffected. The effects on attraction are somehow difficult to assess and measure. The organisations that employ RJPs seem, as derives from the existing literature, to lose ground and applicants over employers that present a more "colourful" job picture. Research though has not assessed how many of the new hires actually stay with the organisation and what is their overall performance after they realistically understand the nature of the job.

2.3.4. Marketing and Recruitment

Many practitioners view one part of recruitment as a marketing process which is deeply connected to the marketing mix (Dale 2003). McCarthy (1960) suggested that the Marketing Mix contains four elements which are product, price, placement and promotion, also known as the four Ps. The product in our case is the job offered by an employer. There are some limitations regarding this product. Not everyone can be selected for a job opening but only those that have the minimum required level of knowledge, skills and abilities required for the job. Price is what the candidate is willing to pay to take part in the selection process for the job. If the costs for him/her are high, like moving to another town for interviews, then most probably he/she will not apply for the job. Placement is where the job offering is placed. A newspaper, a magazine, a billboard add are places that the candidate can see the advertisement. Placement can be very

important in reaching the right candidates. Promotion is the way the advertisement communicates the product. Promotion is crucial because it stimulates the interest of the possible candidates in order to respond to the advertisement and apply for the job opening.

2.3.5. Literature Review Synopsis

Rynes and Barber (1990: 305) stated that: "in most cases existing studies are extremely simplistic when evaluated against real-world attraction complexities. In particular, most studies have examined single strategies and limited dependent variables at single phases of the attraction process". Additionally, Barber (1998) emphasised the fact that researchers often use college or university students and not real applicants in search of a job. Despite the recognition that in depth longitudinal research is needed to reveal the real dimensions of recruitment, existing research has provided some very useful insights for practitioners and academics. Recruitment results seem to be closely affected by the organisational image and the way people regard the organisation in general. This factitious or realistic image defines in a great degree the way applicants react in latter stages of recruitment and forms their overall expectations even after employment. Realistic job previews are useful, inexpensive tools that possibly eliminate unrealistic expectations but also may decrease the effects of attraction at the last stages of recruitment. Nevertheless, RJPs seem to be more advantageous with some research indicating positive reactions from applicants towards RJP material (Brooks and Evans 1996). Recruitment is the process that attracts applicants to organisations but also brings organisations to applicants and in more general audiences. The role of HRM is already becoming more important than ever with recruitment efforts being the very first glimpse of organisational processes to society and applicants; efforts that could lead to a relationship that lasts for a lifetime.

2.4. PERSONNEL SELECTION

2.4.1. Introduction

Selecting personnel out of a number of possible candidates is a process that is comprised by a number of different sequential tests, which try to identify who would be the ideal candidate for filling a job vacancy. While recruitment is the

process that creates an appropriate number of applicants for filling a number of vacancies, selection seeks to identify those applicants, amongst many others, that are best suited to fill these vacancies. A vital pre-established requirement for personnel selection is the acknowledgement by the employer's side what exactly the organisation is looking for, in terms of employee attributes and KSAOs, something that is fulfilled through a job analysis process. If an organisation does not know what are the characteristics and the required KSAOs necessary to perform a job, as is the case with the CNG, then selecting the proper candidate will be the result of pure luck. Job analysis and job descriptions provide a list of KSAOs that are considered as essential for an employee in order to perform adequately in a given job. Based on these KSAOs the HRM department of an organisation selects the tests that can be used during the selection phase. Personnel selection tests try to identify specific KSAOs in a number of applicants and select those that gather the best possibilities to perform well. The results of job analysis can be used in devising structured interviews as selection tools, in constructing selection tests that derive from the contents of job analysis and lastly secure every employer from the danger of lawsuits under the provisions of various employment laws. Moreover, three meta-analyses mentioned by Cook (2009: 66), have shown that structured interviewing (Wiesner and Cronshaw 1988), situational judgment tests (McDaniel, et al. 2007) and personality testing (Tett, Jackson and Rothstein 1991) achieved increased validity if they are based on job analysis.

Personnel selection tests can be used to assess seven main aspects of applicants (see Appendix 2.4-A for a diagram of these aspects) and in the case of the CNG all aspects are relevant due to diverse nature of the military profession. These aspects are mental ability, personality, interests and values, work skills, social skills, knowledge and physical characteristics. In order to assess and evaluate the aspects mentioned above, different methods of gathering information from applicants is needed. Cook (2009: 12 – 15) categorised these methods into five qualitatively different types in relation to the source of information. The first category is self-reported evidence which is gathered through the usage of application forms, CVs, biodata, personality questionnaires, interviews, honesty tests, etc. The information provided through

these tests is considered as generally cheap and convenient but with some disadvantages. The information provided by applicants cannot be easily verified, there are available tests that could be used by applicants as training tools and applicants sometimes project a falsified impression they have about themselves and do not present their personality as it really is. The next category is reported evidence by other people about the applicant. This category includes references, expert ratings and peer ratings. The third category is demonstrated evidence through tests or behaviour and incudes work samples, mental ability tests, physical ability tests and job knowledge tests. Behavioural evidence is gathered through group exercises and behavioural tests. These tests are usually very hard to fake but demonstrated evidence is more difficult and expensive to gather. The fourth category is recorded evidence where the applicant demonstrates an already obtained qualification or made some sort of recorded achievement. This recorded information may be degrees, diplomas, patents, prizes, medals or a record of past achievements in other employers. This kind of evidence is easily verifiable at the source and is generally regarded as superior to self-reported evidence. Involuntary evidence is the fifth category where methods such as graphology, drug-use testing, polygraph and voice stress analysis are used. These tests try to evaluate the trustworthiness of the information provided by applicants in self-reports, by using methods like blood testing, measuring heartbeats and respiration or by examining the applicants' handwriting.

There is not any single available test that can predict in an absolute manner future performance so organisations try to find the right combination of tests in order to increase the effectiveness and correctness of selection decisions. The aim of this part is to analyse those selection methods which are more appropriate for the military environment of the CNG. Some of these methods such as interviews, physical ability tests and mental ability tests were identified in practices of other armies, such as the British Armed Forces (see section 5.4.5) and the U.S. Armed Forces (see section 5.4.6) but others, such as drug use testing, are proposed by the researcher as additional alternatives for covering the assessment of other personal aspects within candidates.

2.4.2. Analysis of Personnel Selection Tests and Tools[12]

The personnel selection methods that will be briefly presented here, as being more relevant to this case study, are interviews, references, mental ability tests, assessment centres, drug-use testing, and education and personality questionnaires. What is very important and needs to be stressed here is the fact that each selection tool is a set of highly sophisticated processes that fall outside the insights of the researcher. The selection tools that this research proposes for the CNG may practically, for reasons known by professional analysts, be inadequate or unfeasible to be used. Other major methods that have a somehow distant relationship with the armed forces were moved into the handbook where they are discussed in more detail. These selection tools include ratings[13], biodata[14] (or Weighted Application Blanks), emotional intelligence tests[15], personality questionnaires[16] and work sample tests[17]. Ratings, in general, seem to have very limited applicability when the selection concerns applicants that do not work for the organisation. Biodata are characterised by the high costs needed for designing the questionnaires, the big samples, intrusion in applicants' privacy, the strange questions that seem to be absolutely non-job-related but also the litigation issues they may cause. Emotional intelligence tests, as a number of studies indicate, do not predict very accurately performance in training and at work. A personality questionnaire, whatever the model applied, tries to assess several aspects of the working personality of an applicant and define the overall suitability for the job. Evidence[18] suggest that these questionnaires as self-reports can be faked at a very high degree by intelligent people who eventually get the job. Lastly, work sample tests must be unique for every job in an organisation and they also seem to work well when tasks are clear and not abstract as many aspects of

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[12] See Appendix 2.4-A for a diagram of the analysed selection tests

[13] See Norton (1992), Cook (2009), Conway and Huffcutt (1997), Murphy and DeShon (2000), Zazanis et al. (2001), Conway et al. (2001), Hunter and Hunter (1984), Jawahar and Williams (1997) and McEvoy and Buller (1987).

[14] See Goldsmith (1922), Bliesener (1996), Murphy (2006), Piotrowski and Armstrong (2006) and Cook (2009).

[15] See Bell (2007) and Cook (2009).

[16] See Cook (1993), Lent at al. (1971), Guion and Gottier (1965) Mischel (1968), Hugh (1998), Mount, Barrick and Stewart (1998), Judge et al. (2002), Hershcovis et al. (2007), Bell (2007), Morgeson, et al. (2007), Cook (2009).

[17] See Cook (2009)

[18] See Ellingson et al. (1999)

managerial high level jobs. Additionally, they usually need specialised raters to assess applicants something that makes their cost very high and nearly unbearable for most employers. All the pre-mentioned major disadvantages of these methods along with their low evaluation rankings in Cook's (2009: 304) as presented in Table 2.4-1, has led to their exclusion from the review that follows.

➢ **Interviews**

Interviews is a selection method that has historically being performed by the British Armed Forces (see section 5.4.5) and executed today by trained interviewers. Rodger (2001 cited in Cook 2009: 70) revealed some historic evidence behind interviews as selection tools and mentions the example of becoming a Lieutenant in the Royal Navy in the beginning of the nineteenth century, something that required an interview with three captains. Two surveys conducted in the UK regarding the personnel selection tests used by employers, one by the Chartered Institute of Personnel and Development (CIPD 2006) and the other by IRS (Murphy 2006), and a similar survey conducted for employers in twelve European countries, the Price Waterhouse Cranfield survey (Dany and Torchy 1994), revealed that most employers use various forms of interviews in order to select employees. Furthermore, another survey conducted by Lievens, Highhouse and DeCorte (2005) for North American employers demonstrated that managers trust more the results of interviews than the results of psychological tests.

Interviews appear in many forms and can be used more than once during the selection process. Interviews can last from minutes to hours and may be conducted by one interviewer or by a panel of interviewers. They may also be face to face, by phone or through videoconferencing. Additionally interviews can vary in the degree of flexibility that can be shown by the interviewer and range from structured to completely unstructured. Structured interviews can be distinguished according to their content as situational (Latham, et al. 1980), multimodal (Schuler and Moser 1995), patterned behaviour description (Janz 1982) and empirical (Schmidt and Rader 1999).

Studies regarding the validity of structured interviews (Wiesner and Cronhaw 1988; Huffcutt and Arthur 1994; McDaniel, et al. 1994) showed and made

widely accepted the fact that structured interviews have higher validity than unstructured ones. Further research though by Duval (2005) and Oh et al. (2007) illustrated that the difference between the two kinds is not much with Oh et al. (2005) showing that the structured interview's validity is lower. Schmidt and Zimmerman (2004) as cited in Cook (2009: 80), argued that the validity of structured interviews is high because of their reliability. The disadvantages of structured interviews are somehow obvious. Many recruiters find them inflexible due to their structure that leaves no margin for improvisation by the interviewer. Moreover, structured interviews are predictable and after some time they may be easily faked something that forces organisations to create new and possibly expensive interviews.

Currently the CNG does not employ interviews as a selection tool for all personnel categories (see Part 5.4) something that is highly advisable if the successful example of the British Armed Forces is followed. Based on the findings of Terpstra, Mohamed, and Kethley (1999 cited in Cook 2009: 91) and Williamson et al. (1997: 909) regarding the degree of fairness and legal protection from lawsuits, it is suggested that a fixed interview structure can ensure that all interviews will be the same with a standard set of job-related questions. This aspect projects a more objective picture for structured interviews to courts making them much better in accomplishing fairness.

> **References**[19]

References are widely used by many organisations in order to retrieve information regarding candidates from sources like previous employers, professors, peers etc. References may be unstructured, where the person writing the reference is free to describe the applicant in his/her own words, or structured with checklists and a defined set of topics. This method does not seem to be practiced by other armies but within the realities of the Cypriot society it could provide invaluable information regarding candidates. Cypriots rarely move between towns something that means that students attend the same schools for long periods of time that stretches up to 3 years. Structured referencing thus from school teachers and professors could be regarded as a

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[19] See Judge and Higgins (1998), Carroll and Nash (1972) and Cook (2009).

useful source of character related information despite the low degrees of validity and reliability that this selection tool offers (see Table 2.4-1).

➢ **Mental Ability Tests**

Tests of mental ability can be classified in three major categories in terms of which characteristic they are actually assessing. There is the test of General Mental Ability, the Aptitude test and the Job Knowledge test. The Job Knowledge test assesses the actual knowledge of a person in a particular area of interest i.e. computer programming, the Aptitude test identifies the easiness for someone to acquire knowledge that does not possess and the General Mental Ability[20] test tries to reveal the overall intelligence of a person and his/her ability in understanding and using information of various types.

As indicated in Part 5.4 the British Armed Forces, the U.S. Armed Forces and the CNG employ such tests for all personnel categories, in various stages of personnel selection and in a number of different variations pointing out the significance of the test. Based on the arguments of Gottfredson (1997) and Schmidt (2002), that suggested that organisations with employees with lower mental ability will tend to perform worse and produce less than organisations with employees of higher mental ability, and on the findings of Hunter and Hunter (1984), who demonstrated that the correlation between mental ability and work performance increases as the job complexity increases, it becomes clear why armies employ such tests. Another argument is provided by one of the most important research conclusions as provided by Ree, Carretta and Teachout (1995) who made a path analysis for general mental ability, job knowledge and work performance for USAF trainee pilots. They found that mental ability leads to better test results and increased job knowledge. Increased job knowledge leads to better actual flying ratings but less strongly. This suggests that mental ability influences work performance but through other links such as job knowledge.

The US Army is using for many years now a set of aptitude tests with the latest known as Armed Services Vocational Aptitude Battery (ASVAB). These aptitude batteries have tests of differentiated weight according to the job at hand. This is

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[20] See Lievens, Reeve and Heggestad (2007).

based on Hull's (1928 cited in Cook 2009: 121) argument that a set of abilities can predict work performance better than general mental ability tests. Ree and Earles (1991 cited in Cook 2009: 121) analysed the data from ASVAB concerning eighty thousand USAF employees in eighty two different jobs and found that even if the same weights for abilities are applied for all jobs the results will be the same. Hunter (1986) has also demonstrated that even if the wrong equation and weights is used for a job the results will still be the same. Nevertheless, critics like Gordon and Leighty (1988) argued that specific abilities are essential for some professions and despite the general mental ability of a trainee, the lack of these specific abilities results almost always in failure during training. Mount (2008) has additionally demonstrated that some abilities may have incremental validity on general mental ability.

➤ Assessment Centres (AC)

Assessment centres (AC) are dated back to the Second World War when they were first used by the British Army and the U. S. Office of Strategic Services. The OSS used ACs to select spies that where tested mostly on their ability to lie and conceal their identity. With the help of a team of psychologists, the British Army created the War Office Selection Board (WOSB) which was a three day program of exercises, tests and interviews. Today ACs still work as a selection tool for the British Armed Forces (see section 5.4.5) and are practiced according to Cook's (2009: 203) statement: "on the principle of multi-dimension multi-exercise assessment." This aspect of ACs shapes the way they are designed and carried out. After a job analysis has revealed the crucial dimensions of a job, specialised AC designers identify two different methods that will be used in order to assess each dimension separately. For example, numerical ability can be assessed by a numerical reasoning test and a mathematics case study. This strategy of job dimension testing leads to the construction of a matrix plan that according to Cook (2009) is an essential feature for an AC.

Assessment centres can use a number of different tests such as case analysis, interviews, in-tray exercises, presentations, role playing exercises, co-operative or competitive group discussions, psychological tests and personality

questionnaires. The exercises can be monitored and assessed by psychologists, managers or a combination of both where each assessor can rate the same applicants throughout all the tests, rate different applicants at different tests or rate applicants according to the observations of other assessors. The desirable but unfeasible scenario is to have a different assessor for each applicant and for each test. After all the tests are completed all assessors meet and discuss all the information regarding each applicant and apply ratings to the applicants' test results.

ACs seem to work well for the British Armed Forces that manage to exploit the advantages of many selection tools while at the same time minimise the disadvantages of each individual technique something that is also suggested by validity and reliability findings in several studies[21]. On the contrary and in the case of the CNG, ACs is a distant future option and target due to its complexity and the requirement of additional training or specialised personnel to be carried out. These characteristics of ACs along with the costs of designing, using and maintaining an AC increase overall costs for personnel selection at a considerable degree even for the CNG.

➢ **Physical Tests**

Physical tests are designed to search for applicants that have desired and required physical abilities needed to perform a specific job and as it was found all armies, including the CNG, employ such testing (see Part 5.4). Strength, dexterity, and endurance are some of the needed requirements for some kinds of jobs. Many jobs require physical abilities that are essential to fulfil critical tasks or the lack of these characteristics may cause serious injuries to those performing these tasks. These tests may, sometimes, discriminate against women or weakest categories of applicants like disabled people and older candidates who are protected by equal employment legislation so they must always be related to a job analysis process that justifies their usage and eliminates the possibility of lawsuits from applicants.

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[21] See Cook (2009: 205), Connelly and Ones (2008); Wilson (1948), Morris (1949), Moses (1973), Vernon (1950) and Anstey (1977).

➢ Drug-use Testing

Drug and alcohol usage is an increasing employment and societal problem that has no age, race and gender limitations. Regardless the fact that no information were found regarding the practices of other armies, it is highly recommendable for the CNG to employ such testing through blood analysis in accordance to Article 6 of the European Directive 89/391/EEC so as to encourage improvements in the safety and health of workers at work and minimise possible health hazards by this phenomenon.

2.4.3. Placing Value on Superior Employees

Giving value to good or bad employment decisions will always be of decisive importance, at least for management. How much more a good employee produces than the average and how production variations really cost to an organisation is something that plays significant role in investing in a personnel selection system. Managerial decisions regarding this issue almost all the times end with the questions how much does it cost and how much may the organisation save or earn. The CNG should bear in mind that, as illustrated below, superior crews are twice as good as the worst ones something that dictates the usage of a combination of selection tools and tests that will identify those who have the highest potential to be excellent. Researchers such as Judiesch and Schmidt (2000 cited in Cook 2009: 283) have tried to analyse productivity and place manpower in a distribution according to their production in order to define the relationship between good and poor performers. Their findings implied that the best employees produce twice as much from the worst ones but also indicated that as the job becomes more difficult and complex an excellent performer produces many times more than the worst employees. The Superior Equivalents technique is one relevant variation of the Rational Estimate technique (Scmidt and Hunter 1977) that has been used for a series of analyses by army commanders so as to estimate how many tanks with superior crews would be equivalent to seventeen tanks with average crews (Eaton, et al. 1985). Their estimations reached a number of nine tanks something that confirms Hull's (1928 cited in Cook 2009: 121) assumption that the best are twice as good as the worst.

On the other hand, selecting the most effective, efficient and productive workers is not always the way to achieve higher profits and increased productivity. Herriot (1992) regards workers not as raw materials but presents selection processes as a social event of matching people to jobs and organisations. The view of Herriot (1992) is that the employer and the employee should try and find out, through the selection process, if they fit together. The person – organisation fit relates to the matching of expectations and needs of the individual with the values, climate and goals of the organisation (Ostroff and Rothausen 1996). This approach is mostly used when there is a unique organisational culture, when teamwork is highly valued, when employees work independently with high degree of autonomy in decision making and when the job and the organisation change often and the employee's creativity and adaptability are expected. The CNG should seriously consider the view of Herriot (1992) since the previously mentioned organisational characteristics are highly common within the CNG. Research though, is somehow incomplete with critics arguing that it may lead to hiring people that have the same qualities of the ones already working for the organisation while at the same time the values of the organisation may be easily misinterpreted as a way of discriminating against those that have different values but fulfil the job's requirements.

2.4.4.   Does Selection Add Value?

Answering this question is a matter of an ongoing debate and continuous research. Critics view selection and generally Human Resources activities as practices that have no actual impact on an organisation's profits or performance. Many researchers have tried to give a number and meaning in selection practices with Combs et al. (2006 cited in Cook 2009: 290) reporting a correlation of 0.14 between selectivity and performance where selectivity describes the number of selection tests used or how many applicants were rejected. This result, despite the fact that is very small, indicates a relationship between the selection and performance. Research by Terpstra and Rozell (1993), as described in Cook (2009: 291), showed that organisations that used structured interviews, mental ability tests, biodata, validation of selection methods and analysis of recruiting source, achieved higher annual profits and more profit and sales growth with the phenomenon enhanced in departments

where performance depends solely on their staff like in the service industries and the financial sector. On the other hand, their research also showed that in production sectors where the results depend heavily in equipment, selection practices had minimum affect over profits and growth. Despite the previously discussed research, Wright et al. (2005 cited in Cook 2009: 290) were somehow sceptical regarding the path this research is following, suggesting that a longitudinal study is needed in order to find the true relationship between performance, profits and selection.

2.4.5. Evaluation and Comparison of Selection Tests and Tools

Personnel selection should always, whatever the technique used, fulfil specific criteria that will eventually lead up to accurate and justified selection decisions. The CNG should consider the interpretation of Cook (2009) who argued that the evaluation of selection tests and tools can be based on criteria like reliability, validity, fairness, acceptability, cost-effectiveness and how easy it is to use them. A test or tool is considered as reliable if it provides a consistent description of the best candidate and if a test is considered as reliable it can also achieve high validity. A valid test is the one that can predict which applicants are the best for employment and who will be rejected. Fairness is a crucial criterion since every selection practice must comply with the country's employment legislation. Acceptability shows the degree of acceptance for the tests from the applicants' and the organisation's point of view. A test or number of tests should always cost to the organisation less than the value they may provide. Determining the cost of selection tests and the earnings they may provide is very important in order to gain management approval for using selection tests. The last criterion describes the degree of easiness in using a test as part of a selection process. Table 2.4-1 summarises the analysis of Cook (2009) regarding the criteria that affect selection tests with the various degrees of influence. The different ratings for the tests are given in general and may vary or not be applicable in specific organisations but constitute a solid base for the CNG to initiate a rationalisation process of the current and of future practices.

	VALIDITY	LEGAL FAIRNESS	ACCEPTABILITY	COST	PRACTICALITY
INTERVIEW	LOW	UNCERTAIN	HIGH	MED. HIGH	HIGH
STRUCTURED INTERVIEW	HIGH	SOME DOUBTS	SOME DOUBTS	HIGH	LIMITED
REFERENCES	MODERATE	SOME DOUBTS	MEDIUM	VERY LOW	HIGH
PEER RATING	HIGH	UNTESTED	LOW	VERY LOW	VERY LIMITED
BIODATA	HIGH	SOME DOUBTS	LOW	HIGH	HIGH
ABILITY TEST	HIGH	MAJOR DOUBTS	LOW	LOW	HIGH
PSYCHOMOTOR	HIGH	UNTESTED	UNTESTED	LOW	MODERATE
JOB KNOWLEDGE	HIGH	SOME DOUBTS	UNTESTED	LOW	HIGH
PERSONALITY QUESTIONNAIRE	VARIABLE	SOME DOUBTS	LOW	LOW	FAIR
ASSESSMENT CENTRE	HIGH	SOME DOUBTS	HIGH	VERY HIGH	FAIR
WORK SAMPLE	HIGH	SOME DOUBTS	HIGH	HIGH	MODERATE
EDUCATION	MODERATE	MAJOR DOUBTS	UNTESTED	NONE	HIGH

Table 2.4-1: Evaluation of Selection Tests (Cook 2009: 304)

2.5. CAREER MANAGEMENT AND CAREER PLANNING

2.5.1. Introduction

Career development and the design of career paths and ladders (or lattices as Benko and Weisberg (2007) argue) is a process directly related to training and developing human resources with the strategic development of careers as a result of the cooperation between employers and employees being of major importance for modern organisations. This chapter covers the main aspects of career development as a single theme and the relationship between career management and talent management, which is considered as more inclusive HRM term. As it is revealed later in Part 5.5 where the current practice of the CNG is analysed, there is total ignorance regarding the following terms that are briefly presented something that has created long-lasting problems to the CNG

affecting all stakeholders. The current practice views careers as just the passage through ranks after some years ignoring both the career management aspect that promotes the interests of the organisation and the career planning aspect that stimulates the development of career experiences for employees. The following analysis tries to provide to CNG a contemporary approach towards career development systems and processes that help organisations on various industries cope with the fast changing labour environment.

The past few years, career development adapted accordingly in order to cope with flatter organisational structures. Single ladder careers, as is the current status within the CNG (see Part 5.5), have been replaced by multiple ladder careers addressing the needs of middle range managers for development. These multiple ladders enable employees' movement in parallel directions rather than upwards in other fields of interest according to their personal needs. Other organisations have approached this issue from a different angle by creating teams that face a single or a number of projects simultaneously. This approach helped these organisations create a sense of career that is considered to be the set of projects an employee participated in, along with the different positions the employee had as a team member. Consequently, an employee can evolve from just a team member in simple projects to a team leader in more complex projects or even as a coordinator of many teams and as a project manager. In every case the selected method of career development must be aligned with the organisational structure, culture and strategy.

According to Stumpf and London (1981 cited in Rowley and Jackson 2011: 10) a career is generally defined as a person's movement through a sequence of jobs over his or her life. From a subjective perspective, the career path shows where one person is going in his/her work life. From an objective perspective, the career path is the set of the different positions the person has occupied during a working lifetime. According to Schein (1996) the subjective perspective is an individual's property that encloses the basic values, perceived talents, career needs and motives. The objective perspective however infers to a property of an organisation, as a structure of positions and jobs that influence personal development. The common ground between these perspectives is the notion that a person controls or has a degree of control over the working

environment in order to maximise the possible career opportunities and personal professional success. Gilley and Eggland (1989) provided their definition over career development which is set to be an organised and planned effort comprising structured activities that will result in a mutual planning effort between employees and their organisations. Career development, as the previous definitions suggest, is a process that continues as the person progresses through various career paths of various tasks, themes and duties. The ongoing and continuous progress of one person through a personal career creates the need for promotion and succession planning generating thus new career opportunities for others, something that currently is conducted in an unorganised manner within the CNG. In terms of movement and progression, two are the major terms that emerge. The first is promotion which is a process usually referring to the normal upward movement of personnel through their career. On the other hand, the term succession planning refers to a more complex process that requires from senior executives to recognise the future needs of their organisation and identify key attributes as well as individuals that when developed can generate a pool of capable future executives. Nevertheless, the CNG's career management system ignores the strategic and intentional nature of these terms. Whatever the process it is very difficult to track all employee traits and attributes at least by hand or make everyone visible to higher management (McElwain 1991) something that creates the need for a HRIS which is the best available tool if promotions and succession planning is processed internally as is the case with CNG.

In order to facilitate professional and individual evolution within organisations, career development programmes are designed that are comprised by career planning and career management processes which reinforce each other. Career planning helps individuals conceptualise their true KSAOs, recognise and acquire information regarding possible career opportunities and finally set career goals to pursue while career management is the process by which an organisation assesses, selects and develops employees in order to satisfy future HR needs. Both processes interact and reinforce each other something that is actually inexistent within the CNG where seniority plan is at place. Wakabayashi and Graen (1989) view career planning and management as

essential tools for developing people's potential within a context of long-term staffing needs. According to Winterscheid (1980 cited in Rowley and Jackson 2011: 12) the career development process, from the organisation's perspective, has as major purposes to inform the individual and the organisation about possible career paths within the organisation, to meet the instantaneous and future HR needs of the organisation on a timely basis and lastly to integrate with and utilise other HR programs to the fullest.

In relation to career management, every organisation, including the CNG, should develop policies that reveal whether an organisation wants to make or buy talent in order to satisfy HR needs. Buying talent is an alternative not applicable in the case of CNG leaving as the sole option the internal creation of talent. Making talent though requires a commitment to long term career management structures and training that enforce a continuous measurement of performance, potential and talent through assessment centres and planned job moves, practices that, as discovered throughout the research, are virtually not established in the CNG's HRM system. This approach also requires special focus on those that have reached a career plateau, a common issue of the current CNG's system, in order to keep them adequately motivated and engaged.

On the other hand, career planning requires the establishment of a structure or map that lists jobs into paths, which can be followed by employees who progress from one job to the next after special requirements, such as training and experience are fulfilled. Every employee must be in a position to recognise what needs to be done in order to reach a promotion and also be in a position to schedule this advancement and competency acquisition. These aspects and emerging responsibilities of a career planning activity also include the process of management succession planning that ensures the constant availability of capable managers for filling top positions.

From all the pre-mentioned arguments it derives that career development is a process that affects and involves the major stakeholders which are, the organisation, the manager and each individual employee. Planning, guidance provision and development are some of the responsibilities that emerge from

the implementation of such a process, responsibilities that should be shared by all parties as argued by Minor (1986 cited in Rowley and Jackson 2011: 12) who provided a thorough and complete analysis of emerging responsibilities of and for all parties. In addition to arising responsibilities, career development programs do not always create solely positive outcomes for organisations and individuals according to Granrose and Portwood (1987 cited in Rowley and Jackson 2011: 12). Unrealistic expectations from such programs or a mismatch between the individual aspirations and the organisational reality may, eventually, force an employee away from the organisation.

With the aim of avoiding or reducing the effects of the formerly analysed emerging responsibilities, a career development strategy should be implemented. This strategy, as argued by Armstrong and Taylor (2014: 271), could include elements such as policies for promoting within the organisation, provisions for the lateral and upward movement of talented people, programmes that enable development of individual KSAOs through personal development planning and performance management, the implementation of distribution procedures of developed and acquired knowledge, especially tacit knowledge, through processes and systems, and lastly through the creation of teams comprised by individuals of different specialties and backgrounds with shifting membership over the accomplishment of specific projects.

2.5.2. Career paths and career stages

Career paths are traditionally viewed and characterised as ladders of a single direction and usually this direction is upwards. More recent theories mention multiple ladders for the same individual, matrices or lattices (Benko and Weisberg 2007) of multiple career options and even the most open system of the no-boundaries career path. The traditional "one way" ladder is more common in organisations of static environments and is gradually becoming obsolete and extinct since such static environments have almost disappeared. The organisational structures and cultures within the context of dynamic and constantly changing environments impose many career changes for individuals and more adaptable strategies and processes for organisations. As a result career opportunities can now be found in horizontal, vertical or diagonal positions in relation to the organisational position of an individual. Despite the

fact that the CNG exists in a non-static environment, the lack of a strategic career development activity has halted the current system in practices like the "one way" ladder of ranks and not of duties, creating thus career plateaus at the final stages of one's career. The objective of this section is to further present possible perspectives that could enhance practice within the CNG.

From the individual perspective, the lack of a feeling of accomplishment or pride for the personal career may end up in a change of career and employer, something very rare for the CNG's military personnel since military knowledge is mostly irrelevant with practices of other industries. Consequently, personnel will seek other more meaningful activities outside the working environment that can generate these positive feelings of self-efficacy for the individual or the employee may continue with the current career realities and employer, and simply be unhappy. In every case the organisation and the employer lose in trained human capital that eventually leaves or chooses to stay and demonstrate minimum acceptable performance and production. The latter 2 perspectives are considered as worse options for an organisation since negative outcomes will continue over time while for the first perspective the end of the employment relationship eliminates the possibility of future problems.

2.5.3. Talent Management

According to Armstrong and Taylor (2014) talent management is based on the proposition that the organisation with the best and most talented people wins. As a term, is comprised by a number of different elements that enable the organisation to have a continuous flow of talented people. Tansley and Tietze (2013: 1799) discussed the argument of Tansley and Sempik (2008) and define talent management as follows: "Talent management contains strategies and protocols for the systematic attraction, identification, development, retention and deployment of individuals with high potential who are of particular value to the organisation." This definition covers the category of "special" and "gifted" individuals that have high potential. Many though view talent management as a process that focuses on all employees, since everyone has specific and personal talents valuable to an organisation, and not only on a few selected individuals. Younger et al. (2007) suggest that talent management requires an approach that values and promotes growth of talent from within the organisation

something that the CNG disregards, as derives from the analysis in Part 5.5, ignoring thus every personnel category that could provide value to the organisation. Moreover, talent management[22] is viewed by many practitioners as equivalent to succession management or management development but according to Armstrong and Taylor (2014: 264) is better to be viewed as a more comprehensive and broad collection of activities that aim not only in replacing managers but also in creating a pool of talent for an organisation. Lewis and Hackman (2006 cited in Armstrong and Taylor 2014: 264) in order to satisfy this perspective provided a definition that presents talent management as a combination of standard HRM practices such as recruitment and career development, as the creation of a large pool of talented employees in order to ensure a continuous flow of talent through the organisation and finally as a practice based on demographic necessity to manage talent.

Furthermorey, Iles and Preece (2010: 248) identified 3 broad categories of people that can be involved with talent management which are exclusive position, exclusive people and inclusive people. The first 2 categories focus on elite employees while the third on every individual within an organisation. Regardless of the current practice norms, many scholars and researchers such as Buckingham and Vosburgh (2001: 18), declared that talent management should be an inclusive practice in order to help HRM achieve the great objective of increasing individual performance, something that could be of great value for the CNG. Additionally, the CIPD (2010a cited in Armstrong and Taylor 2014: 266) added that talent management and diversity management should be interconnected in order to facilitate the best possible use of talent between employees in ways that are aligned to business objectives.

With the intention of creating a talent management process as it was analysed in the previous paragraphs, a talent management strategy is considered as essential. Such a strategy should be comprised by a set of notions describing how the different policies work together in order to facilitate the creation of the talent pool both in terms of quality and time. The aims of the strategy according to Armstrong and Taylor (2014: 269) should be the development of a reputation

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[22] See also Iles et al. (2010: 127) who identified 3 different broad approaches regarding talent management.

as an employer of choice, the construction and implementation of talent recruitment, selection and retention programs, the preparation and implementation of reward policies that attract and promote talent, the creation of jobs that provide autonomy to employees, increased challenge and keep them interested. In addition, according to Armstrong and Taylor (2014: 269), talent management strategies should also target the implementation of talent and career development programs that promote growth, the recognition of extraordinary excellence and achievement and lastly facilitate the maintenance of a pool of talent available for management succession. In regard to the previously mentioned desirable objectives of a talent management strategy, Armstrong and Taylor (2014: 269) also recognised the fact that is a very difficult, time and resources consuming endeavour to create a strategy that achieves all the above. It is a usual practice though to implement objectives in phases so that eventually and in the long term are all achieved.

2.6. PERFORMANCE MANAGEMENT - PERFORMANCE APPRAISAL

2.6.1. Introduction

Performance management (PM) can be defined as a strategic and integrated approach of increasing the effectiveness of organisations by improving the performance of employees and developing the capabilities of teams and individual contributors (Armstrong and Baron 1998). On the other hand, performance appraisal (PA), which describes the current practice within the CNG, is a more traditional approach that is limited to a formal exchange of performance related information between the supervisor and the employee once or twice each year. PM emphasises a more regular feedback process that establishes a continuous employee improvement climate (Costigan, et al. 2005). Despite the differences in the definitions between PM and PA, practitioners use both terms interchangeably. Bernardin et al. (1998) discussed the origins of PM and wrote: "There is so much displeasure with performance appraisal systems that the very term PA has been virtually censored from our vocabulary and has been replaced with the moniker performance management systems." From this quotation two major points emerge. The first is that PM and PA are terms that can carry the same meaning and content and the second point is the overall unhappiness with PA systems that also seems to common

with the opinion of CNG's personnel as shown in section 5.6.3. Meyer (1991) mentioned that PA is one of the most frequent sources of dissatisfaction for raters - supervisors and employees. Both sides actually agree that this process is neither pleasant nor satisfactory for the involving parties. The methods of improving PA or PM and the modern approaches towards a meaningful and productive process are discussed in detail later in this part.

2.6.2. Environmental Influences

Performance management does not exist in a vacuum insusceptible by external influences but since no evidence were found to suggest that the CNG assesses these influences in order to make personnel related decisions, it becomes necessary to provide a short presentation of prominent theoretical aspects that should be taken into account. PA cannot be understood or adequately analysed outside an organisational context, meaning that as the processes change, the context they exist in changes (Murphy and Cleveland 1995). Murphy and Cleveland (1995) also argued that the context is the determinant of rater's behaviour and the one that can provide logical illustrations regarding the overall latent reasoning of the various rater-related errors. The external environmental factors, also called distal factors, can be expressed by the five aspects (the well-known PEST-L model) identified by Katz and Kahn (1978). These five factors can, respectively, influence the different variables of a performance appraisal system. Murphy and Cleveland (1995) provided a list of fundamental variables that includes the performance standards and dimensions, the frequency of conducting appraisals, the relationship between supervisor and subordinate, the consequences of high versus low ratings and the legitimacy of appraisal. These variables are influenced differently by each environmental factor creating thus a different environmental context for the performance appraisal system. Since the environmental context of the CNG is not examined in this research, proposals should be regarded with caution by every reader.

While distal factors are sets of external events and practices that affect the organisation, proximal factors, which are internal to the organisation, similarly shape the organisational context. They are categorised[23] by Magnusson (1981)

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[23] Cleveland and Hollman (1991) also categorised them as proximal or distal variables.

into micro-level (e.g. the tasks performed by an employee) and macro-level variables (e.g. the organisational culture) in respect to their relationship with the individual. Magnusson (1981 as summarised in Murphy and Cleveland 1995: 66-78) analysed all these micro-level context variables that can potentially influence the acceptance, accuracy and quality of performance appraisal while Murphy and Cleveland (1995: 79-84) recognised the macro-level factors that could influence performance appraisal, as the organisational life cycle and structure, the organisational goals and the organisational climate, culture and values.

2.6.3. The Purposes of Performance Appraisal

The analysis of the purposes of performance appraisals is considered by Cleveland et al. (1989) and Murphy and Cleveland (1995) as very important for at least three reasons. Firstly, PA is used for a wide range of applications within and across organisations and secondly, the purpose of PA actually influences the ratings and the overall effectiveness of the PA system. Finally, the purposes define the mechanism by which the ratings interact with the capabilities and the way information is processed by the rater. The different purposes that PAs have within organisations include making administrative decisions, providing feedback and a last purpose that comprises of multiple uses (Between-person, Within-person, Systems maintenance).

Making administrative decisions is a common and the obvious purpose of a PA system, such as the one that CNG currently employs. Decisions regarding promotions, layoffs, salary raises and disciplinary actions constitute some of the main purposes of such a system. Providing feedback to employees about their past performance for a determined period of time has the potential of increasing future performance[24]. Cleveland et al. (1989) and Meyer et al. (1965), as cited in Murphy and Cleveland (1995: 262), promoted the use of PA for making administrative decisions and for providing feedback in different sessions as distinct processes, in order to exploit the maximum from the feedback session but this idea is obviously much more difficult, complex and time consuming for the line manager who eventually is the one responsible for these tasks. The

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[24] For more insights see Guzzo et al. (1985), Kopelman (1986) and Landy et al. (1982).

multiple uses of performance appraisal summarise all the possible applications a PA system can have from administrative, to feedback and development. Cleveland et al. (1989 cited in Murphy and Cleveland 1995: 92-95) divided these applications into three broad categories (Between-person, Within-person, Systems maintenance) regarding their relationship with the individual. Between-person uses include salary administration, promotion, retention, recognition of performance (poor or high) and layoffs and the within-person uses are comprised by performance feedback, identification of personal needs – strengths - weaknesses, transfers and assignments. These first two uses are common between organisations but the CNG only performs the first restricting thus the PA's role into an administrative one. The third category is the one that provides strategic capabilities to PA and is comprised by the systems maintenance uses of PA. Here information originated from PAs may be used for making key decisions regarding organisational training needs, goal identification, evaluations of the personnel system, defining organisational development needs and for reinforcing authority structures.

2.6.4. Power and Politics

The PA system as it is designed and intended to work has inevitably inherent power. Observing employee behaviour, measuring performance, evaluating employees, distinguishing between poor and high performers and eventually making administrative decisions do make PA a very powerful tool. The only limitation for this power is the willingness of raters to fully exploit the potentials of a PA system and provide unbiased, accurate and reliable measures despite the possible consequences for all parties. PA as a HR tool provides information to other HR activities regarding their overall effectiveness. PA can therefore influence the selection procedures or the promotion decisions by providing feedback regarding the validity of past decisions. It also serves as a communication medium through which the hierarchy of the organisation can communicate what is mostly valued, what is rewarded and help in the establishment of a performance climate. Consequently, PA can affect the external and the internal environment of an organisation as much as raters and supervisors are willing to exploit and use it at its full potential.

Politics in PA are analysed by Longenecker et al. (1987: 184) as the: "…deliberate attempts by individuals to enhance or protect their self-interests when conflicting courses of action are possible. Political action therefore represents a source of bias or inaccuracy in employee appraisal." Longenecker et al. (1987) at their research demonstrated that many upper level managers of those that participated, actually manipulated appraisals intentionally but Longenecker et al. (1987) also added that the organisational environments are rarely rational, unbiased, uncomplicated or objective. Under these environmental realities, managers rarely prioritise accuracy of ratings over effectiveness or survival and since this is unquestionably true, the CNG should evaluate and measure the consequences created. If accurate subordinate ratings can hurt the manager then the manager is most likely to falsify the ratings. The ratings will be manipulated positively if the employee receives bonuses based on such ratings. A negative manipulation of ratings is used by supervisors to shock a subordinate in order to increase his/her performance, to reinforce and remind to everyone the power relationship between the supervisor and the employee, to make a poor performer or an unwelcome employee consider leaving the organisation and finally create a number of negative appraisals for a subordinate in order to justify a potential termination. Longenecker et al. (1987) also recognised the fact that many managers actually use manipulation in order to increase the overall performance and efficiency of their units. The former research also indicated that top management is most likely to engage in politics where appraisals are not fixed and clear. They also revealed that the tendency of top management to use or permit the usage of politics is a reason that influences the political culture of the organisation. The degree up to which executives view PA as necessary, their views regarding their own assessment by their supervisors about the PAs of subordinates they submitted, the level of trust between the different parties, the level of PA training managers receive and the economic health of the organisation seem to influence the practice of politics within an organisation. Longenecker et al. (1987) concluded that the support of top management to the PA system is essential in eliminating politics while loose and occasional support for PAs will lead to the development of politics at all hierarchical levels.

2.6.5. The Appraisal Process

The appraisal as a process is carried out through a number of different steps where the supervisor (assuming that the supervisor is usually the rater of her subordinates) has to gather, analyse, interpret information regarding performance or work related behaviour and deliver an assessment of the overall performance of the employee during a specific period of time. Here only those aspects that are of most importance for the CNG are presented with the major volume of information transferred into the previously mentioned handbook. Obtaining information about performance is the initial step of the appraisal process that tries to define which criteria or behaviours actually represent performance (in the case of CNG where job analysis is not conducted these criteria and behaviours are unidentified). This first stage of the appraisal process is highly characterised by dichotomies and dilemmas whether to define performance as the result of behaviours or as the behaviours themselves[25]. An additional dilemma is whether to measure performance as the degree at which job related tasks are accomplished with literature[26] suggesting, as discussed in Murphy and Cleveland (1995: 113-114), that this approach has several drawbacks. Nevertheless and regardless of any academic dilemmas, Astin (1964) with his argument that organisations need to clarify and set their goals that will help in developing performance criteria and the definition of the content of job performance by Murphy and Cleveland (1995: 117-118) who analysed three different performance taxonomies[27], the foundations are set in such a way that enable every analyst to define those criteria that are to be observed by supervisors.

Gathering the relevant performance information is the next step of the appraisal process and constitutes a crucial matter that employs direct and indirect observation of the behaviours of subordinates. Direct observation is currently used by the CNG and is considered as practically feasible but difficult to carry out for long periods of time, losing thus some critical incidents something that makes managers create a list of behaviours that want to observe in their

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[25] See James (1973), Smith (1976), Landy and Farr (1983).

[26] See Carroll and Schneier (1982), Fleishman and Quaintance (1984), Salvendy and Seymour (1973), Bialek et al. (1977), Campbell et al. (1970), Christal (1974).

[27] See Campbell et al. (1992), Morrison and Brantner (1992), Mintzberg (1971).

subordinates. This fact, according to Murphy et al. (1989) and Williams et al. (1985) as cited in Murphy and Cleveland (1995: 123), affects the way information is stored, processed and retrieved and may be significantly different from the observations of someone that has as a sole task to keep a record of behaviours. Indirect observation consists of all the other methods other than direct observation such as written records, filmed work activities, appraisals by third parties, like customers, peers and other managers, and rumours about an employee can all be used as information for performance appraisal purposes. Written records are currently employed by the CNG as the other source of performance related information (see section 5.6.1) along with direct observation. Appraisals by third parties or 360° appraisal is an option that could be considered for the case of CNG in order to increase the reliability and trustworthiness of ratings. The underlying notion for using multiple sources is the fact that a person shows different behaviours to different parties relative to the social situation but may create significant cultural issues within a military environment.

After collecting the performance related information and documenting the relevant behaviours, raters must apply a set of standards in a comparison process and achieve an evaluation. Standards set the acceptable performance levels and are usually expressed as expected results or in the form of rules that define what is considered as appropriate and what is forbidden. What is important here to mention is that standards can be either external or internal. External standards are set by the organisation and are usually well communicated so that everyone is informed while on the other hand, internal standards are a combination of the external standards, the rater's beliefs, values and theoretical perspectives regarding the job. The CNG as found through the research ignores the significance of standards and does not evaluate the possible effects from this absence.

The last step in an appraisal process is to address possible rater issues that again is considered as a fundamental process not applied by the CNG. Research has shown that deliberate distortion of ratings is more usual than unintentional rater errors (Bernardin and Villanova 1986). The rationale and the reasons underlying the decision of raters to manipulate the ratings, since they usually have the capability to accurately rate an employee, has heavily

concerned researchers[28]. Raters, as members of the organisation, acknowledge the power entrusted in them especially if the appraisal process results in administrative decisions regarding employees. Considering the positive or negative results their ratings may have on their careers and on others, raters choose not to submit their real evaluations for reasons analysed by Murphy and Cleveland (1995) in order to achieve task and performance related, interpersonal, strategic and internalised goals that rarely are exactly the same as those of the organisation[29].

2.6.6. The Effects on the Organisation

Performance appraisal can help the CNG in a number of different ways or create substantial and considerable problems. The drawbacks of a PA system usually derive from the fact that is not developed in correlation with the organisational climate, values, context, culture and structure. Overemphasising individual behaviours when systems or teams are responsible for any successes or failures may create frictions within teams and the organisational structure. The second drawback is created when the PA system sends confusing or unclear information regarding which behaviours are valued the most. The last drawback is that the PA itself is a source of dissatisfaction for both raters and evaluated employees. The pressure on raters to make distinctions between subordinate performance, the raters' possible concurrent conflicting roles as a critic and a mentor, the differences between self-ratings and supervisor ratings and the lack of procedural justice can be the main sources of extensive discontent for both parties.

The first possible advantage of a "good" PA system is that it can increase the capability of the organisation to make personnel related decisions, both administrative and developmental, in the organisational and the individual dimension. A well planned PA system can substantially inform the organisation about the prevailing habits and behaviours within the different jobs and channel a guided change preparation. The last advantage of a fair PA system is the fact that it can inform employees about the values and the goals of the organisation. This feedback provides to employees a clearer picture about what is considered

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[28] See Harris (1994).
[29] For an in depth analysis see Balzer and Sulsky (1990).

as important and what behaviour is valued the most. Moreover, the negative outcomes of a perceived fair system, like a pay cut, will most probably be accepted more easily than those that derived from a system that is perceived as unfair, inaccurate or unreasonable.

2.6.7. Linking Performance and Pay

Performance appraisal does not exist as a system in its own context but within the context of the whole HRM system, within the organisational environment and in full collaboration with other organisational activities. An HRM activity that can become very closely related with PA is compensation and benefits. This linkage is one that is not applied by the CNG and seems to have little relationship with military organisations in general but it is presented here in brief so as to enhance the importance of PAs. To achieve interdependence between PA and compensation strategies, reimbursement must be somehow linked with performance. Murphy and Cleveland (1995) discussed three reasons that support the linkage between performance and pay systems. The first is that some incentives for increased performance are created with Miceli et al. (1991), as cited in Murphy and Cleveland (1995: 341), arguing that the results of the process are those that are important and whether the best employees do receive the bonuses they fairly deserve. The second reason is that through such a connection the performance expectations of an organisation are easily communicated with every individual or team. The difficulty here is to effectively deliver the correct message to all performers and avoid creating the wrong impressions. Furthermore, Gerhart and Milkovich (1992), as cited in Murphy and Cleveland (1995: 342), suggested that if the bonus for excellent performance is small or if raters fail to distinguish the best performers among their subordinates then the message sent to employees is that the organisation does not value performance. The last reason is based on the assumption that paying for performance is the best thing to do. This assumption is based on the cultural characteristics of Western societies. Eastern societies and organisations value more the group's welfare rather than the individual's wellbeing.

The conclusion to this discussion is the reality that despite the rational linkage between performance and pay, such a relationship, especially when practiced in the wrong ways, could lead into the creation of a number of problems such as fairness issues and a decrease in the overall diagnostic value of a PA system that intends to help the organisation in making several administrative decisions based on actual performance (Murphy and Cleveland 1995).

2.6.8.   Linking Performance Appraisal to Training and Personal Development

The uses of PA can be diverse and seem to work better if they are distinct from each other. Separate and different PA processes for compensation and development are much clearer for employees and without any conflicting roles for the rater/supervisor. Linking PA with personal development and training is one of the major applications the system can have and offers major contributions to organisational development. Research[30] in this field has demonstrated an overall enhancement of performance something that should be taken seriously into account by the CNG. Meyer et al. (1965), as discussed in Squires and Adler (1998: 445-446), pointed that PA must not only be restrained to work as a tool for defining compensation but also as a guide for future personal development and for discovering the skills needed for future organisational development. Squires and Adler (1998) provided an analysis of the possible difficulties that emerge through the effort of linking PA and employee development. Their discussion suggests that personnel development is an ongoing process that needs a great portion of the manager's time to be executed and is not likely to be achieved in one session per year adding that the results of individual development efforts need long periods of time to deliver recognisable results. Furthermore, they indicated that providing developmental feedback to employees is a managerial activity that requires extensive experience and charisma. All the above implications require a different perspective than the one used for traditional administrative applications of PA systems such as the one applied by the CNG. The traditional PA ratings do not have diagnostic and assessment tools that could be used to extract information that unveil why an employee underperforms. After the diagnosis is completed

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[30] See Kluger and DeNisi (1996) and Squires and Adler (1998).

and the problem areas identified, development follows to fill the gaps with additional training, guidance and help.

The complex nature of developmental PA is made more composite by the fact that a detailed job analysis must be carried out in order to really comprehend why someone is not performing as expected. This form of appraisal is usually longer than the usual because of the effort of the rater to provide true and accurate ratings. These ratings will help the rater to categorise the employee under evaluation on a novice – expert scale and define the actual position of expertise. Only after this categorisation the rater can provide the right training prescription to the employee in order to advance from the novice to the expert end of the scale. The last and most interesting aspect of developmental appraisal is that it can be based upon the personal decisions of the employee. With the aid of the organisation each employee, usually those in managerial positions, can develop a personalised development plan that will have a long term horizon. Based on their developmental plans, goals are set and competencies are targeted and afterwards PA is used as the tool to realign the individual to her initial targets and provide feedback that will enable this realignment.

2.6.9. Performance Appraisal and Fairness

The degree of fairness of a PA system as it is perceived by employees is vital to the success of administrative processes and appraisal systems[31]. The perception of fairness, as Gilliland and Langdon (1998) argued, derives from three forms of fairness. The first is the outcome fairness and is linked with the evaluation of the ratings and the incentives tied to these ratings. The second form is the procedural fairness that is related to the correctness and uniformity of the procedures that determined the ratings. The last form is the interpersonal fairness that is related to the way the organisation communicates and explains the ratings to those under evaluation. Fair treatment is considered as very important in developing a good organisational climate and culturing better interpersonal relationships and working attitudes. Cropanzano and Greenberg (1997), as cited in Gilliland and Langdon (1998: 211), demonstrated that

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[31] See Folger and Greenberg (1985) and Cropanzano and Greenberg (1997).

increased perceptions of fairness creates an organisational environment of trust, commitment and high levels of job satisfaction. Additionally, Moorman (1991) and Konovsky and Cropanzano (1991), as cited in Gilliland and Langdon (1998: 211), indicated that extra-role behaviours of organisational citizenship and even increased performance can be related with the employees' perception of fairness levels with Greenberg (1990) and Klaas (1989), as cited in Gilliland and Langdon (1998: 211), adding that fairness decreases the possibility of lawsuits against the organisation and the likelihood that someone will leave the organisation. Unfair treatment or the perception that someone is treated unfairly creates inevitably the opposite outcomes to the pre-mentioned statements and leads to the creation of a negative climate within the organisation that subsequently may generate grievances and behaviours like theft and sabotage. Gilliland and Langdon (1998) provided a thorough and analytical discussion regarding the integration of perceptions of fairness in performance management systems along with a useful bibliography regarding the issue. In their conclusions they summarise some fundamental practices that facilitate the culturing of such perceptions. According to their arguments procedural fairness can derive from providing the opportunity to employees to participate in PA processes that are job relevant and uncontaminated by rater biases. Additionally, when employees have the opportunity to challenge their ratings within PA processes that are and look consistent enhances the belief that procedures are fair for all. Gilliland and Langdon (1998) suggestions concerning the enhancement of interpersonal fairness include on time delivery of feedback that can be helpful for the employee, an always respectful and courteous treatment of employees regardless their ratings and lastly the establishment of direct communication with employees so that everyone is kept informed. Regarding the achievement of outcome fairness Gilliland and Langdon (1998) suggested that the organisation should always provide the outcome that is anticipated by the employee, positive or disciplinary. They also argued that the possible incentives or punishments should be sustained and communicated through a formally structured system.

Undoubtedly, the addition of elements of fairness into the CNG's PA system and the recognition by all parties of the attempts of the organisation towards

achieving fair treatment for every employee, leads to increased acceptance of the PA system and the appreciation to the organisational efforts.

2.6.10. Executive Appraisal and Performance Evaluation

Executives and top management are considered to be a special category of managers within an organisation. As noted earlier in this analysis executives can have an enormous impact on the rating culture of their subordinate managers and influence the performance appraisal's accuracy. Despite the effects of their actions as raters, executives rarely receive personal guidance and feedback in the form of appraisal by other executives and specialised internal or external personnel. Nevertheless, many organisations have recognised the need for assessing their executives' and CEO's performance in order to define their final salary. This necessity led to the design of relevant tools like the balanced scorecard approach of Kaplan and Norton (1996a, 1996b) that is used to measure performance in specific categories and the Blue Ribbon Commission Report of the National Association of Corporate Directors (NACD) on Performance Evaluation of CEOs, Boards and Directors that uses a number of different, pre-agreed performance objectives.

Appraisal for executives within the CNG may have the form of coaching that enables managers, with the help of an external rater, conceptualise their deficiencies and improve their skills. Specialised coaching may help executives make critical decisions over a major transition period. Whatever the reason executive appraisal is a process that increases the control over the top executives and CEO while at the same time provides crucial feedback to them regarding their strengths and weaknesses.

2.6.11. Conclusion

Performance appraisal is one of the most controversial areas of HRM that can face potential resistance from almost every involving party. Nevertheless, PA and PM is the common practice in the majority of organisations worldwide, a practice that has not yet found a worthy and reliable substitute. Recognising the weaknesses of PAs, the many pitfalls and the psychological aspects affecting the process along with involving parties, helps greatly in maximizing the revenues. Increasing the motivation of raters to provide accurate ratings,

decreasing the effects of impression management techniques exercised by employees, increasing the fairness of the system, decreasing the parallel purposes of a single PA system and communicating clearly the objectives of the organisation through PA are some of the measures that eventually will help the organisation get the most out of performance appraisal and performance management.

2.7. STRATEGIC REWARD, COMPENSATION AND BENEFITS

2.7.1.Introduction

Compensation is considered as a very important HRM activity since compensation budgets and the costs of administering them is one of the major sources of expenditure for many organisations, including the CNG. Fortune 50 companies spend in some cases over one billion US dollars while service sector organisations compensate employees with an amount that equals the 80 percent of their whole budget (Milkovich and Newman 1999). The strategic utilisation and exploitation of compensation (not in the sole aspect of monetary compensation but in a wider sense where other benefits are also employed in conjunction) as a mean to attract, retain and motivate employees to deliver their best performance year after year, is of great importance in industries where the environment is highly antagonistic and the "war for talent" is fierce. Due to the fact that the CNG currently employs a traditional pay system based on seniority (see Part 5.7) it is necessary to make a short but thorough presentation of compensation strategies and theoretical aspects so as to reveal the possible gains from the strategic application of compensation systems. The context of strategic reward is heavily affected by the internal and the external environment of the organisation. These environments totally define the approach that will be used in solving a specific reward issue. As business environments are different between them there is not one specific "best" practice than can be applied in different contexts with the same results. There is however the choice of different solutions for different contexts but for the same problem. Conclusively, the "best fit" solution is recommended over "best practice" not only for reward issues but for most HR activities.

2.7.2. Essential Compensation Features

Heneman (2002) recognised and promoted the idea that compensation strategies should always be constructed in relation with the external and internal environment of an organisation and always be aligned with the strategy, culture, vision and mission of the organisation with Lawler (1990), as cited in Heneman (2002: 7), being the first to argue that pay systems could and should be integrated with business strategies and processes, in order to provide competitive advantage. In order to understand this contemporary approach towards compensation and rewards it is supportive to provide a short description of key aspects and essential features. The descriptions and the definitions that follow, are based on those provided by Heneman (2002), Armstrong and Brown (2009) and Milkovich, Newman and Gerhart (2013) that seem to agree on the level of their importance towards a contemporary compensation system.

The first aspect under examination is strategic reward management that encloses the development and implementation of reward strategies but also the principles and the philosophy that guide the whole process. Strategic reward management is developed on a clear and deep understanding of the needs of both the organisation and its employees and provides the tools for satisfying them. It emphasises and focuses on the integration of reward strategies with business and HR strategies and the alignment of reward management processes with HR activities. Additionally, it creates the values of the organisation regarding how employees should be rewarded and the guiding principles that designate the way these values are determined and enacted. The major objective of strategic reward management is to help the organisation achieve its business goals and meet the needs of its stakeholders through the development and implementation of specific reward policies, processes and practices. This major objective is clear enough but is too broad and is reasonably divided into more specific aims. The first aim is to align the reward practices and the employee values (which are considered as equally important) with the business goals (Brown 2001). Other aims include the motivation, engagement, commitment, attraction and retention of people. The development of a positive employment relationship, achieving increased levels of positive

discretionary behaviours by employees, creating a psychological contract between both parties and the creation of a performance culture where employees are rewarded for the value they create, also constitute possible targets for strategic reward management systems.

Strategic reward philosophy is actually based on the reasoning that people should be rewarded according to their contribution and the value they generate for their employer in a fair, equitable, consistent and transparent way. Fairness is treating people according to their real contribution by demonstrating both distributive and procedural justice. Fairness is a complex issue that also needs to be felt by employees and not just stated as a policy. Equitable reward processes ensure that jobs are evaluated, value is measured and employees are rewarded by what justifiably corresponds to their contribution. Consistency ensures that whatever the time or the person all rewards remain constant in terms of fairness and equity. Transparency demonstrates the degree up to which employees understand the way reward policies work and how they can influence their income or benefits.

The following essential feature under examination is total reward, which is a contemporary approach used as part of strategic reward management. Total reward is about implementing more ways other than monetary compensation, both tangible and intangible, in order to reward employee performance something that is extremely important for the CNG if the survey results indicating low levels of satisfaction (see section 5.7.3) are taken into consideration. Cash remain the leading aspect of employee reward but some other rewards may help in retaining and attracting the best employees within a labour market. This holistic approach provides to employees opportunities for development, recognition, acknowledgement for their work, dedicated work designs, life-work balance programs and participation in order to create a reward experience much greater than a single pay check. Manus and Graham (2003 cited in Armstrong and Brown 2009: 22) argued that total reward includes all the types of rewards while O'Neal (1998 Armstrong and Brown 2009: 22-23) added that total reward represents everything employees value at work. Furthermore, Armstrong and Brown (2009) illustrated a number of benefits of a total reward approach and presented the view of Pfeffer (1998) which is,

according to them, the most powerful argument for total reward. Pfeffer (1998: 217) argued that: "Creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation and performance – even though creating such an environment may be more difficult and take more time than simply turning the reward lever." By creating a great place to work, the organisation builds a psychological contract with its employees and increases organisational commitment, making it difficult for talented employees to change employer despite a possible difference in monetary compensation. Other essential features that have been moved into the handbook of relevant literature, include terms such as reward strategy, the design reward policies, reward practices and reward processes.

The last essential features and terms that should constitute a continuous objective of every reward system are discretionary behaviour, engagement and organisational commitment. Discretionary behaviours are all those actions that people make every day at work that fall out of a written job description. These choices and the amount of care, authenticity, innovation, effort and productive behaviours constitute discretionary behaviour. Engagement and motivation are wider concepts that are considered as specific objectives of every reward strategy. Engagement exists in workplaces where employees are committed to their work and pursue high performance. Enthusiasm regarding their work is a common characteristic for engaged employees that seem to have an implied contract with their employer that extracts the best behaviours in pursue of organisational goals. Engagement is influenced by leadership, the work environment, the opportunities for personal growth and intrinsic motivation[32]. Organisational commitment describes the identification with the values, mission, goals and culture of the organisation. The level of commitment represents the willingness of people to belong to the organisation and demonstrate effort on its behalf. Organisational commitment is affected by actions in three levels: a strategic, a functional and a workplace level. The strategic level represents the

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[32] Intrinsic motivation is a term introduced by Herzberg in 1968 after the findings of his book "*The Motivation to Work*" (Herzberg, et al. 1957).

existence of supportive strategies and top management positive reception and stance towards commitment policies. The functional level represents all the human resource management policies, like selective staffing, investment in people through development, participation and contribution. The workplace level consists of cooperation, trust, involvement, broad task development etc.

Commitment and engagement are closely linked and sometimes are mistakenly used interchangeably. High commitment can increase engagement and high engagement can increase commitment. But employees can also be in the exact opposite states i.e. engaged without being committed or committed without being engaged. Engaged employees are those that will demonstrate extraordinary positive discretionary behaviours in order to achieve their job's goals but when a better job opportunity appears that helps them pursue their personal goals then they will abandon their current employer that failed to accomplish commitment.

2.7.3. Reimbursement

Rewards can be either transactional or relational with a combination of both used within a total reward approach. Transactional rewards include compensation in the form of cash that is given directly to employees or indirectly as benefits. These benefits can be pensions, medical insurance, allowances and work - life balance programs. Relational rewards are usually intangible and psychological benefits in the form of development opportunities, workplace recognition or status and so on.

Cash compensation can be delivered as a base wage with an attached performance pay amount, with cost of living adjustments and with some incentives. Transactional rewards include a number of benefits like pension plans, medical insurance, life insurance, income protection, work - life balance programs and savings plans. Work – life balance programs provide to employees vacation days, access to services that help them with every day responsibilities and flexible working arrangements. Other benefits may include housing, transportation or even food allowances depending on the occasion, the employment contract and the country. Relational rewards are complimentary to transactional rewards that, according to Milkovich et al. (2013), cannot be

replaced since they define and secure most standards of living. Nevertheless, under the total reward approach, both forms of rewards create a working environment that cannot be easily copied by competitors and help an organisation to be transformed into an employer of choice. Going a step further, Milkovich et al. (2013) provided a general model which, as they argue, can be used as a framework to examine existing reward systems in terms of three successive steps starting with defining objectives, moving to policy design and concluding with the development of techniques. An employer such as the CNG must initially decide the objectives that constitute the model's foundations and general guidelines and then formulate policies and techniques.

What is of key significance and needs to be mentioned is that managing the system requires a close observation of legal and governmental regulations, control of compensation costs, communication of change efforts with every stakeholder and management of the whole process without restricting its flexibility. The techniques applied in this part try to coordinate changes of the external governmental and constantly changing legal factors with the efforts of developing a new pay system. Re-aligning all the other techniques to reach the objectives is of major importance.

2.7.4. Communicating Reward Strategies

As mentioned in the previous section, communication is an essential ingredient for the success of a reward system. Through communication the designers of such systems try to reach all the employees that may be affected, inform them about all the changes made, what is valued most and how they can influence their income. From an analysis of the survey results (see section 5.7.3) communication is a feature that is missing from the CNG from many HRM activities creating thus a number of HRM issues. Armstrong and Brown (2009) described three reasons why communication is considered as a very important tool for establishing a reward strategy and a pay system. The first has to do with the sensitive role of reward to an employee's personal and family life. If Maslow's (1943) hierarchy of needs is considered here as an example then it is easy to realise that rewards under a total reward approach affect directly or indirectly the whole pyramid of individual needs. Additionally, misinformed employees may be striving for the wrong things that are not actually valued by

the organisation or they may not realise the actual amount of rewards provided by their employer leading to decreased levels of motivation, attraction and retention.

Establishing new communication channels, such as intranets, newsletters and handbooks, or by increasing the efficiency of existing channels like the line manager or the HR manager helps in delivering a more coherent and understandable message to all employees. A single medium cannot cover all the gaps and all employees but a combination can unquestionably generate better results and increased coverage.

Communication can, and in most cases should, be two way and provide the chance to employees and unions to contribute to the process with an increased involvement scheme. The possible results will be more easily accepted by employees as a product of combined effort making acceptance and implementation smoother and more straightforward.

2.7.5. Reward Systems

The reward systems that will be briefly analysed here are traditional pay plans that are represented by the current status and performance pay plans. Following the categorisation of Heneman (2002) performance pay plans include merit pay, competency and skill based pay plans, gainsharing, piece-rate pay, standard hour plan, suggestion systems and other team or hybrid reward systems that will be briefly discussed.

The traditional compensation system is supported on employee seniority or the value of job titles. These systems are fading away since a more targeted compensation system is the modern approach. Ilgen and Hollenbeck (1991), as cited by Heneman (2002: 76), argued that these traditional pay plans are static and fail to capture all those positive discretionary behaviours that are essential for achieving business goals and organisational effectiveness. Under the policies of such systems an employee earns more as years pass regardless of the amount of contributions made to the business goals. Seniority plans may create a sense of loyalty to the organisation but also may lead to reduced performance from every employee since their daily efforts are not recognised

and acknowledged by management. The only factor that can improve their rewards is time which falls out of their control.

The traditional systems depend on the job analysis and job description, which at the case of the CNG are not established, activities that provide the relevant information regarding the overall value of a job. Wages are determined by this classification making the job as the factor that directly affects pay and indirectly determines any benefit or incentive. The pay range is another clear characteristic of these systems with pay being strictly defined in pay grades for each group of similar jobs. Minimum and maximum points are set as limits from which employees cannot deviate whatever their performance or output is.

Performance pay plans add another fundamental block in pay systems which is the measurement of employee performance. The amount of employee performance is for some industries essential, forcing organisations, to promote increased performance and effort in all levels. Employing such a plan immediately creates the need for a clear definition of what constitutes performance, what factors lead to increased performance and what is considered to be effective performance (Campbell 1990 cited in Heneman, 2002: 79). A performance pay plan may be attached to a traditional pay plan without creating any problems but there are occasions when the two philosophies conflict. These conflicts are revealed when pay is increased on the basis of accomplishments at the individual or team level, of mastery of new skills or competencies, of the results produced rather than the activities undertaken, in terms of cost reductions and in cases when reward increases in terms of benefits or incentives. This section describes only relevant to the CNG's practices that could successfully and potentially replace the current traditional pay system. Other pay plans such as Competency-based pay plans, Piece-rate pay, Standard hour plan Profit sharing

Merit pay is the oldest and most commonly used form of performance pay plans that in the case of the CNG could be a possible replacement for the current anachronistic system. It provides a pay increase to employees in relation to their behavioural contributions usually at the end of the year as an increase in base pay or as a onetime bonus. Behaviours are more important than results

because results in some occasions are out of the employees' control. Multidimensional scales, Behavioural Observation Scales (BOS) and Management by Objectives (MBO) are employed to determine performance and a score for each employee. Merit pay plans contribute to the increase of performance as long as they measure and show the significance of behaviours necessary for achieving organisational goals. A potential problem of merit pay is that sometimes fails to recognise the differences in performance between employees and because it creates a sense of entitlement to employees that view the increase as certain whatever their performance was. Merit pay has also been accused of promoting individual performance in expense of the team or the unit's performance. That is the main rationale behind the development of team based merit pay plans. Team goals and teamwork parameters are entered into the behaviours under examination enabling employees to think bigger and pursue both team and individual objectives with the same zeal.

Skill-based pay is mostly concerned with the employee's demonstrated and certified abilities, skills and knowledge and could be an additional alternative for the CNG for specific low-ranked jobs. This pay arrangement requires a thorough description of all the skills required in every position with the person also being at the centre of analysis. The skills are analysed in precision in regard to specific jobs and not generally as experience or education. Another crucial characteristic of this kind of pay is the fact that the employee needs to demonstrate and be certified on any of the skills if an increase is to be granted. Certification occurs only after successful completion of relevant training and a demonstration of the skills on the job. This feature creates additional training and compensation costs to the organisation in favour of flexibility and cross-training. Nathan and Cascio (1986), as cited in Heneman (2002: 84), argued that organisations that try to establish such measurements should be extremely careful in order not to violate any employment legislation while Lawler (1996 cited in Heneman 2002: 84) discussed the difficulty of establishing a system for evaluating motivation.

Covering all the possible plans is not the main intend here since the possible combinations can be much more than the ones mentioned. Other plans epigrammatically are team recognition plans, suggestion systems, group

incentive plans and executive pay plans. What is most important here to understand is that there is not a "best" plan that can work in every organisation or in every unit of an organisation. There is however a "best fit" plan or a combination of plans that will promote the CNG's objectives and interests in the best possible way. Discussing the advantages of each pay system in relation to the others or analysing possible choices of pay structures offers limited value here since the employment of such systems requires firstly the implementation of a job analysis process that enables job evaluation to be carried out. Secondly, the implementation of a pay system is a strategic decision that must take into account all the possible governmental, financial and legal circumstances which at the moment fall out this research's insights, understanding and purpose.

3. RESEARCH METHODOLOGY

At the next few paragraphs a discussion regarding the methodology used for this research takes place. Many aspects of this part were produced as part of preceding work within the framework of the current studies. This analysis provides to the reader the assumptions made by the insider researcher and the methodological perspective from which the subject was approached. Furthermore, this part tries to clarify and justify the structure of this research, something that will enable the reader to better understand the results.

There is a prolonged disagreement and discussion amongst philosophers, social scientists and researchers regarding the issue of the best, or at least the one with the fewest disadvantages, research methodology. Choosing a research methodology within the parameters of a specific paradigm requires a deep understanding of many different methodologies and paradigm approaches but also their philosophical and theoretical background. During the search for a paradigm and the development of a methodological approach for this research, the conclusion was the same with Costley et al. (2010: 90): "…a work based project involves more than selecting paradigm "a" and methodology "b", and choosing methods x, y and z." An additional perspective to this is the view that real-life projects typically combine aspects of more than one methodology (Costley et al. 2010).

In this chapter a thorough analysis of my ideological stand takes place in order to reach the selection of a paradigm, a methodology and, ultimately, the methods of harvesting and analysing the data. From a theoretical perspective, I embrace Grix's (2010) stand that there is a directional relationship between ontology, epistemology, methodology, methods and sources, with ontology being at the one end and sources to the other. Grix (2010) seemed to agree with the view of Guba and Lincoln (1994) and their attempt to create a picture of what a paradigm is consisted of. According to Guba and Lincoln (1994: 107): "A paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimate or first principles. It represents a worldview that defines, for its holder, the nature of the world, the individual's place in it, and the range of possible relationships to that world and its parts, as, for example, cosmologies

and theologies do." Furthermore, they add that an inquiry paradigm can be summarised by the responses given in three fundamental questions: the ontological question, the epistemological question and the methodological question. The answer given to the ontological question constraints the answers that may be given to the epistemological question. Sequentially, the answer given to the epistemological question constraints the answers that may be given to the methodological question. This view, as presented by Guba and Lincoln (1994), also illustrates a directional relationship between ontology, epistemology and methodology.

Crotty (1998), as cited in Grix (2010: 68), advocated in favour of starting at either end of this line under the assumption that: "…the components of the research are logically compatible with one another". Grix (2010) on the other hand, argued that a research should be guided by the research questions posed or hypotheses put forward. In order to avoid any misalignment between the different "building blocks of research"[33] I chose to follow the path that Grix (2010) proposed and move from recognising my ontological position to the methods and sources used for the research.

3.1. PERSONAL POSITIONING

Ontology and epistemology are generally considered as philosophical terms and are regarded by Grix (2010) to be for research what the foundations are for a house. The purpose of this part is not to elaborate and extensively analyse these terms but to present my view of the world and especially my view regarding the research problem at hand. By extensively and clearly revealing my positioning I help every reader, researcher, policy maker and stakeholder understand the interrelationship of the key components of this research and avoid confusion when discussing theoretical debates and approaches to social phenomena (Grix, 2010).

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[33] As Grix (2010: 57) characterised ontology, epistemology, methodology, methods and sources.

As a novice researcher I am not the best qualified person to contribute much to the so-called qualitative-quantitative dichotomy but I have developed the view that each kind of research methodology is useful at certain areas of interest and can produce the best results compared to other methodological approaches. Regarding the discussion about the way research should be conducted I must admit that I endorse Bhaskar's comment (1979: 30): "... it is obvious that one can no more set out to experimentally identify …. the causes of the French revolution than one can contemplate interviewing a gene." Furthermore, I reached to the conclusion that many scientists have identified the disadvantages of using a specific method within the parameters of a methodology and try to produce justified and valid reports by using multiple methods like the methodology of bricolage (see Denzin and Lincoln, 2000, Kincheloe and Berry, 2004).

Regarding this research I must admit that I favour an interpretive and qualitative approach. I estimated that qualitative research methodologies provide the best possible tools and flexibility in order to reach to the core of the HRM system, the source of the various problems and gain deeper understanding of "what is going on" at the organisational level. Nevertheless, following the comment of Bhaskar (1979: 30), the usage of quantitative methods of data collection and analysis are essential for this research. Despite the bureaucratic structure of the C.N.G. and the fact that a qualitative approach sheds light on most aspects of the HRM system, it cannot reveal the crucial beliefs and opinions of personnel. A HRM system is comprised by sets of policies and strategies but is heavily affected by the way these policies are communicated through the organisation and perceived by employees. Personnel perceptions regarding fairness, justice, communication and applicability constitute a major part of every HRM system. The main objective of the quantitative part of this research is to provide insights regarding these aspects of HRM that cannot be retrieved through the usage of any qualitative methods. In order to reveal these perceptions and beliefs a small scale survey was conducted that assisted the collection of data from almost all the different personnel categories. Within the constraints of these attitudes I seek to uncover, with the help of documented material and insights, the current condition of the HRM system of the C.N.G.

As every insider researcher I carry personal and professional experiences that affect the whole research process and guide it through a specific path towards the accomplishment of every objective. Recognising these experiences can help every reader conceptualise the background of this project, realise the true motives of the researcher and provide meaning to all findings.

As a professional I started my career as a military school cadet from the age of 18. I participated in all selection tests and succeeded in getting a position in the Greek Army's Officers Military School where I studied for 4 years and graduated with the rank of second lieutenant of the Armor – Cavalry Corps. After a year of additional training in a dedicated school for tank platoon leaders I joined the ranks of the CNG where I still serve. Within my Battalion and after the end of 5 years in Greek military schools I became familiar and learned the necessary technical skills and knowledge relevant to the specific armoured vehicle that my Battalion has in service. Additionally, I was assigned to the duties of Tank Platoon Leader. At the initial stages of my career I was more interested in all those technical and tactical aspects relevant to my profession but as soon as I progressed in a more demanding position, that of the Company Commander, I started to realise that the nature of my profession was more complicated than I anticipated. Management and personnel related issues started to gain my attention and consume the biggest proportion of my professional time. Furthermore, at this stage of my career I started to wonder why the current managerial system of the CNG works the way it does and seek deeper answers that could provide meaning to my every day practices and guide my decisions. In search for a solid theoretical background regarding these practices I started to attend classes for receiving a Master in Business Administration at my own expenses and free personal time. From all subjects I almost immediately distinguished Human Resources Management and realised that this subject was clearly related with my profession at a very high degree. Additionally, HRM activities seemed to affect my personal working life since I was not only a practitioner of HRM processes but also a recipient of the results of these practices. Without showing any disregard to all other managerial aspects and their relationship with the wellbeing of any organisation I started to search more information regarding the nature of the CNG's HRM system. For the MBA thesis

(Constantinou 2009) I chose to analyse the current officer's staffing procedures of the CNG, a research that revealed many deficiencies and issues in relation to literature and other armies' practice. This research instead of providing answers, came to create more questions that started to trouble me. Many of these questions were common between colleagues and at this level I could not provide a theoretically sound answer. At this stage I realised that a HRM system has to be analysed spherically, with a number of activities examined simultaneously and within a real-life context if a research is to provide results that could be practically applied. The proposal by the Middlesex University to make a work based research came as the perfect opportunity to increase my awareness regarding HRM, provide answers to the questions that troubled me and my colleagues, and at the same time help my organisation improve. Consequently, the current research was crafted in order to provide a necessary analysis of an almost complete HRM system with one of the objectives been to make every stakeholder realise the interrelationship of every activity within a system and that changes in one practice affect the system, other activities and eventually personnel. As an insider professional I realised that two crucial aspects missing from current practice were firstly the necessary interrelationship and cooperation between HRM activities and secondly, the lack of a dynamic perspective within the current system that would enable a faster adaptation to a constantly changing environment. As an insider researcher now and with this project I try find, through a comparison between practice and theory, whether these personal opinions are actually present and if they are at which degree.

It is my personal belief and value that in a contemporary society, in a managerial system or organisation where everything changes and nothing is constant, the existence of status quos, of petrified regulations and laws is inexcusable and by far erroneous. Everything around us is constantly changing and adapting, improving or worsening - hopefully the former - so should organisations and policies within organisations. Rosabeth Moss Kanter (1983: 123) wrote: "Change demands new learning". Based on this remark I developed a strong conviction that ignorance, or at least the lack of proper education and guidance, is one of the reasons that lead to the construction of solid and

unchangeable policies and societal structures. I believe that research, planning, trial, change, error and success must be essential parts of every modern system as they are parts of human life (see Deming's work 1986, 1994 as cited in Scholtes 1998). The deficient policies of the HRM system of the C.N.G. are existent despite the fact that they are not recognised by the C.N.G. or the Ministry of Defence. The ignorance of the existence of such deficiencies within a system does not automatically obliterate the deficiency. Deficiencies, problematic policies and misaligned practices are present and are indirectly observable through the problems they cause which are the only visible and measurable outcomes of the system.

The aim of this project is not, by all means, to expose those that developed all the different policies or are responsible for handling HRM activities. The purpose of the research project is deeply emancipatory and aims in helping revealing the deficiencies of the policies within the HRM system. Moreover and most importantly, the study communicates the possible solutions to the problems through an analysis of the relevant literature, presents the experiences of participants and tries to incorporate the different views into the solutions proposed. It is however unrealistic to expect that a research of this magnitude can provide solutions to all problems. Transformations of such systems in organisations of this size, such as the C.N.G., require in depth analysis of various interrelated systems and not just of one system. Usually these system analyses are time, effort and fund consuming practices and the implementation of the proposed solutions are conducted by teams of professionals. Additionally, this research does not take into account all aspects of the macro and micro-environment that affect the CNG and does not provide an analysis of all HRM activities but nevertheless, creates an almost complete picture of a HRM system that could serve as the foundation of further and more detailed research with focus on individual activities.

This research project and degree is not expected to create an immediate change or advancement in my career at least in the first years, nor has this been a personal ambition. The current CNG's promotion system does not take into account any non-military education or diplomas. Nevertheless, by

employing a dissemination plan that will be analysed at the end of this project, the findings will be promoted to all stakeholders in order to initiate a process of questioning the current practice and trying to find which alternatives could serve the best interests of the CNG. From a personal understanding I recognise that currently the CNG does not have the capacity to perform HRM system modernisation or restructuring. I consider the solution of external advisors as the most suitable if the current realities are taken into account. If this is eventually decided I see myself as the internal consultant and link between the CNG and the advisors that will undertake the task of restructuring.

Within the above personal constraints and core values that encompassed my research strategy and ethical behaviour, I tried to position my research under the label of an inquiry paradigm. This has been a difficult task since none could entirely describe my essential values. Critical theory as it is described by Guba and Lincoln (1994) represented most of my core values and basic assumptions regarding this research.

3.2. RESEARCH METHODOLOGY – CASE STUDY

Costley et al. (2010) provided a listing of nine different methodologies as the most useful for an insider researcher that seeks to conduct a work based research. Some of these methodologies are ethnography, phenomenology, grounded theory, survey-based research, action research and case study research.

Two methodologies instantly gained my attention: action research and case study research. Action research is based on the workings of Lewin (1946) in the 1940's and the basic principle of this methodology is the "plan-do-study-act" cycle. During the four stages of this cycle the participant-observer plans a change, creates a change, observes and gathers data, analyses the data gathered and acts through decision making. More modern approaches regard the action research cycle as a continuous process where the end of a cycle stimulates the beginning of a next cycle that will try and improve the results of the previous one. My view of a constantly changing environment and society fits

well with the action research methodology since adaptation of policies is one of my considerations.

Despite the convergence between my view and the action research methodology I chose not to continue with such a methodological approach due to some, mostly ethical and practical, issues. The first concern is the increased ethical dilemma regarding change implementations. Implementing change in a HRM system of a large organisation like the C.N.G., will definitely affect the lives of many employees or participants to the research. Imagine, for example, implementing a policy that requires all officers to undertake physical or technical tests with penalties imposed on those that fail. Or, more dramatically, consider the worst case scenario of someone losing his/her job because of the implementation of changes imposed by the new policies. The second problem that I would face is the fact that the Government, and thus the Ministry of Defence, is not funding this research making impossible to implement the action part of the cycle.

For the above reasons, I turned my attention to case study research methodology since the flexibility provided by this methodology does not bind me as a researcher into a specific kind of data gathering method. Case study research is regarded by many scholars (as mentioned in Costley et al. 2010: 89) as not a methodology by itself, but as an approach that can draw on a variety of different methods, qualitative and quantitative, to assemble a single case. Case study, according to Yin (2009), is usually preferred as a research method when "how" and "why" questions are being posed, the researcher has little control over events (the relevant behaviours cannot be manipulated) and the focus is on a contemporary phenomenon within a real life context. Schramm (1971: 6) as cited in Yin (2009: 17) commented: "The essence of a case study, the tendency among all types of case study, is that it tries to illuminate a decision or a set of decisions: why they were taken, how they were implemented, and with what result." The aim of this research will be the illumination of all the aspects of the C.N.G.'s HRM system but also the proposal of measures for the improvement of the current system.

The case at hand is the HRM system of the C.N.G. as it is used now as a contemporary set of different policies and activities. The case study seeks to illuminate and explore the different aspects of the system as they appear in the eyes of an insider-researcher and the employees that are responsible of implementing these policies and make this system work. In addition, the research will describe each policy and activity in a critical manner in relation to the existing theory of HRM, reveal possible flaws and propose ways of improvement. Regarding this case study I must, at this point, make clear that I am not trying to develop a new theory regarding HRM or armed forces HRM in the way a research methodology like grounded theory aims. The aim is to reach a thorough, complete, in-depth and extensive analysis of the HRM system of the C.N.G. and provide solutions to the revealed problems in relation to the theory regarding the research problem. The degree to which this case study can be used for generalising purposes regarding theoretical propositions by other organisations and armed forces is a matter that at the moment cannot be examined, but seems unlikely. As an insider-researcher I must admit at this early stage that the purpose of this project is focused only at revealing problems and proposing solutions for the C.N.G.'s HRM system.

This research is a single case study that will use embedded units of analysis, will rely on theoretical propositions and will apply a linear analytic model regarding the analysis and presentation of data. The single case model is selected because of a lack of clear data and the limited free access to information regarding HRM issues of foreign armies. The subject is considered by many professional armies as confidential and the material regarding these issues rarely reaches publication at least as a holistic analysis of a HRM system.

Several publications like Alexandrou et al.(2004), Dertouzos and Garber (2003) and Major General (Rtd) Kapoor S. B. L. (2002) cover issues regarding HRM in the armed forces but are considered as partial glances of the past and not as the current situation of these armies. Additionally, there is the possibility that armies deliberately give only the half-truth regarding their practices or slightly change their publications in order to protect their systems and National security.

Reaching up-to-date information regarding the HRM systems of foreign armed forces is something that at this stage cannot be considered as feasible. Moreover, armed forces collaboration and exchange of information is a sensitive matter that requires permissions from domestic and foreign governmental organisations and institutions. Despite the selection of the single case study model, all the relevant information from other armies that could be retrieved, are presented in order to develop a deeper understanding of what other armies do and illustrate a basis for comparison.

Yin (2009) suggested the usage of single case design as more preferable when the case is rare, unique or extreme. Despite the fact that other armies do exist, I regard this case as unique and like no other because there is no other army that co-exists within the context of the Cypriot society. The second reason for choosing a single case analysis is the fact that this research aims to make critical comparison between the current situation and policies and the available theoretical propositions regarding HRM. This approach requires an in-depth knowledge of all HRM activities but the final result will be highly customisable to the needs of the C.N.G.

The main unit of analysis is the HRM system as a whole within the organisational context of the C.N.G., the Cypriot governmental structure and the Cypriot society. Analysing such a system as a whole without breaking it up into smaller, manageable units of analysis is inevitably unattainable and contains several risks. Using embedded units of analysis helps in examining thoroughly all policies and unveiling their overall effects on the greater picture and on the whole HRM system. The different units of analysis are the various activities that must be carried by a professionally developed, according to theory, modern HRM system. Each activity as a single entity cannot provide determinative and decisive results when improved. Only as part of a complete HRM system can these activities be efficient, sufficient and effective.

Using a single case – single unit analysis is obviously advantageous when no subunits, logically connected with each other, can be found. The pitfall with single case holistic analyses is the fact that they may be conducted without any clear data or measures, in an unclear and abstract way. Yin (2009) added to the

problems of holistic design the concern that the entire nature of the research may shift during the course of the study leaving the researcher with a study that does not address the research questions. Yin (2009) proposes that one way to increase the sensitivity to such slippage is to have a set of subunits which can serve as an important device in focusing a case study inquiry. On the other side of the coin, there is the possibility that the researcher only emphasises the subunits' context and content without properly addressing the greater unit of analysis.

A linear analytic model will be followed throughout the collection and analysis of data, interpretation of results and reporting of findings. This linear analytic model will follow a simple and clear path according to the different activities of HRM as they are examined by most scholars in the field. The path will start from the job analysis and job description processes, move to the recruitment and selection efforts and eventually will go through the various compensation, career and performance management activities. This logical path will make different audiences, from academics to government officials and other stakeholders, to follow easily the flow of information during the different stages and eventually get a clear understanding of the structure of the whole system.

Yin (2009) identified some traditional prejudices regarding case study methodology. The first, and perhaps the biggest concern, is the lack of rigor of case study research as a result of sloppy, biased and unsystematic procedures. The second concern is a long-lasting discussion amongst scholars and research experts regarding the generalising abilities of case studies and especially from single case studies. How a single case can be used for scientific generalisation is a common question. The answer provided by Yin (2009) is that case studies seek generalisable results to theoretical propositions and not to populations or universes. Moreover, he adds that even single experiments cannot be used for generalisation but only with multiple set of experiments someone can extract scientific facts. Moreover, Yin (2009), added to the list of concerns the fact that case studies cannot directly establish causal relationships as "true experiments" or randomised field trials and the complaint that some

case studies take too long and produce massive and difficult to read documents.

3.3. DATA COLLECTION METHODS

A data collection method is the mean that the researcher plans to use in order to gather and analyse data. The methods used within a research must be strongly correlated to the research methodology selected by the researcher and cannot contradict the basic principles of this methodology. Costley et al. (2010) argued that the methods chosen should be methodologically coherent, practically and ethically feasible, and capable of providing the type of information needed. Yin (2009) identified three principles of data collection relevant to the case study research methodology. The first is using multiple sources of evidence, the second is to create a database for the case study and the third is to maintain a chain of evidence in order to increase reliability.

The qualitative approach that will be followed throughout the research dictates the usage of semi-structured and flexible methods that will enable the researcher to reveal data that are not easily recognisable but also use small scale surveys in order to complement the deficiencies of the qualitative methods. The methods that I am planning to use are interviews and more precisely semi-structured interviews and discussions-as-interviews, observation, personal involvement, documentary analysis and surveys. These methods are those that I recognise as the most prominent and most likely to be beneficial for this research. Nevertheless, as a researcher I was open to any other options which could be useful alternatives or back up methods. An analysis of the major methods that were applied throughout the research follows.

3.3.1. Interviews

Interviews can be structured, semi-structured or interviews-as-discussions. I do regard myself as a novice researcher and not as an experienced one. During the MBA research for the final dissertation I conducted semi-structured interviews that enabled me to reach data in a relevantly sufficient depth. With this research I wanted to advance deeper into conducting in-depth interviews and carry out a kind of semi-structured interviews that were guided by a general

questionnaire but also left space and time for a short interview-as-discussion session with the interviewee. The combination of these two interview techniques helped me gather the necessary data, as defined by the guiding questionnaire, but also help in gathering in-depth information during a small scale discussion with the interviewee and gain experience in a more advanced data gathering method. A written consent is appropriate at these cases in order to protect the interviewee's reputation and professional status but also gain his/her full trust and collaboration (see Appendix 3-D). The General Staff and the Ministry indicated the personnel for the interviews after they received a list with all the questions and topics under examination (see Appendix 3-A). During the interviews a special form was used where all the relevant questions were documented and all the answers noted (see Appendix 3-K for an example). This form was used as a guide for the whole interview-discussion with the official. Even before crafting the interviews of officials of the CNGGS and the Ministry of Defence I had a clear understanding of the general legislation and the bureaucratic nature of the organisational structure and culture of both the CNG and the Ministry. This nature dictates to all employees to follow the laws and regulations relevant to their position leaving little room for initiatives. Nevertheless, these interviews provide a more comprehensive analysis of current practices but also provide the opportunity to the organisation (in this case the CNG) to defend its practices. In some way the officials appointed by the CNG and the Ministry play the role of the advocate for the organisation that has its policies defended within this research. This also enhances the credibility of the findings since all opinions are represented within this research.

The bureaucratic organisational structure of the CNG follows a number of general "laws" as they were described by Max Weber (1947). Such structures have definite levels of authority that are usually vertically positioned and are guided by sets of rules, processes and written policies that must be followed by all personnel. The written policies and internal regulations constitute the documentaries that are a different kind of data source. Within every bureaucratic system the degree of deviation from the written regulations relevant to an employee's position is usually very small if non-existent. Despite the fact that the documentary analysis provides the necessary information that

describe the way HRM activities are carried out in an adequate manner, the personal insights by professionals are considered as invaluable insights. These in-depth interviews with professionals and technocrats enable a complementary view to the findings of the documentary analysis offering thus an additional method for data triangulation. A short introduction of the interviews conducted follows with the findings presented at the corresponding activities of Part 5 Project Findings.

Interview with Personnel of the Greek Military School for Army Officers (Stratiotiki Scholi Evelpidon).

During the course of the research a strong need to explore the way the Greek Armed Forces (GAF) view recruitment and selection procedures, emerged. The GAF have very close bonds with the CNG in terms of joint military exercises, personnel training and doctrine. Historically the Chief of the CNGGS has always been a General of the GAF, usually retired, something that has led to a very similar organisational structure and a way of strategic thinking that is closely linked to European and NATO procedures, manuals and policies.

The CNG trains officers and PNCOs at the Greek Military Educational Institutions, something that raises the research need to explore whether these institutions eventually create the military personnel with the standards set by the CNG. As a point of reference the Greek Military School for Army Officers is used, because of my personal relationship with the school and since it is logical to assume that all Greek Military Schools share the same core training values.

After a personal request to the School's Commander, a meeting was arranged at the School's premises in Athens on the 20th of March 2015 with the Director of the Department of Military Training, Brigadier General T. A. and Captain M. E. who was at that time a member of the same Department. The interview was conducted firstly with Captain M. E. who provided the general framework of the system and then with Brigadier General T. A. who presented more in depth insights. For a list of the questions that were discussed over the interviews see Appendix 3-E.

Interview with Officials from the GNGGS' Legal Department.

The Legal Department of the CNGGS was assigned to provide insights regarding career issues, performance appraisals and legal issues. The interview was conducted at the offices of the Department in Nicosia on the 18th of March 2015. The officials appointed by the CNGGS were Lieutenant Colonel G. P. and Major L. S. Both provided valuable information regarding the way a proposal for an amendment in the legislation could be promoted by a Department or Corps Commandment. Despite their willingness to help both made clear that their Department only handles disciplinary issues relevant to military investigations. For a list of the questions that were discussed over the interviews see Appendix 3-F.

Interviews with Officials from the GNGGS' Personnel Department.

After a personal demand directly to the CNGGS, permission was granted in order to conduct interviews with officials that handle issues relevant to this research at the Personnel Department of the CNGGS. The appointed officials were the following:

➢ Lieutenant Colonel P. P. regarding issues of Officers' transfers.
➢ Lieutenant Colonel P. I. regarding issues of performance appraisals, judgments, promotions and retirement for Officers.
➢ Major T. K. regarding issues of NCOs' transfers.
➢ Master Sergeant D. A. regarding issues of performance appraisals, judgments, promotions and retirement for NCOs.

The interviews with these officials were held at the premises of the CNGGS in Nicosia, Cyprus, during their working hours at the 22nd of April 2015. Despite my initial intention to use a sound recorder in order to create a more accurate archive of these interviews, this was not possible. The offices of these officials were not personal but common with other 2 or 3 colleagues that during the interviews were working, talking and answering the phone. Additionally, at some occasions these officials had to leave the interview for brief periods of time in order to oversee emergency issues or some other officials interrupted the interviews in order to consult with them. Nevertheless, the interviews results

were recorded in writing and the information that were crucial to this research were successfully retrieved. For a list of the questions that were discussed over the interviews see Appendix 3-G.

Interview with Lieutenant General (rtd) P. P.

Lieutenant General (rtd) P. P. is a retired officer of the CNG that has served within the ranks for 30 years. Before his appointment to the CNG he worked at the Ministry of Finance where he gained his degree in Law and earned very valuable experiences in economics. In 1975 he joined the CNG and during his service he served in many positions like the Department for Military Expenditure and the Central Agency for Civil and Emergency Planning. Additionally, he received additional training at military schools of both Greece and France. During the first years after the invasion he unofficially helped the legal department of the Ministry of Defence in crafting the first regulations regarding personnel making his knowledge on the subject of law crafting very important. The interview with the General was held at his office in Nicosia on the 24th of April 2015. For a list of the questions that were discussed over the interviews see Appendix 3-H.

Interview with Mr. M. K. of the Ministry of Defence.

Mr. M. K. was appointed by the Ministry of Defence as an expert in compensation issues. He is responsible for making all the necessary arrangements between the Ministry of Defence and the Treasury of the Republic of Cyprus regarding issues relevant to the salaries and monetary benefits of all military personnel. The interview with Mr. M. K. was held at his office at the Ministry of Defence on the 25th of May 2015. For a list of the questions that were discussed over the interviews see Appendix 3-I.

Interview with the President of the Cyprus Army Retired Officers' Association (CAROA) Lieutenant General (rtd) S. M.

The interview with Lieutenant General (rtd) S. M., president of CAROA, was held in Larnaka on the 19th of May 2015. The main issues under consideration

were the retirement procedures of the CNG and the relationship of the association with the CNGGS and the Ministry of Defence.

CAROA was founded on the 16th of November 2000 in order to create a common point of reference for the first retired officers of the CNG. The main objectives of the association are the following:

➢ The protection of the independence and territorial integrity of the Republic of Cyprus with legal means and within the capabilities of the association.
➢ The provision of volunteer services whenever needed by the Republic of Cyprus.
➢ Preserving the relationship between retired personnel and active personnel and between the members of the association.
➢ The coordination and organisation of lectures that are relevant to the association.

For a list of the questions that were discussed over the interviews see Appendix 3-J.

Telephone discussion with Master Sergeant D. P. of the CNGGS' Department of Doctrine and Organisation.

The CNGGS' Department of Doctrine and Organisation is responsible for the publication of the CNG's Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012). This department was not assigned by the CNGGS to provide information regarding the job analysis processes that are relevant to this research and to the area of expertise of this Department. Nevertheless, I contacted by phone on the 3rd of June 2015 the person who was partially responsible for the publication of the Manual of Specialties, Master Sergeant D. P. The Master Sergeant was informed about the research and provided relevant information regarding the processes that led to the creation of the Manual.

3.3.2.Group Interviews - Presentations

From this point I recognise the increased importance of organised and official groups associated to the Armed Forces. These associations are the following:

➢ **CAOA - Cyprus Army Officers Association**
➢ **N-COACA - Non-Commissioned Officers Association of the Cyprus Army[34]**

Through CAOA I retrieved information regarding the working conditions of the armed forces personnel, the views of these associations regarding HRM issues and insights related to personnel problems. Additionally, this association provided a valuable source of recommendations regarding possible solutions to some existing personnel problems. Gaining access to these associations provides a future strategic advantage towards the implementation of some of the recommendations this research will provide.

The way to extract data and views from these associations is by using group interviews. I could interview only the president of each association but I would lose many other thoughts and views from other members of their boards that could be useful. These group interviews were conducted under the triptych "inform, interview and discuss". The aim of the first part was to inform the group about the research, the project objectives and in general what is HRM. During the interview I initiated a guided by a set of questions interview that helped me gather all the necessary data for the research. During the last part of discussion I encouraged an open discussion regarding all the different activities of HRM in order to gain deeper understanding of the views of the members of the association.

Group interview is a process that I must admit that I found rather intimidating due to the difficulties it bounds. There is the obvious danger of losing control during the interview and ending up with an interview without any useful data. Having some degree of control during the semi structured part of the interview at least gives a level of reassurance that some crucial data will be gathered. In

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[34] A meeting was not possible to be arranged until the date of submission.

group interviews is possible to have many different views as many as the participants. Transforming these answers into information relevant to the research was inevitably time consuming and quite challenging.

Interview with the Cypriot Army Officers Association (CAOA).

The CAOA was founded in 2008 after a relevant decision and law of the Parliament of the Republic of Cyprus that was voted 3 years earlier. The Cyprus Army Officers Association tries through cooperation and exchange of opinions with the government and the leadership of the CNGGS to maximize the operational capabilities of the National Guard in order to defend the territories of the island. According to the webpage[35] of the association the major objectives of CAOA amongst others are:

➢ The improvement of terms and conditions of the employment of officers.

➢ The welfare and education of officers and their families.

➢ The study, organisation, promotion, insurance, protection and promotion of ethical and other professional interests of officers.

➢ The development of collegial relations between officers and the promotion of mutual aid and solidarity.

➢ The contribution of culture and consolidation of military discipline and consciousness.

➢ Organising and conducting sports, social and conference meetings between officers or between organisations.

The CAOA has a continuous participation in committees with the armed forces but also with the Parliament's Defence Committee and provides opinions that reflect the views of officers. The members of the board have great experience over subjects that are closely related to HRM, they possess a better understanding of procedures but also have a general view of the opinions of the members of the association regarding various personnel related issues. For

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[35] http://syndesmosaxiomatikon.com/el [Accessed 02 Apr 2015]

these reasons a meeting with the CAOA board was arranged and a presentation was conducted on the 2nd of April 2015 at the association's office in Nicosia. The presentation covered the major literature relevant to this research, the current status within the CNG and the opinions of military personnel as they revealed through the survey. Additionally, the presentation covered a number of identified problems and a brief perspective of how the system could be improved. The board members that were present at the presentation were the President of the Board Captain I. M. and members Captain D. P., Major M. K. and Captain A. C.

After the conclusion of the presentation the board members agreed that there are many serious, complex and underlying problems that affect all HRM activities. The president of the board added to their remark that the association has already recognised these issues and has started an effort to conduct an independent survey regarding HRM activities with the help of Deloitte Cyprus. The perspectives that emerged through our conversation were at least disturbing. What was made clear was the fact that there is not an established good relationship between the CNGGS and the CAOA. Many recommendations made by the association are abolished and in many occasions the association is not even invited in discussions of major personnel issues. The last issue that emerged though the meeting was the fact that restructuring or adjusting the HRM procedures harms the personal interests of some of those executives that possess high ranks or positions and form the head management of the CNGGS. These executives through various means try to promote their own interests, not only individually but also collaboratively, something that substantially slows or halts almost every attempt for improvement that may affect them.

3.3.3.Documentary Analysis

Official documents are very valuable sources of primary information that reveal the strategy and policies behind the HRM system of the C.N.G. The overall system is governed by a set of instructions, restrictions and written regulations that formulate a number of HRM policies. Analysis of these policies gives a valuable insight in the way the HRM system works and the degree up to which it

facilitates or satisfies the needs of the C.N.G. I have gained access to this material but also approval for using it for the purposes of this research after a personal request from the CNGGS. A content and context analysis reveals all the theoretical aspects of the HRM policies of the current HRM system but more importantly unfolds the underlying results and overlooked errors that these policies have. Robson (2002) described documentary analysis as an unobtrusive measure which is nonreactive, meaning that the document is not affected by the fact that it is used. In addition, he argues that the analysis of the content of a document directly collected for the purposes of a research ceases to be an unobtrusive technique. Caution thus was required in documentary and content analysis in order not to harm and expose negatively the work of possible stakeholders, like the authors of a document. Moreover, as an insider researcher I had to comply with the laws and rules of the C.N.G. that require confidentiality while handling sensitive material, like HRM policies and official documents. Confidentiality thus is something that governs the whole research but also the presentation of the final results.

The main documents that regulate the general way various HRM activities are conducted are the regulations[36] concerning each personnel category that are connected and approved by the Cypriot Parliament. These regulations are directly related to the Law regarding the Cypriot National Guard (Parliament of Cyprus 2011) and the Law regarding the Armed Forces of the Republic (Parliament of Cyprus 1990) which provide the general legislative context for the CNG. These Laws and regulations provide the base for the all the internal regulations which are developed within the Ministry of Defence and the

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[36] Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995 - 2012).

Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993).

CNGGS. Every internal regulation must be perfectly aligned with these regulations, the relevant legislation and all the other Laws of the Republic of Cyprus. If this is not monitored and controlled then an internal regulation and policy can violate the rights of personnel and expose the CNG in possible lawsuits, reimbursements and public relations tribulations. The regulations and Laws are not considered as confidential since they are published at the Government's Gazette. All the internal regulations that are used for the purposes of this research are characterized by the CNGGS as confidential and provide a better understanding of the processes that regulate the HRM activities.

3.3.4. Observation, Personal Involvement and Participation

Being an insider researcher has provided me over the years with some additional access in HRM processes and information. As a candidate for military schools I had the opportunity to go through the whole process of personnel selection, thus my personal experiences are considered as a base to start from. Later on, as an officer I had the opportunity to observe the tests conducted by the Ministry of Defence and take part to the whole process of the exams and the athletic performance testing. Moreover, as a commanding officer, I have the duty to report to the higher command the degree of efficiency, knowledge, productivity and professionalism of each of my subordinates individually. This is done through performance appraisals that are conducted at least once every year. The privilege of being an insider researcher has already given me a deeper understanding of many activities and policies within the C.N.G., something that I consider as a valuable source of information. Reflecting on these experiences gave helpful data for consideration, data that were analysed and handled under a critical point of view in order not to contaminate the research with biased personal opinions or blurred past experiences.

3.3.5. Survey

After the presentation of DPS4561 at the Program Approval Panel a new possibility regarding the data collection methods emerged. A small scale survey was proposed about the opinions of active armed forces personnel regarding

HRM activities. This was a possibility that was not examined mainly due to personal data collection method preferences, something that I had not realised until the PAP presentation. I thought that quantitative data, as a result of a survey questionnaire, could not add value to the findings of a purely qualitative approach. After a careful examination of the PAP's proposal, I realised that a small scale survey through questionnaires could add value, give more insights and increase the credibility of the whole research and the trustworthiness of the final results. As mentioned earlier, the other methods seek to reveal the procedural nature of the current HRM system. This small scale survey seeks to provide a glimpse to how the different policies are viewed by the personnel of the CNG. Perceptions and personnel opinions regarding the policies and practices that affect them constitute a crucial aspect of every HRM system that should always be explored, investigated and taken under consideration.

Despite the large number of workforce sub-categories, the active personnel could give invaluable information. The active personnel of the National Guard could provide opinions and views regarding the performance appraisal policies, career issues and compensation and benefits issues. This survey is a self-selected web-based survey. The questionnaires were delivered to the respondents through the different armed forces associations[37] and after a written request[38] for this research to the boards of these associations. The link to the survey was accessible through the websites of both associations. The main reason that as a researcher I selected these associations and not the CNG as the channel of communication with the members of the CNG is because I wanted to avoid any possible interference or survey questionnaire censorship by the CNG. Another reason was the independent nature that I wanted to infuse to this survey and research, something that could be achieved only through these associations. This independent nature helps respondents speak more freely about their opinions without any fear that their employer may retaliate in any way.

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[37] CNG's Personnel Associations
  ➢ CAOA - Cyprus Army Officers Association
  ➢ N-COACA - Non-Commissioned Officers Association of the Cyprus Army
[38] Request via Email to the Boards of the Associations on 4th March 2014.

Web-based surveys tend to be faster to be conducted, they can reach a lot of participants with minimum costs and they can produce high quality information since every answer is automatically processed. Additionally, since they are electronic they can have internal built-in processes that reject any error made by respondents. The last advantages are that these surveys do not require interviewers while at the same time they can be conducted at a place and time that is convenient to the participant. On the other side of the coin, web-based surveys have the disadvantage to reach only people that are familiar with the internet and with computers, creating thus a sample that could be biased or not so random since many population segments could be excluded from the survey. Additionally, this issue could lead to selective participation and subsequently to a non-representative sample. Regarding this research's sample it seems that the current web-based design favours officers over NCOs that are a smaller proportion within the sample while in reality and from the whole population, NCOs are more than officers. Not every personnel category is represented in this survey in the same analogy as within the whole population. Despite this obvious weakness this survey does not try to make assumptions and discover realities that are relevant only to one personnel category or a group of categories. All questions within this survey are general and relevant to every CNG's personnel category, and try to reveal general perceptions that are homogenous to every military member regardless of sub-category. What is necessary to underline here is the fact that additional surveys focused on each personnel category are needed in order to reach in depth conclusions customised to the realities of each and every category.

Appendix 3-B shows the questionnaire that was delivered to the armed forces personnel through email. It was developed through Google Forms and participants could complete it online with the results being calculated and delivered by the program simultaneously. The questionnaires were anonymous in order to increase the response rate and the only personal information that was collected is the respondents' professional details in order to classify the results according to the corresponding rank and personnel categories (if needed). The self-completion questionnaires had a combination of closed

questions where a number of fixed answers is available and of questions where the respondent is free to choose the answers that best represent her/his views.

Developing the survey questionnaire was a process that began, more at a subconscious level than an organised and written one, as soon as I began to have a general understanding of what human resources management actually is during the subjects of the MBA and how various concepts work within an organisational environment. This internal development process ended as soon as the relevant literature and the CNG's internal regulations were analysed. This indicates that the development of the questionnaire was a prolonged process that covered a major part of this research's duration with its origin starting well before the actual undertaking of this research. After the completion of the literature review and the analysis of the CNG's internal regulations, all the necessary knowledge was accumulated in order to proceed with crafting the survey questionnaire. This process was divided into three major parts starting from designing the questionnaire, moving to the placement of questions into sections and finally to the distribution of the questionnaire. The whole process followed the general guidelines set by Bradburn et al. (2004: 315) who describe the basic steps in preparing questionnaires, applied with some modifications in order to fit the purposes of this survey and research.

The first part of designing the questionnaire started with an identification of the goal of the survey which was to reveal the perceptions of military personnel regarding the HRM activities and processes that are under examination in this research. Directly this created the need to further divide the survey questionnaire into multiple parts according to the various HRM activities in order to help the survey participants to get an idea of how these seemingly different subjects actually interconnect with each other into a single HRM system. After the accumulation of knowledge regarding the current practice within the CNG and the literature regarding HRM activities it became clear what information should be gathered in order to facilitate a comparison between literature, practice and personnel perceptions. Since the needed information was recognised, the development of initial – draft questions was made possible at this point. Furthermore, the types of questions that could support the necessary

gathering of relevant data were decided. In order to create a scientifically based questionnaire several searches for existing questions and scales on the topics of HRM took place something that helped in the development of the survey questionnaire, the revision of questions and the drafting of new ones. Some questions listed in the questionnaire are originated from the MBA thesis (Constantinou 2009) regarding the officers' selection procedures of the CNG, others emerged through my personal effort to provide solutions to various HRM related problems that I faced as a professional, others through the literature and others from personal discussions with colleagues. The documentation of these issues, my personal experiences and of course the review of relevant documents and HRM literature helped me form and develop the survey questions. This has led to the creation of a rather lengthy questionnaire despite the effort to reduce the number of questions. At this stage it was decided to make a web-based survey with the aim of retrieving as much possible participants as possible regardless of personnel category and rank.

Placing questions into the different sections and editing the questionnaire was the next part of the development process. Each question was put into the corresponding section of the questionnaire something that led into the formulation of the whole questionnaire at its final form. Additionally, at this point an initial introduction to the survey was written in order to help every participant realise the purposes of the research, provide general guidelines and address any possible issues that could arise during the completion of the questionnaire. After the completion of the draft questionnaire I had a small number of colleagues complete it as a pilot-survey. Through their review I collected very useful insights regarding questions that were not easily understood, grammatical errors and issues regarding the explanatory guidelines that were stated before each question. After the necessary corrections, revision of questions and amendments the questionnaire was ready to be distributed. The final part of the whole process was the distribution of the survey questionnaire through the web. This development process resulted in a questionnaire that was found by participants as very intriguing and interesting since it was directly related with their professional everyday problems and issues.

The questionnaire, as mentioned earlier, starts with a short review of the HRM activities and a short explanation of the research's objectives. The first aim of this part is to clarify any anonymity, confidentiality and ethical issues that respondents could have. The second aim was to help them complete the questionnaire and the last was to inform them about the nature of HRM and how it affects their professional lives. After the short introduction, the questionnaire was divided into the following parts according to the different HRM activities:

- ➢ **Personal Details**
- ➢ **A. General Questions**
- ➢ **B. Recruitment**
- ➢ **C. Personnel Selection**
- ➢ **D. Job Analysis and Job Description**
- ➢ **E. Compensation and Benefits**
- ➢ **F. Career Planning**
- ➢ **G. Performance Appraisal and Performance Management**

All the parts of the questionnaire are analysed in the next few paragraphs from a methodological standpoint while the results will be presented at the respective parts of the project.

The Personal Details part of the questionnaire (see Table 3.3-1) is comprised by 9 different questions that seek the professional details of each respondent. These details help in gaining a better picture of the categories of personnel that completed the questionnaire. The aim of this survey was not to classify answers according to personnel categories but to provide the bigger picture of opinions regardless of category. It is absolutely logical that some issues affect all the different categories but the opinions of each personnel category regarding these issues may be quite different. The identification of these differentiations in opinions is crucial for another research that may search for targeted policies with the intention of affecting each category differently. The main aim of this survey is to identify the general feelings of all categories regarding the policies affecting their professional lives.

1.	Rank:	…………………………………………
2.	Armed Forces Branch:	a. Land Forces b. Air force c. Navy
3.	Corps:	…………………………………………
4.	Specialty:	…………………………………………
5.	Sex	a. Female b. Male
6.	Graduate of which Military School:	…………………………………………
7.	Age:	a. 20 – 30 b. 31 – 40 c. 41 – 50 d. 50+
8.	Years of Service:	a. 0 – 5 b. 6 – 10 c. 11 – 15 d. 16 – 20 e. 21 – 25 f. 26+
9.	Category:	a. Officer b. PNCO c. VNCO d. FYCVNCO e. Officer from PNCO f. Officer from direct appointment g. PNCO from VNCO

Table 3.3-1: Personal Details Part of the Questionnaire

The total population of the CNG's officers and NCOs of all categories is approximately 3000 men and women (a thorough comparison between the population and the sample follows). The sample of the survey is 130 respondents that represent the 3.25% of the total population which provides a

margin of error at the 95% confidence level equal to 8.595% (Margin of Error = $z_{\alpha/2}/2\sqrt{}$ n) $= 0.98/\sqrt{n}$). 79 respondents (61% of the sample) are officers from the rank of second lieutenant to the rank of lieutenant colonel (see Figures 3-1, 3-2, 3-3 and 3-4). The opinions of officers with ranks of colonel and above are not represented within this sample. Additionally, all officers that completed the questionnaire belong to the category of officers that come from a HMEI. The rest 51 respondents (39% of the sample) are NCOs of all categories. Despite the relatively large number of women VNCOs and PNCOs that serve within the CNG, only 3 (2% of the sample) completed the questionnaire (see Figure 3-5). Most of the respondents (57%) belong to the age band of 31 to 40 years old while the majority of the participants (64%) have between 11 and 20 years of service (see Figures 3-6 and 3-7).

Due to a lack of availability of relevant population information regarding the composition of the CNG from the CNGGS or the Ministry of Defence, different unclassified sources were used. These sources are the yearly budget of 2016 Law N.49(II)/2015 (Parliament of Cyprus 2015) and the yearly budget of 2015 Law N.57(II)/2014 (Parliament of Cyprus 2014) which contain all the personnel of the CNG categorised into ranks from 2014 to 2016. From these two budgets all the necessary statistical data were obtained and a comparison between sample and population was made possible. The data that were selected and finally used, were those of 2014 which was the year the survey was conducted. The total number of the CNG's active personnel for the year 2014 is 2933 from which 1376 (or 46.91%) are officers of all categories and the rest 1557 (or 53.09%) are NCOs (see Figure 3-8). Unfortunately, the budget does not discriminate further between the different sub-categories of personnel such as PNCOs, VNCOs and FYCVNCOS but only provides a listing according to the rank and salary scale. Additionally, within the yearly budget there is the additional personnel category of Soldiers that is currently inactive and does not affect this survey. Figure 3-8 shows that the sample has different proportions for officers and NCOs which are somehow reversed to those of the population. The sample is more representative for officers than is for NCOs and one logical explanation that could explain this result is the fact that officers have better computer knowledge than NCOs.

Figure 3-9 presents a comparison between the population and the survey's sample as these are distributed into the different ranks. The sample does not have any participants from the rank of Colonel and above who represent 2.35% of the total population. Additionally, Warrant Officers who are 4.40%, Platoon Sergeants who are 11.90% and Lieutenant Colonels who are 7.53% of the total population, are represented only by 0.77%, 3.08% and 3.08% respectively within the sample. The rest ranks are represented within the sample with proportions that are very close to their population proportions and in the cases of Staff Sergeant, Lieutenant and Captain with greater proportions. If these results are analysed in terms of ranks then military personnel with the ranks of Warrant Officers, Platoon Sergeants and Lieutenant Colonels who are 23.83% of the population are represented only by 6.92% in the sample. Sergeants and 2nd Lieutenants who are 22.13% of the population are represented by 14.62% in the sample. Staff Sergeants, Lieutenants, Captains and Majors are 51.69% of the total population but are represented by 78.46% of the sample in the survey.

Despite the effort to decrease the disadvantages of a web-based survey it was not possible to create a representative sample for all personnel categories. The main effort was to collect a sample with a great number of participants following the most convenient way in order to achieve this objective. This inevitably resulted in a sample that is not representative and cannot be used to extract information regarding each category within the population. Retrieving a representative sample was not set as a survey objective from the beginning since something like that would be very difficult to attain with a web-based self-administered survey. That is the main reason that the results of this survey are graphically presented as proportions of the whole sample and not as proportions of the different personnel categories. This survey is employed in order to make possible the comparison between literature, practice and personnel perceptions and used as a mean to stimulate further research and surveys that will enable the gathering of more representative samples that can provide insights regarding the views of each personnel category. Nevertheless, 4 personnel ranks were represented adequately with another 2 following with slightly lower proportions. These 6 categories that constitute 73.82% of the total population are represented by a very high 93.08% of the sample.

From the beginning the difficulties to receive a perfectly representative sample were acknowledged and an effort to reach all different categories was made. The reason that some categories did not participate in the survey at all is estimated to be their lack of computer knowledge, since these categories are those that have the oldest officers and NCOs. These results indicate that the sample could be considered as representative, since this research does not try to make assumptions that target specific personnel categories but only to provide a general picture of the cultural aspects of HRM activities, regardless of rank or any other categorisation. It is necessary and essential here to state that future research should focus on revealing issues and personnel perceptions that are relative to each category with targeted surveys that put in the centre of attention one single personnel category and rank. These surveys will provide a trustful picture of how HRM activities could be improved for the benefit of each personnel category.

Google Forms is the web-based program that was used in designing the questionnaire and collecting the necessary responds from colleagues. After the completion of the design and assembly of the questionnaire a link was sent to all colleagues through the pre-mentioned associations. Every respondent selected the link and was forwarded to the questionnaire. The form was available online from the 5th of March to the 25th of April 2014 providing enough time to colleagues to find and complete the questionnaire. After completion the data were statistically manipulated by the program and delivered the necessary statistics. Despite the ready to use data provided by the program, a deeper analysis and more detailed statistical information, like confidence intervals, were necessary in order to gain more insights regarding the results. For the statistical processing, all data were transferred to Microsoft Excel where the different answers were given corresponding arithmetical values in order to enable their statistical treatment. After their transpose into numbers all answers were calculated into proportions of the sample size so that graphical representations of these answers could be made. Additionally, with the help of Excel's descriptive statistics function, the tables shown in Appendix 3-C were constructed in order to illustrate the set of statistical information regarding each and every question. This function was extremely helpful in determining

statistical information like skewness, kurtosis, standard deviation, mean, standard error and the confidence interval for a confidence level of 95%. The closer skewness is to zero then the distribution is closer to normal while the values between ±1 can indicate normally distributed data or an approximation to normally distributed data. Kurtosis reveals the shape of the distribution. A positive kurtosis indicates a peaked distribution with answers concentrated around a mean while a negative kurtosis reveals a flatter distribution. Values near zero indicate a bell-shaped normal distribution. From the results shown in Appendix 3-C someone can easily identify many questions with answers that reveal great degrees of skewness and kurtosis, far greater that those corresponding to a normal distribution. This is expected at a real life survey and is an indication of strong and uniform opinions of the CNG's personnel regarding specific matters covered by this survey.

As can be seen in Appendix 3-B, most questions request from participants to select their responds from a scale of answers starting from the biggest to the smallest degree of influence. Some of these questions have 5 different answers while others have 7 different scaled answers. In both cases values were provided to all possible answers, starting from 1 to 5 or 7 respectively, in order to facilitate statistical analysis. The values of 3 where 5 answers were provided and 4 when the possible answers were 7 are considered to be the average or indifferent opinion of respondents regarding the degree a parameter influences a corresponding HRM issue. The mean of each question (see Appendix 3-C) indicates where the answers are concentrated while the confidence interval for the 95% confidence level indicates where the population mean is expected to be found (for a 95% confidence level). These two statistical functions provide a clear picture for the opinions and perceptions of personnel regarding every issue covered by the questions of the survey. The greatest interval for the 95% confidence level found is 0.38 and the smallest 0.03. Since the answers have a difference of 1 between them, these relatively small intervals indicate a greater chance that the results found should represent and reflect a very close approximation of the population's opinion. A complementary statistic (if we assume that every distribution found is normal) is the standard error of the mean $(SE = \sigma_{mean} = \sigma / (\sqrt{n}))$. The maximum standard error found for all

questions is 0.20 (0.199 to be exact). Under the assumption of the normally distributed data, the mean of the population (P_{mean}) can be found, with a 99.7% certainty, between 3 standard errors below and over the sample mean ($P_{mean} \approx S_{mean} \pm 3SE$) or with a 95% certainty 2   standard errors (or more precisely 1.96 SE) below and over the sample mean. In the strictest sense of ±3 SE the value of the deviation is equal to ±0.6 ($3 * 0.2 = 0.6$) which again is less than 1 point and thus does not leave any room for other answers to be considered as possible for the whole population.

All the results of the survey are analysed in the related part of the research in order to provide a better picture of what are the objectives of the corresponding HRM policies and what personnel actually believes about them. The results are combined into graphs according to the different questions and two types of graphs are extracted. The first type illustrates the proportions of personnel that selected the different possible answers of each question. These graphs provide the general picture of the views of personnel. The second type of graphs illustrates the means of each question providing thus a better understanding of where the tendency is. For example, means closer to the answers at the two ends (e.g. closer to 1 and 5 or 7) illustrate a tendency to the extreme possible answers of extremely high or low degrees of relationship.

PARTICIPATION OF RANKS IN THE SURVEY

Bar chart showing counts by rank:
- SERGEANT: 14
- STAFF SERGEANT: 32
- MASTER SERGEANT: 4
- WARRANT OFFICER: 1
- 2nd LIEUTENANT: 5
- LIEUTENANT: 29
- CAPTAIN: 29
- MAJOR: 12
- LIEUTENANT COLONEL: 4
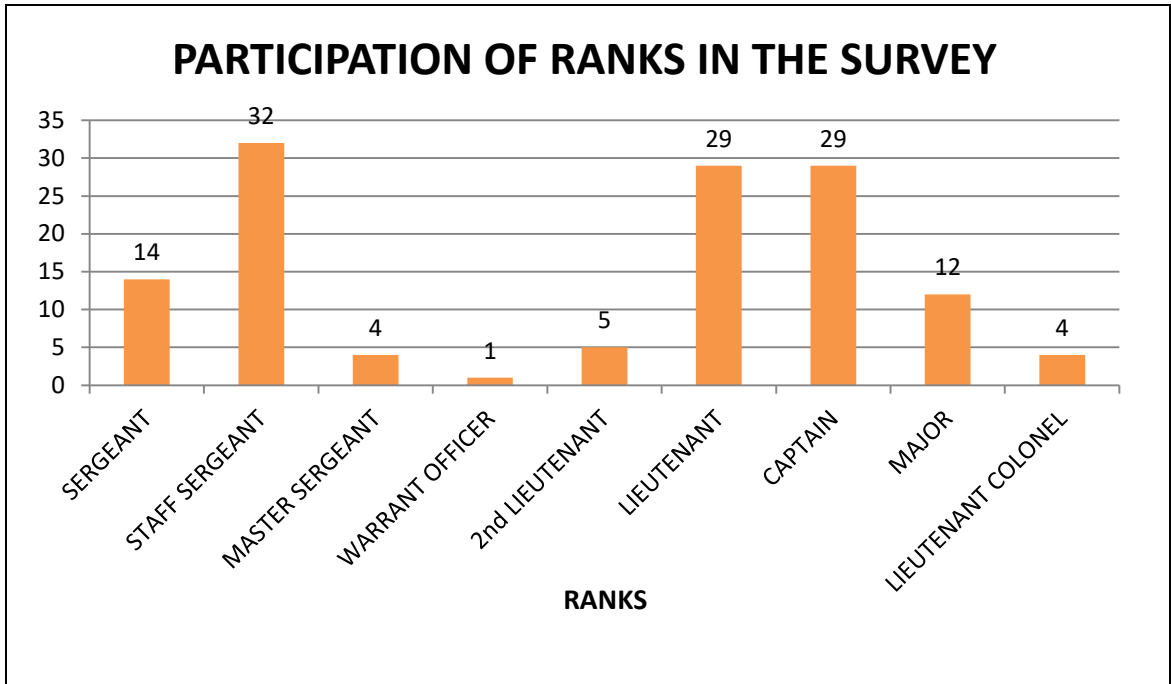
RANKS

FIGURE 3-1: Participation of Ranks in the Survey (Question 1)

PARTICIPATION OF RANKS IN THE SURVEY

Bar chart showing percentages by rank:
- SERGEANT: 10.77%
- STAFF SERGEANT: 24.62%
- MASTER SERGEANT: 3.08%
- WARRANT OFFICER: 0.77%
- 2nd LIEUTENANT: 3.85%
- LIEUTENANT: 22.31%
- CAPTAIN: 22.31%
- MAJOR: 9.23%
- LIEUTENANT COLONEL: 3.08%
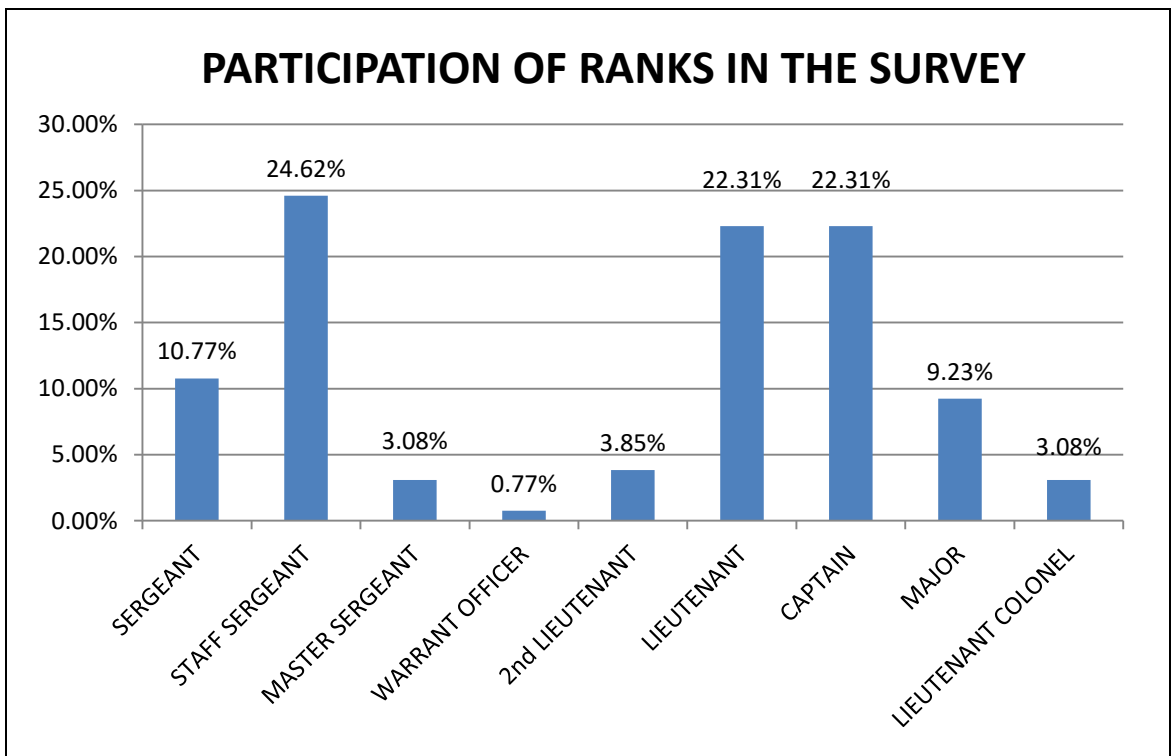
FIGURE 3-2: Participation of Ranks in the Survey (Question 1)
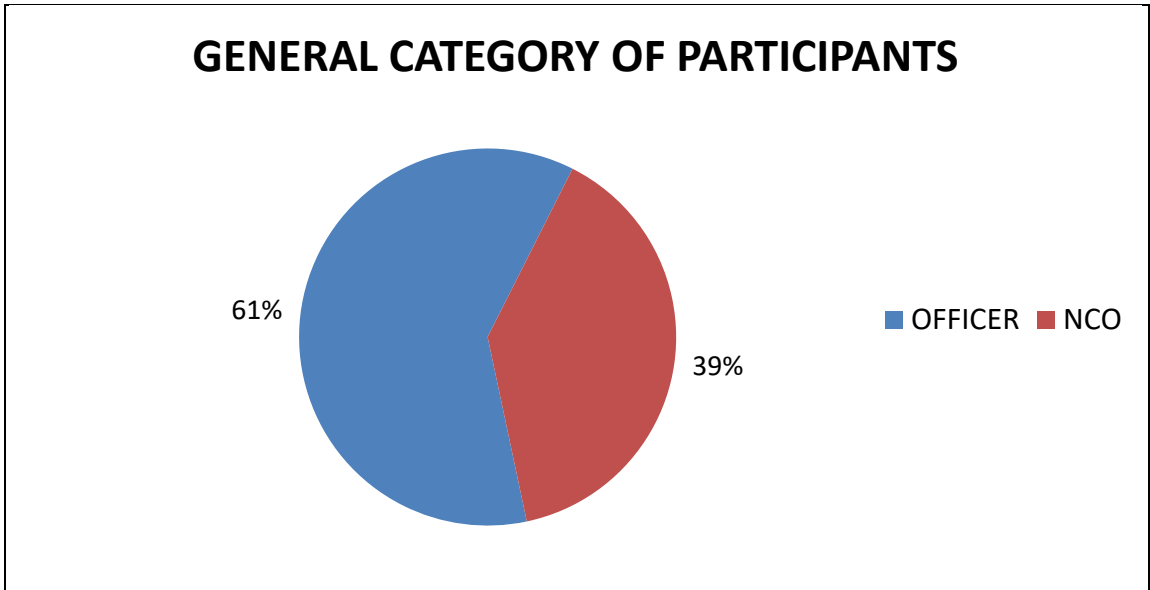
FIGURE 3-3: General Category of Participants (Question 9)
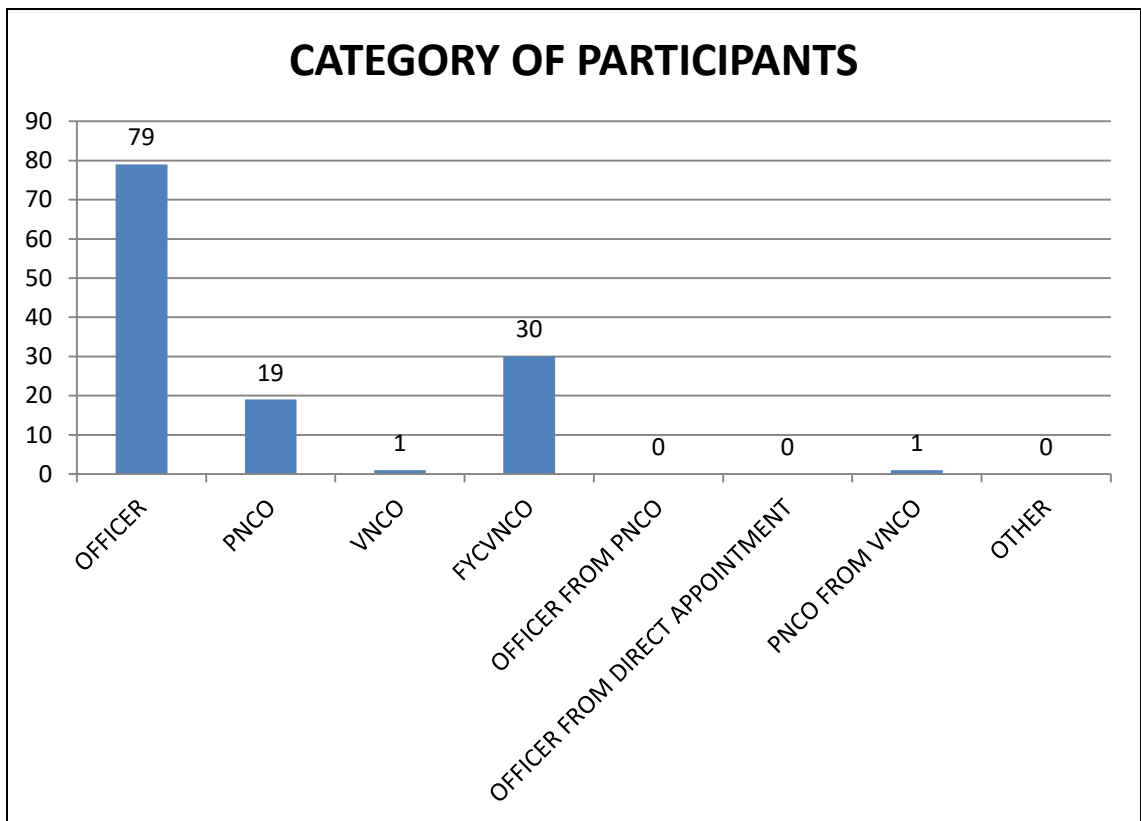
FIGURE 3-4: Categories of Participants (Question 9)
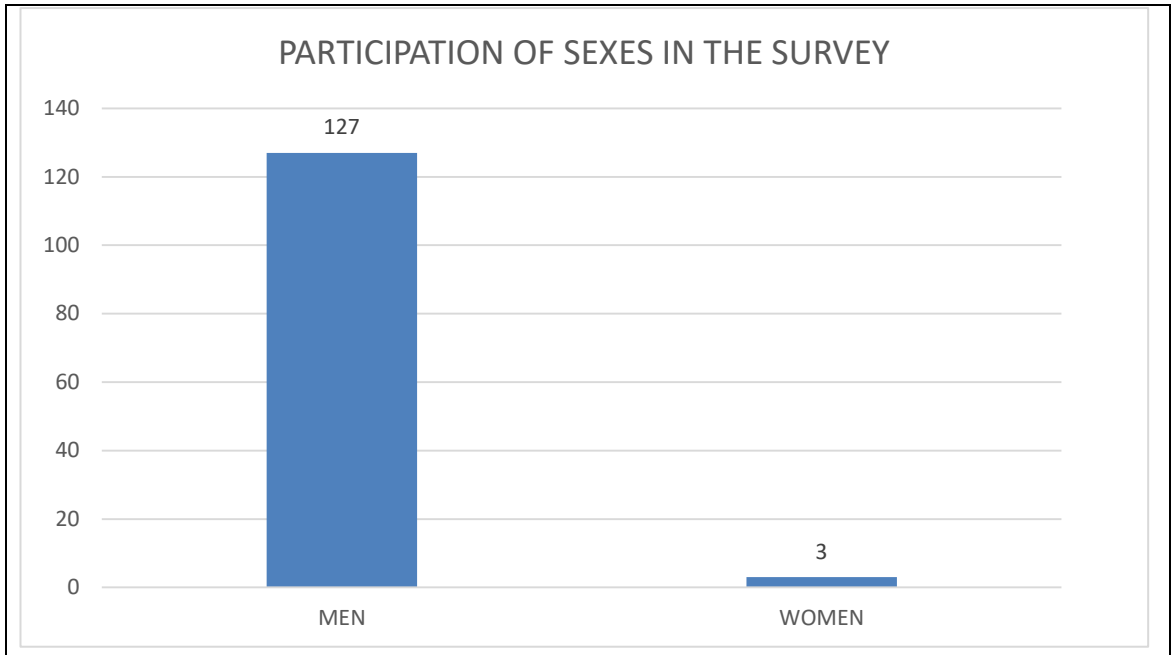
FIGURE 3-5: Participation of Sexes in the Survey (Question 5)
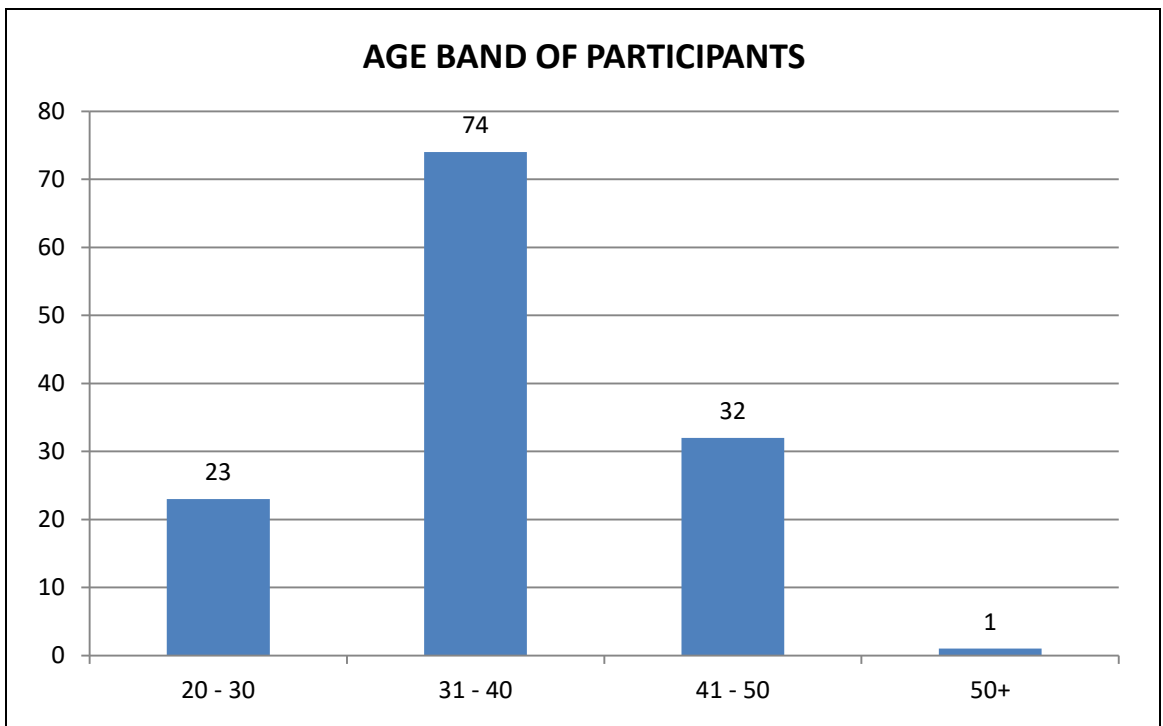
FIGURE 3-6 Age Bands of Participants (Question 7)
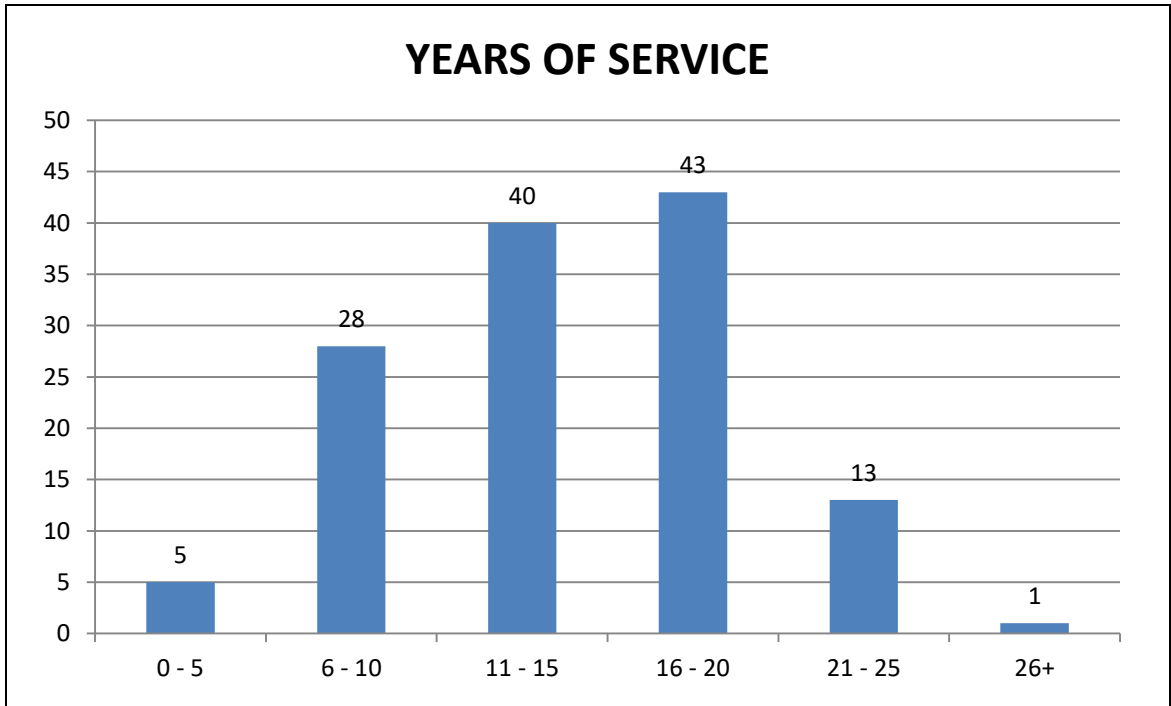
YEARS OF SERVICE

FIGURE 3-7: Years of Service (Question 8)

The Distribution of Personnel Categories in the Population and the Sample of the Survey
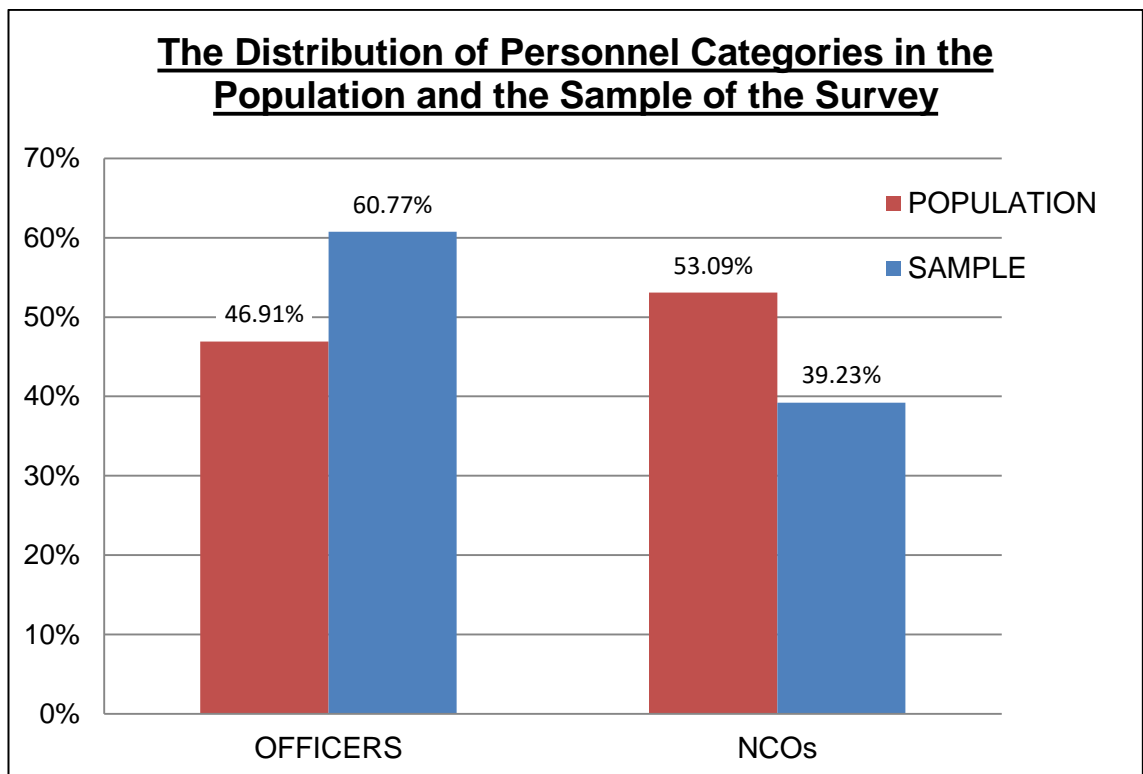
FIGURE 3-8: The Distribution of Personnel Categories in the Population and the Sample of the Survey

The Distribution of Ranks in the Population and the Sample of the Survey
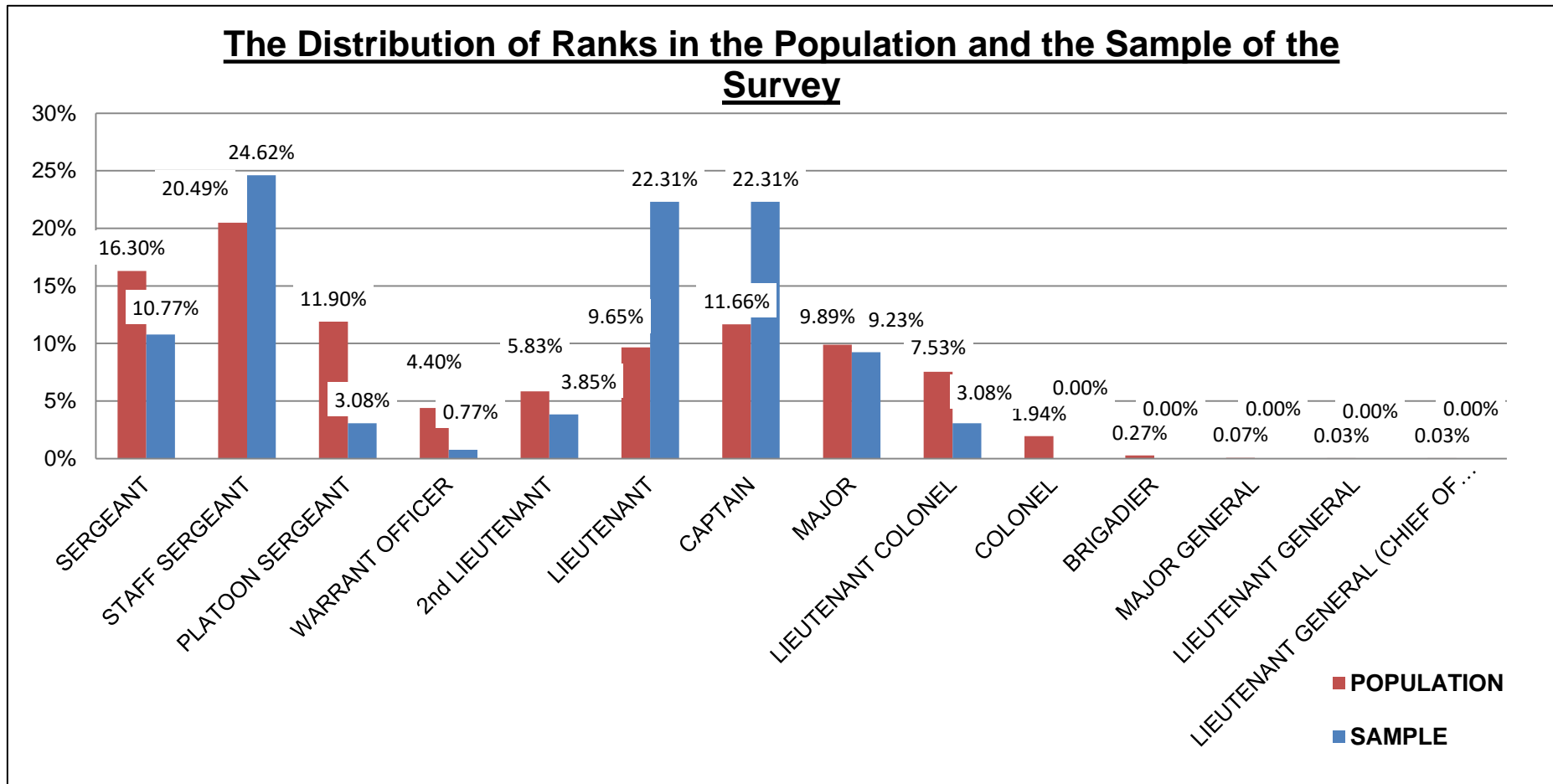
FIGURE 3-9: The Distribution of Ranks in the Population and the Sample of the Survey

All the rest parts of the questionnaire are discussed in the corresponding chapters of the research. From a methodological standpoint the questionnaire is comprised by different kinds of questions. The first kind[39] of questions provides an odd number of possible answers that a respondent may choose from. Every answer provided receives a corresponding value starting from 1 to 3 or 5 or 7, according to how many the answers are, so that statistical calculations can be made. All the answers that were collected were transformed into numerical values and with help of Microsoft Excel's statistical tools into charts presenting the statistical findings. More specifically, the values were used to calculate the mean of all answers, the confidence interval and other statistical functions that could provide a general and better view of the perceptions of personnel regarding the issue covered by each question. Many of these questions[40] requested from respondents to rate an aspect of HRM in relation to a number of different criteria in order to collect more insights regarding a specific activity of the current HRM system.

The second kind of questions[41] that was used is the one that provides a number of possible different answers and even an open space for respondents to fill their own answer and opinion. These answers did not receive any corresponding values, as in the case with the former kind, since they do not follow the same scaled pattern. These answers are individually different, independent and are presented in the form of proportions in relation to the

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[39] Questions that provide an odd number of possible answers (see Appendix 3-B for the whole Questionnaire):
  ➢ Part A of the Questionnaire: Questions 1, 2, 3, 4.
  ➢ Part B of the Questionnaire: Questions 2, 3, 4, 7.
  ➢ Part C of the Questionnaire: Questions 1, 2, 3, 4.
  ➢ Part D of the Questionnaire: Questions 1, 2, 3, 5, 6, 7, 8.
  ➢ Part E of the Questionnaire: Questions 1, 2, 3, 4, 5.
  ➢ Part F of the Questionnaire: Questions 3, 4, 5, 6.
  ➢ Part G of the Questionnaire: Questions 2, 3, 4, 5, 6, 7, 8, 10, 11.
[40] See for example Part A: Question 1, Part B: Question 2 and all the Questions of Part E.
[41] Questions that provide a number of possible independent answers (see Appendix 3-B for the whole Questionnaire):
  ➢ Part B of the Questionnaire: Questions 1, 5, 6.
  ➢ Part D of the Questionnaire: Questions 4.
  ➢ Part F of the Questionnaire: Questions 2.
  ➢ Part G of the Questionnaire: Questions 1, 9.

survey's sample. Some of these questions[42] provide the opportunity to respondents to choose more than one answer in order to express more of their opinions.

The third and last kind of questions is the one that provides only two answers a 'yes' or a 'no'. This kind of question that is very easy to handle statistically but it does not provide many insights regarding issues that are affected by a number of criteria. This type of question is only found once in the whole questionnaire and is the first question of Part F. This question investigates whether personnel wants more control over their career but does not try to find the degree of control making thus possible the limitation of answers into two.

3.4. DATA ANALYSIS

Data analysis is a very important process that needs to be conducted in a careful and scrupulous manner so that the gathered data can be transformed into useful information. The amount of data that were gathered through the methods analysed thoroughly earlier is, as anticipated, very large. The interviews alone produced a lot of raw data waiting to be transformed into useful information that could be incorporated into the research. Without a clear plan of how the data will be documented, information extracted and then displayed as part of the research project, every researcher inevitably will be lost into a pile of data and hours of recordings that will at least discourage or make him/her lose control over the entire project. Overall, the data from each data gathering method and each participant, in the case of interviews, were firstly divided into different categories. These categories correspond to the embedded units of analysis which are, in this case, the different HRM activities under evaluation. Secondly, the data were reduced into useful information regarding each activity and lastly, after the incorporation and display of all the different information into a single document, conclusions and recommendations were able to be extracted and illustrated. This form of data analysis follows the

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[42] Questions that provide a number of possible independent answers with the opportunity to select more than one answer (see Appendix 3-B for the whole Questionnaire):
  ➢ Part B of the Questionnaire: Questions 1, 5.
  ➢ Part D of the Questionnaire: Questions 4.
  ➢ Part G of the Questionnaire: Questions 9.

recommendations of Yin (2009) on case study evidence analysis which suggests, amongst others, a reliance on the theoretical propositions that guide the research but also the Miles and Huberman (1994) approach.

The Miles and Huberman (1994) approach for analysing case study qualitative data is a very practical tool that was used throughout this research in order to have a well-organised data coding and analysis system. Their approach is divided into the following three parts:

A. **Data reduction**
B. **Data display**
C. **Conclusion drawing and verification**

The data reduction phase is regarded by Miles and Huberman (1994) as a part of data analysis and starts before any data are collected during the early stage of choosing the sources for the research. During the data collection the researcher must reduce the volume of data through coding, the production of summaries and by making memos, in order not to end up with a mountain of unmanageable data. Before the gathering of data nine different general coding categories were recognised and a simple matrix was introduced which is used as a data retrieval board (see Table 3.4-1). Coding categories were used in order to classify all data and increase the ease of accessing them. The coding categories applied are the same as the different HRM activities that are under examination. During the data collection phase of this research and after the end of each interview, a session summary sheet was filled in order to capture the critical information retrieved by each interviewee. The interviews were recorded on a digital sound recorder and then transferred on a CD in order to have an easy to access database of recordings. For all the policy documents that were used a document sheet was filled, in order to illustrate their content. The information collected from all methods is documented on Table 3.4-1 in order to easily access and review the categorised information. Table 3.4-1 is a sample while Appendix 3-L illustrates the actual data retrieval board. Interim summaries were prepared for all the different data categories just before the middle of the scheduled period of time available for the data collection phase. Through the interim summaries it was made clear what information was

collected so far but more importantly the gaps and deficiencies were identified at an early stage when as a researcher I could realign the course of the research.

The session summary, the document and interim sheets can be used as ways to display data. Other than that, matrices and networks are used to display thick data and relationships. The networks, in a flow chart fashion, are used in order to show the processes carried out by the different HRM activities, show power and decision models, explain how the whole HRM system works and through context charts, illustrate how the different departments work with each other. Matrices are used in order to show data that occur based on their time sequence, based on the source of the data or based on the different processes and their observed outcomes.

Miles and Huberman (1994), as cited in Robson (2002: 480-482), gave a list of thirteen possible conclusion drawing techniques that could be used in order to extract information out of qualitative data. From this list I used the following six methods:

- ➢ Noting patterns, themes and trends.
- ➢ Seeing plausibility and checking whether the different patterns and conclusions are logical.
- ➢ Clustering by grouping the different processes together if they appear to have similarities.
- ➢ Making contrasts and comparisons between and within data sets.
- ➢ Building a logical chain of evidence through the development of logical relationships.
- ➢ Making theoretical coherence by moving from data to theories through analysis and categorisation.

Miles and Huberman (1994 cited in Robson 2002: 483-485) provided a general guide for verifying the findings. The guide has three different tactics, each with different steps, some of which are deeply related with the research's overall validity and are analysed in more depth in the next section. The first step is

assessing the data quality. During the assessment of data quality the researcher must:

A. Check for representativeness. Triangulation through multiple data collection methods and the construction of data display matrices will increase the representativeness of the data gathered but will not decrease the biases originated by the researcher as an information processor. Sadler (1981), as cited in Robson (2002: 468-469), listed a number of deficiencies of the human as analyst. These deficiencies include first impressions that make large impacts, uneven reliability to sources and inconsistency of repeated evaluations. All these deficiencies could be avoided by using colleagues as reviewers of the findings and of the data collected.

B. Check for researcher effects in order to define how the researcher influences the case and how the involvement with the case affects the researcher.

C. Employ all the possible forms of triangulation which are analysed thoroughly in the next section of this part.

D. Weight the evidence in order to define which data are considered as stronger and which as weaker in order to base conclusions on those that have the greater reliability. Trusted informants and official policy documents are considered as sources of reliable information that will constitute the foundations of my conclusions.

CATEGORY (C) / SOURCE (S)	JOB DESCRIPTION (1)	RECRUITMENT (2)	SELECTION (3)	TRAINING (4)	CAREER PLANNING (5)	PERFORMANCE APPRAISAL (6)	SALARY AND BENEFITS (7)	RETIREMENT AND POST RETIREMENT ISSUES (8)
INTERVIEWS (I)								
1. DR. X								
GROUP INTERVIEWS (GI)								
1. GROUP A								
QUESTIONNAIRES (Q)								
1. QUEST. "A"						QUESTIONS 1,2,5		
DOCUMENTS (D)								
1. DOCUMENT "A"	PAGE 32-43	PAGE 12-25	PAGE 30					
OBSERVATION (O)								
1. EXPERIENCE 'A'		GSP STADIUM '99						
MEMOS (M)								
1.								

EXAMPLE: **C3** = SELECTION, **SGI1** = SOURCE: GROUP INTERVIEWS GROUP "A"

Table 3.4-1: Data Coding and Information Retrieval Board (SAMPLE, see APPENDIX 3-L for the actual board)

Verification of findings continues with pattern testing. The first objective is to check the meaning of outliers and exceptions that do not fit into the overall pattern that has been developed. Every rule has an exception that should be analysed and not forgotten or intentionally left without interpretation. The second is to analyse extreme cases where irregular situations exist. The third is to follow up surprises which can lead to the questioning of the theory established so far and could help in a more analytic revision and alteration of the research outcomes. The last step of pattern testing is looking for negative evidence that could disconfirm your conclusions. This is something very difficult since, as an insider researcher, I already have some personal beliefs that are difficult to set aside and examine the data in a completely unbiased way. The best practice is to have another researcher or colleague that could review the data and have him/her seek also for any negative evidence that could reveal any weaknesses in your findings (negative case analysis). For this purpose I have already approached several colleagues that happily reviewed the results of this research and provided useful recommendations and comments.

The last stage of verifying the findings is the explanation testing. Testing the explanations given to some phenomena starts by testing the possible relationships between the different variables. Then it continues with relationship testing by checking whether an established and recognised relationship is influenced by a third intervening factor which was identified earlier. Checking rival explanations is a way of avoiding the premature closure effect and give increased reliability to all findings. Replicating the findings in a different context, by using triangulation and by seeking confirming and disconfirming evidence could increase the overall quality of a research's findings. The last way of checking the quality of the findings but also the quality of the data gathered is by communicating the results with some or all of the informants. These informants will validate the findings and provide additional feedback that could be used to recast the original findings.

3.5. VALIDITY – RELIABILITY - TRIANGULATION

Validity and reliability are essential characteristics that help external evaluators judge the quality of a research. Validity and reliability are terms that are usually

avoided by many researchers that endorse flexible qualitative designs. Guba and Lincoln (1985), as cited in Robson (2002: 155), preferred the terms credibility, transferability, dependability and confirmability. However, renaming validity and reliability gives support to those that endorse the view that qualitative studies are unreliable and invalid. Morse (1999), as cited in Robson (2002: 155), tried to prove the above statement with a journal editorial entitled "Myth #93: reliability and validity are not relevant to qualitative enquiry". The debate on terminology is a matter that cannot and will not be analysed in this research but is the researcher's duty to prove that the research has provisions for preserving the high standards related with validity, reliability, truth and trustworthiness (or the terms proposed by Guba and Lincoln 1985).

Robson (2002) proposed that focusing on the credibility or trustworthiness of the research and on some features of a "good" flexible design could be the best tactic. The features of a good flexible design in relation to my research are the following:

A. Multiple data collection methods are used as illustrated in the previous part.
B. The project starts with a problem that I, as a researcher, seek to understand.
C. The project includes a thorough approach to data collection, data analysis and report writing.

Having the characteristics of a "good" research is as important as avoiding some others. Maxwell (1992) described the kinds of understanding involved in qualitative research and identifies three main types which are description, interpretation and theory, each with specific threats to its validity. The main threat to description lies in the possibility of providing a description that is based on inaccurate or incomplete data. Good quality researcher's notes, video and audio recordings are considered as the best means to eliminate this threat to description. The main threat to interpretation lies in the possibility that a researcher may impose a meaning to what is finally happening rather than letting conclusions rise through the data collected. Mason (1996) argues that in order to have validity of interpretation in any form of qualitative research, the

researcher must be able and prepared to illustrate the route that was used in order to reach a certain outcome. Yin (2009) also continued further analysing the importance of having a case study database where all data are recorded and maintaining a chain of evidence, something that will enable another reader to follow the route from raw data to the end conclusions. Mason (2009) added that the best practice is not to take anything for granted or as self-evident, but to try to justify every interpretation made. The main threat to theory is not taking into account the alternative explanations that the phenomena under study may have. This threat can be reduced by seeking negative data that may disproof the main theory or the main assumptions made.

Lincoln and Guba (1985 cited in Robson 2002: 172) analysed what they find as the main threats to validity in flexible designs and divided them into three main categories. The first is reactivity and refers to the way the researcher's presence may alter the behaviour of the people involved with the research. The second threat is related to some respondent biases. The researcher may be regarded as a possible threat and some participants may try to withhold information or obstruct the data gathering process. On the other hand, the researcher may be up against the "good bunny" syndrome where respondents provide the answers that, according to their perception, are the ones the researcher wants to hear. The last threat to validity, according to Guba and Lincoln (1985 cited in Robson 2002: 172), is comprised by all the possible researcher's biases that lay in the different assumptions and preconceptions a researcher has and that could influence the research's processes. These biases could lead to the selection of specific persons for interviewing, the selection of specific questions in interviews and the presentation of data or conclusions that best fit the researcher's preconceptions and cultural background. Triangulation, peer debriefing, member checking and audit trail could help decreasing these threats to validity to a minimum.

Triangulation is a term used in topography for determining the exact and actual coordinates of an unknown position by using, at least, three known points. In research is a widely used strategy which is regarded as essential that seeks to increase the degree of validity and trustworthiness. Blaikie (2000), as cited in

Grix (2010: 135), argued that triangulation does not mean approaching a subject from different perspectives and angles. Patton (2002), as cited in Yin (2009: 116), suggested that triangulation aims to confirm and corroborate the fact and phenomenon found with the use of one method, by using other, additional methods. Denzin (1988) as cited by Robson (2002: 174-175) has distinguished the following four types of triangulation:

➢ **Data triangulation**
➢ **Observer triangulation**
➢ **Methodological triangulation**
➢ **Theory triangulation**

For accomplishing the aims of this research data, methodological and theory triangulation were achieved while observer triangulation was not. Data triangulation suggests the use of multiple methods of data collection. For the purposes of this research data triangulation is achieved through the usage of interviews, group interviews, documents, surveys and observation. Observer triangulation is not applied in this research since the researcher is only one. Methodological triangulation is achieved since qualitative and quantitative approaches are both applied throughout the course of this research. This form of triangulation is somehow limited within this research due to the fact that the two approaches try mostly to reveal different aspects of the HRM system. The qualitative approach predominantly tries to unveil the processes through documents and official testimonies in a structural perspective. The application and usage of the quantitative approach aims not in providing different aspects of the processes but at delivering how personnel views the results of these policies and reveal the cultural aspects of the current system. On the other hand, theory triangulation is an aspect that is applied by using multiple sources of theoretical propositions regarding HRM and rival theories that increase the overall validity of the research. The presentation of rival theories where these were available and of all aspects of each activity, both negative and positive, helped in achieving theory triangulation.

Peer debriefing is a mean to reduce researcher biases by having a less biased number of students or researchers, in the case of this research the consultant

and the advisor, reviewed the data and examine whether the conclusions are considered as justified. They were also looking for any negative data (negative case analysis) that could disconfirm the results. Member checking is a technique already mentioned in this part and suggests the use of the research's participants as a mean to cross check the conclusions of the research. This could reduce the researcher's biases but could create a number of complications with the research since some participants may try to withdraw information or change their initial statements. While peer debriefing was practiced, member checking was not for three main reasons. The first is the long duration that this practice takes and the second in the implications that could have been created for this research in the distant possibility that participants wanted to review the research and propose amendments. The third reason lies in the fact that most testimonies by participants are based on regulations that cannot be misinterpreted by officials, making thus the interviews act as additional supportive evidence to the relevant documents such as laws, regulations and policies. Audit trail is achieved by having a full record of raw data, a research database, a case study protocol and all details concerning coding and data analysis that could justify the route from raw data to the end conclusions.

3.6. RESEARCH LIMITATIONS

This research shares, as most researches do, a number of possible limitations that are taken into account in order to completely understand all findings and visualise the practical implications that are proposed.

The research design is based on a case study methodology that facilitates the comparison between practice and theory. The basic limitation of this approach is that it lacks the possibility of setting the findings into practice, re-align every process and eventually create a better system. This was possible with action research methodology (Lewin 1946) which was not an option since the CNG does not fund this research or recognised the research results until now. Another research limitation is the fact it only addresses a number of major HRM activities in order to provide a representation of the HRM system as whole. For one researcher, within the time margins and for the scope of this research it

was unfeasible but also unnecessary to present all the aspects of HRM, since the main aim is to provide an overview of major activities.

In terms of data, the limitations could be divided into qualitative and quantitative. The quantitative data limitations occur due to the lack of more survey respondents. The size of the questionnaire and the lack of computer knowledge by many colleagues pose as the most prominent reasons responsible for the low response rate to the survey. Despite this impediment, the survey delivered useful information regarding the perceptions of personnel in general and not from specific personnel categories. On the other hand, a census is a feasible option for the CNG's size that could be used in order to collect the opinions of personnel regarding all HRM activities, divided into the different personnel categories for a more precise picture. The qualitative data limitations occur due to the fact that there is one researcher while the relevant information is originated from various sources and media. The research provided analyses of internal policies and local legislation for all activities something that overshadowed the role of the EU's employment and HRM related legislation. This does not, in any way, create a gap in information, results or analysis of findings since the local legislation is based on and harmonised with EU's legislation but it creates room for more resources that a single researcher cannot handle.

The research's impact limitations are basically created due to the long lasting procedures necessary for any system transformations. Upgrading systems of organisations that are controlled by the Government require the approval of the Parliament something that usually takes at least one year since any amendment has to be expressed by corresponding legislation. This fact is also one of the major drawbacks of the current HRM system of the CNG and the whole public sector in Cyprus.

3.7. ETHICAL CONSIDERATIONS

Conducting a research within an organisation regarding internal processes while, at the same time, the researcher is an employee of the organisation may raise reasonable questions regarding the ethical standards of the project. The

ethical considerations could arise from the starting point of the research to the point the research has concluded and the findings are reported and presented. Being an insider researcher presumes that many times data must be collected from colleagues, supervisors or any other stakeholders. The way these data are handled, presented and documented may insult or make colleagues feel betrayed. The project itself must be seen by all parties as a presentation of ideas that does not create conflicts of interests between stakeholders, does not impose any threats to anyone involved directly or indirectly and as a mean to increase efficiency within an organisation. This part unveils all the possible ethical considerations regarding the research and constituted the guide for the insider-researcher in order to avoid any ethical dilemmas or problems that could arise in the path of this project.

Personal implications are always present regarding any project and research but can be more intense when the researcher is personally involved, as is the case of the insider-researcher. Being an insider researcher means that in some occasions the personal interest may intentionally or by mistake overshadow the best interests of the organisation. Every insider-researcher has the moral and ethical commitment to present facts and results in a way that serves the interests of the organisation as a whole. Selective presentation of views that serve the interests of the researcher or a group of colleagues will eventually threaten the overall objectivity of the project and the whole research will be viewed by the organisation as biased. It is the duty of every researcher to discuss the results with every stakeholder in order to eliminate the possibility of harming the interests of another party.

As a researcher I necessarily interviewed colleagues, supervisors, head managers and other stakeholders regarding their jobs and the tasks they handle. Before the interviews were conducted, I have gained the approval of the CNGGS to perform these interviews after my personal commitment regarding confidentiality. The CNGGS approved the interviews and defined the officials to be interviewed. Despite the CNGGS' approval, every interviewee was informed (see Appendix 3-D) about the aims, objectives and ethical considerations regarding the research, how information will be handled and obtained their

signed written consent. It was made clear that any illegal actions that may be revealed will be reported. If an interviewee desired anonymity it was provided. All the agreements between the researcher and the interviewees are carefully preserved so that no colleague feels betrayed or offended after the presentation of results. The CNGGS granted the approval for the research and requested that the names of the officials are documented throughout the research report. This claim may have limited the levels of voluntariness of CNG's officials and thus the degree of autonomy to speak freely regarding all issues. Despite the CNGGS' claim I chose not mention any names at this stage in order to protect all participants and colleagues and enable more sincere interviews. The same anonymity practice is followed throughout the research for all interview and survey participants. Providing the opportunity to the organisation to assign officials to represent the practices and policies creates another positive ethical aspect for this research since all views and opinions are given the right to be documented.

Participants' beneficence is another ethical consideration taken into account through the course of this research. Despite the claim of CNGGS for mentioning participants this was avoided. Additionally, any personal opinions and beliefs that could harm any individual in any way were not recorded deliberately in order to avoid any possibility of negatively exposing participants. Maintaining the topic of the discussion within the area of the research topic actually prevented any major risks regarding the participants' welfare, created a negligible possible degree of harm to all participants and assisted in maintaining personal privacy.

In general, in some occasions participants in similar interviews try to present, in good faith, the way they perform their duties. Sometimes the interviewees even reveal illegal actions they or others performed in the past. Moreover, others, in bad faith, try and give an overall picture that serves their interests or exposes others. All the information was carefully filtered in order not to expose any colleagues and unintentionally promote the interests of others. Furthermore, as a researcher I did not use any information for my personal interest and gain. My interests and personal gains are aligned perfectly with the presentation of an

unbiased, thorough, systematic and scientifically accurate study. The research does not in any way use deception to promote personal interests and hidden agendas that could intentionally harm or support any participant.

Interpretation of findings could sometimes raise ethical questions. The ways these findings are presented are not guided by the interests of a group of stakeholders or the interests of the researcher. Dilemmas could occur in the case that the findings are not in the best interest of participants. The best approach to deal with such a dilemma is by using two way communications. Before any presentation of results, the findings were communicated with all the affected participants. If a participant had a concern or an objection a mutually accepted solution was found, all concerns disappeared and the research gained the approval by all participants and stakeholders. As a researcher I am obliged to accept any withdrawal of information that does not serve the bona fide interests of any participant.

Professional relationships during the carrying out of the research and especially during interviews were maintained at a level where I could obtain all the necessary information about the research. Some participants tried to test their ideas and guide the interview into a more general discussion on work issues. Designing an in-depth semi-structured interview balanced the discussion and facilitated focus on the needed information without showing any disrespect to the interviewee but also gave enough space for the interviewee to express his/her opinions. This eventually helped in gathering the vital information for the project while at the same time made the participant feel pleased for contributing and sharing his/her ideas and beliefs. A pleased participant and a good interview will help maintaining a good ongoing professional relationship between both parties.

3.8. RESEARCH CONFIDENTIALITY

Research confidentiality is a critical issue when referring or writing about the armed forces of any country. This research is CONFIDENTIAL because it reveals many unknown HRM procedures applied within the National Guard. The HRM system as a whole is not considered as a top secret since many armies,

like the British armed forces, reveal publicly the way they recruit, hire and manage personnel. Nevertheless, the project is handled as confidential by the author and the external stakeholder, which is the Middlesex University. What can be considered as classified and extremely sensitive information is the way that the armed forces are trained and what amount of money is spent annually on training purposes. Training can reveal the combat ability of an army's personnel, the combat readiness of the armed forces but also the doctrine of the armed forces. Increased military expenditure on training illustrates the willingness of a nation to defend the territories of the country but also guarantee the safety and security of all citizens. This research does not analyse the training processes of the National Guard's personnel in order not to reveal any sensitive information that may eventually harm the Cypriot National Guard.

4. PROJECT ACTIVITY

This part of the project is dedicated to the way this research was conducted and how the different parts were gradually formed and synthesised. It is obvious that the building blocks of the written part follow the structure proposed in the DProf Project Handbook (IWBL 2013) but the order the different parts were assembled was different. The part that was immediately available at a satisfying degree after the completion of DPS4561 module was the methodology and the research's guiding principles. This part clearly defined the way the whole research was conducted and deeply affected my stance towards the completion of other parts.

After the clarification of my methodological positioning and orientation, the different components of the literature review started to accumulate and brought together. The sequence of studying and composing the written part was chosen to be the same as the one presented in this project. The rationale behind this choice was defined by the necessity to create an easy to follow sequence of HRM related information that are structured from the chronologically first activity to the last, which is retirement.

Literature review is comprised by many parts of different themes and bibliography something that forced me as a researcher to partially begin working in parallel, at least in terms of memos and notes, on the data collection methods of survey and interviews. By this way I was able to gradually build up a set of possible questions that could be used later during the acquisition of organisational data.

After the completion of the literature review I still was not able to conduct any interactive data retrieving methods due to the lack of sufficient knowledge regarding laws, regulations, policies and internal directives. Therefore, the first step towards learning more about the current status of the HRM practices within the CNG was the documentary analysis. The analysis of the relevant documents is just a part in a sequence of research efforts. The preliminary action was the inquiry for the different documents according to their area of interest. Pertinent laws and regulations that constitute the cornerstones of the

whole CNG's HRM system were the first to be retrieved and analysed. The main sources for these documents were the website of the Cyprus Bar Association (2013-2015) for online research and the Printing Office of the Republic of Cyprus for hard copies of laws. These official documents are approved by the Parliament of Cyprus and published in the Government's Gazette, something that immediately characterises them as unclassified making, thus, unnecessary any request for their usage. On the other hand, internal policies and directives required a permission to be included within this research something that was acquired even before the DPS4561 module. The internal policies as documents are graded by the CNG as confidential and describe the laws in depth providing more practical information that facilitate the application of the laws. Since permission was gained I integrated the findings from the laws with those of the internal policies. Simultaneously and according to the different HRM activities, more questions emerged that were added to the questionnaires of the survey and the in-depth interviews that already were under-construction.

Personal observation and participation in various HRM activities is a constant advantage of the insider researcher. My role as an active member of the CNG provided invaluable insights regarding most HRM activities and increased my perception of how the different laws or policies are applied. Nevertheless, because of the wide spectrum of the activities under consideration, observation was certainly not the main method for data collection but rather a supportive one.

The next milestone was the preparation of the survey. The survey aimed in measuring the beliefs of personnel regarding each HRM activity. Perceptions of fairness and equality are essential for determining the success or failure level of a HRM system. The only way to gain information was through a small survey that could provide a glimpse on the personnel's views and opinions. The survey was prepared in various stages and according to the course of the analysis of documents. The construction of the web-based survey questionnaire began at the 15th of February 2014 and was completed at the 5th of March 2014 when it was opened to receive answers. Many of the survey's questions were though

considered even before this research was organised since they were based upon the researcher's own experiences and thoughts. The online application that was used was Google Forms through a personal account in Gmail. The survey questionnaire received 130 answers until the 24th of April 2014 when it was closed and withdrawn in order to enable the processing of all the data that were gathered. Despite the convenience provided by Google Forms that automatically delivers results, a further and deeper processing of data was necessary. The questionnaire posted on the internet was in Greek so everything should be translated to English. Additionally, all questions that provided answers in the form of scales should be transformed in numerical representations in order to enable a better handling and statistical transformation of all answers. The programme that was used for the transformation of data was Microsoft Excel. After the finalisation of data, an analysis of every answer was conducted and incorporated with the rest of the relevant information per chapter.

After the completion of the survey analysis more questions emerged that enriched the questionnaires for the in-depth interviews. On the 29th of September 2014 I filed a claim requesting for permission to conduct interviews with specialised personnel, according to the different activities that are relevant to this research. This claim was accompanied by sets of questions divided into the different categories both in Greek and English. The answer of the CNGGS was received on the 20th of January 2015 with a list of departments that should assign qualified personnel as interviewees regarding each subject. The Legal Department was the first to respond and appoint technocrats for the interviews on the 11th of February 2015 with the interview taking place on the 18th of March 2015. The Personnel Department appointed officials for interviews on the 12th of March 2015 and the interviews were held on the 22nd of April 2015. For the compensation issues I contacted Mr. M. K. of the Ministry of Defence on the 30th of April 2015 and arranged a meeting on the 19th of May 2015. In parallel, I arranged an interview and presentation to the Board of the Cyprus Army Officers' Association (CAOA) that was conducted on the 2nd of April 2015, a meeting with Lieutenant General (rtd) P. P. on the 24th of April 2015 and a meeting with the President of the Cyprus Army Retired Officers' Association

(CAROA) on the 19th of May 2015. On the 3rd of June 2015 I conducted a telephone discussion with Master Sergeant D. P. of the CNGGS' Department of Doctrine and Organisation in order to clarify the methodology behind the construction of the CNG's specialties. All the pre-mentioned interviews were held at the offices of these officials and after the necessary arrangements took place in order not to disturb their busy schedule. The interviews with officials were considered as a necessity for this research since as a researcher I wanted to infuse a sense of fairness between all participants in this research. These officials were appointed by the CNGGS as the most suitable to answer the issues raised by the research and, in a way, play the role of the advocate of the CNG. The course of the research dictated an interview with specialised personnel of at least one Greek Military School. The school that was selected was the Greek Military School for Army Officers due to my personal ties, relationship and familiarity. A fax was sent to the school on the 3rd of March 2015 that stated a request for conducting interviews with specialised personnel accompanied by a set of questions that could guide the discussion. The response of the school was immediate and positive and an appointment was scheduled on the 20th of March 2015. This interview was held in the school's camp in Athens, Greece.

After the completion of each one of the interviews the data were collected and summarised immediately in order not to lose any crucial information. Following the completion of all interviews I started assembling the presentation and analysis of findings. A comparison between the findings and the relevant literature produced the conclusions part of this research.

All the supportive parts of this research, like all appendices, with the bibliography were accumulated gradually as the research was progressing and at the final stages were incorporated into a single document within the main body of the project.

The communication with my advisor and my consultant was constant and supportive throughout the project. My personal aspiration and objective was to create a project with a minimum degree of help from my consultants in order to test my research qualities at the maximum possible degree. In frequent periods

of time and when I needed more insights I received invaluable assistance from them, that helped me stay focused and on track. But the project does not end with the completion of this paper but is continued through a dissemination plan that ensures the reach of officials in order to create the necessary awareness and change.

4.1 DISSEMINATION PLAN

Creating awareness regarding this research and all its findings is of major importance since a significant contribution to practice is one of the major objectives of this research and of every work-based project. A dissemination plan that will construct the necessary relationship between the researcher and all major stakeholders while at same time promote the ideas as delivered throughout this project and eventually create an understanding over crucial HRM aspects is a necessity if any strategic advantages are to be achieved. For the purposes of this research such a plan was crafted and will be presented in order to help the researcher maintain a steady pace for reaching this project's objectives.

The first critical aspect of this plan is the identification of the major stakeholders. As revealed through the research and the relevant legislation these stakeholders are the following:

- ➢ The Defence Committee of the Parliament of Cyprus.
- ➢ The Minister of Defence and the Ministry of Defence in general.
- ➢ The Cypriot National Guard through its Chief and General Staff (CNGGS).
- ➢ The Cyprus Army Officers' Association (CAOA) through both its board and members.
- ➢ The NCOs' Association of the Cyprus Army (NCOACA) through both its board and members.
- ➢ The Cyprus Army Retired Officers' Association (CAROA) through both its board and members.

The Defence Committee of the Parliament of Cyprus is, with the Ministry of Defence, responsible of developing and promoting legislation to the

Parliament's main body for voting. The Committee's legislative role is very important since the laws define the main HRM context for all personnel categories and an effort to reach the representatives that are members of this Committee is considered as very important. The Minister and the Ministry of Defence constitute the main governmental body that could develop and promote legislation to the Parliament for approval and voting. Reaching the Ministry and promoting the findings of the research could create the necessary awareness regarding HRM activities. The CNG is the next stakeholder that despite its administrative role as an entity that applies the relevant legislation, is affected in the greater degree by HRM activities and has the most to gain from a more responsive and dynamic system. The 2 personnel associations with their boards and members are the major representatives of military personnel. They have an in depth understanding of personnel problems that makes easier the presentation of the research findings. The Retired Officers' Association (CAROA) provides access to slightly different military personnel that is not affected by the CNG's HRM policies anymore, but can be a significant ally throughout the promotion process due to its independent nature.

This dissemination plan is divided into 3 phases which are the following:

- ➢ Phase 1: Preparation.
- ➢ Phase 2: Presentation.
- ➢ Phase 3: Further Research and Communication.

Phase 1: Preparation

This first phase consists of all the different steps that will lead into the preparation of the researcher and the necessary research material that will be delivered to the previously mentioned stakeholders. This first phase is divided further into 4 stages that facilitate the correct and organised transformation of the current research project into material that can be delivered and presented into audiences other than academics. During the first stage of this phase the research will be re-organised from the current academic form into a different document structure. This form will be divided into autonomous chapters relevant to each activity. Each chapter will be autonomous in terms of literature review,

findings, current practice, research methods and conclusions-recommendations, making it easier, for people not familiar with the terminology of HRM, to read and understand the theoretical aspects and the findings of the research. The second stage is the translation of the whole research project in Greek in order to make it available and accessible to all stakeholders and more colleagues. Translating the whole research is a major task since all the relevant literature and terminology must be adequately explained after the translation in order to maintain the correct perspective for each activity. Furthermore, the translation of the project is a necessity since most high ranked officers that could support the findings lack the knowledge of English language. The 3rd and last stage of Phase 1 comes after the essential completion of the first 2 stages and includes the preparation of one presentation of the whole research project that would last between 45 to 60 minutes and of activity focused presentations that would last up to 45 minutes. In this way as a researcher I will be prepare for a general presentation of the whole project and of dedicated more in depth presentations of each activity.

Phase 1 is a very challenging process that is anticipated to last between 4 and 6 months. Nevertheless, this phase is an essential step that will facilitate the professional accomplishment of the next 2 phases but also help in achieving the aims and objectives of this research.

Phase 2: Presentation.

The second phase contains all those efforts that lead into the actual dissemination of material, conducting presentations and creating awareness. The first action is to request the permission by the CNG to perform presentations regarding the subject of HRM. This requirement is dictated by the current legislation for all personnel of the CNG that wishes to make presentations or write articles regarding a specific scientific field. In parallel, the translated project will be delivered to every stakeholder for review. The project will be delivered to the CNG and the Ministry through the military post services and as the internal processes dictate. To the military personnel associations it will be initially delivered to their boards at one of their regular meetings at which a request for a board presentation will be made (The board of CAOA has

already requested for a presentation). Regarding the associations the main effort is to reach not only the boards but also the members of these associations at the annual general meetings in order to create a general acknowledgement and acceptance of the research findings and of contemporary HRM practices as delivered through successful practices and organisations.

An equally important attempt is to reach the Defence Committee of the Parliament of Cyprus. This committee is the one responsible for the creation of the relevant legislation that actually defines the general context for HRM policies to be prepared by the Ministry and the CNG. A hard copy of the research will be sent to every representative that is a member of this committee in order to gain their attention and if it is possible to arrange a presentation for them also. Despite the low possibilities that this endeavour has in order to succeed, it could create the most impact.

The second phase's duration is something that cannot be easily calculated since most actions fall outside my control. If every stakeholder is interested then the presentations could be conducted within 3 to 4 months.

Phase 3: Further Research and Communication.

After one year Phases 1 and 2 will be ideally completed but without creating a long-lasting outcome and effect. In order to create an ongoing relationship with all stakeholders a third Phase of further research and communication is needed. Further research could cover topics like the motives of candidates that apply for military positions or the opinions of recently retired personnel about HRM activities. Themes like motivation in the armed forces, health and safety and the relationships between the employer and the personnel associations are also interesting topics for projects that could facilitate this long-term relationship that I am seeking to create with every stakeholder. Additionally, through a continuous critical assessment of HRM practices and of delivering the findings and alternatives to the hierarchy through the official reporting channels, an estimated positive reaction towards change and dynamic adaptation will also be created at least between colleagues.

Following the path through these 3 Phases, hopefully, a stream of change will be created. Knowledge will be initially provided through this research but as more colleagues, officials and lawmakers learn about the available HRM alternatives, then more knowledge will be generated by others something that will eventually lead into the creation of a more fertile ground for change to happen. As Kanter (1983: 123) wrote: "Change demands new learning."

5. PROJECT FINDINGS

5.1. JOB ANALYSIS

Job analysis is one of the most essential HRM activities if the objective is to upgrade the whole practice into a strategic one. As illustrated earlier during the literature review, job analysis processes provide a thorough picture of the actual nature of a job that can be used by all HRM activities. Most essentially, job analysis provides a description of the job that portrays what is to be expected by an individual that holds the job position. A lack of these descriptions as a result of a scientifically conducted job analysis poses serious threats over the whole HRM system of an organisation. Despite all the efforts to find any information regarding the job analysis processes that could have been conducted by the CNG or by another organisation on behalf of the CNG, no evidence were found. There are though some descriptions of specialties[43] that are used for internal categorisation of personnel and for secondary administrative purposes. Despite various efforts, it became impossible to identify the job analysis method that was used in their development.

5.1.1. Telephone discussion with Master Sergeant D. P. of the CNGGS' Department of Doctrine and Organisation.

Master Sergeant D. P. of the CNGGS' Department of Doctrine and Organisation worked for the publication of the Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) and has an extensive knowledge over the whole subject since she has been working in the same department for many years in a row. After a telephone conversation with her it became clear how the manual was assembled and how the department reached to the descriptions of specialties. As she mentioned, before 1993 a similar publication was not available with the various commandments having different descriptions. After 1993 until the creation of the current manual in 2012 the main source of information was the Greek Armed Forces. Many specialties listed in the current Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) were copied by the GAF's manuals while other specialties were created by the

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[43] See Part 5.2 for a report on the CNG's Manual of Specialties (CNGGS, Department of Doctrine and Organization 2012).

CNGGS' Department of Doctrine and Organisation. For the analysis of specialties a scientific method or a combination of methods as they are described in the literature review of this research were not applied.

5.1.2.Analysis of Occupations in the United States Army[44]

The analysis of occupations has always been of great importance for the U. S. Army since the descriptions and the results that derive from the analysis are exploited in many areas with training being the most significant one. The U.S. Total Army Personnel Command (PERSCOM) in the mid-1960s identified the necessity for occupational analysis in order to analyse, create, merge and revise Military Occupational Specialties. This need was relevant with the ongoing war in Vietnam, the intensifying issues relevant to Manpower, Personnel and Training (MPT), the increasing number of specialties and the Additional Skill Identifiers (ASI). The Occupational Analysis Program that was developed in that time served the needs of the U.S. Army for almost 4 decades (with an additional development of the Comprehensive Occupational Data Analysis Program in 1972) until the collapse of the Soviet Union and the end of the cold war. After the historic events of the 1980s and early 1990s, the U. S. Army faced the challenge of downsizing. The existing system was found to be very slow in developing new and merging old occupational specialties something that could not serve the needs of a modern Army in a rapidly changing environment. In 1994 the occupational analysis staff and responsibility was moved under the jurisdiction of the U.S. Army Research Institute for the Behavioural and Social Sciences (ARI). ARI's Occupational Analysis Office (ARI-OAO) started the analysis and evaluation of the current system and made an assessment of the future needs of the U.S. Army. Numerous interviews were conducted with stakeholders like the Department of Army Staff, PERSCOM and the U.S. Army Training and Doctrine Command in order to determine the areas that needed improvement. The results of the ARI's assessment were that the occupational analysis needed to be reduced from 64 weeks to 24 weeks, a widely accessed database should be developed in order to have a direct communication with schools and training facilities and, lastly, the occupational

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[44] As analysed in Brady (2004).

information should be provided in formats that are easily understood by all stakeholders and not only by occupational analysts.

ARI-OAO developed the Occupational Data, Analysis, Requirements and Structure (ODARS) program that includes automated surveys, continuous data collection, centralised and assessable database and easy analysis and report generation. ARI-OAO continued to improve the job analysis survey software and eventually created the Automated Survey Generator (AUTOGEN) that has the capability of creating surveys in hours, sending the forms to schools or soldiers at the field, analyse the results and report crucial tasks and skills that are necessary for modern soldiers and military personnel. The schools then analyse these crucial tasks and necessary skills and create new training programs that address the new requirements.

5.1.3. Analysis of Occupations in the Canadian Army[45]

The Canadian Forces (CF) followed the example of the U. S. Army in developing, reengineering and modernising their job and specialty analysis system. While the U.S. Army uses the term Military Occupational Specialty as the unit of analysis, the CF use a more inclusive term (with the same acronym) Military Occupational Structure (MOS). The effort of the CF is to classify jobs and specialties into groups and categories that are further divided into career fields, occupations and specialties that create the necessary framework for the HRM activities across the CF and in time of conflict. Historically and according to Gael's (1988) discussion, from 1947 the Department of Defence was considering the construction of structured job analysis methods in order to improve HRM activities, something that was previously recommended by Scott (1919)[46]. In 1949 the Chief of the Joint Staff made a similar recommendation to the Secretary of Defence with the request to initiate a study that would determine the appropriate job analysis and evaluation techniques and lead to the creation of a common occupational structure for all the different parts of the Armed Forces. From the 1960s and in alignment with the efforts of the U.S. Army, the CF developed the Task Inventory – Comprehensive Occupational Data Analysis Program (TI-CODAP). The TI-CODAP only represented one set

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[45] As analysed in McCutcheon (2005)
[46] During WWI, Walter Dill Scott and Walter VanDyke Bingham headed the Committee on Classification for the U.S. Army Program (cited in Robinson, 1919)

of methodologies something that limited its potential applications. From the early 2000s the CF have developed the Military Occupational Structure Analysis, Redesign and Tailoring Project (CF-MOSART) a process that derived from the analysis of the systems employed by other allied armies such as the British and the Australian. McCutcheon (2005) provided the table 5.1-1 with the systems employed by the Australian Defence Force, the UK Armed Forces and the branches of the U.S. Army.

MILITARY FORCES	CLASSIFICATION AND JOB ANALYSIS BEING EMPLOYED	COMMENTS
Australian Defence Force; ADF	TI-CODAP is assumed to still be the primary JA Method	Other HRM aspects include the ADF's Forces' wide introduction of PeopleSoft® HRMS in the near future
UK Forces	Computerized Tri-Service Job Analysis Tool known as FLAG (FLeishman AlGorithm)/ Were TI-CODAP in the past.	RAF and Royal Army are embracing a competency-based occupational classification system. UK Forces do not appear to have engaged PeopleSoft® HRMS
US AIR FORCE	USAF- Job Analysis: TI-CODAP/ Converting to "CAROMS	Near future overlay of PeopleSoft® HRMS on the existing USAF occupational (AFSC) framework
US ARMY	Job Analysis: RAOSOFT OA Approach/ Switched from previous TI-CODAP	Near future overlay of PeopleSoft® HRMS on the existing USAF occupational (AFSC) framework
US COAST GUARD	Job Analysis: Recently considering SKILLSNET OA Approach/ Switched from previous TI-CODAP	Near future overlay of PeopleSoft® HRMS on the existing USAF occupational (AFSC) framework
US MARINE CORPS	Job Analysis: TI-CODAP/ Assumed in similar position to Australian Forces and CF in potential OA conversion in line with USAF.	Near future overlay of PeopleSoft® HRMS on the existing USAF occupational (AFSC) framework
US NAVY	Job Analysis: SKILLSNET OA Approach/ Switched from previous TI-CODAP.	Near future overlay of PeopleSoft® HRMS on the existing USAF occupational (AFSC) framework

Table 5.1-1: Types of Job Analysis Approaches as Used by Military Forces

5.2. JOB DESCRIPTION

5.2.1. CNG's Job Descriptions through the Manual of Specialties

The Department of Doctrine and Organisation of the CNGGS has developed a manual (CNGGS, Department of Doctrine and Organisation 2012) comprised by a set of 2 volumes that lists all the possible specialties that exist within the CNG. The terms job and specialty somehow overlap within this manual since a person may hold up to three different specialties with only one being the main specialty and thus the job. For example, a NCO may have a Manager's specialty of some level but also have the specialties of tank operator and truck driver. Which of the three specialties is the main is defined by the position of the NCO within a unit and the current needs.

The purpose of the CNG's Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) is to facilitate the active system of personnel selection for those liable for military service. According to the manual this aim is achieved through:

- ➢ The definition of the necessary specialties for military personnel.
- ➢ The description of the necessary qualifications for each specialty including the knowledge and the relevant military training provided by the CNG.
- ➢ The portrayal of the work that each specialty will produce within the CNG.

The information provided through this manual assists in:

- ➢ the classification of all the different specialties,
- ➢ selecting personnel on a qualification basis according to the needs of the CNG,
- ➢ monitoring the reserve's specialties,
- ➢ the provision of statistical analysis of personnel related issues and
- ➢ elaborating different studies regarding personnel related issues.

According to this manual (CNGGS, Department of Doctrine and Organisation 2012), the purpose of the personnel selection system is to examine, authenticate and evaluate the level of KSAOs of candidates and classify them

accordingly into specialties in a way that will ensure high performance. In order to achieve this purpose:

A. There must be a list of existing and valid specialties according to the needs of the CNG.

B. Selection criteria must be present such as:

➢ Health status

➢ Physical strength

➢ Educational Indicator

➢ Performance in various relevant tests which are measured by a number of selection committees as illustrated in the relevant legislation.

Moreover, this manual provides the following short description of the initial procedures of specialty training for the different categories of personnel. PNCOs with a technical specialty after graduation from the relevant military school are sent to a technical school in order to obtain their basic technical skills and training. PNCOs with a managerial specialty after graduation are given the initial specialty of Manager (Code No: 0184, see Appendix 5.2-A) without additional training. PNCOs of direct appointment by the MoD can obtain up to 3 specialties according to the needs of the CNG. After training they can be assigned to additional managerial duties. FYCVNCOs can obtain one main specialty and another 2 specialties. After five years and a renewal of their contract they can be assigned in managerial duties. Women PNCOs and women VNCOs can be trained for up to 2 different specialties. Every officer after graduation is given the specialty of Manager (0184) without additional training. To physicians, doctors and veterinarians a specialty is granted after successful completion of their specialty training. Lastly, Warrant officers and NCOs promoted to officers retain their original specialties.

The Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) presents an analysis of all the necessary definitions that will enable the reader to understand the different aspects. According to the manual:

1. **Specialty** is the ability earned after military training to perform duties that aid the achievement of the mission of a military unit.

2. **Main specialty** is given to military personnel and is the specialty that directly and decisively facilitates the completion of the mission.

3. **Crucial specialty** is a main specialty. The lack of sufficient number of military personnel with crucial specialties reduces the ability of a military unit to complete the mission and jeopardises the result.

4. **Secondary specialty** is a specialty that helps a military unit achieve the mission but a lack of such personnel does not reduce the combat ability of the unit.

5. **Technical specialty** is the one that provides technical skills to a military unit.

6. **Useful professional skills** are KSAO's earned during civilian life through a profession.

7. **Duty** comprises the tasks of each rank and specialty as dictated through the Table of Organisation of each unit

8. **1st-2nd and 3rd Specialty** is the sequence by which military personnel obtains specialties. The first is usually given by the CNGGS or the MoD and the second or third after a relevant request by the Unit.

9. **The Educational Indicator** shows the necessary level of education to receive a specialty. It is a 2 digit number. The educational indicator can have the following codes:
   a. 11 = University graduate
   b. 21 = College graduate
   c. 31 = Student of University or college with 1 year of completed studies.
   d. 41 = High school graduate
   e. 51 = Graduate of the first two classes of high school
   f. 61 = Gymnasium graduate
   g. 71 = Elementary School graduate
   h. 81 = Illiterate

10. **The Code Number** is a 4 digit number different for each specialty. The number can be, for example, ABCD where:
   ➤ A = Number indicating the General category of a specialty. No more than 10 general categories exist.

➢ B = Number indicating the Subcategory within a General category. No more than 10 subcategories per General category exist.

➢ C = Number indicating a Group of specialties within a Subcategory. No more than 10 Groups per subcategory exist.

➢ D = Number indicating the specialty within the Group. No more than 9 per group.

The specialties that are exclusive for the Navy and the Air Force have a four digit code with the first being N for Navy and A for Air Force. For example:

➢ N600 is the code for Battle Navy Officer
➢ A501 is the code for Fighter Pilot

The General categories are the following:

➢ 0 General specialties
➢ 1 Drivers and operators of transport means
➢ 2 Crews of tanks and armoured vehicles (except from drivers)
➢ 3 Infantry fighters and individual weapon operators
➢ 4 Artillery operators
➢ 5 Operators of communication facilities and means
➢ 6 Operators of battle machinery of the Engineers Corps
➢ 7 Health personnel specialties
➢ 8 Technical – mechanical specialties
➢ 9 Various specialties
➢ N6 General Navy specialties
➢ A5 General Air Force specialties

The manual provides many kinds of tables that illustrate the relationship between the different specialties – jobs with the different ranks, educational levels and corps. Additionally, a long catalogue of all the different specialties following the above analysis is provided with reviews of specialties as the ones in Appendix 5.2-A.

Comparing the job descriptions of the US Armed Forces of Appendix 5.2-B and the specialties of the CNG's manual of Appendix 5.2-A the following conclusions can be extracted. In some specialties – jobs there is greater detail

in categorisation of jobs in the US description system. For example, while the CNG manual has one description for all managerial positions and jobs (Manager 0184) the US Armed Forces system covers all the different specialties with dedicated descriptions. This is because the US Armed Forces, as a fully professionalised army, has developed a high level of specialisation with each person holding only one main specialty which actually is the job itself. On the other hand, the CNG has developed specialties in order to cope with the low staffing level. There is a greater need within the CNG for multi-specialty personnel that are trained to cope with the tasks of many different specialties. The US Armed Forces' job description provides more information than the one provided by the CNG's manual and seems to adequately enlighten the potential candidates about the nature of the job. These descriptions within the informational environment of the recruitment website of the US Armed Forces adequately present the nature, availability and opportunity to candidates. On the contrary, the CNG's descriptions are not published for candidates and seem to be more like a reference guide for internal usage only. Internal policies unknown to candidates are mentioned while the general nature of descriptions provides room for speculation. An additional advantage of the US job descriptions is that they follow a general form that adequately satisfies the suggestions made by Brannick et al (2007), Mathis and Jackson (2004) and Mader-Clark (2008) regarding the contents of descriptions (see Paragraph 2.2).

5.2.2. Law 100(I)/2000 regarding the Employer's Obligation to inform Employees of the Particulars of their Contract.

This law regulates the obligation of employers to inform employees regarding their employment contracts in cases where the employment relationship has a permanent form with duration of over one month and more than eight working hours per week. According to this law the employer has the obligation to inform employees at least for the following:

- ➢ Location of employment
- ➢ Position and rank of employee
- ➢ Specialty and general occupational category of employee
- ➢ Initial date of employment with a duration

➢ Vacation leave

➢ Deadlines for contract termination

➢ Compensation and benefits

➢ Duration of normal daily or weekly working hours

➢ Any collective bargaining contracts related to the job

Employers have to inform their employees always in writing in the form of a contract, a hiring letter or any other document signed by the employer that contains all the previously mentioned information. The employer is the sole responsible party that has the obligation to prove that employees were informed and received their written contracts.

Additionally, this law covers issues regarding relocation of employees, inspections by officials of the Ministry of Employment and penalties for employers that do not comply. It is very clear that the law does not require any specific job analysis methodology but requires a number of job description elements to be communicated to every employee in the form of a contract. According to the Cypriot Army Officers Association (CAOA) this law has no application for the armed forces because of a relevant directive of the European Union.

5.2.3. The Characteristics of the Leader

Despite the current lack of a job analysis process and of adequate job descriptions in the CNG, there is the Field Manual 181-1 regarding Leadership and Management (Greek Armed Forces General Staff 1988). This manual provides a thorough presentation of military management aspects and leadership practices for military commanders. Within this manual there is a detailed description of the characteristics of the ideal military leader as they described by subordinate officers and soldiers. The ideal leader is a figure that is rarely born with all these characteristics something that the manual recognises. So it provides the list of characteristics but also provides numerous self-appraisal tables that help every military unit commander evaluate her own self.

According to the manual a leader must have the following characteristics:

➢ Courage
➢ Determination
➢ Stamina
➢ Loyalty to Homeland and Mission
➢ Decency
➢ Humility
➢ Excitement
➢ Knowledge

➢ Take Initiative
➢ Integrity - Honesty
➢ Selflessness
➢ Justice
➢ Credibility
➢ Good Behaviour and Manners
➢ Judgement
➢ Humour

The manual also adds that every military leader needs to continuously strive for self-improvement something that will come only through serious self-criticism. All these characteristics are absent from the poor job description of the CNG's Military Manager shown in Appendix 5.2-A.

5.2.4. Survey Results

The fifth part of the questionnaire (see table 5.2-1) aims to reveal whether job analysis and job descriptions are somehow integrated and used at the current CNG's HRM system.

The results collected for the first question (see Figures 5.2-1 and 5.2-3) reveal that the great majority of respondents (73.85%) believe that they know all their duties at a high, very high and extremely high degree. Analogous results (see Figures 5.2-1 and 5.2-2) can also be seen for the second question where 61.54% of respondents replied that their supervisors know their subordinates' duties at a high, very high and extremely high degree. What is substantially different between the answers of the two questions is the percentage of the lower degrees of knowledge. For the first question those that know their duties at low levels are only 7.69% something that is anticipated since not many will admit any degrees of possible ignorance and unawareness. For the second question the proportion of respondents that believe that their supervisors have a limited knowledge of their subordinates' duties is doubled at 15.38%. It is more usual to measure higher levels of ignorance for "others" rather than ourselves. The first question has a mean of 2.90, as can be seen in Appendix 5.2-C and

Figure 5.2-10, with a 95% confidence interval of ±0.20. This indicates a high degree of awareness regarding duties and responsibilities since the mean is between the highest (value equal to 1) and the average degree (value equal to 4) of awareness. The second question's result is very near to the result of the first question with a mean of 3.28 and a confidence interval of also ±0.20. This result indicates a high awareness level on behalf of the supervisors with the tendency to be closer to the centre of the scale. These questions reveal that despite the lack of professionally conducted job analysis and the total unawareness of personnel regarding their job descriptions, respondents strongly believe that they are familiar with their job responsibilities and duties. This is normal for a bureaucratic organisation since the main responsibilities of every position is governed by a set of tasks and duties already covered by manuals or other official documents. The main drawback of this tactic is the fact that personnel learn every aspect of a new position after their transfer and initial placement to that position or specialty. Another drawback is that the positions and specialties that a job title may have are numerous. The lack of at least a job description that adequately presents the main qualifications and tasks of a job but also the expectations of the organisation from the job holder may create misleading assumptions from the job holder regarding his/her role within the organisation.

The third question (see Table 5.2-1) evaluates the perception of personnel regarding the degree that the regulations, laws and policies, for a respecting position and job, can be applied according to regulations without any deviations. This question provides 5 different scaled answers from the best case scenario that is the ability to apply them without any deviations to the worst case scenario that is the ability to apply them with an extremely large number of deviations. 96.92% of respondents (see Figure 5.2-4) believe that regulations cannot be applied without a number deviations ranging from few to an extremely large number. What is found as alarming is that only 3.08% believes that the regulations concerning duties can be applied without deviations and cutbacks. The results show a mean of 3.25 (see Figure 5.2-11 and Appendix 5.2-C) with a 95% confidence interval of ±0.18, something that reveals that the

majority believes that some or a large number of deviations from regulations are necessary for accomplishing the tasks and duties of a position.

The fourth question explores the reasons that may keep employees back from accomplishing their duties within the limitations provided by the relevant regulations as found in the previous question. This question provided several answers and the opportunity to respondents to provide their own opinion and select multiple answers. The proportions mentioned here are in relation to the sample of 130 respondents (see Figure 5.2-6). 73.85% believes that the large number of duties and tasks that have to be completed in specific time frames does not support the execution of these duties without any deviations from the relevant regulations and policies. The inability to know all the laws and regulations, the phenomenon of external interfering and the belief that inelastic compliance with all the regulations obstructs the productive ability of a unit are three answers that were chosen by over 40% of the sample. 36.15% responded that laws and regulations sometimes have conflicting parameters that do not enable the absolute compliance with them and 26.15% responded that absolute compliance will result in conflicts with colleagues whose job (and duties) is affected. The results of the questions 3 and 4 reveal a much more serious consequence of the lack job descriptions. There is a general feeling that the positions and jobs are overwhelmingly burdened with a large number of duties that are not aligned with the relevant regulations and policies. The lack of job and position descriptions makes it difficult for supervisors to comprehend the weight on personnel. Additionally, the absence of scientifically developed job descriptions makes impossible any job redesign effort.

To the question whether they were trained adequately for their duties (see Figures 5.2-5, 5.2-10 and Appendix 3-C), 53.08% responded that they were trained at a high, very high and extremely high degree. 24.62% believes that has received an average level of training while the rest 22.31% which represents a significant proportion believes that has received low and below average levels of training. This question's mean of 3.51 and the 95% confidence interval of ±0.23 indicate the tendency towards a high to average level of training.

The sixth question (see Figure 5.2-7) investigates the number of duties a person may perform. Surprisingly only 16.92% performs only one set of duties as defined by one main specialty. The rest perform duties for two (35.38%), three (26.92%), four (7.69%) and over four (13.08%) different specialties.

The 8th question (see Figure 5.2-9) which is the last of this part tries to measure the degree that the CNG uses personnel only for the duties that derive from the major specialty of each person. 40% responded that they very often perform other duties along with their main specialty's duties and 16.92% that they often perform other duties. The percentage of those that perform only the duties of their major specialty and those that never perform them is the same and equal to 5.38%. The results of these two questions (6th and 8th question) reveal a tendency for personnel to hold many specialties and perform different kinds of duties while working time is uncontrollably divided between the major specialty and the duties of the other positions a person may hold.

The 7P[th]P question reveals the perception of personnel regarding the level that the CNG exploits all the KSAOs of employees. Despite the number of duties a person performs or the number of different specialties a person may have, as revealed in questions 6 and 8, 33.85% stated that their KSAOs are exploited at high levels, 31.54% at average levels and the rest 34.62% of respondents stated that their KSAOs are exploited at low degrees (see Figures 5.2-8 and 5.2-10). The mean for this question is equal to 3.95 with the 95% confidence interval being ±0.26. The overall tendency shows the opinion of personnel that the CNG exploits only an average proportion of personnel's KSAOs, despite the large number of duties performed by some employees.

No	QUESTION	POSSIBLE ANSWERS						
1.	At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
2.	At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
3.	At which degree do you believe that a member of the C.N.G. of the same rank and duties as you can, without exceptions, deviation or looseness, apply all the laws, regulations and policies? (Select an answer)	They can be applied without deviations		They can be applied with few deviations	They can be applied with some deviations	They can be applied with a large number of deviations		They can be applied with an extremely large number of deviations
4.	If you believe that all the laws, regulations and policies cannot be applied without deviations select the reasons that may keep you from doing so (Multiple choice is possible):							
	a. It is impossible or extremely difficult to know all the relevant laws, regulations and policies.							
	b. External interfering makes this almost impossible.							
	c. It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts between them.							
	d. I believe that inelastic conformity with all the laws creates more problems than solutions for my unit. I choose to apply the laws with some elasticity in order to maximize results and benefits.							

	e. It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts that will be created between colleagues. f. Report more possible reasons: ➢ ……								
5.	At which degree do you believe that you are trained for the duties you are assigned? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
6.	Do you perform more than one duty at the same time? (Select an answer)	I perform only the duties of my first specialty	I perform 2 different duties		I perform 3 different duties		I perform 4 different duties	I perform more than 4 duties
7.	At which degree do you believe that the C.N.G. is exploiting your knowledge, skills and abilities? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very degree	At an extremely small degree
8.	At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position? (E.g. A tank crew man only performs these duties and not other such as a truck driver. (Select an answer)	I perform only the duties of my major specialty, rank and position.	I perform the duties of my major specialty, rank and position and very rarely for other duties.	I perform the duties of my major specialty, rank and position and rarely for other duties.	I perform the duties of my major specialty, rank and position and other duties in the same frequency.	I perform the duties of my major specialty, rank and position and often other duties.	I perform the duties of my major specialty, rank and position and very often other duties.	I never perform the duties of my major specialty, rank and position.

Table 5.2-1: Part D of the Questionnaire Regarding Job Description
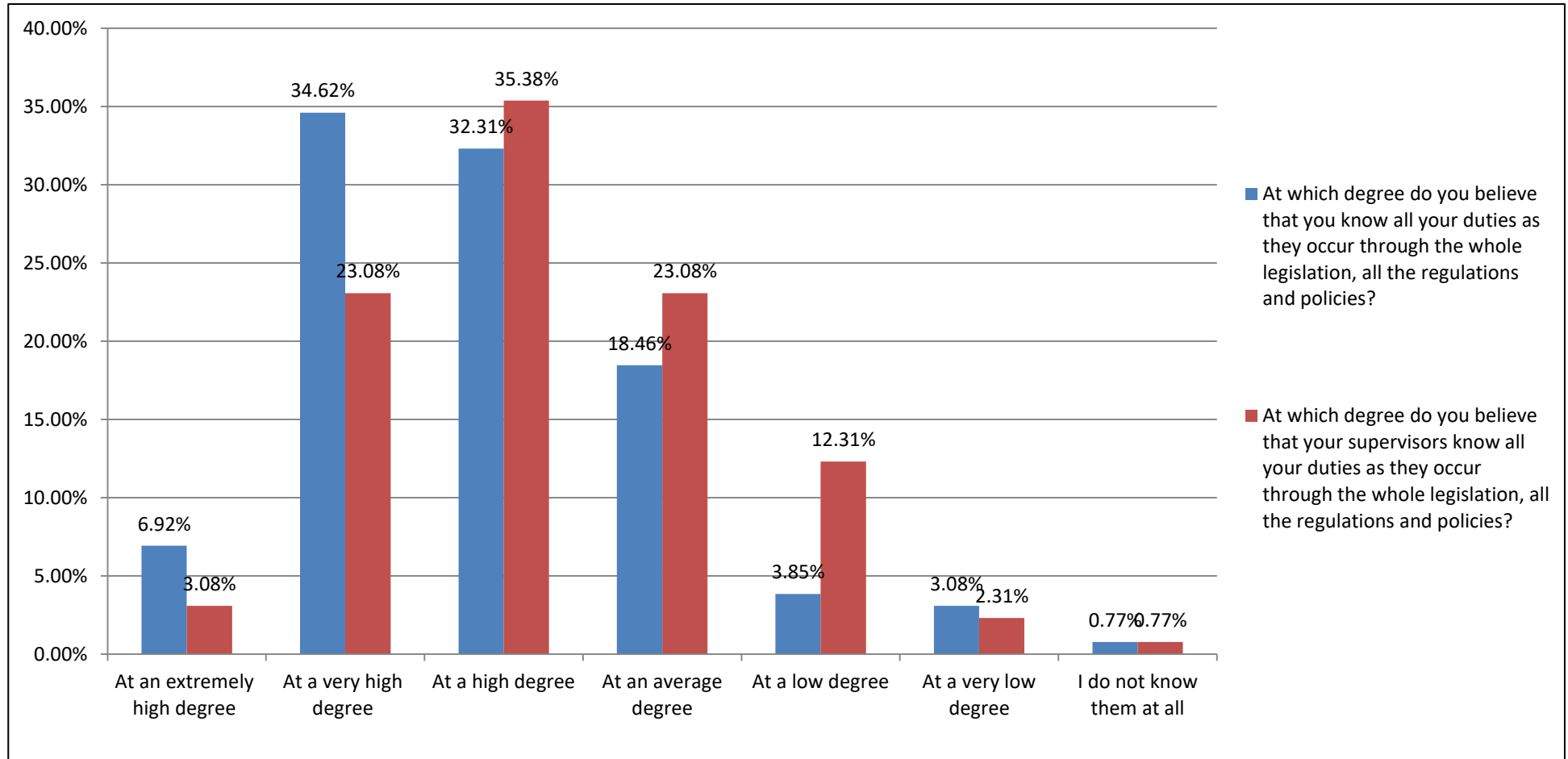
FIGURE 5.2-1: At which degree do you believe that you and your supervisor know all your duties? (Questions D-1 and D-2)

At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies?
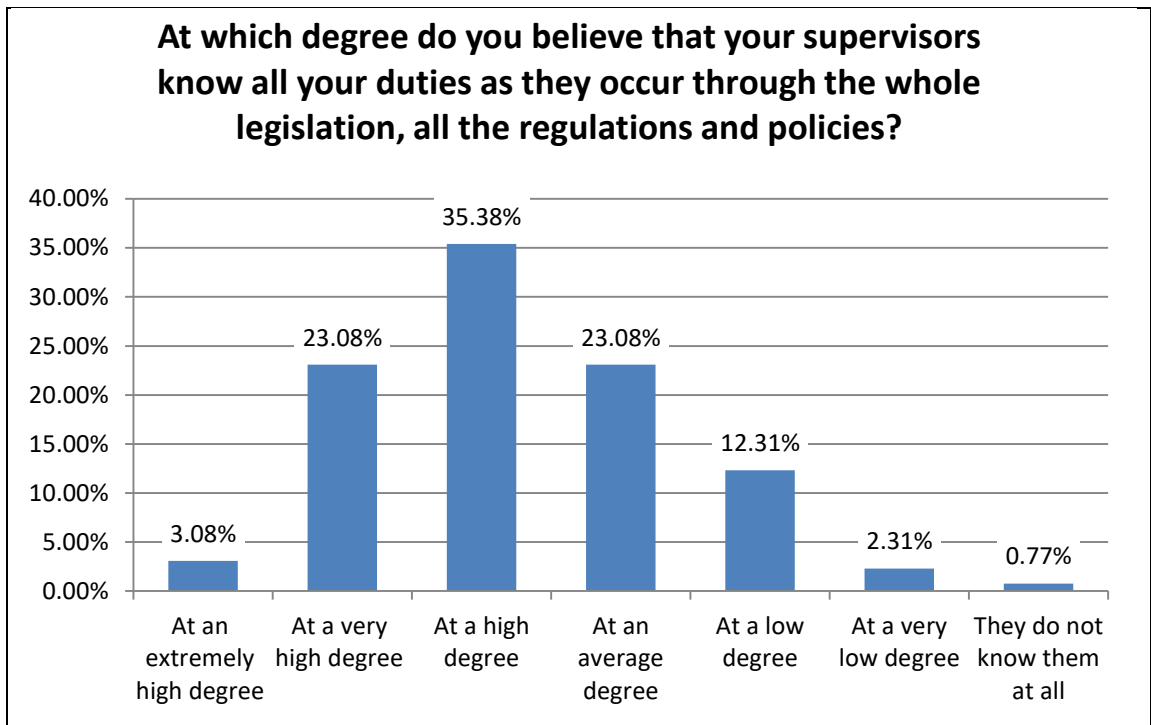
FIGURE 5.2-2: At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies? (Question D-2)

At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies?
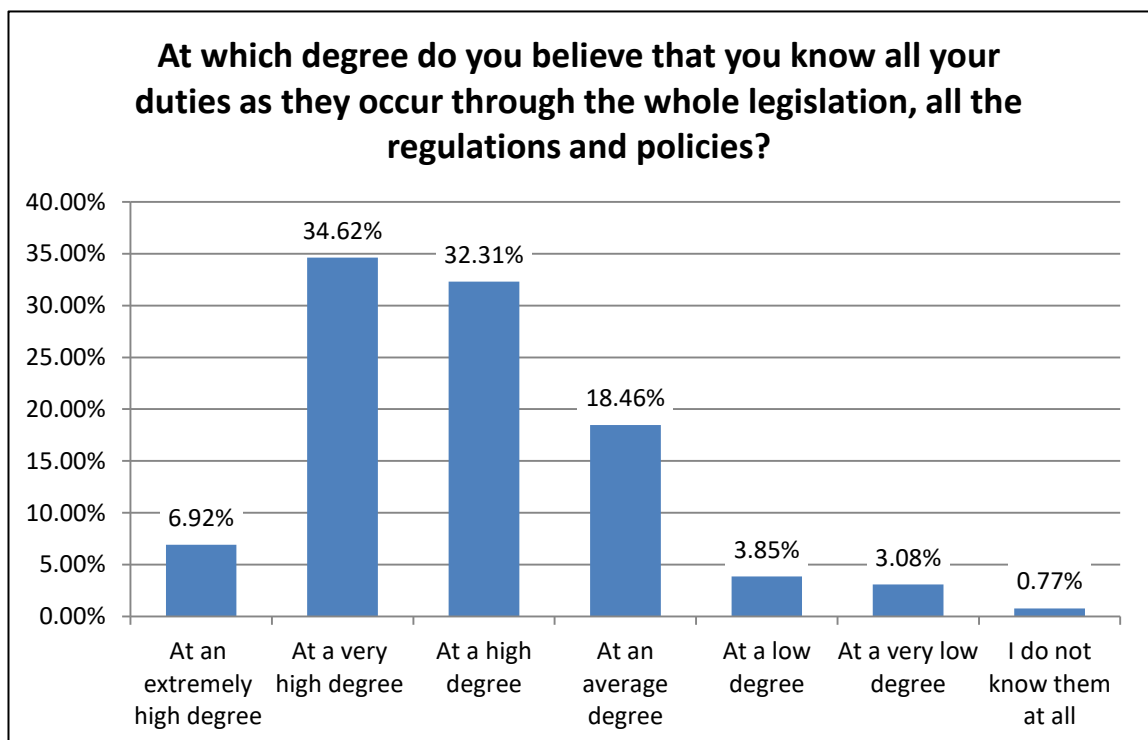
FIGURE 5.2-3: At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies? (Question D-1)
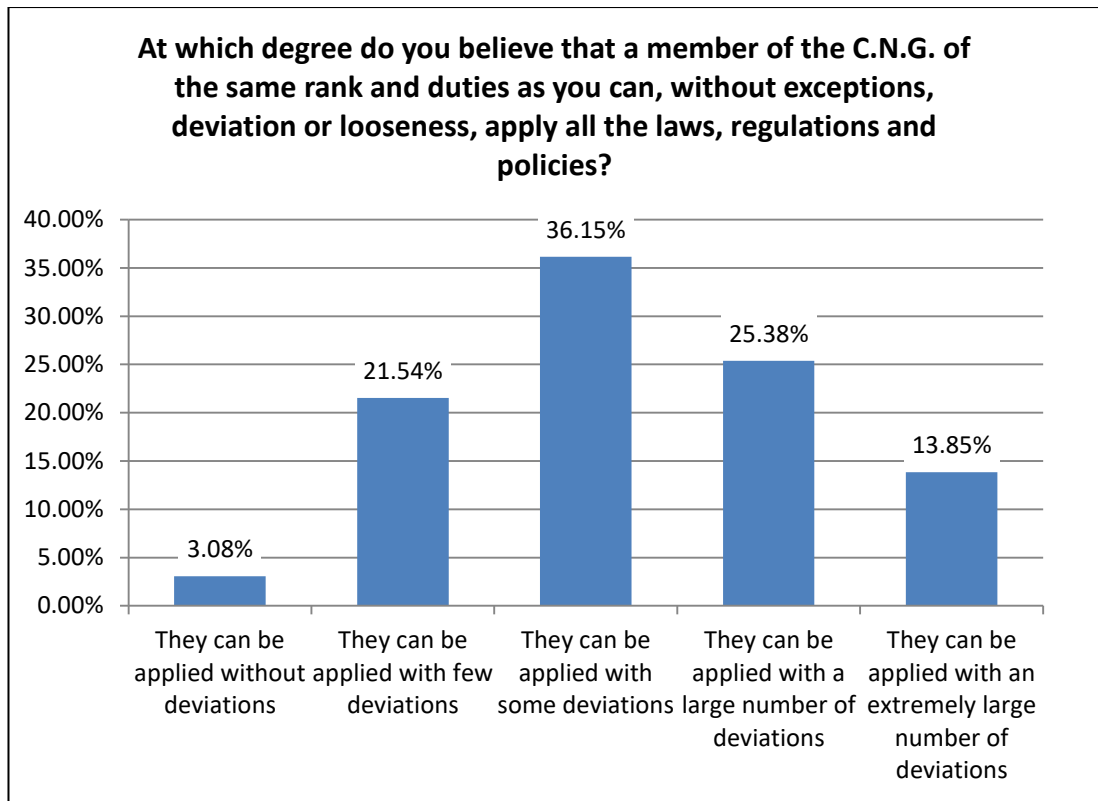
FIGURE 5.2-4: At which degree do you believe that a member of the C.N.G. can, without exceptions or deviation apply all the regulations? (Question D-3)
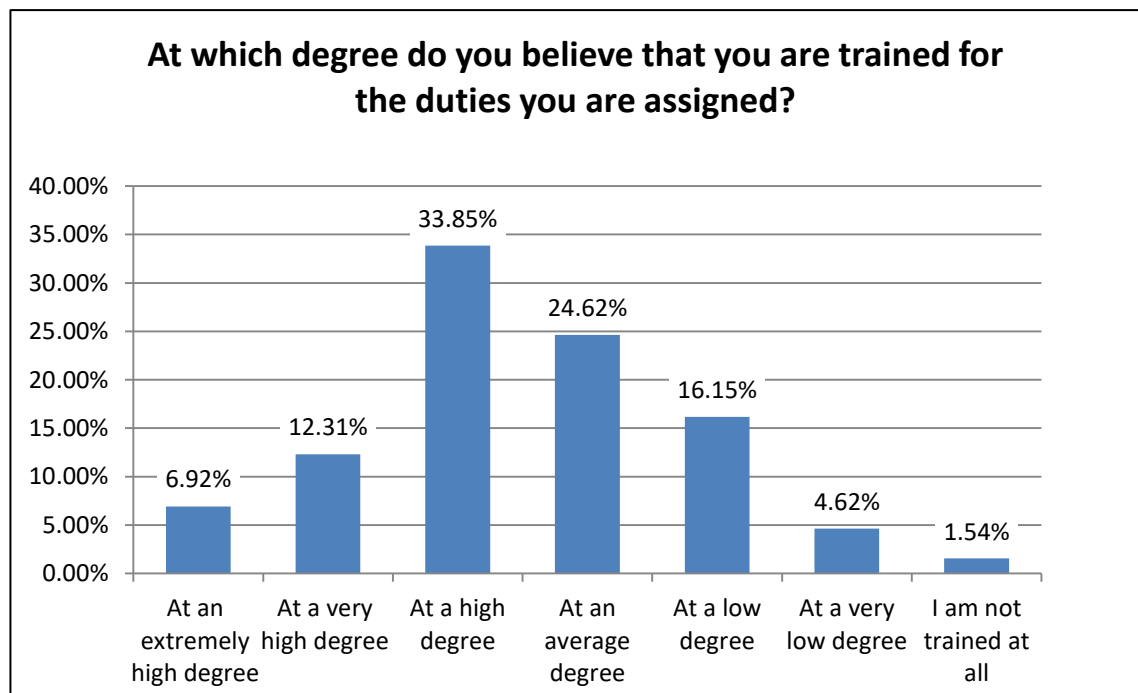
FIGURE 5.2-5: At which degree do you believe that you are trained for the duties you are assigned? (Question D-5)

If you believe that all the laws, regulations and policies cannot be applied without deviations select the reasons that may keep you from doing so

| | 73.85% | 45.38% | 36.15% | 26.15% | 42.31% | 41.54% | 1.54% |

Categories:
- The large number of duties, specialties and routine tasks that someone has to complete in a limited time frame do not support such a thing.
- External interfering makes this almost impossible.
- It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts between them.
- It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts that will be created between colleagues.
- I believe that inelastic conformity with all the laws creates more problems than solutions for my unit. I choose to apply the laws with some elasticity in order to maximize results and benefits.
- It is impossible or extremely difficult to know all the relevant laws, regulations and policies.
- Other

FIGURE 5.2-6: If you believe that all the laws, regulations and policies cannot be applied without deviations select the reasons that may keep you from doing so. (Question D-4)

Do you perform more than one duty at the same time?
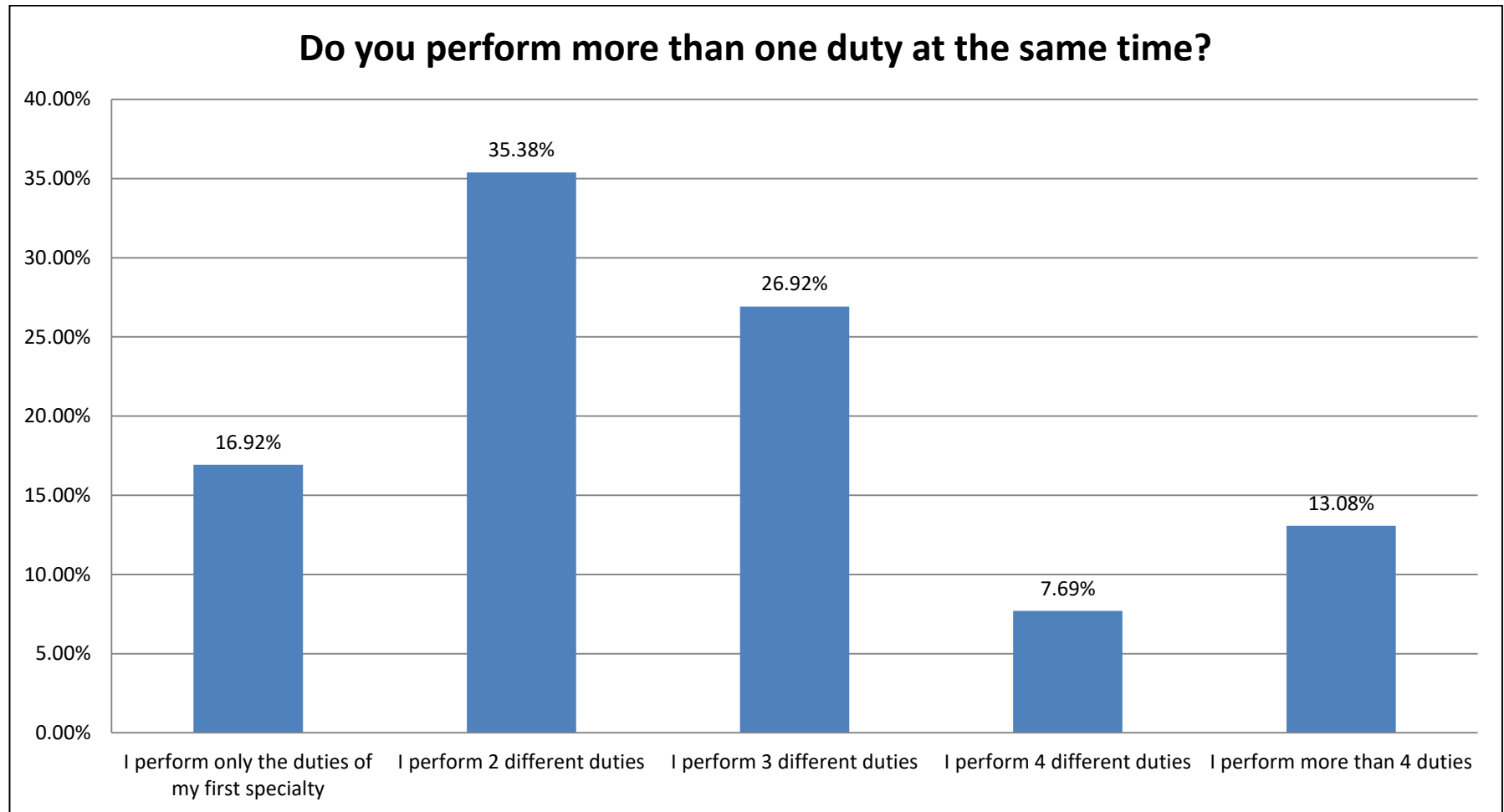
FIGURE 5.2-7: Do you perform more than one duty at the same time? (Question D-6)
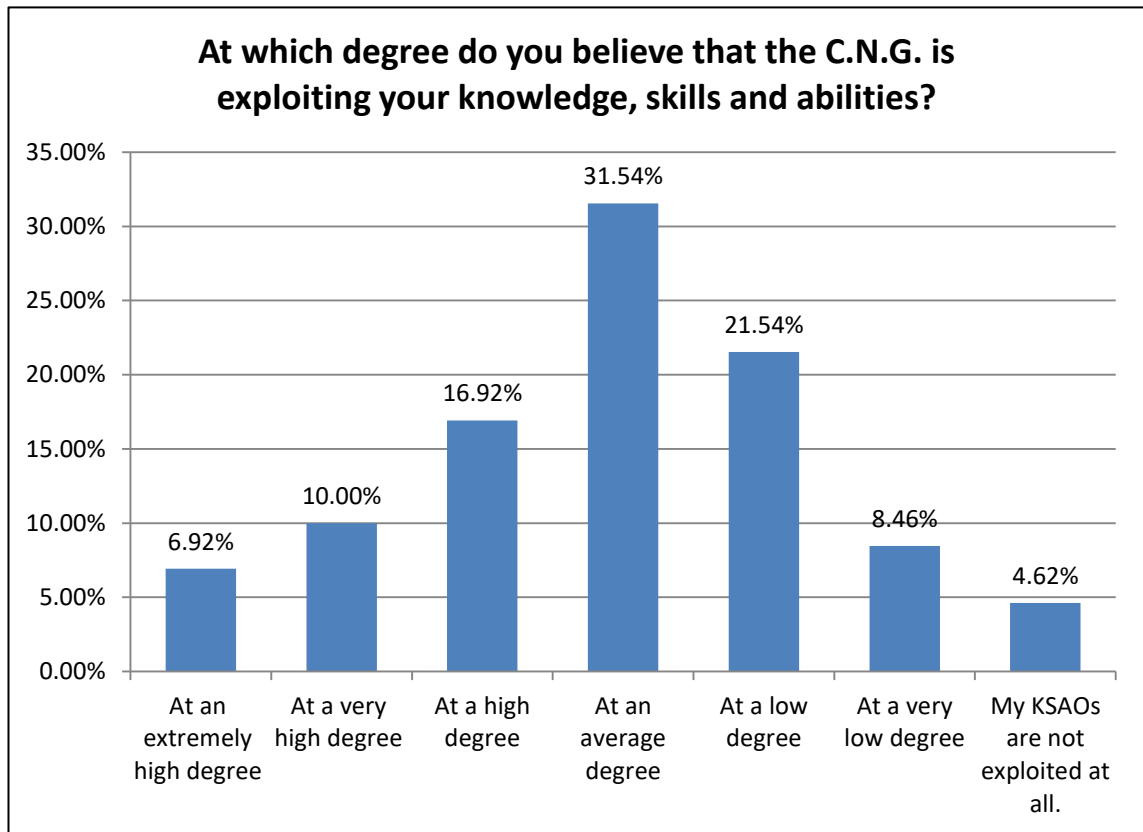
FIGURE 5.2-8: At which degree do you believe that the C.N.G. is exploiting your knowledge, skills and abilities? (Question D-7)

At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position?
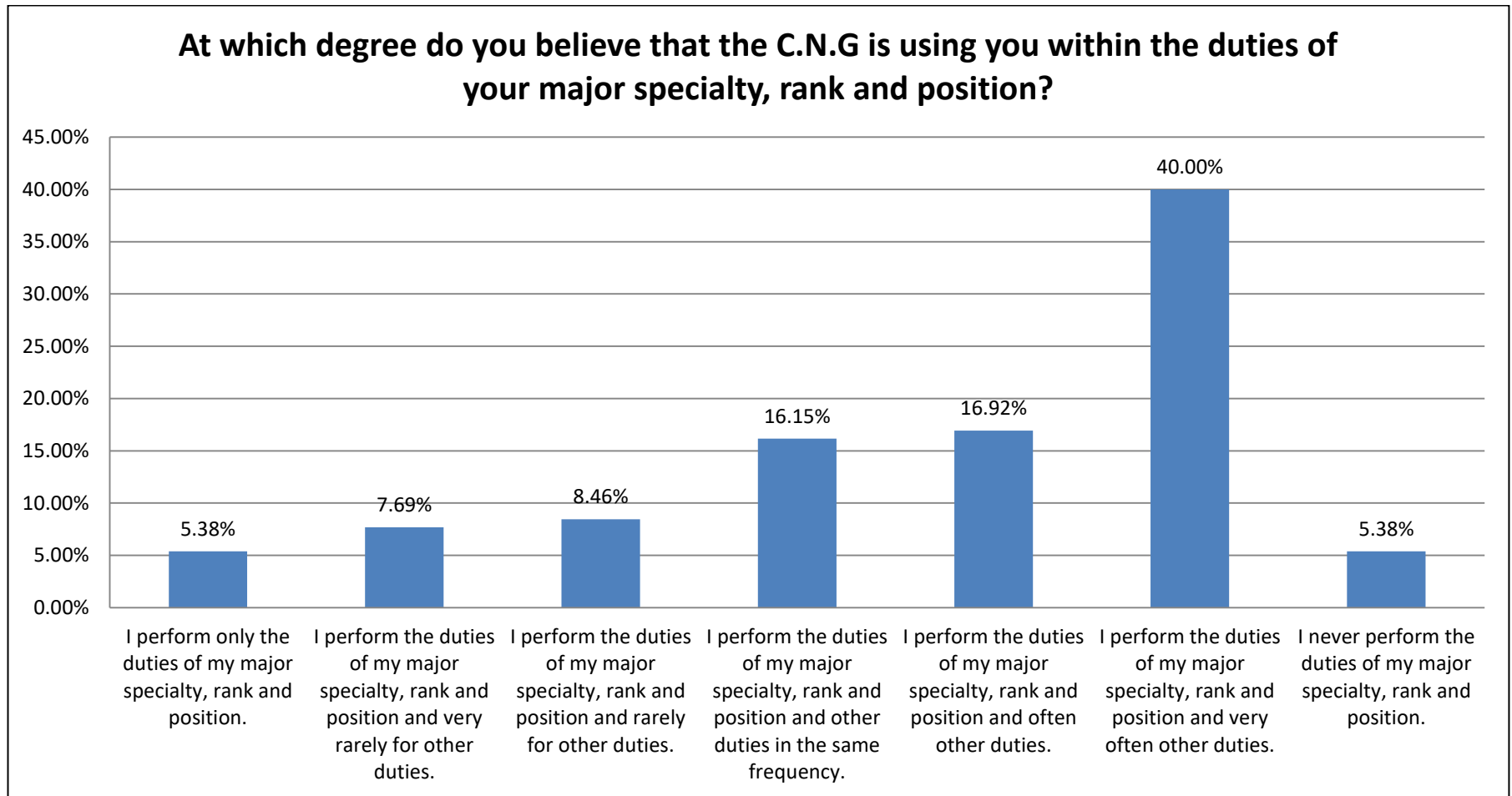
FIGURE 5.2-9: At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position? (Question D-8)

Means with 95% confidence intervals for Questions D-1, D-2, D-5, D-7 and D-8 from the value of 1 (At an extremely high degree) to the value of 7 (At an extremely small degree)
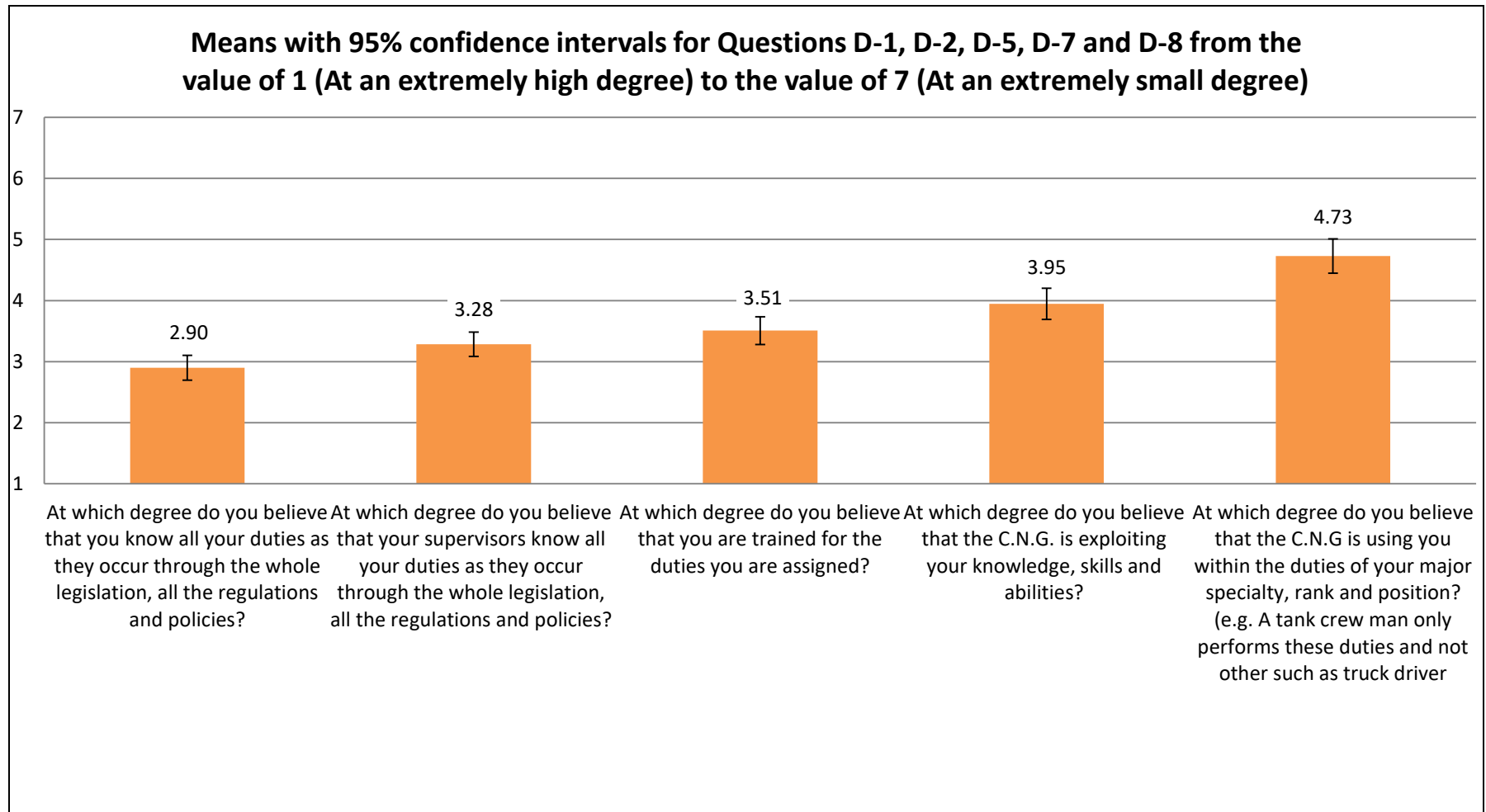
FIGURE 5.2-10: Means with 95% confidence intervals for Questions D-1, D-2, D-5, D-7 and D-8
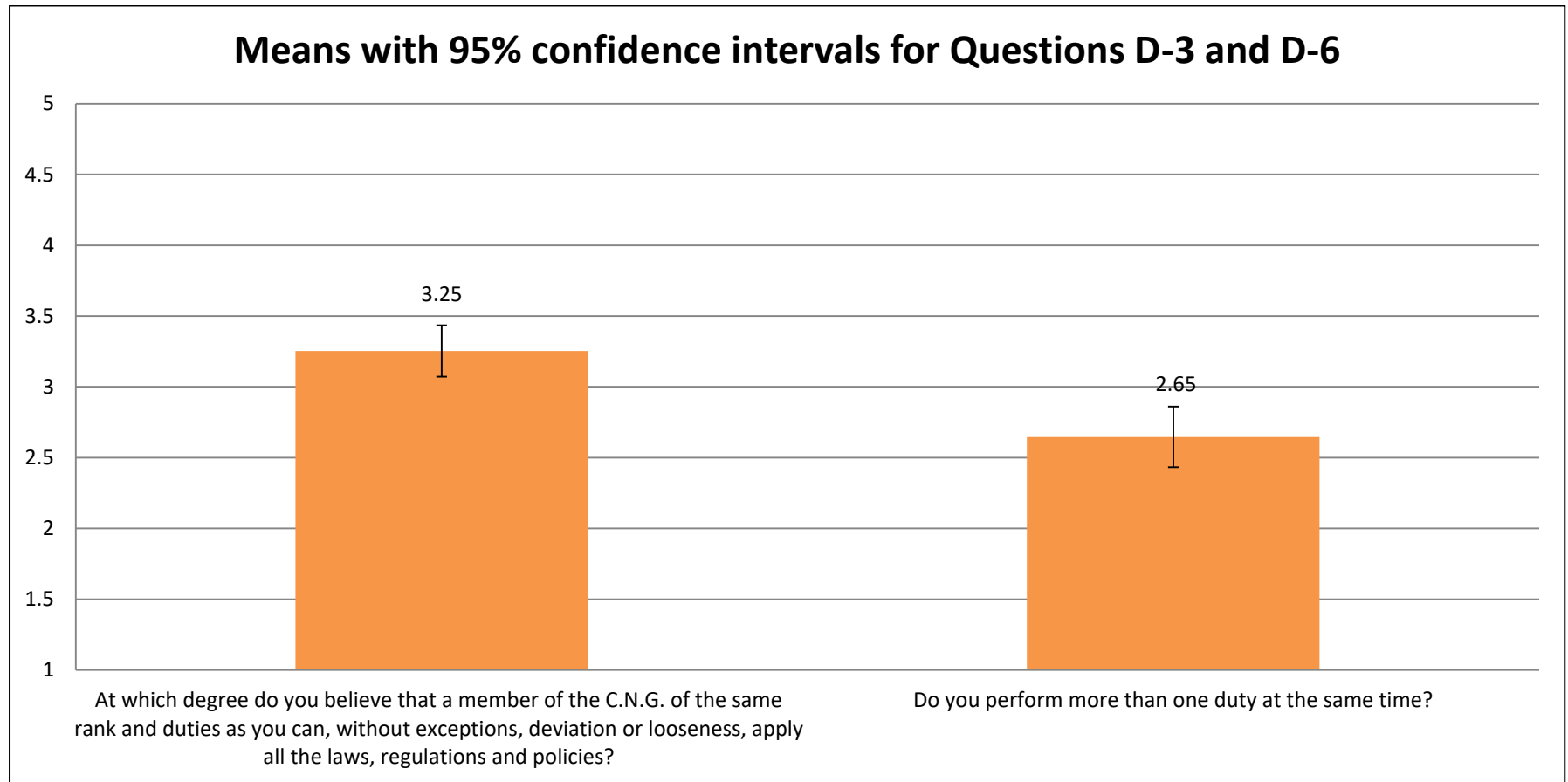
FIGURE 5.2-11: Means with 95% confidence intervals for Questions D-3 and D-6

5.3. PERSONNEL RECRUITMENT

5.3.1. The CNG's Recruitment System (Through Existing Laws, Policies and Regulations)

The recruitment activity as practiced by the MoD and the CNG is very limited and virtually inexistent (see Appendix 5.3-B). The recruitment efforts are analysed in the relevant legislation[47]. For all the different categories and ranks of personnel the efforts to attract the right candidates is limited to a declaration of vacancies in the Government's Gazette. Additionally, vacancies regarding the categories of officers, PNCOs and VNCOs must be announced in at least 2 local daily newspapers as defined by the relevant legislation for each category. For FYCVNCOs the legislation defines that the positions for local candidates should be advertised in, at least, 3 local newspapers. If any positions are to be declared for Greek citizens, then the announcement must be made in at least 5 Greek national daily newspapers. The announcements for positions of FYCVNCOs must declare, with a list of clear and objective criteria, whether men or women are eligible for applying.

5.3.2. Realistic Job Previews (RJP) Within the CNG

The review of the relevant legislation clearly shows the nonexistence of any effort to inform realistically, objectively and responsibly possible candidates that are interested for the military profession. RJPs are totally ignored both by legislation and current practice.

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[47] Law regarding the Cypriot National Guard (2011)

Law regarding the Cypriot Armed Forces (1990).

Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012).

Regulations concerning the men and women volunteer NCO's of the Cypriot Armed Forces (1990).

Regulations concerning the Officers of the Cypriot Armed Forces (1990).

Regulations concerning the permanent NCOs of the Cypriot Armed Forces (1990).

Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993).

5.3.3. Interview with Personnel of the Greek Military School for Army Officers (Stratiotiki Scholi Evelpidon).

The general system of recruitment of the Greek Armed Forces, as it was presented by both representatives of the Greek Military School for Army Officers Brigadier General T. A. and Captain M. E., is very similar with the CNG's system where minimum recruitment efforts take place. As with the recruitment efforts of the CNG, the whole process is comprised only by announcements in newspapers in order to comply with the relevant laws.

5.3.4. Survey Results

The third part of the questionnaire (see Table 5.3-1) seeks to discover the processes of recruitment and their degree of efficiency through the scope of military personnel that has already passed through this stage of employment. The first question of this part asked who or what incident initially triggered the interest for the military profession. 6 different possible answers were provided with a seventh open choice for mentioning other possible answers. Participants could provide more than one possible answer to this question since many different reasons could have initiated an interest for the profession. The answer "Love for homeland" concentrates the majority of answers with 52.30% of respondents choosing it as a reason for becoming officers or NCOs (see Figure 5.3-1). Job security with 34.60%, salary with 30% and a relative in the profession with 23.08% follow as the main reasons that stimulated candidates to apply for the profession. The negative aspect discovered through this question is that recruitment advertisements of any kind or other recruitment activities have only been mentioned by a very low proportion of the sample equal to 7.69%. This leads to the logical assumption that recruitment efforts and the use of various means for reaching possible candidates for job vacancies seem to be inadequate and fail to reach a large number of recipients in order to create an adequate pool of qualified candidates. The lack of communication through various means additionally leads us to the assumption that most candidates are not adequately informed about the profession from a valid and credible source such as the CNGGS or the Ministry of Defence. Consequently, the absence of valid information could lead to the creation of a pool of

candidates that is inadequate both in terms of size and quality. Any misinformed applicant or candidate that applies for a position for the wrong reasons may eventually form the unhappy low-performing employee of the future.

While the first question was seeking to discover what created the initial interest for the profession the second question (see Table 5.3-1) wanted to analyse what made candidates finally choose the military profession and assess the degree of influence that some parameters had over their decision. The parameters chosen here are the same as the first question with the answer "A recruiter" added. Figure 5.3-2 illustrates all the different parameters and the proportions of all the different answers while Figure 5.3-3 sums the high degrees of affect on a single bar and the low on another for a clearer picture. "Love for my country" was again chosen by the majority (76.15%) as the crucial parameter for finally choosing the profession (see Figures 5.3-2 to 5.3-4 and Appendix 5.3-A). Job security with 63.85% and salary with 57.69% are the following 2 parameters that have highly influenced candidates in choosing the profession. Not surprisingly and in comparison with the first question "a recruiter" and "an advertisement" have been the parameters that have influenced the least all candidates. The choice of the recruiter has a very low degree of influence for 96.92% of all respondents while 94.62% stated that it did not affect at all. Advertisements show identical results with 89.23% stating very low degrees of influence (84.62% stated that it did not influence their decision at all). These two parameters in relation with the answers of the first question illustrate a very weak aspect of the CNG's recruitment processes at least in terms of reaching and eventually influencing candidates. One of the most important aspects of recruitment which is the recruiter as a person, an interviewer and a representative of the employer is completely absent from the whole process. The parameter of a relative in the profession has been one of the main reasons that someone decided to apply for the job but for finally choosing the profession surprisingly, 70.77% replied that it had low degree of influence with 62.31% stating that it did not influence their decision at all. Figure 5.3-4 and Appendix 5.3-A illustrate the statistical aspects of this question. There is a very firm opinion of respondents that a recruiter and an advertisement have influenced the least with the mean of the former being equal to 6.85 and the

latter to 6.42, both very close to the value of 7 that represents the non influential relationship. The 95% confidence interval is for the first ±0.11 and for the second ±0.26 values that provide an additional insight over the homogeny of perceptions among respondents.

The 3rd, 6th and 7th questions seek to detect whether a realistic job preview is performed at any stage of the employment process or if the existence of RJPs could affect the decision to accept a job offer. The 3rd question assesses the degree that the profession really is what candidates initially imagined it to be through a 7 point answers scale. 50% of respondents (see Figures 5.3-5 and 5.3-11) find the real profession to have a low degree of relationship with what they initially expected. Additionally, 22.31% of respondents think that the profession is not what they expected at all. Exactly the same proportion (22.31%) believes that the profession is what they expected at a high, very high and extremely high degree. The 6th question specifically asks whether a realistic job preview actually was made for candidates with 73.85% stating that they have not participated in such a procedure. 19.23% of respondents stated that a relative or a friend has informed them and only a 3.08% was informed by a CNG's representative (see Figure 5.3-8). These answers reveal the total absence of a formal program of RJP for the military profession. Moreover, candidates seek information from other sources, like relatives and friends, which could lead to their misguidance and to the creation of misleading impressions regarding the profession, an effect also revealed from the first two questions of this part of the questionnaire. The 7th question asked respondents to imagine a hypothetical scenario where a C.N.G. representative informed them realistically and responsibly, with all the negative or positive details regarding the profession and asked their opinion if they would select it again. As Figures 5.3-10 and 5.3-11 show, 52.31% responded positively (Maybe yes - 20%, Rather yes – 18.46%, Definitely yes – 13.85%) while 33.08% responded negatively (Maybe not – 13.85%, Rather not – 8.46%, Definitely not – 10.77%). Despite the higher positive result still one third of respondents admit the fact that if they knew all the realities regarding the profession they would not apply or accept this job.

The 4th question, which is linked to the 7th question, assesses the willingness to leave the profession and follow another career. As Figures 5.3-6 and 5.3-9 show, 26.92% responded negatively stating their willingness to stay while 58.46% responded positively. The 5th question (see Figure 5.3-7) asked those willing to leave the CNG to state the reasons that keep them from leaving. The vast majority stated that the financial crisis and the financial security of the profession (36% and 56% respectively) are the main reasons that keep them within the ranks of the CNG.

No	QUESTION	POSSIBLE ANSWERS						
1.	Who/what raised your interest for the military profession? (You can select more than one answer)	A relative already serving.	Love for my country.	The salary.	Experiences during military service.	Job security	A recruiter	Other reasons (mention) ……………….
2.	What made you choose the military profession and at which degree? (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
	a. A relative.							
	b. Love for my country.							
	c. The salary							
	d. Experiences during military service.							
	e. Job security							
	f. An advertisement							
	g. Other (Fill only if you have provided a reason at the previous question)							
3.	The profession is as I imagined it to be. (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average level	At a low degree	At a very low degree	At an extremely small degree
4.	If you could resign today and choose another profession would you do it? (Select an answer)	Definitely yes	Rather yes	Maybe yes	Don't know	Maybe not	Rather not	Definitely not
5.	If you chose a positive answer which are the reasons that hold you from resigning? (Select the answers that represent you)	Due to the public recognition and high status of the military profession.	Due to the financial crisis.		Due to the financial security the profession offers.	Due to the personal relationship with other members of the C.N.G.	Mention other reasons: ➢ ➢	
6.	Did someone inform you realistically regarding the profession? (Select an answer)	Yes, a C.N.G. representative.		Yes, a relative or friend.		Yes (other)		No
7.	If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again? (Select an answer)	Definitely yes	Rather yes	Maybe yes	Don't know	Maybe not	Rather not	Definitely not

Table 5.3-1: Part B. of the Questionnaire: Recruitment

Who/what raised your interest for the military profession?
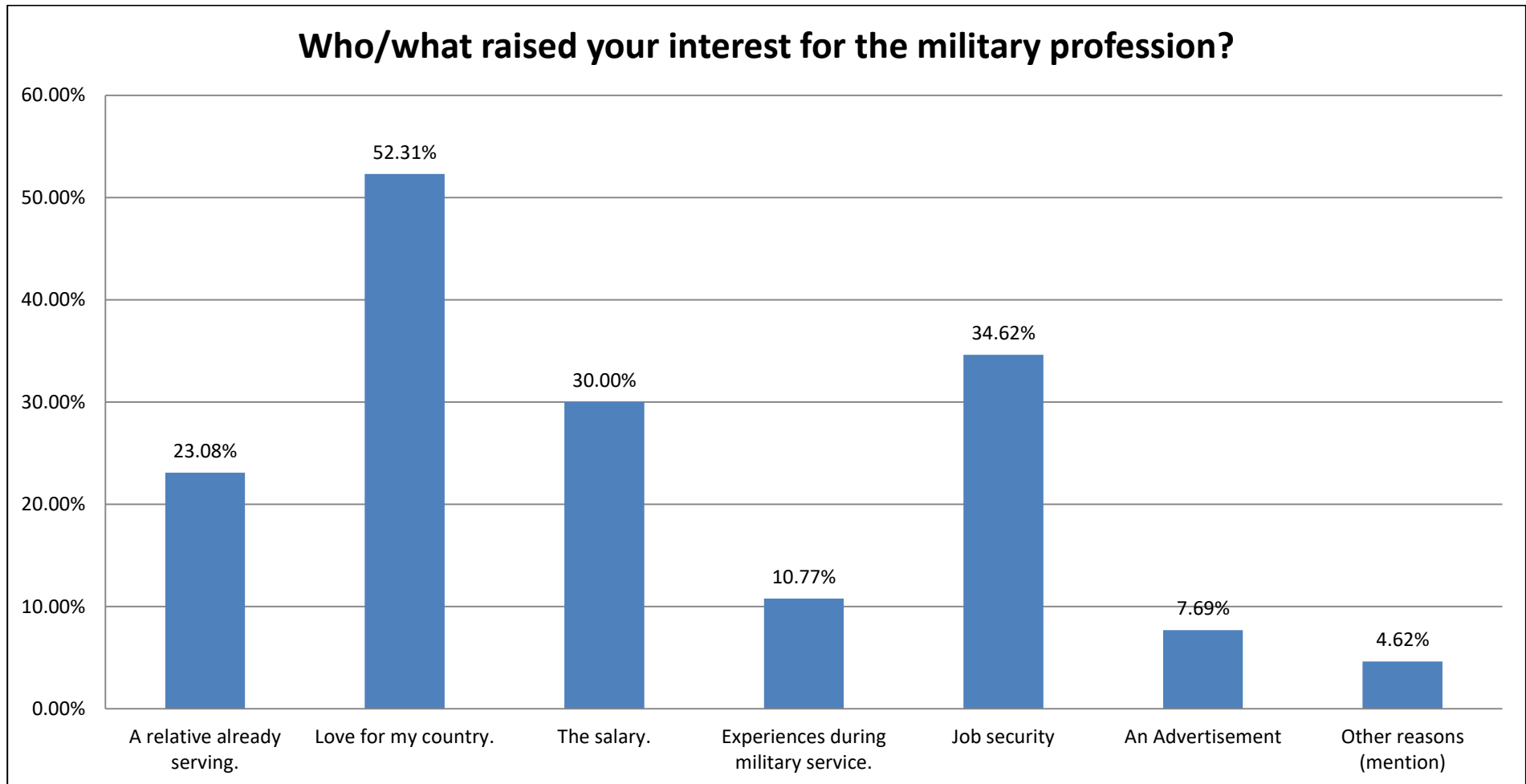
FIGURE 5.3-1: Who/what raised your interest for the military profession? (Question B-1)
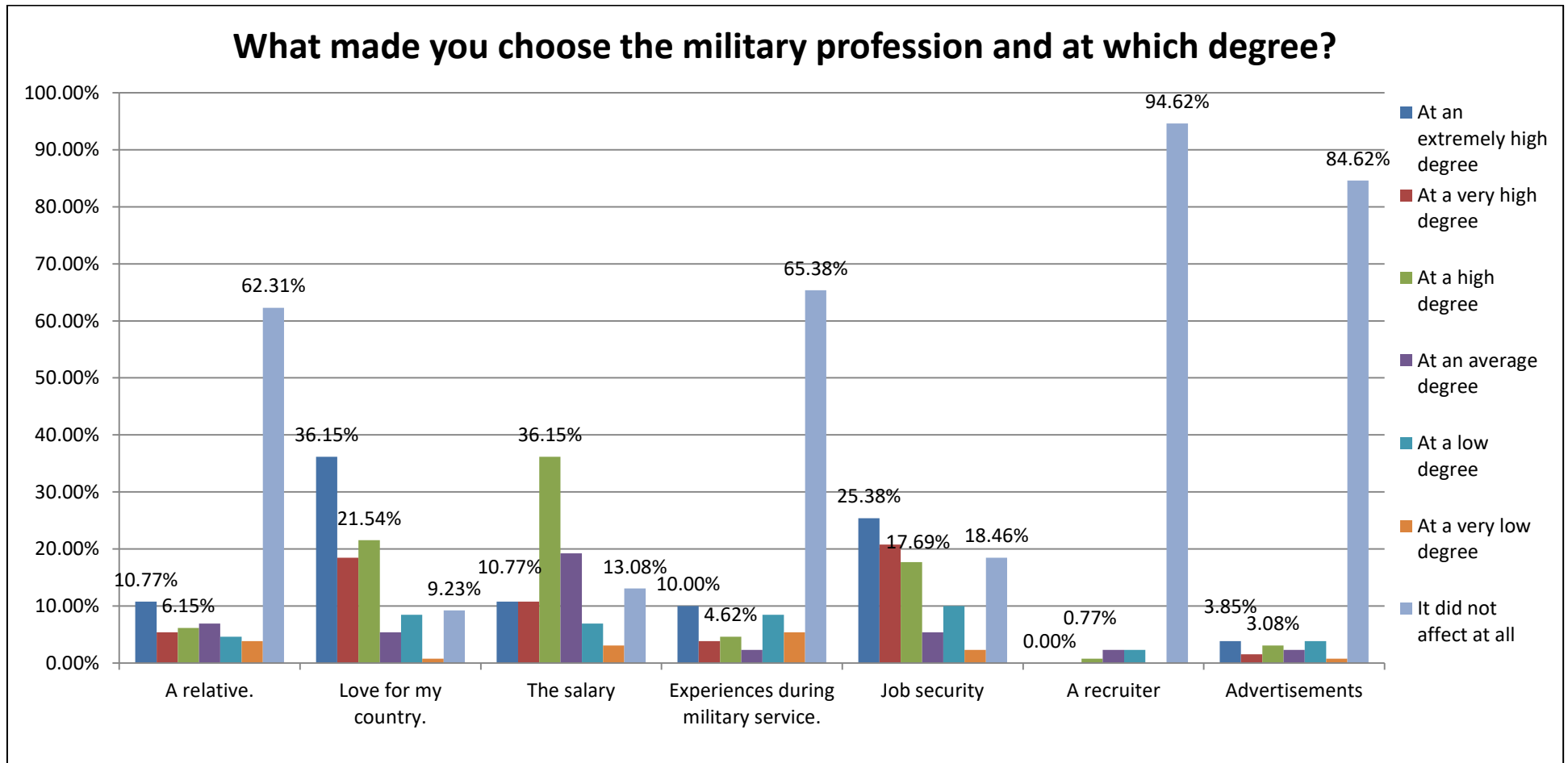
FIGURE 5.3-2: What made you choose the military profession and at which degree? (Question B-2)

What made you choose the military profession and at which degree?
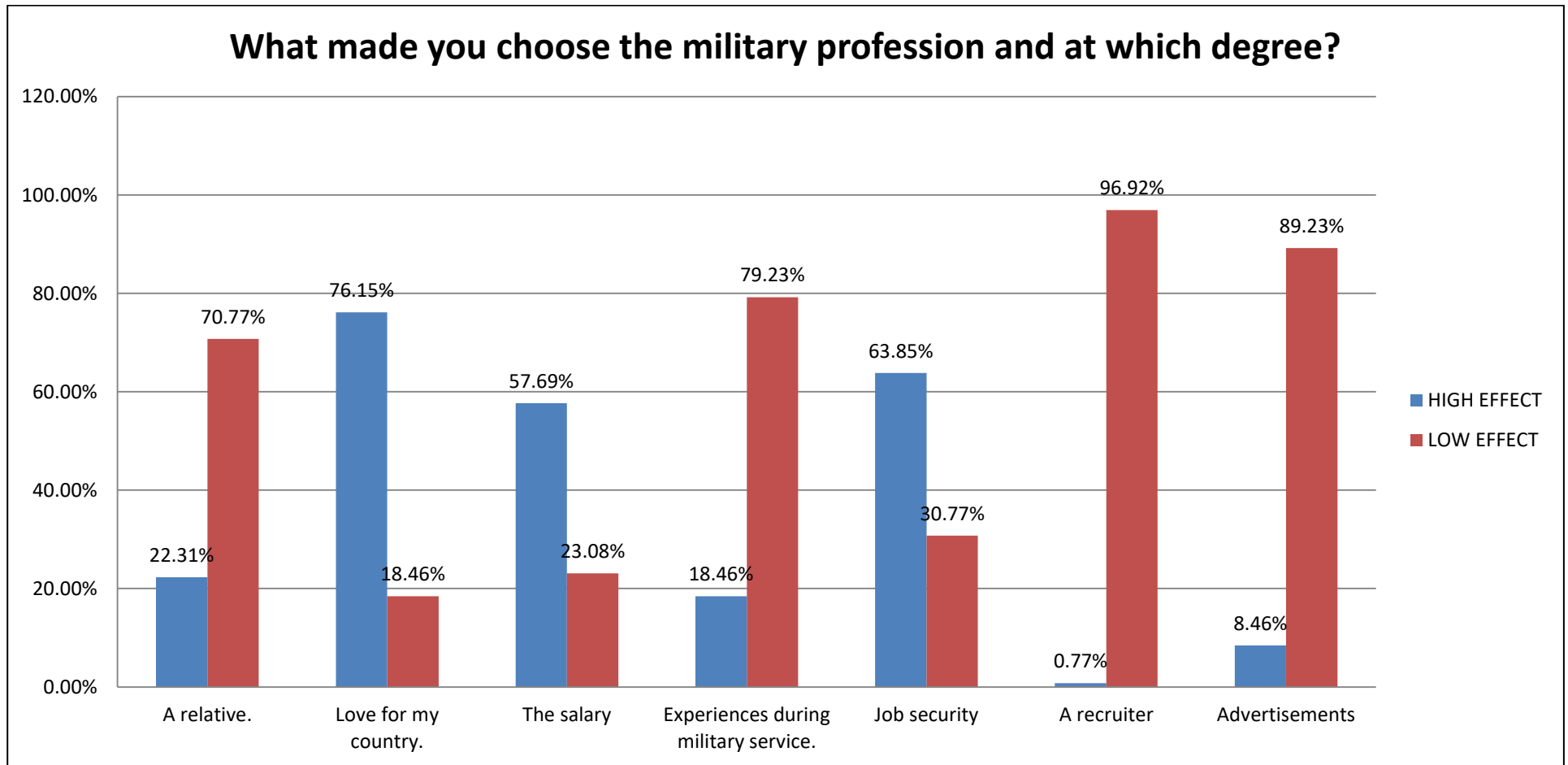
FIGURE 5.3-3: What made you choose the military profession and at which degree? (Question B-2)

What made you choose the military profession and at which degree? Means with 95% confidence intervals on a scale from 1 (At an extremely high degree) to 7 (It did not affect at all)
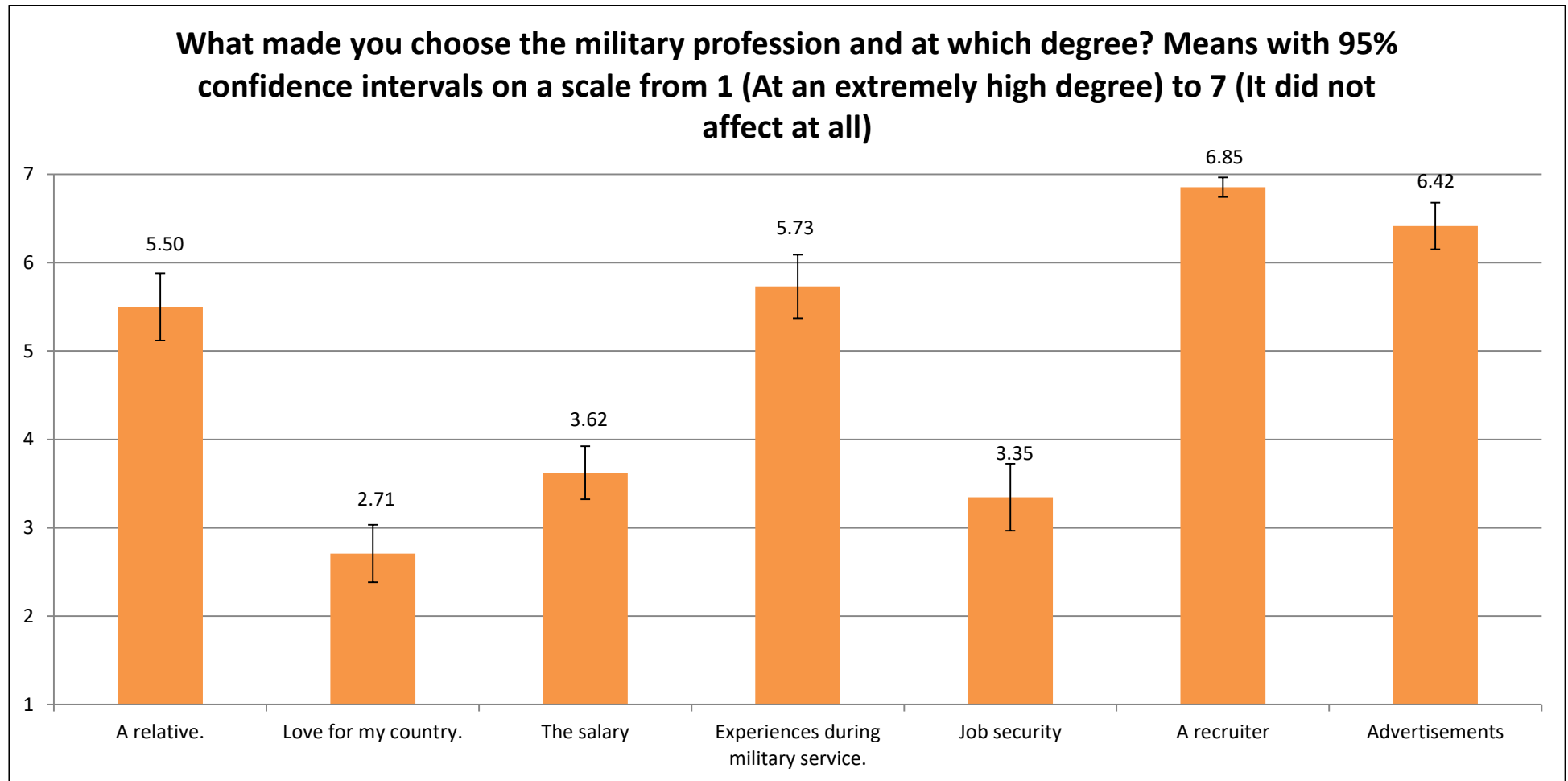
FIGURE 5.3-4: What made you choose the military profession and at which degree? (Means) (Question B-2)

The profession is as I imagined it to be.
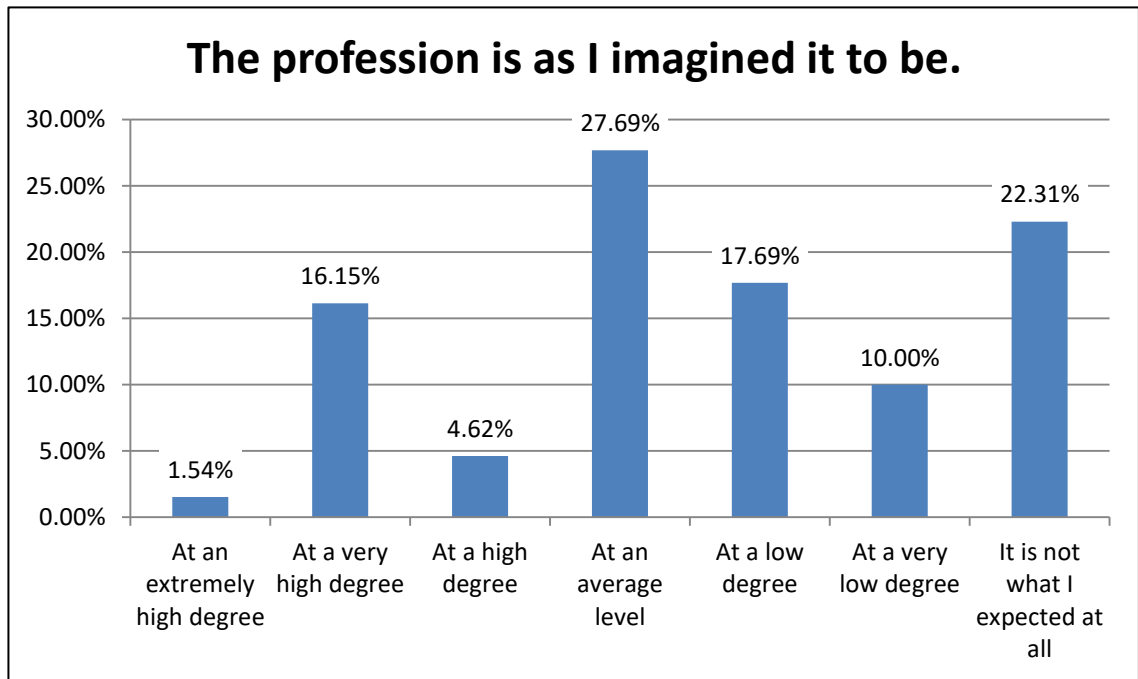
FIGURE 5.3-5: The profession is as I imagined it to be. (Question B-3)

If you could resign today and choose another profession would you do it?
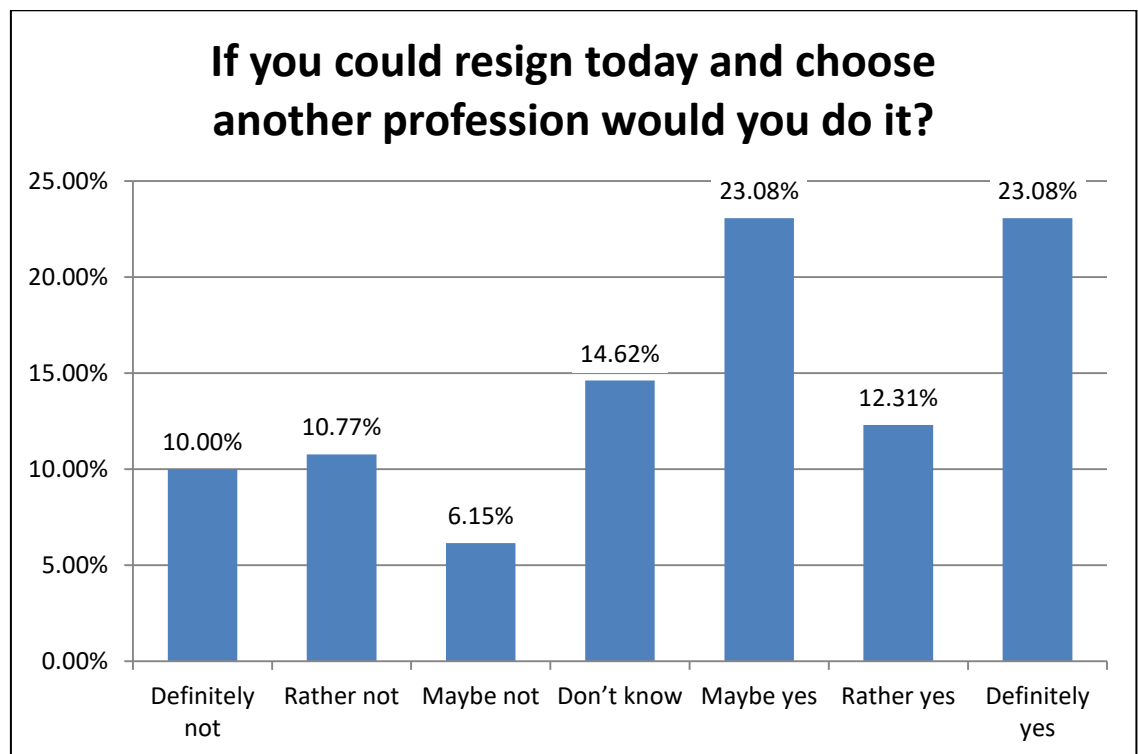
FIGURE 5.3-6: If you could resign today and choose another profession would you do it? (Question B-4)
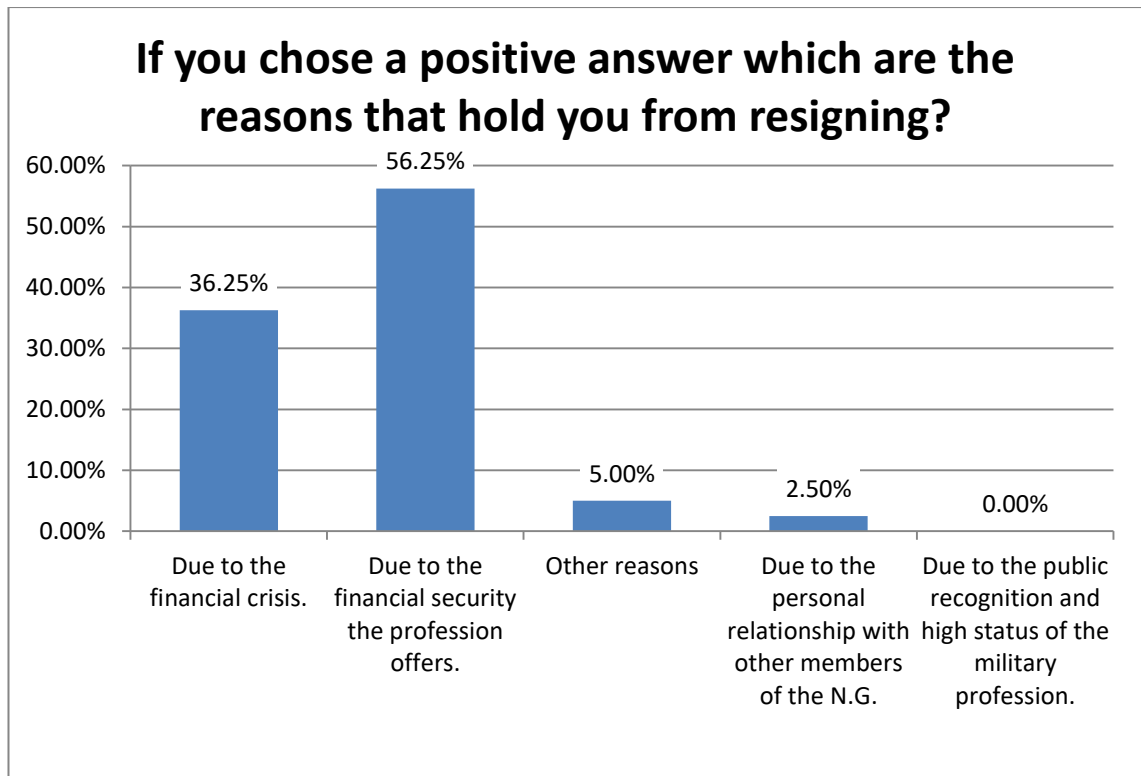
FIGURE 5.3-7: If you chose a positive answer which are the reasons that hold you from resigning? (Question B-5)
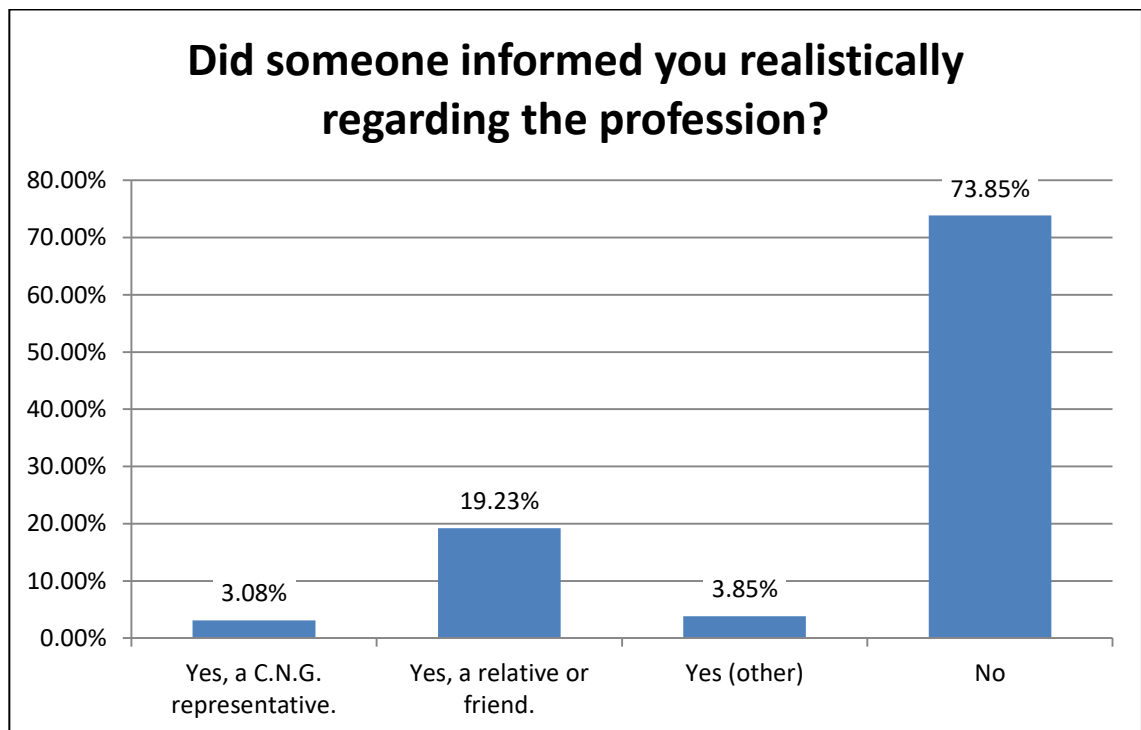
FIGURE 5.3-8: Did someone inform you realistically regarding the profession? (Question B-6)

If you could resign today and choose another profession would you do it?
(Mean with 95% confidence interval)
Value of 1 = Definitely No Value of 7 = Definetely Yes

4.59

If you could resign today and choose another profession would you do it?
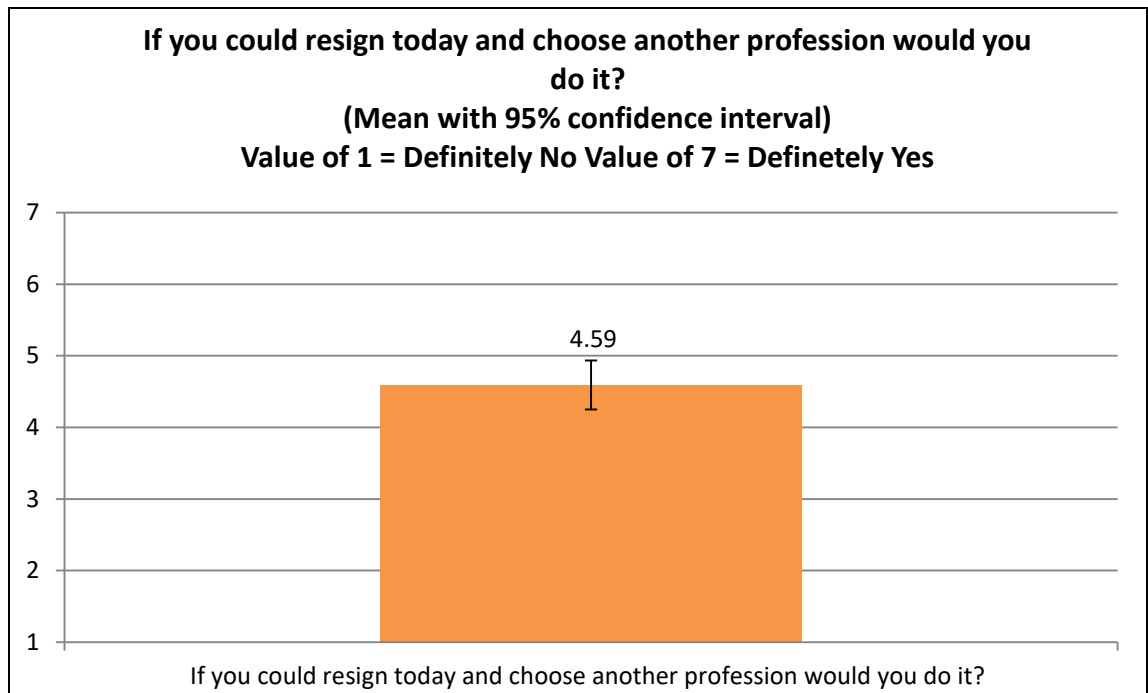
FIGURE 5.3-9: If you could resign today and choose another profession would you do it? (MEANS) (Question B-4)

If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again?

13.85% 18.46% 20.00% 14.62% 13.85% 8.46% 10.77%

Definitely yes | Rather yes | Maybe yes | Don't know | Maybe not | Rather not | Definitely not
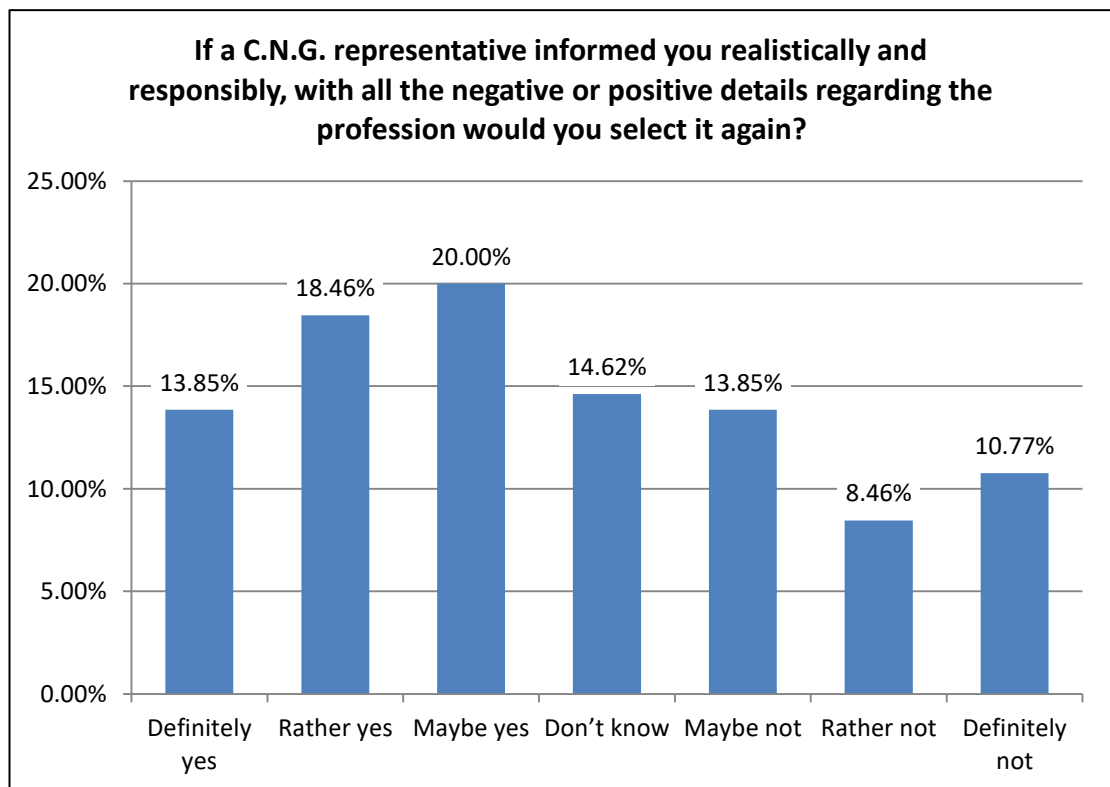
FIGURE 5.3-10: If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again? (Question B-7)

Means with 95% confidence intervals for Questions B-3 and B-7 regarding Realistic Job Previews
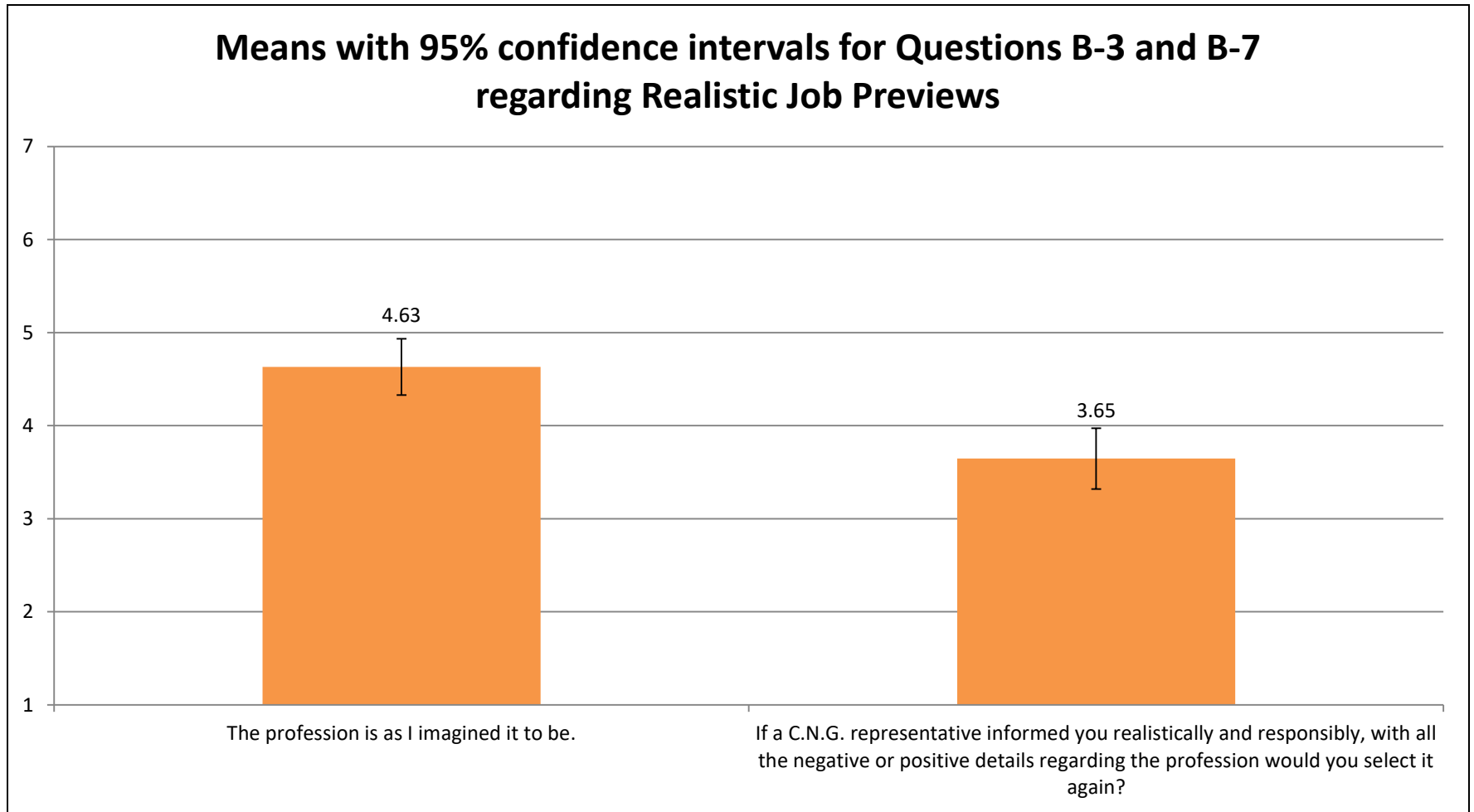
FIGURE 5.3-11: Means with 95% confidence intervals for Questions B-3 and B-7 regarding Realistic Job Previews

5.4. PERSONNEL SELECTION

The different and relevant procedures regarding personnel selection are generally governed by a number of laws and regulations as they are accredited by the Parliament of Cyprus. An analysis of the legislation concerning each personnel category follows in order to illustrate the general philosophy regarding this HRM activity. For an explanatory diagram regarding the whole process see Appendix 5.4-B.

5.4.1. Officers' Selection Procedures

The officers of the CNG are divided into 3 different categories as described in the Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990):

➢ Officers that graduated from military schools
➢ Officers that are directly appointed by the Minister of Defence (for specific specialties not available through HMEIs)
➢ Officers that are promoted from the ranks of PNCOs (Warrant Officers that are promoted to Officers)

In the same regulations is mentioned that NCOs that have been promoted to officers are not tested in any selection procedures or are put through a period of assessment. Additionally, these regulations define the procedures followed for officers of direct appointment. Officer positions for direct appointment are announced in the Government's Gazette as decided by the Minister's Cabinet. The candidates' qualifications for this category of officers are:

➢ They must be citizens of the Republic of Cyprus.
➢ They must have not been convicted with imprisonment for any felony or offense of disgraceful or moral nature.
➢ They must have a university degree relevant to the announced vacancy.
➢ They must be equal to or less than 30 years old (Unless the Ministers' Cabinet decides otherwise).

➢ They must have the physical qualifications as defined by the Minister of Defence.

➢ They must have been found fit and healthy enough for military service through the medical tests conducted by the MoD and the Ministry of Health.

➢ They must have completed successfully the IQ test conducted by the MoD.

➢ They must have succeeded in a written exam as decided by the Minister of Defence.

The Minister of Defence, after the selection procedures are concluded and all candidates are positioned according to their performance, decides who is finally selected. Those selected are appointed initially to the rank of Second Lieutenant unless they have higher qualifications that can lead to their appointment as lieutenants or captains. All officers of this category can be asked to study in a foreign or domestic military school. They also have a two year period of assessment during which the MoD has the lawful right to terminate the employment contract. In this scenario, the Minister of Defence with a written statement delivered to the officer, explains the reasons of termination. The officer has the right to provide explanations and if the Minister finds them to be rational, the assessment period can be extended for another 2 years (maximum extended assessment period). After the second assessment period the Minister appoints permanently the officer or terminates the contract with the decision announced in the Government's Gazette.

The selection procedures for Officers that come from HMEIs are analysed by a directive[48] of the CNGGS that defines in depth the policies mentioned in the Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990). The directive determines the Higher Military Educational Institutions (HMEI) for Officers which are the following five:

1. Hellenic Army Academy for Officers belonging to the ground forces.

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[48] Permanent Directive No 4-39/2004/CNGGS/Department of Personnel Selection/1 regarding the Selection of Students for the Higher Military Educational Institutions (HMEI) and the Military Schools for NCOs (MSNCO)

2. Hellenic Naval Academy (Battle and Mechanical Officers)

3. Hellenic Air Force Academy (Pilot and Mechanical Officers)

4. Hellenic Corps Academy (Medical, Dentist, Vet, Pharmaceutical, Recruitment, Economist, Psychologists)

5. Hellenic Nurse Academy

The number of students for each institution is decided by the MoD after a proposal by the CNGGS. All positions are for women and men candidates that have the following characteristics:

➢ They must be citizens of the Republic of Cyprus.

➢ They must have not been convicted with imprisonment for any felony or offense of disgraceful or moral nature.

➢ They must not belong in any religious cults.

➢ They must be up to 22 years old for HMEIs.

➢ For those that served their military obligation they should not have been demoted for a disciplinary action.

➢ They should not have been dismissed by a military school in the past.

➢ They must be graduates of public or recognised by the Ministry of Education and Civilization private high school of at least six years of attendance.

➢ They must be healthy without any tattoos in visible parts of their body that cannot be covered by the summer formal uniform.

Those willing to attend a military school and be employed as Officers must:

➢ State their preferred schools at the relevant application form for the exams held by the Ministry of Education and Civilization.

➢ Send to the MoD a list of documents within a period of time as defined by the MoD. The documents illustrate the truthfulness of the requirements mentioned in the previous paragraph.

➢ Attend and pass the preliminary tests held by the MoD and the CNGGS. The results of these tests are definite without the possibility of re-examination or objection.

During the selection procedures several committees are assembled in order to evaluate all candidates through the different stages. The first committee is the one responsible for the candidate's background checking. The committee is assembled in order to verify the submissions of candidates. This committee is comprised by 1 officer with the rank of major and above as president of the committee, 3 officers with the rank of major and above as members of the committee (1 from the Juridical Corp and 1 from the Recruitment Corp) and 1 representative from the MoD as member.

The preliminary tests are conducted before the examinations of the Ministry of Education and Civilization between the months of April and May. They are comprised by the following tests which are executed in this order:

➢ General Health Tests
➢ Physical and Sports Tests
➢ IQ – Psycho tests

The General Health Tests are conducted by a 5 member committee with 4 officers of medical specialty and 1 Medical civil servant of the Ministry of Health. Those candidates who are found to be fit for service pass to the next stage of the preliminary tests. The Physical and Sports Tests are monitored by a 5 member committee with 1 Officer with the rank of Brigadier General or higher as president, 3 officers with the rank of Major or higher (One with medical specialty) and 1 civil servant of the MoD. The IQ – Psycho tests have two different committees. The first is a 5 member committee assembled specifically for conducting a random selection of the test papers. The second is a 5 member committee with 1 Officer with rank of Brigadier General or higher as president, 3 officers with the rank of Major or higher (1 Psychiatrist preferably) and 1 civil servant of the MoD. Two different tests are selected, one for IQ testing and one for lingual ability evaluation. Those candidates that acquire 50% of the maximum possible score pass the tests.

➢ **Health and Physiological issues**

A number of diseases are considered as reasons for rejection according to a medical regulation concerning military skill, ability and health status. Height

should be at least 1.70m for men and 1.65m for women while pilots of both sexes should be less than 1.90m with torso length less than 0.97m. Tattoos, if any, should be covered by the summer formal military uniform. The normal-typical weight for men should be equal to the 2 decimal numbers of their height (1.78m height means that typical weight is 78kg). For all HMEIs the weight can range between 20% over or below the normal weight. For pilots the maximum weight is 93kg and the range over the typical weight is only 10%. For women the typical normal weight band is reduced by 15% in relation to men. The visual acuity for the Hellenic Army Academy, the Hellenic Corps Academy and the Hellenic Nurse Academy must be 10/10 with or without glasses and for pilots 20/20 without glasses.

The Physical and Sports tests are the ones shown in the Table 5.4-1 below. Column 3 illustrates the minimum requirements for candidates of the Hellenic Army Academy, the Hellenic Naval Academy and the Hellenic Air Force Academy. Column 4 illustrates the minimum requirements for candidates of the Hellenic Corps Academy and the Hellenic Nurse Academy.

1	2	3	4
No	SPORTS TESTS	HMEI BATTLE SPECIALTIES (Minimum requirements)	HMEI CORPS (Minimum requirements)
1	100 meters Race	16sec	17sec
2	1000 meters Race	4min,20sec	4min,30sec
3	High Jump	1,05m.	1,00m.
4	Long Jump	3,60m.	3,60m.
5	Sphere throwing (7,275Kg). Mean throwing distance with each hand.	4,50m.	4,40m.
6	50 meters Free Style Swimming. (For Navy Military Schools and pilots)	2min.	2min.

Table 5.4-1: Physical and Sports Tests for Officers of the CNG

The final selection test for officer candidates is the set of exams held by the Ministry of Education and Civilization. Each candidate takes part in written exams in scientific fields according to the preferred HMEIs. These fields are the following:

➢ Positive Sciences (2nd Scientific field) for the Hellenic Army Academy, the Hellenic Naval Academy and the Hellenic Air Force Academy.

➢ Health Sciences (3rd Scientific field) for the Hellenic Corps Academy and the Hellenic Nurse Academy.

➢ Humanitarian, legal and social sciences (1st Scientific field) for the Hellenic Corps Academy (only Psychologists).

➢ Financial and managerial sciences (5th Scientific field) for Hellenic Corps Academy (only Economists).

A candidate that fails in the preliminary tests held by the MoD is excluded from the exams of the Ministry of Education and Civilization. Those that pass the preliminary tests are ranked according to their exam results, according to their scientific field and to their selection of HMEI. The number of candidates that are selected is the same as the positions offered by the MoD and according to the ranking of candidates at the exams of the Ministry of Education and Civilization.

➢ **Specialty - Corps awarding to students of HMEIs that graduate as Officers**

Graduates of the Hellenic Army Academy belonging to the ground forces choose their corps according to their ranking and preference. The general categories of battle or supporting corps are selected when applying for military schools. For battle corps all students are divided in two groups according to their graduation ranking and grades. The first group must have at least one of every battle corps. The rest are divided between the two groups so that both groups have equal number of each corps. Students of battle supporting corps choose according to their graduation ranking. For example a graduation class has 13 graduates. Three of them belong to the battle supporting corps of Technical, Supply and Transportations, and Logistics. These 3 graduates have already chosen to belong to the battle supporting corps. If there are available

one of each of these corps then they choose their specialty with the best graduate choosing first, the second best choosing second and so on. For the rest 10 battle corps graduates the process is different. Firstly they are divided into 2 equal groups of 5 graduates according to their ranking. There are for example 1 position for Engineers, 1 for Signal Corps, 2 for Cavalry, 2 for Artillery and 4 positions for Infantry. The first group must have at least one position of each Corps and, in this example, the first group will have 1 position for Engineers, 1 for Signal Corps, 1 for Cavalry, 1 for Artillery and 1 position for Infantry. The second group will get the rest. The graduates choose according to their ranking within the group and their preference. For all the other HMEIs, graduates select their specialty in advance when they apply for the military school.

5.4.2. Permanent NCOs' (PNCOs) Selection Procedures

PNCOs are divided into two major categories according to their sex. Two different sets of regulations govern all the HRM issues regarding the men and women PNCOs. Men PNCOs can belong in two different categories in terms of origin and selection procedures. They can be graduates of Military Schools for NCOs (MSNCOs) or they can be directly appointed by the Ministers' Cabinet. Women PNCOs can belong in two other categories in terms of origin and selection procedures. They can be graduates of Military Schools for NCOs (MSNCOs) or they can be Women Volunteer NCOs directly promoted to PNCOs by the Ministers' Cabinet.

The selection procedures for PNCOs of direct appointment are similar to those mentioned in the officers' procedures analysis. Candidates for the positions of PNCOs of direct appointment must fulfil the following requirements:

➢ They must be citizens of the Republic of Cyprus.
➢ They must have not been convicted with imprisonment for any felony or offense of disgraceful or moral nature.
➢ They must be high school graduates.
➢ They must be equal or less than 26 years old (Unless the Minister's Cabinet decides otherwise).

➢ FYCVNCOs can apply for these positions and must be less than 40 years old.

➢ They can be women.

➢ Men should have completed their mandatory military service.

➢ They must have the physical qualifications defined by the Minister of Defence

➢ They must have been found fit and healthy enough for military service through the medical tests conducted by the MoD and the Ministry of Health.

➢ They must have completed successfully the tests conducted by the MoD.

The Minister of Defence, after the conclusion of the selection procedures and all candidates are positioned according to their performance, decides who is finally selected. Those selected are appointed initially to the rank of Sergeant. All PNCOs of this category can be asked to study in a foreign or domestic military school. They also have a two year period of assessment during which the MoD has the lawful right to terminate the employment. The Minister of Defence with a written statement delivered to the PNCO explains the reasons of termination. The PNCO has the right to provide explanations and if the Minister finds them as rational the assessment period can be extend for up to another 2 years. After the assessment periods the Minister appoints permanently the PNCO or terminates the contract with the decision announced in the Government's Gazette.

Women VNCOs, as discussed in the Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993), have the right after 6 years of service and after the announcement of the vacant PNCO positions to apply for appointment. The general qualifications that affect the Minister's of Defence decision to finally appoint them are the following:

1. The ratings of women VNCOs at the critical qualifications in their performance appraisals. The mean of ratings of each year is found and then, the mean of all performance appraisals. This number multiplied by 8 provides the score for this qualification for each woman VNCO.

2. A personal interview is conducted by a committee assembled by the Minister. The interview tests the knowledge of the candidates in issues relevant to their duties, to the regulations and laws concerning the CNG and in subjects of general interest. Each criterion has a specific weight that eventually added provides a score of 10 as excellent. This number multiplied by 2 gives the rating for this test.

3. Both ratings are added and the sum is the candidate's score. 80 is considered to be excellent for the performance appraisals' ratings and 20 for the interview. A successful candidate must obtain 75 points or more with 64 being the lower limit for the performance appraisals' ratings and 11 the lower for the interview.

Those candidates that are finally selected are promoted to the rank of sergeants as PNCOs. Women VNCOs with a college or university degree that successfully complete the tests can be promoted to Staff sergeants. All women PNCOs of this category can be asked to study in a foreign or domestic military school. They also have a two year period of assessment during which the MoD has the lawful right to terminate the employment. The Minister of Defence with a written statement delivered to the woman PNCO explains the reasons of termination. The woman PNCO has the right to provide explanations and if the Minister finds them rational can extend the assessment period for up to another 2 years. After the assessment periods the Minister appoints permanently the woman PNCO or terminates the contract with the decision announced in the Government's Gazette.

The selection procedures for PNCOs of MSNCOs are analysed by a directive[49] of the CNGGS that analyses in depth the policies mentioned in the Regulations concerning the Men Permanent NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990) and the Regulations concerning the Women Permanent NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993).

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[49] Permanent Directive No 4-39/2004/CNGGS/Department of Personnel Selection/1 regarding the Selection of Students for the Higher Military Educational Institutions (HMEI) and the Military Schools for NCOs (MSNCO)

The MSNCOs are the following:

➢ Hellenic Army School for NCOs
➢ Hellenic Air Force School for NCOs with technical specialties
➢ Hellenic Air Force School for NCOs with managerial specialties
➢ Hellenic Air Force School for NCOs radio navigation specialty
➢ Hellenic Naval School for NCOs

Those willing to attend a military school and be employed as PNCOs must:

➢ State their preferred schools at the relevant application form for the exams held by the Ministry of Education and Civilization.
➢ Send to the MoD a list of documents within a period of time as defined by the MoD. The documents illustrate the truthfulness of the requirements mentioned earlier.
➢ Attend and pass the preliminary tests held by the MoD and the CNGGS. The results of these tests are definite without the possibility of re-examination or objection.

All PNCO positions announced for women and men address candidates that must have the following characteristics:

➢ They must be citizens of the Republic of Cyprus.
➢ They must have not been convicted with imprisonment for any felony or offense of disgraceful or moral nature.
➢ They must be up to 24 years old.
➢ They must be graduates of public or recognized private high school by the Ministry of Education and Civilization of at least six years of attendance.
➢ They must have the physical qualifications defined by the Minister of Defence
➢ They must have been found fit and healthy enough for military service through the medical tests conducted by the MoD and the Ministry of Health.
➢ They must have completed successfully the written and physical tests conducted by the MoD.

The preliminary tests held for officers are the same for PNCOs and are conducted with the same manner by the same committees. The Physical and Sports tests are the ones shown in the Table 5.4-2 below. Column 3 illustrates the minimum requirements for candidates of the Hellenic Army School for NCOs. Column 4 illustrates the minimum requirements for candidates of all the other schools for NCOs.

1	2	3	4
No	SPORTS TESTS	MSNCO BATTLE SPECIALTIES (Minimum requirements)	MSNCO CORPS (Minimum requirements)
1	100 meters Race	16sec	17sec
2	1000 meters Race	4min,20sec	4min,30sec
3	High Jump	1,05m.	1,00m.
4	Long Jump	3,60m.	3,60m.
5	Sphere throwing (7,275Kg). Mean throwing distance with each hand.	4,50m.	4,40m.
6	50 meters Free Style Swimming. (For Navy Military Schools and flying personnel)	2min.	2min.

Table 5.4-2: Physical and Sports Tests for PNCOs of the CNG

The final selection test for PNCO candidates is the set of exams held by the Ministry of Education and Civilization. Each candidate takes part in written exams in scientific fields according to the preferred HMEIs. These fields are the following:

➤ Positive Sciences (2nd, Scientific field) for the Hellenic Army School for NCOs.

➢ Technological Sciences (4th Scientific Field) for all NCO technical specialties.

A candidate that fails in the preliminary tests held by the MoD is excluded from the exams of the Ministry of Education and Civilization. Those that pass the preliminary tests are ranked according to their exam results, according to their scientific field and to their selection of HMEI. The number of candidates that are selected is the same as the positions offered by the MoD and according to the ranking of candidates at the exams of the Ministry of Education and Civilization.

➢ **Specialty and Corps awarding to students of MSNCOs that graduate as PNCOs**

Successful candidates of the Hellenic Army School for NCOs of ground forces are distributed into the two major categories of battle or battle supporting corps according to the results of the exams made by the Ministry of Education and Civilization. After successful completion of two months at the School and after the initial training is concluded they are further divided into two more groups for each category. Battle Corps students are divided into the Battle-managerial group and the battle-technical group while those belonging to the battle supporting corps are divided to the supporting corps-managerial group and the supporting corps-technical group. Those belonging to the managerial groups after the end of their two year school choose their battle or supporting corps. Those that have a technical specialty choose at the end of the first year their specific specialty and are divided into the different corps. The criteria used for governing the students' selections are the school ranking, the candidate's preferences and the CNG's needs and offered positions.

For all the other MSNCOs the different specialties are given to candidates after they pass all the different preliminary MoD tests and exams and before they leave for their corresponding military schools. The distribution of specialties is made according the needs of the National Guard by a committee created for this purpose.

5.4.3.   Volunteer NCOs' (VNCOs) Selection Procedures

VNCO selection procedures are analysed within the Regulations concerning the men and women volunteer NCO's of the Cypriot Armed Forces (Parliament of Cyprus 1990). Despite the fact that the regulations concern volunteers of both sexes only women candidates have been employed as VNCOs. According to these regulations candidates should fulfil the following requirements:

- ➢ They must be citizens of the Republic of Cyprus.
- ➢ They must have a clear criminal record.
- ➢ They must be at least 17 years old and not over 26. Exceptions are possible for candidates with a bachelor or master that can be 32 years old.
- ➢ Male candidates must have completed their mandatory military service.
- ➢ They must be graduates of public or recognized private high school by the Ministry of Education and Civilization of at least six years of attendance.
- ➢ Bachelor or MBA is considered to be an advantage.
- ➢ The physical qualifications are determined by the Minister of Defence.
- ➢ They must have been found as FIT for service by a specialised medical committee.
- ➢ They must have succeeded in the exams held by the MoD that are comprised by IQ tests, physical strength tests and other writing exams in various subjects.

A committee composes a report with the ranking of each candidate after the exams results and the requirements are evaluated. Each candidate is then interviewed by this committee. The selection of successful candidates is made by the Minister according to the report of the committee based on the results of the tests and the interview. Those selected are hired for a period of 3 years with the option to renew the contract for more periods of the same length. After two consecutive three-year contracts and if vacant PNCO positions are announced by the MoD, the women VNCOs alone have the right to apply for these positions according to the conditions mentioned in the above section concerning the PNCOs' selection procedures. The distribution of volunteers to the branches

and corps of the CNG is made by the Minister after a relevant proposition by the Chief of the CNGGS. After appointment to the different corps they are trained and receive the rank of Sergeant and can be assigned to the same general duties as PNCO's.

5.4.4. Five Year Contracted Volunteer NCOs' (FYCVNCOs) Selection Procedures

Five year contracted volunteer is the last category of NCOs the CNG has employed with the selection procedures defined by the Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995 to 2012). Despite the fact that these regulations provide the right to women to apply not a single woman has applied for this category. The necessary qualifications for candidates analysed in the regulations are:

- ➢ They must be citizens of the Republic of Cyprus or Greek citizens.
- ➢ They must have a clear criminal record.
- ➢ They must be at least 19 years old and not over 33. Exceptions are possible for candidates with a master degree that can be 35 years old.
- ➢ Male candidates must have completed their mandatory military service.
- ➢ They must be graduates of public or recognised private high school by the Ministry of Education and Civilization of at least six years of attendance.
- ➢ The physical qualifications are determined by the Minister of Defence.
- ➢ They must have been found as FIT for service by a specialised medical committee.
- ➢ They must have succeeded in the exams held by the MoD that are comprised by IQ tests, physical strength tests and other writing exams in various subjects.

All the pre-mentioned criteria are evaluated by a 5-member committee. The physical strength tests are conducted by a 5 member committee with the results leading to a Fit or No Fit result for each candidate. The IQ tests are conducted by another 5-member committee. There are 2 IQ tests that each has a

maximum of 100 marks. If the candidate scores a sum of 90 in both and not less than 40 in each one separately then he/she passes. The score is taken into account at the final ranking of candidates into a success ranking scale. The additional writing tests evaluate candidates in the following subjects:

➢ Greek language
➢ History of Cyprus and Greece
➢ Geography of Cyprus and Greece

Each of these tests gets a maximum of 100 points. Successful candidates must collect at least 150 points from all three tests without receiving below 40 at any one of them.

The last test is an interview with a 6 member committee with a psychiatrist present as a member. The results from this interview with the results of the rest of the tests are used by this committee to rank all the candidates according to their results. The selection of the candidates that have passed is made by the Minister according to the report of this committee. The selected candidates are employed with the rank of Sergeant and with a specialty according to the needs of the CNG.

5.4.5.   The Selection Process of the British Armed Forces

The British Armed Forces are undoubtedly one of the best, well organised and equipped Armed Forces. This is the result of a long and prestigious military history and experience of ages in the battlefields of the whole world. The British Armed Forces have developed a sophisticated and extended system of recruitment and selection that is used in order to identify the potentially best candidates for the armed forces. Within a few paragraphs the procedures used for selecting candidates, both soldiers and officers, will be briefly explained. Appendix 5.4-C illustrates diagrams of the selection procedures for officers, soldiers and serving soldiers that wish to advance and become officers. The selection processes for territorial officers and soldiers will not be analysed since there is not an equivalent branch of the armed forces in Cyprus. The requirements necessary for applying for officer or soldier are listed in Table 5.4-3 (as seen in http://www.army.mod.uk/home.aspx <accessed in March 2012>).

The additional requirements not listed in the following table are a clear criminal record and good health condition.

Regular Army	Officer	Soldier
Age	18 years-26 years. However, current Army policy does permit applicants to enter the Royal Military Academy Sandhurst (RMAS) after their 26th birthday and before their 29th birthday, provided they have already secured a confirmed offer of a place in either, the AGC (SPS), AGC (ETS), AGC (RMP), RAMC (MSO) and the INT CORPS or are a serving soldier. You should be aware that the ongoing reductions to the size of the Army and the Officer Corps in particular make such offers increasingly hard to come by. Whilst not impossible to achieve, applicants who are likely to be unable to enter RMAS before their 26th birthday should view their chances of gaining entry after that as very slim. (Higher age limit for professional or specialist applicants may apply).	16 years - 32 years and 11 months (parental consent needed for under 18s)
Minimum qualifications	35 ALIS points (34 for SCEs) from 7 GCSE/SCE subjects, with a minimum grade C/2 in English language, mathematics and either a science or a foreign language; plus 180 UCAS Tariff points from at least two A level passes grades A-E or SCE Higher grades A-D.	None required except for certain technical jobs
Physical condition	Pass a full Army medical	Pass a full Army medical
Gender	Male and female (Household Cavalry, the Royal Armoured Corps and the Infantry are male only)	Male and female (Infantry and other units are male only)

Regular Army	Officer	Soldier
British citizen	Yes	Yes
British subject under the Nationality Act, 1981	Yes	Yes
Citizen of a Commonwealth country or holding British Overseas Territories Citizenship	A period of residency in the UK is necessary for certain roles	Residency in the UK for a period of five years before entering officer training. A waiver for this requirement may be granted in certain circumstances.
British Protected Person	Yes	Yes
Citizen of the Irish Republic	Yes	Yes

Table 5.4-3: Requirements for Joining the British Armed Forces

(http://www.army.mod.uk/home.aspx)

> ➢ **Regular Officers Selection Procedures**

Becoming an officer for the British Armed Forces requires effort and willingness in order to pass through the different stages that could lead into the Royal Military Academy Sandhurst which is the academy for officers (see Appendix 5.4-C).

The first stage requires from every candidate to visit the local recruitment office and arrange an interview with an Army Careers Adviser, after they learn the necessary information regarding army life and the profession. An adviser will

conduct the first interview in order to determine if the candidate has the right characteristics the Armed Forces are looking for. The interview will also help the candidate learn more about the job and what preparation is needed in order to perform well at the Army Officer Selection Board (AOSB).

The next screening step is the two days Army Officer Selection Board briefing where each candidate is assessed on physical and practical exercises designed to test leadership and teamwork potential. The briefing is also an opportunity to learn more about how to prepare for selection. During the second day each candidate passes through some tests including the athletic tests illustrated in Table 5.4-4 and at the end of the day is informed about the results which can be the following:

1. Invitation to attend the AOSB Main Board.
2. Invited to attend the AOSB Main Board after a period of time during which the candidate tries to improve on his/her weak areas.
3. The board believes that the candidate will fail the Main Board but grants the opportunity to the candidate to attend it if he/she wishes.
4. Unsuitable for AOSB Main Board.

Test	Male	Female
Beep test	Level 10.2	Level 8.1
Sit-ups	50 in two minutes	50 in two minutes
Press-ups	44 in two minutes	21 in two minutes

Table 5.4-4: AOSB Briefing and Main Board Athletic Tests

After the stage of AOSB briefing follows the AOSB Main Board that assesses each candidate through a series of physical and mental tests over a four-day period. During the AOSB Main Board every candidate competes against the

others in a set of group and individual tests where the assessing officers try to discover each candidate's abilities, skills and attitude as a group member and a group leader. A failure during the first day's athletic tests, as seen in Table 5.5, automatically means a disqualification from the other tests and a candidate cannot proceed to the following days of the Main Board.

Passing the AOSB Main Board automatically means that a candidate can continue with an eleven week Pre Royal Military Academy Sandhurst Course (PRMAS) at the Army School of Education where candidates improve their academic skills, cultural awareness and contemporary knowledge to the standard required for entry to the RMAS Commissioning Course. During the PRMAS candidates must pass the medical tests and the personal fitness tests. If a candidate fails to pass the personal fitness tests is given a period of time in order to prepare and re-join the PRMAS at a later stage in order to minimise the possibilities of a possible injury. After the PRMAS follows the RMAS Commissioning Course for Regular Army Officers which lasts for 48 weeks including recess periods. Training at Sandhurst covers military, practical and academic subjects and is mentally and physically demanding.

If the possible candidate is already serving as a soldier the selection process is different. The first stage for becoming an officer is to gain the support of the commanding officer who must endorse the application of the soldier. The soldier then continues with the AOSB briefing, Potential Officers Development Course (PODC) of eleven weeks and the AOSB Main Board, as all other candidates. Usually, serving soldiers that have completed the PODC do not attend the PRMAS but continue with the officer's training at the RMAS.

➢ **Regular Soldiers Selection Procedures**

Joining the British Armed Forces as a soldier requires an initial pre-arranged interview with an Army Careers Adviser. The adviser will define the candidates overall suitability for the job and provide the necessary information regarding the different jobs and roles that a soldier can have in the armed forces.

Provided that all standards are met including the medical report the candidate is invited to attend the two days Army Development and Selection Centres

(ADSCs). At the ADSCs the candidate is tested in order to define if he/she has the potential to be a soldier while medical tests take place so that the level of fitness is defined (see Table 5.4-5).

After the ADSCs the candidate attends according to his/her age a first phase course. Those under the age of 17 years and 5 months old take a six or twelve month course and those over this age a 14 weeks course. The candidates joining the infantry take a joined two phase course of 28 weeks. The other trades continue, after the initial basic soldier training with a second phase that takes place in specialist training centres and can last from a few months to over a year.

Test	Description	Standard
Static Lift	Lift a weighted bag to a height of 1.45m. The weight of the bag will depend on which unit the candidate wants to join.	Performance is considered alongside all the other tests to give an overall score.
Jerry can test	Carry two 20kg water containers over a set course of between 30 and 120 meters, depending on the job the candidate is applying for.	Time of completion should be two minutes or less.
2.4km (1.5 mile) run	A timed run over a fixed distance. The course is on level ground and on a good running surface. Time depends on gender, age and the job.	Paras require 9:40; Infantry 12.45; Standard entry Royal Artillery, Royal Armoured Corps, Royal Engineers, Household Cavalry and RLC Logistic Combat Engineers (Pioneers) require 13:15; All other standard entry; 14:00; All Junior Entry less Paras require;14:30. Junior Para; 10:00.

Table 5.4-5: U.K. Armed Forces Soldier Athletic Tests

5.4.6. U.S. Armed Forces Selection Procedures for Officers

The U.S. Armed Forces are well known for their technologically advanced arsenal, their innovative personnel management techniques, their continuous improvement regarding HRM issues and their ability to fight anywhere in the world. This part describes briefly the officers selection processes carried out in the U.S. Armed Forces. There are four different starting points for becoming an Officer for the U.S. Armed Forces (according to http://www.goarmy.com/rotc.html [Accessed 13th March 2012]):

- **A.** Army Reserve Officer Training Core (ROTC)
- **B.** Direct Commission
- **C.** Officer Candidate School
- **D.** United States Military Academy of West Point

A. ARMY ROTC

High school students interested in enrolling in Army ROTC have the chance to do so by finding schools that provide an Army ROTC Program of studies. College students can start by taking an Army ROTC basic elective course. If the time is not enough, college students can enter the Army ROTC Advanced Course by completing the Leader's Training Course held at Fort Knox, Kentucky, during the summer. There is a Military Science department in the universities' campuses that could provide additional help regarding scholarship plans and programs.

The Leader's Training Course is designed for college students who want to complete Army ROTC training in two years. To qualify, students must complete a challenging 28-day training program at Fort Knox. Upon completion of the Leader's Training Course, graduates return to campus and prepare to enter the Advanced Course.

Enlisted soldiers can be nominated by Division Commanders each year for a two to four years Green and Gold scholarships. The number of years of the

scholarship depends on the college years remaining for completion for each individual soldier. Units are encouraged to nominate Soldiers under their command who have exhibited the potential for further advancement as commissioned officers. Interested Soldiers are encouraged to follow-up with their chain of command and apply for Officers. There is a non-scholarship plan for soldiers that do not require two years to receive their college degree and an Active Duty option for those that wish to earn a Master's Degree or Baccalaureate while being in the Army.

The Simultaneous Membership Program allows candidates to attend Army ROTC and serve in the U.S. Army Reserve or Army National Guard at the same time. It gives an opportunity for additional training and experience. Cadets serve as Officer Trainees in the Reserve or National Guard while completing college.

Upon completion of Army ROTC candidates are commissioned as Army Second Lieutenants.

B. Direct Commission

Direct commission is an option provided to civilians with a specialised skill and background. Direct commission is used in the cases of lawyers that wish to become officers for the Army Judge Advocate General's Corps, for medical personnel that wish to enter the U.S. Army Medical Department and for priests that want to serve under the U.S. Army Chaplains Corps. Depending on their civilian career, candidates after their commission, receive a corresponding rank. Other specialties could enlist through direct commission depending on the needs of the Armed Forces.

C. Officer Candidate School

There are two options for joining the OCS:

➢ **College Option**

Applicants must enter active duty or ship to training prior to their 30th birthday. Army Reserve officer candidates must enter active duty or ship to training before their 35th birthday.

➢ **Active Army Option**

When the applicant is ready to apply to OCS, simply contacts a local recruiter to start the application process.

Training at OCS

The specific training focuses on leadership development, military skills and adventure training both in the classroom and in the field. Officer candidates start by attending basic training, a nine-week training course, where candidates go through the process of becoming full-fledged Soldiers. Upon graduation, officer candidates will attend Officer Candidate School at Fort Benning, Georgia.

OCS Training Courses

OCS is 12 weeks of intense classroom and field training. Candidates receive a leadership development training that cultivates a person mentally, physically and emotionally. Training starts with candidates being grouped into squads where they gain experience in all leadership roles. Upon completion of OCS, they are commissioned as Army Second Lieutenants. The Officer Candidate program is divided into two phases:

➢ **PHASE 1:** Applicants are taught the basic leadership skills required for a commissioned officer. Candidates face both physical and mental challenges, designed to develop and evaluate their determination and desire to excel.

➢ **PHASE 2:** All the skills are put to the test in the field with an intense 18-day training mission. Senior phase candidates are tested on both leadership abilities and the ability to work as part of a team.

D. United States Military Academy of West Point

The United States Military Academy at West Point is the oldest of the five service academies and was founded in 1802. West Point cadets are trained in a military-oriented environment, gaining undergraduate education and leadership skills through a meticulous curriculum that prepares them for future success.

Upon completing their undergraduate degree requirements, cadets are commissioned and receive the rank of second lieutenant.

➢ **Soldier Selection Processes for the U. S. Armed Forces.**

The process of becoming a soldier for the U. S. Armed Forces can be summed up in three steps. The first step is to work with an Army Recruiter. The job of an Army Recruiter is to help an applicant discover whether an Army career is the right choice. Additionally the recruiter helps every applicant to find the appropriate way to serve and choose the job that matches the applicant's abilities and future goals. The job of recruiters is to find qualified candidates to fill vacancies and provide them with information about joining the Army. The meeting with the recruiter may take place with the parents of the applicant and the applicant may ask any question to the recruiter.

After the candidate decides to join the Armed Forces the next step is the ten week Basic Combat Training (BCT). Over the course of ten weeks recruits learn about the Seven Core Army Values, how to work together as a team and what it takes to succeed as a Soldier in the U.S. Army. The BCT is divided into four phases. The first phase is the Reception Week where the candidates are oriented and given general information regarding army life and the BCT. The Second phase is the Red phase where training begins. The Red phase schedule is the following as provided through the recruitment webpage of the U. S. Armed Forces (http://www.goarmy.com):

➢ Recruits arrive for general orientation and are given haircuts and issued Army uniforms.

➢ Basic Tactical training begins followed by Nuclear Biological and Chemical Defence, Landmine Defence and rappelling at the confidence tower.

➢ Recruits learn about Army heritage and the Seven Army Core Values.

➢ Recruits undergo the Army Physical Fitness Test to help determine their physical aptitude. This test is routinely administered to Soldiers throughout their enlistment periods to ensure their top physical condition.

The third stage is the White phase where recruits go through marksmanship and combat training. They also learn to rappel, are taught vital soldier skills and gain more confidence. The White phase schedule is the following as provided through the recruitment webpage of the U. S. Armed Forces (http://www.goarmy.com):

➢ Tactical Foot March, Basic Rifle Marksmanship

➢ Engagement Skills and Situational Training Exercises

➢ Field Training Exercises, Confidence Obstacle Course and the Tactical Foot March

The fourth and last phase is the Blue phase. During this part of training recruits become familiar with the use of automatic weapons and hand grenades. They also put their training to the test as they try to complete a night infiltration course. The Blue phase schedule is the following as provided through the recruitment webpage of the U. S. Armed Forces (http://www.goarmy.com):

➢ U.S. Weapons Training

➢ Field Training Exercise 3

➢ Tactical Foot March 10KM and 15KM

After successful completion of the Basic Combat Training soldiers graduate and embark on Advanced Individual Training (AIT). The BCT ends with a graduation ceremony for recruits and their families.

5.4.7. Interview with Personnel of the Greek Military School for Army Officers (Stratiotiki Scholi Evelpidon).

The selection procedures and tests of the Greek Armed Forces (GAF) are very similar and follow the same concept with those of the CNG, as discovered by the interviews with Brigadier General T. A. and Captain M. E. Written exams are held by the Greek Ministry of Education while health, physical condition and IQ tests are held by the GAF.

The training of candidates is based on principles that are set by the highest military and political level as decided by the Council of Highest Academic and Military Training. The procedures are described by the Law regarding The

Highest Military Training Institutions Law No. 3187/2003 (Greek Parliament 2003). According to Brigadier General T. A. the personnel doctrine of the GAF is focused on a professional army structure but due to the current financial crisis this perspective has only been partially applied. Nevertheless, a large number of contracted and professional personnel have been employed the last few years, creating thus the need for a shift in officers' training. Additionally, there is an effort to adapt to a European approach of who should be and eventually could become an officer in terms of qualifications. The last amendment of the Greek Armed Forces HRM system towards a more professional army is a redesign of career paths for all officers according to their Corps, up to the rank of Colonel.

The Greek Military School for Army Officers has both academic and military training. Military training has a duration of 1 month every semester for all academic years where cadets are trained to the basic fighter's skills, learn to be infantry squad leaders and infantry platoon leaders while at the same time acquire the basic military trainer's skills. The academic curriculum aims in providing a wide range of knowledge that will help the cadets develop awareness for subjects that are not directly linked with military life. The subjects that are to be taught and their duration are decided by the School's Training Council (see Law regarding The Highest Military Training Institutions, Law No. 3187/2003, Greek Parliament 2003).

The Military schools from a HRM perspective fall within the personnel selection procedures according to the officials of the Greek Military School for Army Officers. The interview with both officials has revealed that there are provisions to reject a student for serious disciplinary offences or for very low performance on military or academic subjects and after a number of consecutive failures. Despite the existence of these provisions regarding performance, not many military school students have been rejected. Within the academic year of 2013-2014 only one student (not Greek or Cypriot) was dismissed from the school due to a serious criminal offence. From personal experience during my 4 years of attendance (1999-2003) not even one student was dismissed from the

School. With this data it is clear that the Military Schools do not serve as another test within the personnel selection processes.

5.4.8. Survey Results

The fourth part of the questionnaire is dedicated to the employment activity of personnel selection. As seen on Table 5.4-6, the questionnaire is comprised by 4 questions that use a 7 point answering system. The first question measures the opinions of participants whether military schools really prepare military personnel for the real profession (see Figures 5.4-1, 5.4-5 and Appendix 5.4-A). The majority of respondents (60.00%) believe that military schools prepare military personnel at a high (27%), very high (20%) and extremely high (13%) degree while only a sum of 17.69% believes otherwise. The rest 22% views an average degree of preparation is achieved through military schools. The mean for this question is 3.26 (when 4 is the average degree) with the 95% confidence interval equal to ±0.27 something that indicates the tendency of people to believe that military schools do prepare military personnel somewhere between high and average degree. The next 3 questions are related to the selection procedures. The 2nd question evaluates the fairness of the process with 76.92% of respondents stating that they are fair for all candidates (see Figure 5.4-2). The high degree of perceived fairness is also indicated by the mean of 2.58 (see Figure 5.4-5) with a 95% confident interval of ±0.30. The 3rd question evaluates the relationship between the selection procedures and the real profession. A great proportion (46.15%) finds the procedures as generally related to the profession, 23.08% believe that the procedures are averagely related with the real profession and the rest 30.77% chose the lower degrees of relationship (see Figure 5.4-3). Due to the span of answers the mean is found near the average at 3.79 with the 95% confidence interval equal to ±0.29 suggesting that the selection procedures seem to have a somehow average relationship with the actual profession. The 4th and last question of this part evaluates the opinion of respondents as whether these selection procedures should be related with the real profession. 78.47% (see Figures 5.4-4) believes that the selection procedures should be related at an extremely high (22.31%), very high (24.62%) and high (31.54%) degree while only 6.15% believes that it

does not matter if they are not related at all. The mean, as shown in Figure 5.4-5 is equal to 2.75 with a 95% confidence interval equal to ±0.27 something that indicates a tendency towards the opinion that these selection procedures should be very highly related to the profession.

No	QUESTION	POSSIBLE ANSWERS						
1.	At which degree do you believe that the military schools prepare an officer or NCO for the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
2.	At which degree do you believe that the selection procedures are fair for every candidate? (Select an answer)	Definitely are	Rather are	Maybe are	Don't know	Maybe are not	Rather are not	Definitely are not
3.	At which degree do you believe that the selection procedures are related to the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
4.	At which degree do you believe that the selection procedures should be related to the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree

Table 5.4-6: The Personnel Selection Part C of the Questionnaire
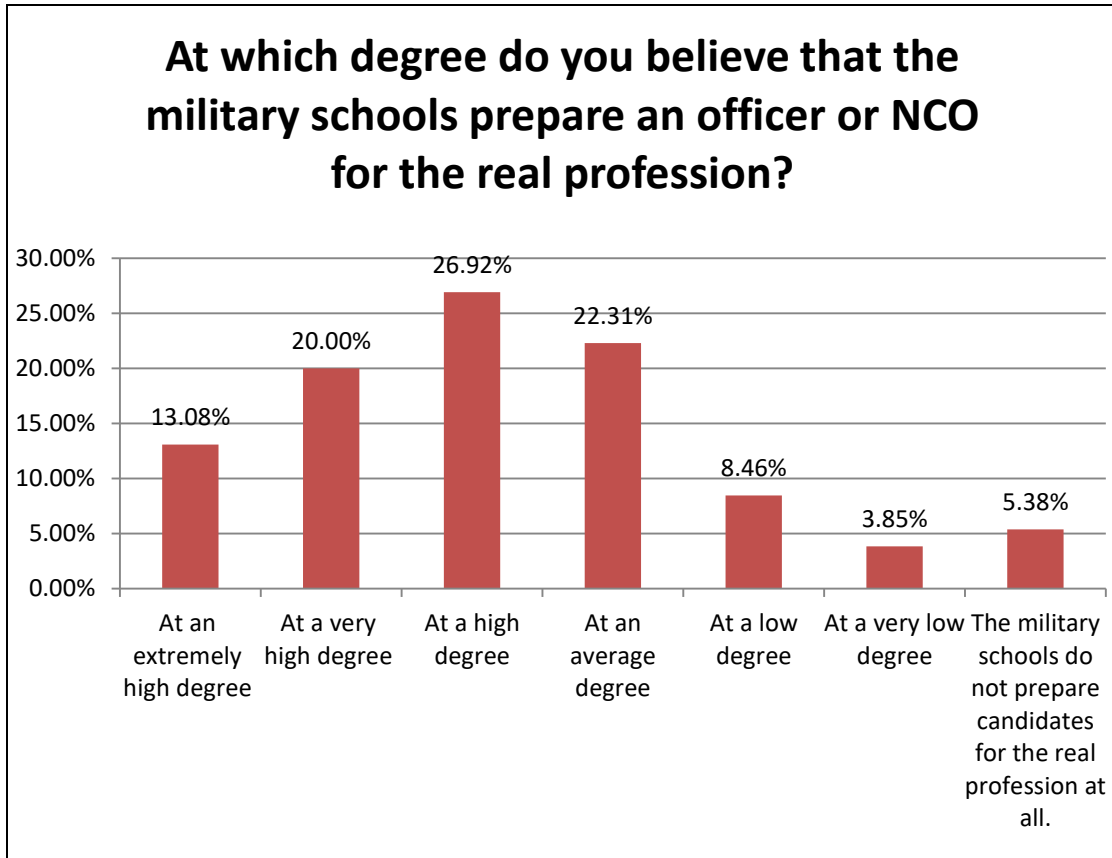
FIGURE 5.4-1: At which degree do you believe that the military schools prepare an officer or NCO for the real profession? (Question C-1)
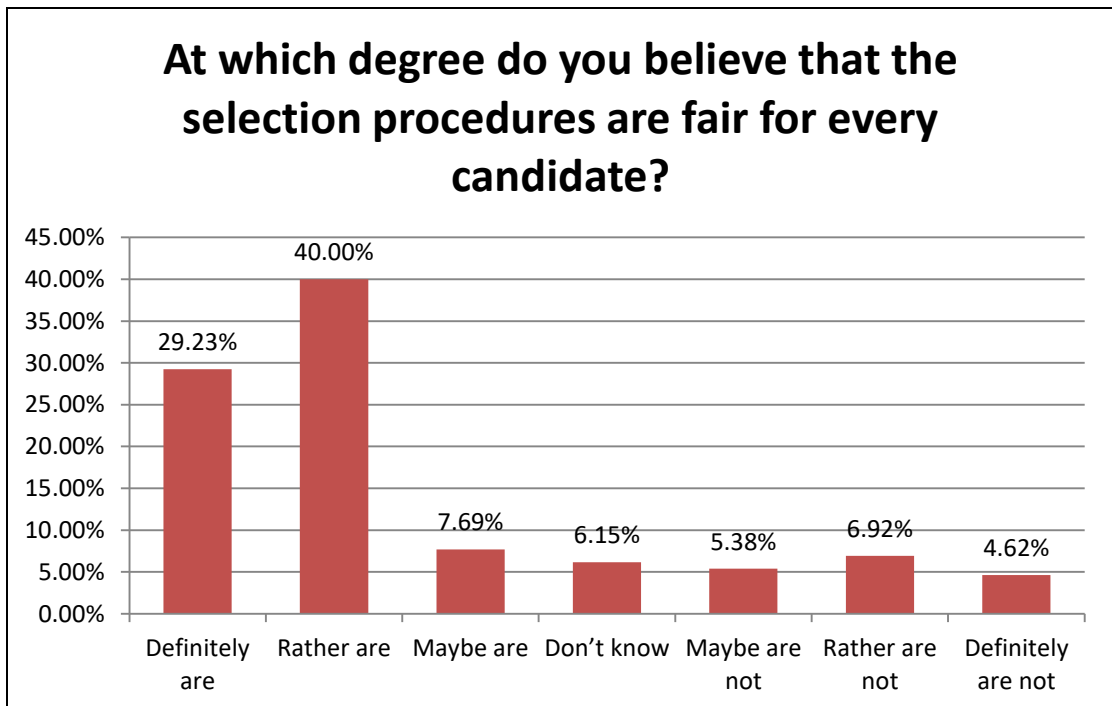
FIGURE 5.4-2: At which degree do you believe that the selection procedures are fair for every candidate? (Question C-2)
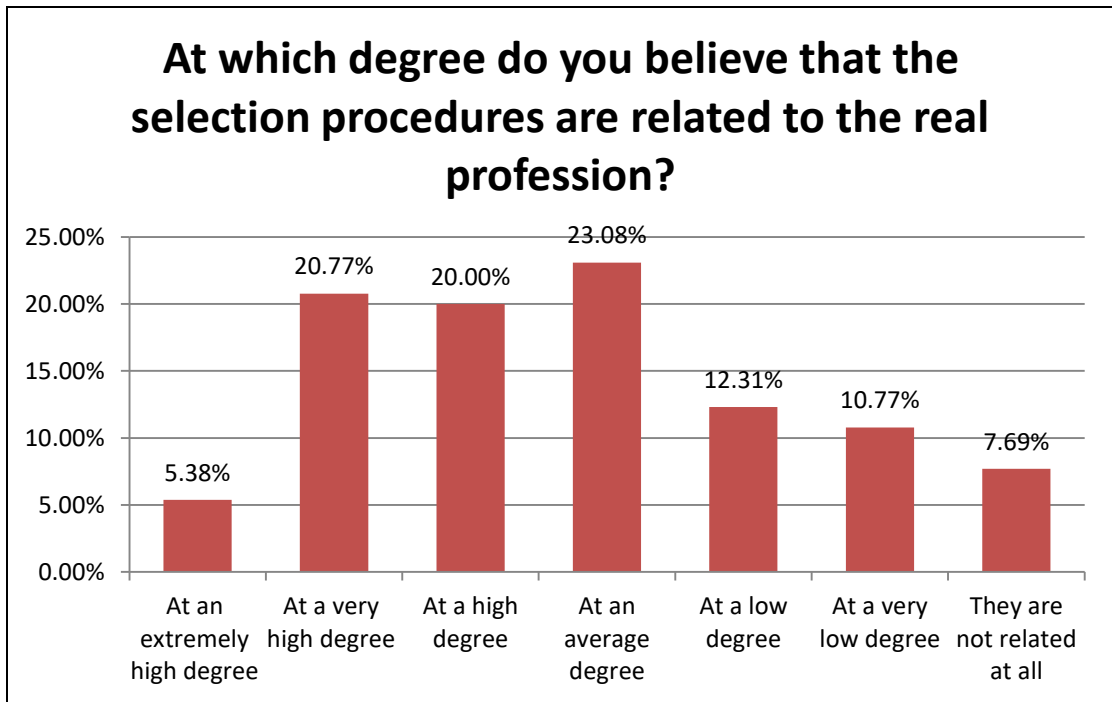
FIGURE 5.4-3: **At which degree do you believe that the selection procedures are related to the real profession? (Question C-3)**
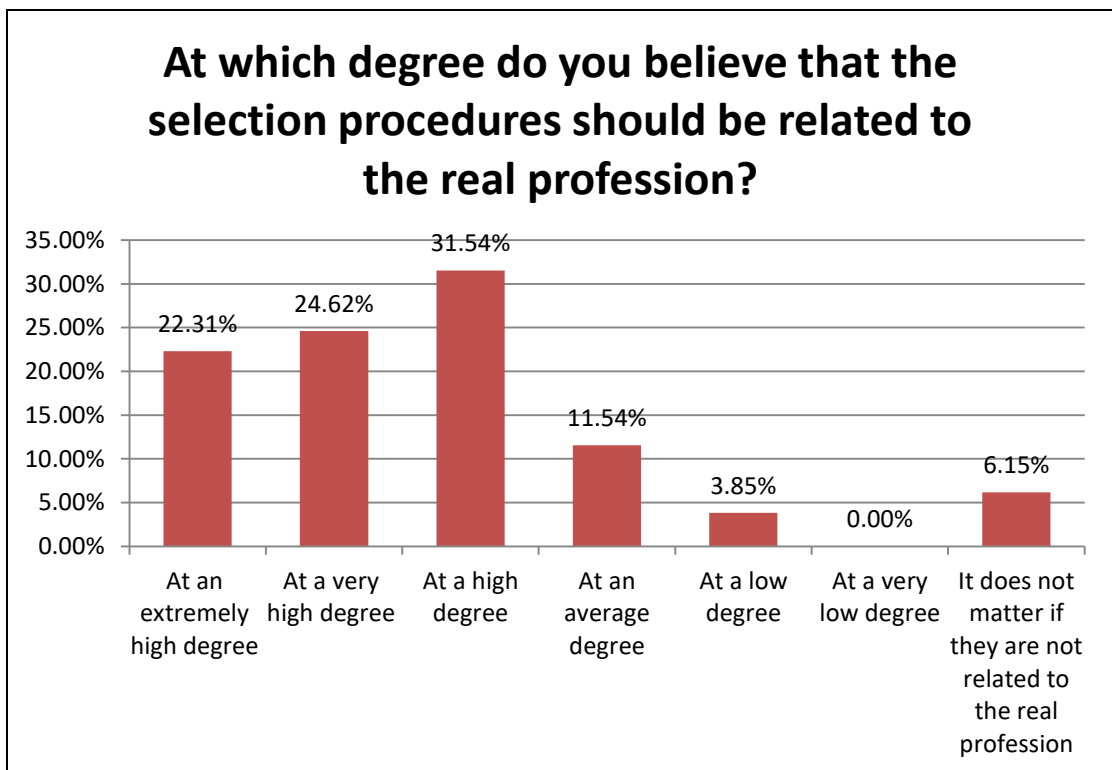
FIGURE 5.4-4: At which degree do you believe that the selection procedures should be related to the real profession? (Question C-4)

Means with 95% confidence intervals for all questions related to selection procedures
Value of 1 = Extremely high degree
Value of 7 = Extremely small degree
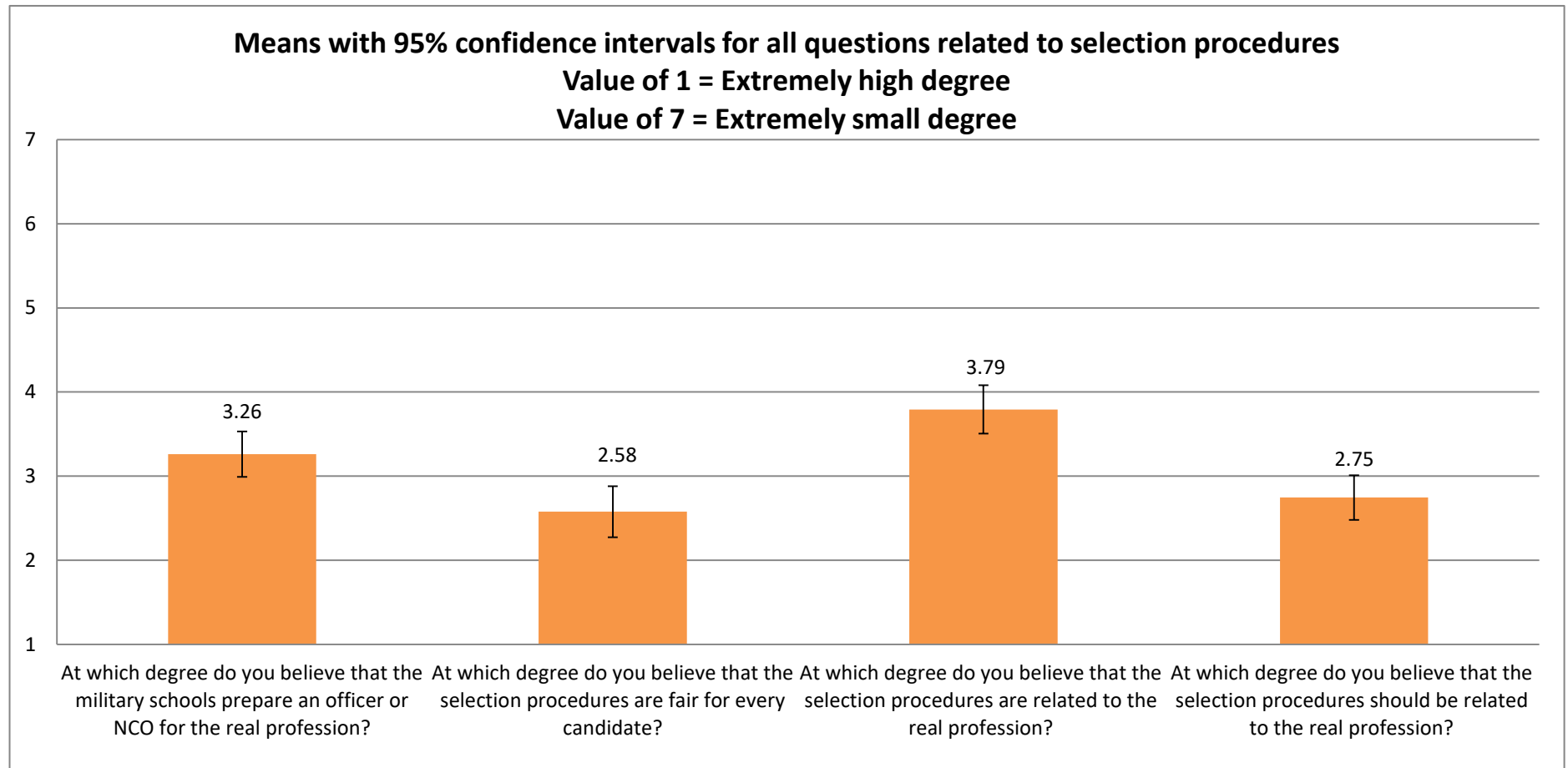
FIGURE 5.4-5: Means with 95% confidence intervals for all questions related to selection procedures.

5.5. CAREER MANAGEMENT AND CAREER PLANNING

5.5.1. Officers' Careers

A. Ranks

The following table (Table 5.5-1) illustrates the ranks an officer can acquire through a pre-designed career path as regulated through the relevant officers' legislation[50].

OFFICER RANKS		
NAVY	**ARMY**	**AIR FORCE**
Ensign	2nd lieutenant	Pilot officer
Sub-lieutenant	Lieutenant	Flying officer
Lieutenant	Captain	Flight lieutenant
Lieutenant commander	Major	Squadron leader
Commander	Lieutenant colonel	Wing commander
Captain	Colonel	Group captain
Commodore	Brigadier	Air commodore
Rear admiral	Major general	Air vice-marshal
Vice admiral	Lieutenant general	Air marshal

Table 5.5-1: Ranks of Officers

B. Categorisation

Officers are distributed into the different Branches according to the HMEI they graduated from and to the different Corps as described at the selection procedures of Part 5. Additionally officers can be divided into further categories according to the duties they can perform. The officers can perform their full

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[50] Regulations concerning the Officers of the Cypriot Armed Forces (1990).

duties or they can perform reduced duties due to a health issue. Office duty officers are those that due to an injury caused on duty can only perform office duties. This inability to perform the usual officer's duties must be certified by a medical council. Light duty service is for officers that due to an injury or health issue confirmed by a medical council and caused off duty, they can only perform office duties. Office duty and light duty officers cannot be reinstated back to the category of normal duty officers. Additionally, they cannot be placed as staff directors or as commanding officers of military units regardless of size. However, they can be placed as staff members. An additional categorisation of officers is their origination. There are officers of HMEIs, those of direct appointment and those that have been promoted from the ranks of PNCOs.

C. Hierarchy and Seniority

Hierarchy or chain of command is a crucial aspect of the armed forces' structure, culture and everyday military life. Hierarchy is separated into hierarchy due to rank and hierarchy due to duties. Whenever two officers have the same rank then hierarchy is determined by seniority. Between the three branches the ground forces' officers are considered to be senior to naval officers and naval officers senior to air force officers. Seniority at a given rank is determined by the date of promotion of the officer to that rank. After the officer's graduation from the HMEI, seniority is determined by the ranking of an officer between all the class members. Officers that graduated from a HMEI are considered to be senior from directly appointed officers, while the latter category of officers is senior to PNCOs that have been promoted to officers. The seniority of directly appointed officers is determined by their hiring order. Officers that were PNCOs have the same seniority between them as when they were PNCOs. Those officers that are transferred into different Corps due to their personal qualifications and expertise are considered to be junior in relation to officers placed at the same date as the initial placement of the officer.

D. Advancement

Every officer is promoted through the different ranks after a positive review by the Promotion Council. Army officers belonging to battle corps can evolve up to

the rank of Lieutenant General while those serving at battle support corps can reach the rank of Brigadier. Medical doctors can reach the rank of Brigadier, other medical specialty officers can reach the rank of Colonel and managerial health officers can reach the rank of Lieutenant Colonel. Translation Corps officers can reach the rank of Lieutenant Colonel and Musical Corps officers the rank of Major. Officers belonging to the IT corps can reach the rank of Colonel.

Battle navy officers can reach the rank of Vice Admiral while all others can reach the rank of Captain (Colonel). Fighter pilot officers can reach the rank of Air Vice-Marshal (Major General) while all others can reach the rank of Air Commodore (Brigadier). Officers from the ranks of PNCOs can only reach the rank of Lieutenant Colonel for all three branches. Army officers performing office and light duties can only reach the rank of Colonel while naval and air force officers of these categories can only reach the rank of Commander and Wing Commander respectively.

E. Promotion Judgments

Promotion judgments for officers are conducted in order to determine whether an officer is suitable and eligible for promotion. The promotion decision is applied if there are any vacant positions available. The Promotions Council decides the promotion of officers below the rank of Lieutenant Colonel or equivalent. The Supreme Promotions Council decides the promotions for officers above the rank of Colonel. For a schematic presentation of the judgment processes for officers see Appendix 5.5-B. An officer in order to be eligible for promotion evaluation by the promotion council must complete a minimum number of years as a commanding officer and some years in a specific rank according to the Table 5.5-2 below.

Rank	Years in the rank in order to justify a promotion	Minimum years as commanding officer
2nd lieutenant	3 Years in the rank	2 Years as Platoon Commander
Lieutenant	4 Years in the rank	2 Years as Platoon Commander
Captain	5 Years in the rank	2 Years as Company Commander
Major	6 Years in the rank	2 Years as a Battalion Vice Commander or Independent Company Commander
Lieutenant Colonel	6 Years in the rank	2 Years as a Battalion Commander (Battle support Corps officers, navy and air force officers can perform these 2 years as staff members at a division's staff.
Colonel	4 Years in the rank	1 Year as a Regiment or Training Centre commander. (This year can be substituted with 1 year as a Staff Office Director or Division Vice Commander)
Brigadier	3 Years in the rank	-
Major General	2 Years in the rank	-

Table 5.5-2: Requirements for Officers' Promotions

Officers that graduate from the Hellenic Corps Academy or the Hellenic Nurse Academy may have been students for more than 4 years that is the normal duration of most HMEIs. If this is the case then the years that are over the 4 years can be subtracted from the years as a Second lieutenant for promotion justification.

Time in sick leave, vacation leave and war time captivity is considered to be time in active duty. Time in jail after a relevant sentence, desertion, suspension (in the case of a sentence), detention time awaiting trial (in the case of a sentence) and time in a leave without benefits and salary, for educational or other reasons, are not considered as active duty time. Every officer that is in one of the pre-mentioned states is not eligible to be evaluated by the Promotions Council. These cases are examined in the first meeting of the council after the end of these states and only if the officer is freed without any accusation. The promotion decisions in these cases are applied with retroactive effect.

Every officer eligible for promotion and examination by the Promotions Council is informed every year in November.

F. Time as a Commanding Officer

Time as a commanding officer is obligatory for officers in order to gain experiences in managing a unit that may be found useful during war time. Every period of time that is beyond the time as commanding officer at the current rank can be transferred to the next rank. Time is not accounted in the case of substituting a commanding officer while medical leave of up to 2 months is considered and counted normally in the total time as a commanding officer. Time as a Commanding officer is not obligatory for officers of the following categories:

- ➢ Officers that graduated from the Hellenic Corps Academy and the Hellenic Nurse Academy.
- ➢ Officers belonging to the Translation, Musical and IT Corps.
- ➢ Navy officers with battle support and mechanical specialties.
- ➢ Air force officers with mechanical, radar and battle support specialties.
- ➢ All officers performing light or office duties after a relevant decision of a medical council.

G. Promotions Council – Supreme Promotions Council[51]

The Promotions Council is responsible for evaluating officers below the rank of Lieutenant Colonel and is comprised by the following members:

➢ The Vice Chief of the CNG as chairman.
➢ 4 Officers with ranks of Brigadier or higher assigned by the Minister of Defence as members.
➢ 1 officer as spokesman assigned by the Minister of Defence.
➢ 1 officer as secretary and record keeper assigned by the Minister of Defence.

The tactical meeting of this Council is held every April while emergency meetings can be arranged at any time according to special circumstances and after the approval of the Minister of Defence. The council must complete the evaluation task within one month and not later than the 15th of May.

The Supreme Promotions Council is responsible for evaluating officers above the rank of Colonel and is comprised by the following members:

➢ The Minister of Defence as chairman.
➢ 2 other Ministers assigned by the Cabinet of Ministers as members.
➢ The Chief of the CNG who is both a member and a spokesman for the needs of the council.
➢ 1 officer as secretary and record keeper assigned by the Minister of Defence.

The tactical meeting is held in March or April and emergency meetings can be arranged at any time according to special circumstances after a decision of the Minister of Defence. The council must complete the task within one month.

5 days before the scheduled meetings of both Councils, the secretaries send an evaluation table with the officers eligible for promotion evaluation with a brief summary of their personal files. During the meetings more detailed information is provided. The decisions are made after a voting procedure and in the case of equality in votes the chairman has an extra winning vote.

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[51] For a schematic presentation of the judgment processes for officers see Appendix 5.5-B

All officers are evaluated according to their personal files that must contain the following information:

➢ All the performance appraisals of the officer.

➢ All the previous decisions of the Promotions Council.

➢ Copies of diplomas from military schools and other universities the officer has attended.

➢ Information regarding the units and the positions that officer has served with their duration.

➢ Evidence regarding the personal health condition of the officer.

➢ War action evidence and information.

➢ Awarded moral awards and proposals for moral awards.

➢ Possible offences with punishments.

➢ Possible disciplinary penalties with their justification. After 10 years these penalties cannot be used against the officer for promotion reasons.

The decisions of the Councils in regard to the officer's rank can be the following as illustrated in the following Table 5.5-3:

Rank (Equivalent for all three branches)	Decision of the Promotions Council
2nd lieutenant	➢ Eligible for promotion due to seniority ➢ Not eligible for promotion
Lieutenant	
Captain	➢ Eligible for promotion by election ➢ Eligible for promotion due to seniority ➢ Not eligible for promotion
Major	
Lieutenant Colonel	
Rank (Equivalent for all three branches)	**Decision of the Supreme Promotions Council**
Colonel	➢ Eligible for promotion by definite election ➢ Eligible for promotion by election ➢ Not eligible for promotion
Brigadier	
Major General	

Table 5.5-3: Decisions of the Promotions Council and the Supreme Promotions Council

Analysis of the decisions of the Promotions Council

a. Eligible for promotion by election

Officers with the ranks of Captain, Major and Lieutenant Colonel (or equivalent for Navy and Air Force) are eligible for promotion by election if the ratings of their performance appraisal qualifications are at least Very Good (Arithmetical rating equal or above to 9 over 10). These officers must also have not committed a serious disciplinary offence.

b. Eligible for promotion due to seniority

Officers with the ranks of 2nd Lieutenant, Lieutenant, Captain, Major and Lieutenant Colonel (or equivalent for Navy and Air Force) are eligible for promotion due to seniority if the ratings of their performance appraisal qualifications are at least Good (Arithmetical rating equal to 7 and 8 over 10) or they have committed a serious disciplinary or criminal offence.

c. Not eligible for promotion

Officers with the ranks of 2nd Lieutenant, Lieutenant, Captain, Major and Lieutenant Colonel (or equivalent for Navy and Air Force) are found as not eligible and suitable for a promotion if the ratings of their performance appraisal qualifications are below Good (Arithmetical rating equal or less than 6 over 10) or they have committed a serious disciplinary or criminal offence.

Analysis of the decisions of the Supreme Promotions Council

a. Eligible for promotion by definite election

Officers with the ranks of Colonel, Brigadier and Major General (or equivalent for Navy and Air Force) are found as eligible for promotion by definite election if:

➢ They are graduates of a HMEI.
➢ The ratings of special qualifications necessary for the possession of the highest commanding positions (according to the judgment of the Council) at their performance appraisals are Excellent (Arithmetical rating equal to 10 over 10). The Council reviews all the performance appraisals in all

ranks with a focus on the current and previous rank. Any weakness or lack of qualifications that did not influence a promotion in the past may influence a decision for promotion by the Supreme Promotion Council. These weaknesses concern qualifications related to character, discipline, leadership, management and professionalism.

➢ They have served in various positions, both in Military Units and Staffs, in order to cope with the duties of the highest positions in the chain of command.

➢ They have general military knowledge and are graduates of the Supreme Joint War College with a score of at least 15 over 20 (75%).

➢ They have not committed a serious disciplinary or criminal offence.

➢ Good health condition.

➢ Knowledge of foreign languages, other university degrees or a diploma from the Hellenic National Defence College are considered as extra qualifications for candidates.

b. Eligible for promotion by election

Officers with the ranks of Colonel, Brigadier and Major General (or equivalent for Navy and Air Force) are found as eligible for promotion by election if:

➢ The ratings of special qualifications necessary for the possession of a higher position (according to the judgment of the Council) at their performance appraisals are at least Very Good (Arithmetical rating equal to 9 over 10). The Council reviews all the performance appraisals in all ranks with a focus on the current and previous rank. Any weakness or lack of qualifications that did not influence a promotion in the past may influence a decision for promotion by the Supreme Promotion Council. These weaknesses concern qualifications related to character, discipline, leadership, management and professionalism.

➢ They have served in various positions, both in Military Units and Staffs, in order to cope with the duties of the highest positions in the chain of command.

➢ They have general military knowledge and are graduates of the Supreme Joint War College with a score of at least 15 over 20 (75%).

➢ They have not committed a serious disciplinary or criminal offence.

➢ Good health condition

➢ Knowledge of foreign languages, other university degrees or a diploma from the Hellenic National Defence College are considered as extra qualifications for candidates.

c. Not eligible for promotion

Officers with the ranks of Colonel, Brigadier and Major General (or equivalent for Navy and Air Force) are found as not eligible for promotion if they are not found as eligible for promotion both by definite election and by election.

After the conclusion of the Councils' meetings and the end of the evaluation process, tables are prepared that categorise the officers according to the Council's judgment and according to their Corps and Branch. For instance, all officers belonging to the army's battle Corps that are found to be eligible for promotion due to seniority are put into one table in hierarchical order. The tables comprised by the Promotions Council must be approved and finalised by the Minister of Defence. The Minister has the right to remove any officer from a table and send the case for re-examination to the Re-Evaluation Council. The promotion tables comprised by the Supreme Promotions Council are reviewed and approved by the Ministers' Cabinet. In the case of a different opinion by the Cabinet regarding the initial officer's judgment, the officer is moved to the table that the Cabinet finds as more suitable. All officers found to be eligible for promotion due to seniority (except from 2nd Lieutenants and Lieutenants), due to election (for Colonels, Brigadiers and Major Generals) or found as not eligible for promotion can object to the decision of the Councils within 15 days and have their case re-examined by the Re-Evaluation Council.

Re-Evaluation Council

The members of the Re-Evaluation Council are:

➢ The Minister of Defence as chairman with a winning vote in case of equality in votes.
➢ 2 other Ministers assigned by the Cabinet of Ministers as members.
➢ The Chief of the CNG as a member.
➢ 1 officer as secretary and record keeper assigned by the Minister of Defence
➢ 1 officer as spokesman assigned by the Minister of Defence

This council meets 15 days after the end of the deadline set for any objections and must conclude within one month. All decisions made by this council are final.

The council can:

➢ Overrule the objection.
➢ Accept the objection and place the officer in the judgment category that the Council considers as best.
➢ Re-assess the case and inform in full justification the decision to the officers that are influenced.

If an officer after the examination by the Re-evaluation Council still thinks that the decision is wrong can directly object to the ruling and file a suit to the Supreme Constitutional Court according to Article 146 of the Constitution of the Republic of Cyprus.

H. Promotions

All officers that are found to be eligible for a promotion are promoted if there is a vacant position.

Those who are eligible for promotion by definite election have priority over those that are eligible by election. Those who are eligible for promotion by election have priority over those who are eligible for promotion due to seniority. Those

who are eligible for promotion due to seniority can be promoted if there are any vacancies left.

This sequence of promotions influences seniority and hierarchy between officers and changes the tables of seniority. For example, if an officer is promoted by election is considered as senior to an officer promoted due to seniority within their new ranks.

I. Retirement of officers[52]

The ages of compulsory retirement are shown in the following table:

Rank (Equivalent for all three branches)	Retirement Age
2nd lieutenant	54
Lieutenant	55
Captain	56
Major	57
Lieutenant Colonel	58
Colonel	62
Brigadier	62
Major General	62
Lieutenant General	62
Officers with medical specialties	65

Table 5.5-4: Ages of compulsory retirement for Officers

[52] According to: Law regarding the Members of the Armed Forces of the Republic (Retirements and relevant issues) of 2012 (Law 215 (I)/2012)

The officers who are near their retirement age are informed in advance at least 3 months before they reach the age limit. The officer retires with the rank that possesses at the time of retirement.

5.5.2. NCOs' Careers

A. NCO Ranks

The following table 5.5-.5 illustrates the ranks that NCOs can have through a pre-designed career path as regulated by the NCOs' relevant legislation[53].

Men PNCO – Women PNCO – FYCVNCO Ranks		
NAVY	**ARMY**	**AIR FORCE**
Petty officer 3rd class	Sergeant	Airman first class
Petty officer 2nd class	Staff Sergeant	Staff Sergeant
Chief Petty officer	Platoon Sergeant	Chief Sergeant
Warrant officer (Not for Women PNCOs)	Warrant officer (Not for Women PNCOs)	Warrant officer (Not for Women PNCOs)
VNCO Ranks		
Petty officer 3rd class	Sergeant	Airman first class

Table 5.5-5: Ranks of NCOs

VNCOs can only have the rank of Sergeant with the possibility to get a promotion only after they are upgraded and appointed as PNCOs. All the other categories can theoretically possess all the different NCO ranks. PNCOs have

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[53] Regulations concerning the permanent NCOs (Men) of the Cypriot Armed Forces (1990).

Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993).

Regulations concerning the men and women volunteer NCO's of the Cypriot Armed Forces (1990).

Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012).

the additional benefit and right to get promoted to officers after some years of service.

B. NCO Hierarchy and Seniority

As for officers, hierarchy or chain of command of NCOs is a crucial aspect of the armed forces' structure, culture and everyday military life. Hierarchy is separated into hierarchy due to rank and hierarchy due to duties. Whenever two NCOs have the same rank then hierarchy is determined by their category and then by seniority. PNCOs are senior to VNCOs and VNCOS are senior to FYCVNCOs of the same rank. Between the three branches, the Army's NCOs are considered to be senior to Navy NCOs and Navy NCOs senior to Air Force NCOs. Seniority at a given rank is determined by the date the NCO was promoted in the current rank. After the PNCOs' graduation from the MSNCOs and their initial placement, seniority between them is determined by their ranking between all the class members. PNCOs that graduated from a MSNCO are considered to be senior from VNCOs that have been upgraded to PNCOs. In any case PNCOs are senior to all the other categories of NCOs including those that are reservists. Women PNCOs have different seniority tables from Men PNCOs. Within the categories of FYCVNCOs and VNCOs seniority is determined according to the success score and position between all the other FYCVNCOs or VNCOs of the same class.

C. Men PNCO Careers

Career for Men PNCOs is the succession through the various ranks after relevant proposition and judgment by the Promotions Council.

Promotions of Men PNCOs

Every man PNCO must serve a number of minimum years in a given rank in order to be eligible for promotion as illustrated by the following table 5.5-6:

Rank (or equivalent in the other branches)	Minimum Years in the rank in order to justify a promotion
Sergeant	5 years
Staff Sergeant	5 years
Platoon Sergeant	5 years
Warrant officer	---------

Table 5.5-6: Minimum years in each PNCO rank

If a man PNCO spends more time than the minimum required in a rank and is eventually promoted, then the time over the minimum years divided by 2 is calculated as time served in the new rank.

Time in sick leave, vacation leave and war time captivity is considered to be time in active duty. Time in jail after a relevant sentence, desertion, suspension (in the case of a sentence), detention time awaiting trial (in the case of a sentence) and time in a leave without benefits and salary for educational or other reasons are not considered as active duty time. Every PNCO that is in one of the pre-mentioned states is not eligible to be examined by the Promotions Council. These cases are examined in the first meeting of the council after the end of these states and if the PNCO is freed without any accusation. The promotion decisions in these cases are applied with retroactive effect. For a schematic presentation of the judgment processes for NCOs see Appendix 5.5-C.

Promotions Council

The members of the Promotions Council are:

➢ The most senior officer with the higher rank after the Chief and the Vice Chief of the CNG as chairman.
➢ 4 officers with the rank of Major to Colonel as members who are assigned by the Minister of Defence.
➢ 2 officers as spokesman and secretary who are assigned by the Minister of Defence.

Every man PNCO eligible for promotion and evaluation by the Promotions Council is informed in November each year. All PNCOs are judged according to their personal file that must contain the following information:

- All the performance appraisals and performance notes for the PNCO.
- All the previous decisions of the Promotions Council.
- Copies of diplomas from military schools and other universities the PNCO has attended.
- Information regarding the places, units and positions with their duration that the PNCO has served.
- Evidence regarding the personal health condition.
- War action evidence and information.
- Awarded moral awards and proposals for moral awards.
- Possible offences with punishments.
- Possible disciplinary penalties with their justification. After 10 years these penalties cannot be used against the officer for promotion reasons.

The usual meetings are held in March after a decision of the Minister of Defence and the meetings must conclude to the judgment tables within one month. 5 days before the scheduled meetings of the Council, the secretary sends a table with the PNCOs eligible for promotion and an evaluation with a brief summary of their personal files. During the meetings more detailed information is provided. The decisions are made after a vote and in cases of equality in votes the chairman has the winning vote.

The judgments of the Promotions Council can only be two:

- Eligible for promotion due to seniority

Men PNCOs are eligible for promotion due to seniority if the ratings of their performance appraisal qualifications are at least Good (Arithmetical rating equal or higher than 7 over 10).

- Not eligible for promotion

PNCOs are not eligible for promotion if the ratings of their performance appraisal qualifications are below Good (Arithmetical rating equal or less than 6 over 10).

The judgments take into account all the career of the PNCO with a focus of the years spent in the current rank. After the conclusion of the Council's meetings, tables are constructed illustrating the decisions of the Council. The men PNCOs are listed in 2 tables per Corps and Branch, and according to their judgment (as eligible for promotion and not eligible for promotion). The Minister of Defence validates the tables and approves them. In the case that the Minister has a different opinion regarding the review of any PNCO the law provides him/her the right to send the case for re-examination to the Re-Evaluation Council.

Re-Evaluation Council

Every PNCO found to be as not eligible for promotion or the Minister has changed the Council's evaluation has the right for a reassessment at the Re-Evaluation Council.

The members of the Re-Evaluation Council are the following:

➢ Minister of Defence as Chairman
➢ The Chief of the CNG as a member
➢ The Vice Chief of the CNG as a member
➢ One officer assigned by the Minister as Spokesman
➢ One officer assigned by the Minister as Secretary

The Re- Evaluation Council can:

➢ Dismiss the objection of the PNCO
➢ Accept the objection and move the PNCO in a more suitable judgment table according to the opinion of the Council.

If a PNCO after the examination by the Re-evaluation Council still thinks that the decision is wrong can directly object to the ruling and file a suit to the Supreme Constitutional Court according to Article 146 of the Constitution of the Republic of Cyprus.

Promotions

Promotions are carried out according to the judgment tables and if vacant positions are available. The vacant positions are distributed to the branches and corps after a proposal by the Chief of the CNG.

Retirement issues

Every PNCO may retire due to age limit, due to the needs of the CNG and due to a number of sequential negative promotion judgments.

The retirement age limit for every PNCO is the 57th year[54]. 3 months before the expiration of the age limit, the PNCO is notified for the upcoming retirement. The PNCO retires with the rank that he possesses at the time of retirement.

Sergeants, Platoon Sergeants and Staff Sergeants that are found as not eligible for promotion for a second time in the current rank or have another two such judgments in a previous rank can be forced to retire after a decision of the Minister of Defence. The Minister takes under consideration the needs of the CNG. The decision for retirement is finally approved by the Ministers' Cabinet and the retired PNCO leaves with the current rank.

Retirement Council

The members of the Retirement Council are the following:

➢ The Minister of Defence as Chairman
➢ The Chief of the CNG as a member
➢ The Vice Chief of the CNG as a member
➢ One officer assigned by the Minister as Spokesman
➢ One officer assigned by the Minister as Secretary

The purpose of the Retirement Council is to review the retirement issues of Warrant Officers that have completed 5 years in the rank. The Council decides whether a Warrant Officer should retire taking into account the needs of the CNG, the career of the Warrant Officer and the possibility of additional contributions of the Warrant Officer. In the case that the Warrant Officer does not retire will continue to serve normally until the next assembly of the Council or until the Warrant Officer reaches the retirement age.

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[54] According to: Law regarding the Members of the Armed Forces of the Republic (Retirements and relevant issues) of 2012 (Law 215 (I)/2012)

D. Women PNCO careers

Career is the succession through the various ranks after relevant proposition and judgment by the Promotions Council. This part analyses the current legislation regarding women PNCOs

Promotions of Women PNCOs

Every woman PNCO must serve a number of minimum years in a given rank in order to be eligible for promotion as illustrated by the following table 5.5-7:

Rank (or equivalent in the other branches)	Minimum Years in the rank in order to justify a promotion
Sergeant	5 years
Staff Sergeant	5 years
Platoon Sergeant	5 years
Warrant officer	---------

Table 5.5-7: Minimum years in ranks for Women PNCOs

If a woman PNCO was a VNCO with more than 7 years of service before changing category, the time served as a VNCO divided by 2 will be counted as active duty time in the rank of WPNCO Sergeant. If a PNCO spends more time than the minimum required in a rank and is eventually promoted, then the time over the minimum years divided by 2 is calculated as time served in the new rank.

Time in sick leave, vacation leave and war time captivity is considered to be time in active duty. Time in jail after a relevant sentence, desertion, suspension (in the case of a sentence), detention time awaiting trial (in the case of a sentence) and time in a leave without benefits and salary for educational or other reasons are not considered as active duty time. Every woman PNCO that is in one of the pre-mentioned states is not eligible to be examined by the Promotion Council. These cases are examined in the first meeting of the council after the end of the time in these states and if the woman PNCO is free without any responsibility or blame. The promotion decisions in these cases are applied with retroactive effect.

Promotions Council

The members of the Promotions Council assembled for the evaluation of Women PNCOs are:

➢ The most senior officer with the higher rank after the Chief and the Vice Chief of the CNG as chairman.

➢ 4 officers with a rank of Major to Colonel as members who are assigned by the Minister of Defence.

➢ 2 officers as spokesman and secretary who are assigned by the Minister of Defence.

The usual meetings are held in March after a decision of the Minister of Defence and the meetings must conclude to the judgment tables within one month. Every woman PNCO eligible for promotion and examination by the Promotions Council is informed in November each year. All women PNCOs are judged according to their personal file that must contain the following information:

➢ All the performance appraisals and performance notes for the woman PNCO.

➢ All the previous decisions of the Promotions Council.

➢ Copies of diplomas from military schools and other universities the woman PNCO has attended.

➢ Information regarding the places, units and positions with their duration that the woman PNCO has served.

➢ Evidence regarding personal health condition.

➢ War action evidence and information.

➢ Awarded moral awards and proposals for moral awards.

➢ Possible offences with punishments.

➢ Possible disciplinary penalties with their justification. After 10 years these penalties cannot be used against the woman PNCO for promotion reasons.

5 days before the scheduled meetings of the Council, the secretary sends a table with the women PNCOs eligible for promotion and an evaluation with a

brief summary of their personal files. During the meetings more detailed information is provided. The decisions are made after a vote and in cases of equality in votes the chairman has the winning vote.

The judgments can only be two:

➢ Eligible for promotion due to seniority

Women PNCOs are eligible for promotion due to seniority if the ratings of their performance appraisal qualifications are at least Good (Arithmetical rating at least 7 over 10).

➢ Not eligible for promotion

Women PNCOs are not eligible for promotion if the ratings of their performance appraisal qualifications are below Good (Arithmetical rating equal or less than 6 over 10).

The judgments take into account all the career of the woman PNCO with a focus on the years spent in the current rank. After the conclusion of the Council's meetings, tables illustrating the decisions of the Council are constructed. The women PNCOs are listed in tables according to decisions and according to their Corps and branch. The Minister of Defence validates the tables and approves them. In the case that the Minister has a different opinion regarding the review of any woman PNCO the law provides him/her the right to send the case for re-examination to the Re-Evaluation Council.

Re-Evaluation Council

Every woman PNCO found to be not eligible for promotion has the right for a re-assessment by the Re-Evaluation Council.

The members of the Re- Evaluation Council are:

➢ The Minister of Defence as Chairman
➢ The Chief of the CNG as a member
➢ The Vice Chief of the CNG as a member
➢ One officer assigned by the Minister as Spokesman
➢ One officer assigned by the Minister as Secretary

The Re- Evaluation Council can:

➢ Dismiss the objection of the woman PNCO
➢ Accept the objection and move the woman PNCO in a more suitable judgment table according to the opinion of the Council.

If a woman PNCO after the examination by the Re-evaluation Council still thinks that the decision is wrong can directly object to the ruling and file a suit to the Supreme Constitutional Court according to Article 146 of the Constitution of the Republic of Cyprus.

Promotions

Promotions are carried out according to the judgment tables and if any vacant positions are available. The vacant positions are distributed to the branches and corps after a proposal by the Chief of the CNG.

Promotion of Women PNCOs to 2nd Lieutenants

Women PNCOs can be promoted to 2nd Lieutenants after an assessment by the Evaluation Board. The Evaluation Board members are:

➢ The Vice Chief of the CNG as Chairman
➢ 2 officers with the rank of Major to Colonel as members
➢ 1 officer as secretary assigned by the Minister

Every woman PNCO can be evaluated to be promoted to the rank of 2nd Lieutenant when:

➢ She serves as a Platoon Sergeant for at least 2 years
➢ She has a high school diploma
➢ She has never been evaluated by a Promotions Council as not eligible for promotion.
➢ She has a clear criminal record free from offences
➢ She passes the exams assigned for this purpose by the Minister of Defence.

The Evaluation Board assesses the following:

➢ The performance appraisals of the last 5 years. The average ratings of each year are added and provide the first criterion (maximum 50 points, 10 for each year).

➢ The exam results over a scale of 50.

The maximum result a woman PNCO can achieve is 100, 50 from the performance appraisals and 50 from the exams. The minimum acceptable results are 45 for the performance appraisals and 35 for the exams.

The first women PNCOs on the promotion tables can be promoted to 2nd Lieutenants after the placement of officers that come from HMEIs is concluded. The percentage of promoted women can reach 16% of those that graduated from HMEIs. Between them the women PNCOs that are promoted to 2nd Lieutenants have a new seniority ranking between them, according to the scores they achieved in their appraisals and exams. Any woman PNCO that failed in one test, failed in both tests or has passed the tests but is very low at the promotion table, in order to get a promotion, can be re-tested during the following 2 years if the requirements are still fulfilled.

Retirement issues

Every woman PNCO retires due to age limit, due to the needs of the CNG and due to a number of sequential negative promotion judgments. The age limit for every woman PNCO is the 57th year[55]. 3 months before the age limit expires, the woman PNCO is notified for the upcoming retirement. The woman PNCO retires with the rank that possesses at the time of retirement.

Sergeants, Platoon Sergeants and Staff Sergeants that are found as not eligible for promotion for a second time in the current rank or have another two such judgments in a previous rank can be forced to retire after a decision of the Minister of Defence. The Minister takes under consideration the needs of the CNG. The decision for retirement is finally approved by the Ministers' Cabinet and the woman PNCO that retires in this way leaves with the current rank.

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[55] According to: Law regarding the Members of the Armed Forces of the Republic (Retirements and relevant issues) (Parliament of Cyprus 2012) (Law 215 (I)/2012)

Retirement Council

The Retirement Council members are:

➢ The Minister of Defence as Chairman

➢ The Chief of the CNG as a member

➢ The Vice Chief of the CNG as a member

➢ One officer assigned by the Minister as Spokesman

➢ One officer assigned by the Minister as Secretary

The purpose of the Retirement Council is to review the retirement issues of Warrant Officers that have completed 5 years in the rank. The Council decides whether a Woman PNCO should retire or not taking into account the needs of the CNG, the career of the Woman PNCO and the possibility of additional contributions of the Woman PNCO. In the case that the Warrant Officer does not retire will continue to serve normally until the next assembly of the Council or until the Woman PNCO reaches the retirement age.

E. VNCOs' Careers

VNCOs are hired with 3 year contracts with the rank of Sergeant and can only resign after the approval of the Chief of the CNG. The rank of Sergeant is the only rank they can have. VNCOs have an advantage in the case that they want to pursue their hiring as PNCOs. The retirement age for this category is set to be the age of 57[56] years.

F. FYCVNCOs' Careers

Career for FYCVNCOs is the succession through the various ranks after relevant decisions of the Promotion Council. Initially FYCVNCOs are hired for a period of 5 years with the rank of Sergeant. Every 5 years the contract is renewed unless there is evidence that the FYCVNCO does not perform accordingly or has serious disciplinary allegations against him. Those that complete their first 5 year contracted service can continue to be employed until they reach their retirement age.

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[56] According to: Law regarding the Members of the Armed Forces of the Republic (Retirements and relevant issues) of 2012 (Law 215 (I)/2012)

Promotions of FYCVNCOs

Every FYCVNCO must serve a number of minimum years in a given rank in order to be eligible for promotion as illustrated by the following table 5.5-8:

Rank (or equivalent in the other branches)	Minimum Years in the rank in order to justify a promotion
Sergeant	5 years
Staff Sergeant	8 years
Platoon Sergeant	7 years
Warrant officer	---------

Table 5.5-8: Minimum years in ranks for FYCVNCOs

Time in sick leave, vacation leave and war time captivity is considered to be time in active duty. Time in jail after a relevant sentence, desertion, suspension (in the case of a sentence), detention time awaiting trial (in the case of a sentence) and time in a leave without benefits and salary for educational or other reasons are not considered as active duty time. Every FYCVNCO that is in one of the pre-mentioned states is not eligible to be examined by the Promotions Council. These cases are examined in the first meeting of the council after the end of these states and if the FYCVNCO is free without any responsibility or blame. The promotion decisions in these cases are applied with retroactive effect.

Promotions Council

The Promotions Council members are:

➢ 1 Colonel as chairman.
➢ 4 officers with a rank of Major to Colonel as members. 2 officers must be from the Army, 1 from the Navy and 1 from the Air Force. All must be junior in relation to the Chairman.

➢ 2 officers as spokesman and secretary without the right to vote.

All FYCVNCOs are judged according to their personal file that must contain the following information:

➢ All the performance appraisals and performance notes.

➢ All the previous decisions of the Promotions Council.

➢ Copies of diplomas from military schools and other universities the FYCVNCO has attended.

➢ Information regarding the places, units and positions with their duration that the FYCVNCO has served.

➢ Evidence regarding personal health condition.

➢ War action evidence and information.

➢ Awarded moral awards and proposals for moral awards.

➢ Possible criminal offences with punishments from military or civil courts.

➢ Possible disciplinary penalties with their justification. After 10 years these penalties cannot be used against the FYCVNCO for promotion reasons.

The usual meetings are held in May or June after a decision of the Minister of Defence and the meetings must conclude to the judgment tables within one month. 5 days before the scheduled meetings of the Council, the secretary sends a table with the FYCVNCOs eligible for promotion and an evaluation with a brief summary of their personal files. During the meetings more detailed information is provided. The decisions are made after a vote and in cases of equality in votes the chairman has the winning vote. The judgments take into account all the career of the FYCVNCO with a focus of the years spent in the current rank. The decisions of the council can only be two:

➢ Eligible for promotion

FYCVNCOs are eligible for promotion if the ratings of their performance appraisal qualifications are at least Good (Arithmetical rating at least 6 over 10).

➢ Not eligible for promotion

FYCVNCOs are not eligible for promotion if the ratings of their performance appraisal qualifications are below Good (Arithmetical rating less than 6 over 10).

After the conclusion of the Council's meetings tables are constructed illustrating the decision of the Council. The FYCVNCOs are listed into tables according to decisions and according to their Corps and branch. The Minister of Defence validates the tables and approves them. In the case that the Minister has a different opinion regarding the review of any FYCVNCO the law provides him/her the right to send the case for re-examination before the Re-Evaluation Council.

Re-Evaluation Council

Every FYCVNCO found to be as not eligible for promotion has the right for a re-examination at the Re-Evaluation Council. The members of the Council are:

➢ The Vice Chief of the CNG as Chairman
➢ 2 officers with ranks over the Brigadier assigned by the Minister as members
➢ 2 officers assigned by the Minister as Secretary and as Spokesman

The Re-Examination Council can:

➢ Dismiss the objection of the FYCVNCO
➢ Accept the objection and move the FYCVNCO into the "eligible for promotion" table.
➢ Move the FYCVNCO who was removed by the Minister to a different table according to the Council's judgment.

If a FYCVNCO after the examination by the Re-evaluation Council still thinks that the decision is wrong can directly object to the ruling and file a suit to the Supreme Constitutional Court according to Article 146 of the Constitution of the Republic of Cyprus.

Promotions

Any promotions are carried out according to the judgment tables and if vacant positions are available. The vacant positions are distributed to the branches and corps after a proposal of the Chief of the CNG.

Retirement - Discharge issues

No FYCVNCO can quit before the completion of the first 5 year contract. In the case that a resignation is accepted by the Chief of the CNG the FYCVNCO may be obliged to pay the training costs made by the CNG. Every FYCVNCO retires normally due to age limit at the age of 57[57] while the FYCVNCO's contract is terminated when:

 ➢ The 5 years contract is not renewed.
 ➢ There are serious health issues that reduce the abilities of the person.
 ➢ The FYCVNCO is demoted, convicted for an offence or loses his political rights.
 ➢ The FYCVNCO is found as not eligible for promotion.
 ➢ The FYCVNCO shows reduced performance.
 ➢ The FYCVNCO shows lack of faith to the democratic institutions of Cyprus.
 ➢ The FYCVNCO is absent without excuse or permission for more than 2 months.

5.5.3. Career Planning and Related Topics
A. Disciplinary Issues that Affect Career

The Disciplinary Regulations[58] of the Cypriot National Guard integrate and analyse all the regulations regarding disciplinary action against any misconduct by all CNG members. The regulations cover a number of different offences that are usually not criminal actions, within the jurisdiction of the Military Penal Code or the civil criminal law. Despite their narrow focus on smaller offences, these regulations also define the disciplinary procedures against members of the CNG

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[57] According to: Law regarding the Members of the Armed Forces of the Republic (Retirements and relevant issues) (Parliament of Cyprus 2012) (Law 215 (I)/2012)
[58] Disciplinary Regulations of the Cypriot National Guard (Parliament of Cyprus 1984)

that have been found guilty and convicted for any criminal act under the scrutiny of the Military Penal Code or the civil criminal law.

The different penalties or punishments imposed by these regulations for all the categories of professional staff (officers and NCOs) can be, with regard to the offence, the following:

- ➢ Reproach
- ➢ Monetary fine
- ➢ Withhold, inhibition or delay of any salary increment
- ➢ Confinement at home
- ➢ Detainment at home
- ➢ Imprisonment at home or within their quarters (at the sole discretion of the Commanding Officer)
- ➢ Demotion
- ➢ Request - demand for resignation (compulsory resignation)
- ➢ Discharge

The lawful right to impose penalties is given only to the Minister of Defence and those officers that have a direct commanding relationship with a specific member of the CNG. In any other occasion the Commanding Officer must be informed about an offence made by any member under his immediate authority, examine the facts and impose a corresponding penalty analogous to the offence. The maximum and most severe penalty a commanding officer can impose is a number of days of imprisonment. The extent of the punishment is relative to the offence, the hierarchical position and rank of the Commanding Officer and to the rank of the offender. The penalties of monetary fine, withhold, inhibition or delay of any salary increment, demotion, compulsory resignation and discharge are imposed by the Disciplinary Council that examines severe cases of disciplinary misconduct or offences already judged by a civil court or a court-martial.

These regulations are characterised by a thorough and in depth examination of offences, penalties and procedures. Every course of action is explained and analysed in a very clear way so that offenders and all those that have the

authority to impose sentences know their rights and the limits of their jurisdiction.

While these regulations do address and analyse what every member should avoid doing, the regulations regarding moral awards are more vague and general. What is generally expected is commonly analysed at many regulations relative to each position of the CNG. On the other hand, what is beyond the usual behaviour is rarely documented and presented in the same manner as the disciplinary regulations do for offences and punishments.

B. Placements and Transfers

The Permanent Directive No 4-5 (CNGGS, Personnel Department 2007)[59] regulates all the issues regarding the placements or transfers of the permanent or contracted personnel of the CNG.

Placement has the meaning of the initial placement to a corps unit after the completion of the basic training for officers or NCOs. It also has the meaning of placement in a position abroad, in a position of a civil service other than the CNG or placement within the National Guard after a period of time abroad or outside the jurisdiction of the CNG and the MoD. Transfer is the movement of personnel to a different unit or staff within the CNG. What is crucial to mention here is the fact that for most transfers only the unit of destination is mentioned for the person who is transferred and not the position or the duties that he/she will have at the new unit. The duties are assigned by the Commanding Officer of that unit or staff. Only special positions, usually those of Commanding Officers and Staff Directors, are mentioned by name. This means that the person who is transferred cannot request duties, cannot plan his development in any way and cannot object in any way for the assignment of duties at the new unit.

All transfers or placements are proposed by the Chief of the CNGGS and approved by the Minister of Defence. Professional personnel (Officers and NCOs) of the CNG can be placed in other Governmental Departments and

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[59] Permanent Directive No 4-5/2007/CNGGS/Personnel Department/1 regarding Placements – Transfers of Personnel. (Πάγια Διαταγή Υπ' Αριθμό 4-5/2007/ΓΕΕΦ/ΔΙΠΡΟ/1 Περί Τοποθετήσεων – Μεταθέσεων Στελεχών)

Ministries for special duties after recommendation of the CNGGS and the approval of the Minister of Defence.

The process of making transfers starts from November and ends with the execution of transfers in June of the next year. The process starts with a written declaration of intentions by the members of the CNG. Every member has the obligation to state on a relevant form or a specialized report his/her personal demand for transfer or no transfer accompanied by the reasons that support their claim. According to the directive any use of other means (political or military) that bypass the line of command are strictly forbidden. The transfers aim to support families with many children, families with members that have special needs or serious health problems, keep personnel in the same position for 3 years and accommodate both personal and service needs. Officers transferred in Staffs and positions outside the National Guard (in Cyprus and abroad) can stay up to 3 years. For those serving in positions outside the National Guard, but in Cyprus the time can be extended up to 5 years only when serious reasons are present.

Transfers and placements are divided in two general categories, those that concern general positions and to those concerning units and staff positions. The general positions refer to positions at the Ministry of Defence, within the CNGGS, positions abroad and others of great importance within the CNG. The Personnel Department of the CNGGS proposes transfers for those positions that are of great importance and usually for high ranking or specialised personnel within or outside the CNG. The different commandments of corps or branches propose the transfers of personnel within their authority.

The directive regulates and analyses the general criteria for transfers and placements. These criteria are the following:

➢ Any person can be placed in a position that corresponds to the rank, the qualities and qualifications that he/she possess as the Table of Organisation designates or other directives specify.
➢ Any person can be appointed to perform different duties.

➢ At least a 2 year service in a single unit or position is mandatory unless important service or personal needs require an earlier transfer.

➢ 2 sequential transfers within the same geographic area must be avoided in order to satisfy the needs of colleagues living in the same area.

➢ Officers that complete the relevant military schools must be placed in positions relative to their specialty.

The transfers' process examines two different scopes. The first is the units' needs and the second is the person's needs. The criteria that are evaluated and affect the Unit or the Staff transfers are:

➢ The qualifications needed for the positions that are empty in a unit or staff.

➢ The current level of qualifications for those that are not transferred at a specific unit and staff.

➢ The staffing percentage or assessment of the staffing level (according to the Table of Organisation).

➢ The number and the type of the vacant positions within a unit or staff.

➢ Seniority requirements for vacant positions in order to avoid conflicts.

➢ Time available for filling crucial positions.

➢ Time needed for the required briefing for newly transferred personnel.

The criteria concerning the personal needs to be transferred that are evaluated are:

➢ The typical and intrinsic qualifications of the person in relation to his/her background and seniority.

➢ Possession of special qualifications for special positions.

➢ The type of judgment by the Judgment Council for promotions in relation with some ratings of the performance appraisals such as the general ability in the present rank, the general ability for further advancement, any negative elements, scores in personnel management and ratings as a Staff member.

➢ Completed time as a Commanding officer.

➢ Imminent promotion or retirement.

➢ The total time in positions outside the Corps or the CNG in the current rank and in the whole career of the person under evaluation.

➢ Positions that can be filled by the current rank.

➢ The different transfers the person had with their duration.

➢ The places (geographical regions) the person wishes to be transferred to with an attached presentation of the reasons.

➢ If the person wants to be transferred or remain in the same position.

➢ The family status of the person.

➢ Personal and family problems.

➢ Possible medical issues that may justify a transfer or no transfer decision.

Complaints of personnel regarding transfer decisions

Every person has the right to submit in writing a complaint regarding the decision to transfer or not to transfer him/her. Every complaint follows the chain of command and the person receives an answer from the Chief of the CNGGS or the Minister of Defence.

5.5.4. Interview with the President of the Cyprus Army Retired Officers' Association (CAROA) Lieutenant General (rtd) S. M.

The main focus of the interview with the President of the Cyprus Army Retired Officers' Association (CAROA) Lieutenant General (rtd) S. M. was the retirement procedures. The president of the association was very lucid that the current procedures are mainly bureaucratic and do not take into account the impact of retirement on people. According to Lieutenant General (rtd) S. M. the retired officer simply receives a letter that informs the recipient regarding the decision of the hierarchy to retire him/her. This faceless procedure creates a feeling of ingratitude towards the retiree and for the years of service. Additionally it has a psychological impact on retirees and their families since they become retirees from active duty actually from one day to the next.

The association has in various occasions requested in writing and through meetings with the Minister of Defence and the Chief of the CNGGS the exploitation of retired officers in various positions without pay. These positions

were relevant to the military profession like commanders in reserve military units or positions within the Civil Defence. Despite the efforts of the association the Ministry and the CNGGS have refused to accept these propositions.

5.5.5. Interview with Lieutenant General (rtd) P. P.

Lieutenant General (rtd) P. P. provided his perspective when asked about the problem regarding the promotions system and the career plateaus that have been created. The first point was the fact that due to a lack of related expertise and knowledge on behalf of the newly created CNG, most of the relevant regulations and legislation was copied by the relevant Greek one. He additionally made the remark that these career issues were anticipated by him personally because the regulations regarding advancements and retirements could not cope. As he noted, these regulations were developed for normal rates of hiring and retiring. When the Ministry decided to massively hire FYCVNCOs and VNCOs it was clear that someday in the long-term this would evolve into a major issue of both retirements and promotions.

The last question that the General was asked was personal and concerned his personal experiences regarding his retirement and how all those officers that were forced to retire with the 2003 regulations handled the issue. His answer revealed his personal frustration, bitterness and desperation that was common to all retired officers. Their negative feelings were based in the fact that they were not properly prepared because their retirement happened overnight. He added that these retirements were necessary in order to resolve the issue of an overcrowded hierarchy but the way they were conducted was incorrect and poorly planned. He also added that the regulation forced to retirement officers that certainly had more to offer and that were very young (46 to 50 years old) with ongoing serious family obligations.

5.5.6. Interviews with the GNGGS' Personnel Department Officials

According to the data retrieved from the interviews with the CNGGS' Personnel Department Officials, transfers and the assignment of duties are not considered as part of military careers according to the relevant legislation. The regulations

concerning all categories of military personnel regard career only as a progression through ranks. Major T. K. and Lieutenant Colonel P. P. clarified that the assignment of duties is a responsibility of the commanding officer and is primarily determined by the needs of the military unit at the time of transfer. The factors that may influence the decision of the commanding officer are the past experience of the NCO or Officer in various positions and the unofficial references by the previous commanding officer of the transferee. This decision procedure is informal and is not dictated by any regulation or policy. Additionally, as mentioned by both officials, the positions a person has served through the years are documented in a personal record book and on the annual performance appraisals but they do not affect in any way the next transfer or transfers. Lieutenant Colonel P. P. added that the current system cannot foster a different approach towards duties and assign personnel to units to perform exclusive duties and assume specific positions.

What was clearly extracted from the interviews with these two officials was the lack of system of cooperation between the CNG and the Officer or NCO for determining the career path or at least the next transfer. The regulations provide the right to all employees to request their preferred transfer but this does not mean that their request will be satisfied. The CNGGS reserves the right to transfer every employee according to the needs of the Force without taking into account any personal requests. This practice favours the CNG's interests at the expense of the individual or family wellbeing of the affected personnel.

Planning and approval of transfers are processes that are pursued to be timely conducted. Nevertheless, because of the amount of work that has to be completed, the intermediate decision stages and the existence of other external factors sometimes the process is slowed down.

The last crucial information that was extracted regarding transfers is that the rationale behind the decisions of the CNGGS is not communicated with personnel in any way. The end product of the whole transfers' process is a list of employees with their current unit, their new unit and a timeframe that the transfer must be completed. According to Lieutenant Colonel P. P., this gives a

subjective character to the whole process that also lacks in terms of control, justification and proof.

Promotions within the CNG are synonymous with advancement in rank according to the relevant legislation and the testimonies of Lieutenant Colonel P. I. and Master Sergeant D. A. According to the interviews of these officials the different positions an individual may possess during the years in the same rank or in a whole working life, are not considered as part of the career and do not, at most occasions, affect the following professional life of an individual in any way.

According to the legislation and to the interview results the career ladders of all military personnel regardless of category are only vertical. A promotion is viewed as advancement in rank despite the prestige and authority that some positions may hold. An additional feature that emerged is that different categories of officers that belong in different branches or corps and perform a wide spectrum of dissimilar tasks and duties are judged, according to legislation, with the same criteria. These criteria are the performance appraisals results (performance appraisal criteria are the same for all categories of personnel despite the diversity between them), if an individual has served a predetermined number of years in the current rank, if the specified years as a commanding officer have been completed (for officers only) and the different schools the officer has attended. Furthermore, the officers' regulations have a number of mitigations that provide the opportunity to officers to obtain time as commanders in other positions and not as commanding officers in units (regarding special categories of officers belonging in specific corps and ranks). Lieutenant Colonel P. I. when asked regarding these issues made clear that the CNGGS and the Personnel Department only apply the rulings of the law and the regulations without any amendments or judgments. Additionally, Lieutenant Colonel P. I. and Master Sergeant D. A. made clear that the Personnel Department's major role is clerical and limited into keeping records and control procedures carried out by subordinates. They have the ability to propose changes but only after their opinions are requested by their commanding officer or the highest levels of hierarchy. They also added that even in the case those

propositions are requested, the Department does not have specialised HR personnel in order to provide solutions that are aligned with the overall organisational strategy.

The career issues of NCOs regardless of category pose great challenges since the criterion of time as a commanding officer does not apply for this category. Master Sergeant D. A. admitted that there is a problem with the promotions systems for NCOs since the years in the ranks have been substantially surpassed for almost all NCOs. A great example is a number of FYCVNCOs that serve with the rank of Sergeant for the last 16 years without a promotion with the regulations mentioning that the minimum time in this rank is 5 years. When asked, Master Sergeant D. A. mentioned that there is not a system of duties and positions monitoring that could help in rotating personnel in order to reduce fatigue and increase the professional knowledge and excitement of personnel.

The last issue regarding promotions of officers, as Lieutenant Colonel P. I. stated, is the lack of sufficient retirements that created congestion in almost all ranks. Again there is a lack of planned rotation in duties and positions.

Retirement is a sensitive issue that was covered during the interviews with the Personnel Department's officials and definitely should be viewed as a crucial HRM activity. The personnel of the CNG and in general the personnel of the armed forces regardless of country is a special category of people that serve for prolonged periods of time, usually from the age of 18 until their late fifties, within the military environment with standardised procedures, formal culture and harsh conditions. Their passage from military to civilian life is a challenge that should be exceeded with the help of the employer. Lieutenant Colonel P. I. and Master Sergeant D. A. stated that there is not a program of helping personnel adapt to the new realities of civilian life, help them pursue any other professions relevant to the military profession or assist them in finding other meaningful activities.

5.5.7.   Retirement for the U. S. Armed Forces and other Armies

The U.S. Army as a more advanced and experienced military organisation with overwhelmingly more personnel than the CNG has developed HRM and

retirement processes that are closely monitored by the Human Resources Command (HRC). Retirement processes are developed under two major mottos[60] of the U.S. Armed Forces that provide the general guidelines and spirit of all policies. The first is "Once a Soldier, Always a Soldier" and the second is "Retirement is a process, not an event". The first motto clearly states the influence that military life can have on the lives of military personnel. The influence can be so great that people may find it difficult to adjust into their civilian lives. The second motto sets the main characteristic of retirement that should be viewed more as a process and not as an instantaneous event of very short duration.

Appendix 5.5-D shows the retirement process of the U.S. Armed forces indicating what the motto claims as described in The Pentagon Pre-Retirement Seminar (2012). This process is rather complicated but the HRC and the U.S. Army employs special Retirement Officers that help personnel's transition from military to civilian lives. As indicated by a number of internal policies[61] the meetings with the retirement officers can be conducted with the NCO's or Officer's family in order to help families cope with the change and the transition from army life to civilian life.

Kwang (2006) at the annual 2007 International Military Testing Association (IMTA) meeting in Australia stressed, on behalf of the Korean Institute of Defence Analyses, the differences between the KSAOs that military personnel (in this case Korean personnel) acquire during their service and those actually needed for employment as civilians. This research results indicate the need to promote life-long learning for military personnel and increased job knowledge in order to facilitate better employment possibilities, after retirement.

5.5.8. Survey Results

The seventh part of the questionnaire aims in discovering the different practices related to career management along with the perceptions of personnel

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[60] U. S. Armed Forces (2012) *Pre-Retirement Counseling Guide.* Army Retirement Services Deputy Chief of Staff, G-1 Arlington, VA 22202-3941 and Human Resources Command - Fort Knox Reserve Component Retirements Branch Fort Knox, KY 42701
[61] G-1 Retirement Services Office (Jan. 2011) *Preparing For Military Retirement - Family Participation,* Arlington, VA 22202-3941.

regarding these practices. Table 5.5-9 illustrates this part of the questionnaire with the 6 questions related to career management.

The first question is straight forward and requests from participants to state whether they would desire to have more control over their career in order to be more aligned with their personal and family lives. 95.38% (see Figure 5.5-19) responded that they would like to have more control over their careers providing a crystal clear picture regarding their desire. What is also worthwhile mentioning here is the fact that this opinion is homogeneous for all categories of personnel and regardless of rank.

The second question seeks to determine what has shaped the careers of participants by providing 7 possible answers. The answer with the most followers (46 followers – 35.38%) unexpectedly was "I generally feel that I haven't got a career" something that immediately draws a not so flattering picture regarding the current career planning practices (see Figure 5.5-20). The second most popular answer was "My career is based on a plan conducted by the CNG for me without having the privilege to change something" with 23.85% and 31 followers. The third and fourth most popular answers were "My career is based on random – unplanned transfers and duty entrusting" and "The way I work and the amount of work I produce" with 15.38% and 17.69% respectively. The answers with less supporters that follow are "The right acquaintances with the right colleagues at the right positions" with 2.31% and "The way I work and the amount of work I produce combined with the right acquaintances with the right colleagues at the right positions" with 5.38%. The answer that did not receive any supporters is "My career is based on a plan conducted by the CNG and me for meeting the expectations of both parties". The combination of the answers that were received reveals a career management system that shuts off the will and opinion of those that are affected by career management decisions. Personnel has limited control over career issues that are regulated by the CNG while at the same time there is a strong belief by a substantial proportion that they do not have a career or that their career is not planned at all. In the best case scenario where their career is planned they feel that they do not have any kind of control over it.

The third question of this part investigates the perception of personnel regarding transfers which should be a major aspect of military career. The following criteria are examined in order to define the degree that they affect transfers of military personnel:

- ➢ Military knowledge
- ➢ General ability
- ➢ Experience
- ➢ Discipline
- ➢ Military Acquaintances
- ➢ Political Acquaintances
- ➢ Non-military knowledge
- ➢ Luck
- ➢ Military schools and training
- ➢ Previous transfers and positions
- ➢ Sex

These criteria are examined over a 7 point scale starting from "They are not influenced at all" at the one side and "They are influenced at an extremely high degree". Most criteria seem to affect transfers at a low degree with an exception to military acquaintances, political acquaintances and sex (see Figure 5.5-1). Political acquaintances, according to the view of 73.08% of participants affect transfers at an extremely high degree while 92.31% believes that they affect transfers at a high, very high and extremely high degree. Military acquaintances follow with 38.46% believing that they affect transfers at an extremely high degree while 84.62% accept as true that they affect transfers at a high, very high and extremely high degree combined. Sex is viewed as a parameter that affects transfers at a high, very high and extremely high degree at a combined 56.15%. 15.38% believes that sex has an average effect over transfers and 28.46% a low, very low and non-existent affect. The first negative aspect of the current transfers system is that people believes that the current system is governed by meritocracy and networking that substantially prevail over other more crucial transfer criteria. Figure 5.5-2 and Appendix 5.5-A provide a more detailed picture of the means and the rest statistical information that derived from the analysis of answers. The average effect of the different parameters

over transfers is the value of 4, with 1 stating that there is not a relationship at all and 7 stating that transfers are influenced at an extremely high degree. All parameters except, "Military acquaintances", "Political acquaintances" and "Sex" have means between 2.62 and 3.18 and 95% confidence intervals between ±0.27 and ±0.31 indicating a low to average degree of influence for these parameters over transfers. On the other hand, "Military acquaintances" with a mean of 5.82 and confidence interval of ±0.24 and "Political acquaintances" with a mean of 6.49 and confidence interval of ±0.19 reveal the perception of personnel that acquaintances play a significant role (from very high to extremely high) if an employee wishes to be transferred to a specific position. This perception comes in total contradiction with the provision of the Transfers' Permanent Directive[62] that strictly prohibits the usage of any political or military means to achieve a transfer by bypassing the chain of command and the formal procedures. Between these 2 parameters is clear that "Political acquaintances" have a higher degree of influence that reaches the limit of extremely high influence. Personnel seem to have the perception that with a political acquaintance, the transfer to a more favourable position is more probable. At the second part of the questionnaire, question 4 asked participants to state the degree that different activities are affected by personal relationships and acquaintances. One such activity was "Transfers" that, as Figure 5.5-22 shows, received 71.5% as an extremely high influenced activity by acquaintances, 18.5% very highly influenced and 3.1% highly influenced. The answers provided for both questions support and reinforce the findings of each other and the opinion that transfers are highly influenced by acquaintances. "Sex" seems to affect transfers but in more weak way than the latter 2 parameters. With a mean of 4.62 and confidence interval ±0.37 this parameter illustrates an average to high relationship with transfers. In order to completely clarify this relationship a bigger sample may be necessary in order to achieve a smaller confidence interval and spam of answers. What is worthwhile mentioning here is a correlation that can be made with the answers that were provided at the first part of the questionnaire for questions 1 and 3. For question 1 "How do you feel

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[62] Permanent Directive regarding Placements – Transfers of Personnel. (Πάγια Διαταγή Υπ' Αριθμό 4-5/2007/ΓΕΕΦ/ΔΙΠΡΟ/1 Περί Τοποθετήσεων – Μεταθέσεων Στελεχών). (CNGGS, Personnel Department 2007)

with the way you are being treated by the C.N.G. for the following issues (Transfers)?" the results were the following. 50.8% feel that they are treated fairly, 9.2% that they are well and very well off and the rest 40% feels that is treated unfairly or very unfairly. Regarding equality between sexes as examined by question 3 (see Figure 5.5-21), 46.9% responded that there is absolute inequality, 15.4% very low degree of equality and 16.9% low degree of equality. The rest 20.8% is distributed at the other 4 answers. From this question is clear that there is a negative opinion between personnel that there is not equality between sexes in terms of transfers. Since the great majority of respondents is comprised by men (127 male participants over 3 female) is easy to conclude that men believe that women have better chances to be transferred in a position of their choosing.

The fifth and sixth questions aim in discovering the degree that a number of factors affect or should affect careers according to the respondents' belief. Career, for the purposes of these questions, was defined to be the path of an employee in a profession that includes promotions, transfers, assignment of duties, training and development. The factors under evaluation are:

➢ Military knowledge
➢ General ability
➢ Experience
➢ Discipline
➢ Military Acquaintances
➢ Political Acquaintances
➢ Non-military knowledge
➢ Luck
➢ Military schools and training
➢ Sex
➢ Ranking of graduation of Military school.
➢ Performance appraisal ratings.

These factors are examined over a scale of 7 points that starts with the answer "At an extremely high degree" and ends with "They do not/should not affect at all". The answers collected for question 5 show that military and political

acquaintances are perceived to influence military careers at a high degree (see Figure 5.5-4). Respectively, 82.31% and 91.54% of respondents believe that military and political acquaintances respectively affect careers at a high, very high and extremely high degree. "Sex" and "Ranking of graduation of Military School" follow as crucial parameters that affect career with 50% and 60.77% of respondents respectively believing that they affect careers at a high, very high and extremely high degree. Performance appraisals, according to the view of 60% of all respondents (see Figure 5.5-4), has a low degree of influence over careers. According to the regulations[63] regarding performance appraisals one of the aim of appraisals is to promote a performance based career management system. Analytically the relevant claims of the Directive regarding performance appraisals are:

➢ "They reveal the image and professional performance of every member of the CNG. They constitute the main tool for further advancement and promotion because they are used by the Promotions Judgment Council."

➢ "They enclose the basic criteria for career advancement."

This sole finding illustrates very clearly the belief of personnel that this is not being achieved in any way and seems that these claims are empty words without any tangible outcomes for personnel. The rest factors illustrate also low levels and degrees of influence over careers. Military knowledge with 48.46%, general ability with 45.38%, experience with 45.38%, discipline with 45.38%, non-military knowledge with 56.15%, and military schools training with 43.23% are perceived to have low, very low and extremely low relationship with careers. The 6th question investigates the degree that these factors should affect careers according to the beliefs of respondents. Regarding sex, military and political acquaintances the results are categorically reverse in relation to the previous question (see Figure 5.5-5). 87.69%, 83.08% and 93.08% respectively believes that these factors should have low, very low and no relationship with military personnel career issues. Luck is also a factor that should have no effect over careers according to 66.16% of respondents. The rest factors are viewed by participants as very important career parameters that should have increased

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[63] Directive of Continuous Application regarding the Procedures of Conducting Performance Appraisals (CNGGS, Personnel Department 2003)

influence over career issues. Analytically, military knowledge with 98.46%, general ability with 98.46%, experience with 97.69%, discipline with 97.69%, non-military knowledge with 79.23%, and military schools training with 96.15% are considered by personnel to be highly relevant parameters with careers that should be taken into account at a substantial degree. Performance appraisals are also considered as a parameter that should influence careers with 75.38% believing that they should affect careers at a high, very high and extremely high degree. Ranking of graduation of military school shows the most coherent picture between the two questions. For the 5th question the answers for high, very high and extremely high degree of influence was 60.77% while for the 6th question that proportion only drops to 51.54%. The answers provided for each parameter for both questions are shown at the same chart in Figures 5.5-7 to 5.5-18. From these figures the reverse beliefs regarding most parameters are easily distinguishable. Figure 5.5-6 (see Appendix 5.5-A for all the relevant statistical information) summarises the means of the answers of both questions on a single chart. The value of 1 symbolises the opinion that a parameter does not/ should not affect careers while 7 the opposite. From the means is clearly visible that military acquaintances and political acquaintances show the greatest dispersion between the two questions. From 5.62 and 6.22 respectively, drop to 2.00 and 1.42 illustrating the strong wish of respondents to exclude them as parameters that influence career advancement. Similar results can be seen for "Sex" that from 4.13 and an average degree of present influence drops to 1.65 for perceived "best" degree of influence. Military knowledge, general ability, experience, discipline, non-military knowledge, military schools training and performance appraisal ratings illustrate means for the 5th question from 2.97 to 3.58 and 95% confidence intervals of ±0.30 to ±0.33. These findings reveal the low and average degree of current perceived influence over careers with a clear dispersion of opinions due to larger confidence intervals. Somehow these results are inverted and reveal how these parameters should be used for career issues. The means range from 5.50 to 6.55 illustrating the strong belief of personnel that these parameters should be considered when making career decisions at a very high degree. The 95% confidence intervals range from ±0.14 to ±0.16 demonstrating the common perception between most respondents. Exceptions to this information are the intervals of Non-military training with

±0.24 and Performance appraisal ratings with ±0.29 that reveal a bigger dispersion in answers. Ranking of graduation of military school is the only parameter, as noted earlier, that shows identical results for both questions. This can be translated to the fact that personnel view this parameter as taken into account for career decisions at the right degree, something that is not happening with any other parameter.

No	QUESTION	POSSIBLE ANSWERS						
1.	Would you like more control over your career so that it is more aligned with your personal and family life?	YES			NO			
2.	What do you believe has catalytically affected your career path until today?	The right acquaintances with the right colleagues at the right positions.						
		The way I work and the amount of work I produce						
		The way I work and the amount of work I produce combined with the right acquaintances with the right colleagues at the right positions.						
		My career is based on a plan conducted by the CNG for me without having the privilege to change something.						
		My career is based on random – unplanned transfers and duty entrusting.						
		My career is based on a plan conducted by the CNG and me for meeting the expectations of both parties.						
		I generally feel that I haven't got a career.						
3.	At which degree do you believe that transfers are affected by the following factors? (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average level	At a low degree	At a very low level	They are not influenced at all.
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							
	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Previous transfers and positions							
	➢ Sex							

Table 5.5-9: The Career Planning and Management Part F of the Questionnaire

4.	At which degree do you believe that you are informed regarding matters that concern or might interest you? (Select an answer)	I am always informed on time.	I am usually informed on time.	I am usually informed too late	I am always informed too late.	I am never informed.		
5.	At which degree do you believe that the following factors affect the career of a member of the C.N.G. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They are not influenced at all.
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							
	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Sex							
	➢ Ranking of graduation of Military school.							
	➢ Performance appraisal ratings							

Table 5.5-9: The Career Planning and Management Part of the Questionnaire

6.	At which degree do you believe that the following factors should affect the career of a member of the C.N.G. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They are not influenced at all.
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							
	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Sex							
	➢ Ranking of graduation of Military school.							
	➢ Performance appraisal ratings							

Table 5.5-9: The Career Planning and Management Part of the Questionnaire

FIGURE 5.5-1: At which degree do you believe that transfers are affected by the following factors? (Question A-4)

At which degree do you believe that transfers are affected by the following factors?
Means with 95% confidence intervals for values from 1 (they are not influenced at all) to 7
(they are influenced at an extremely high degree).
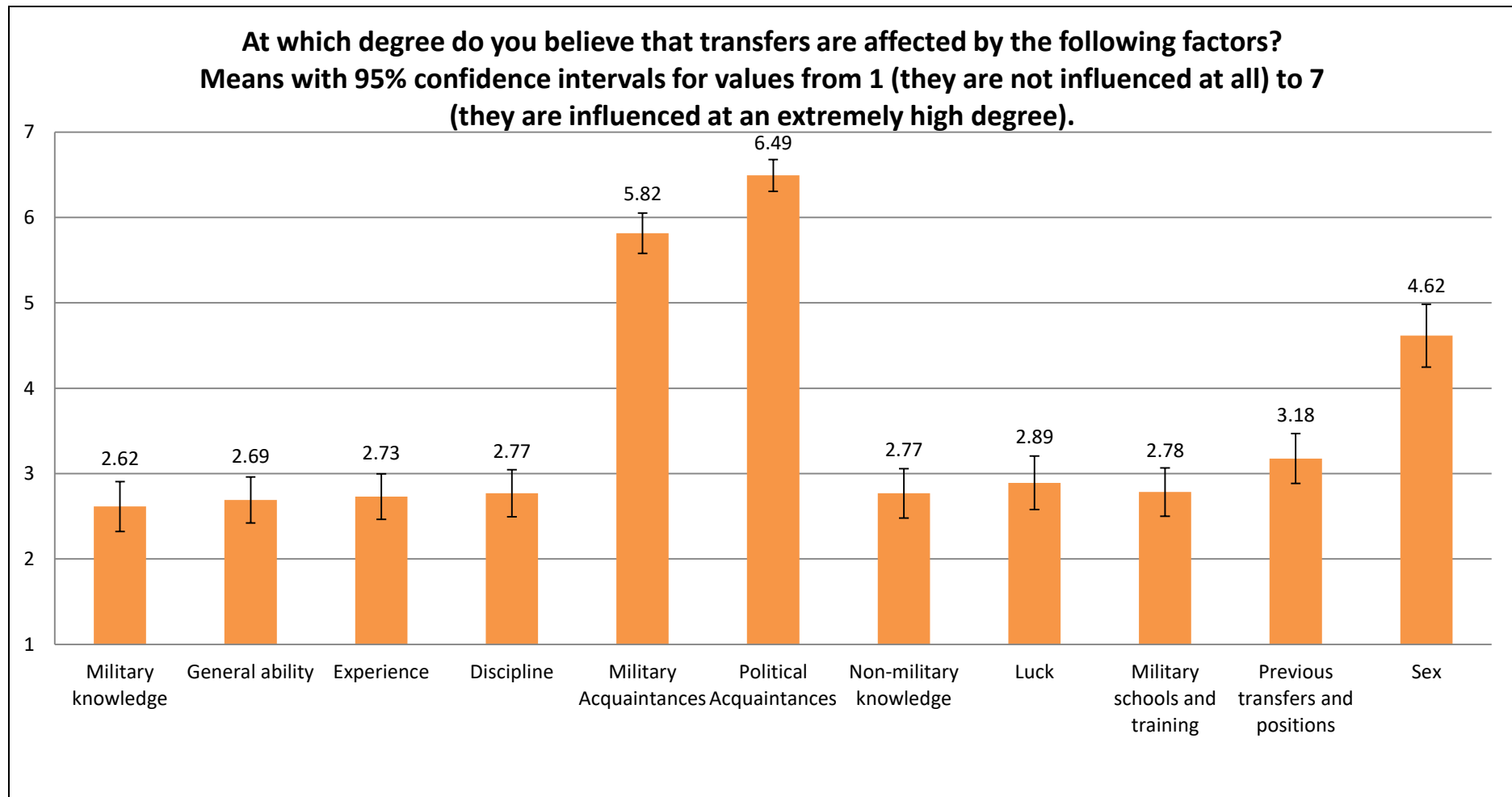
FIGURE 5.5-2: At which degree do you believe that transfers are affected by the following factors? (Means) (Question A-4)

At which degree do you believe that you are informed regarding matters that concern or might interest you?

FIGURE 5.5-3: At which degree do you believe that you are informed regarding matters that concern or might interest you? (Question F-4)
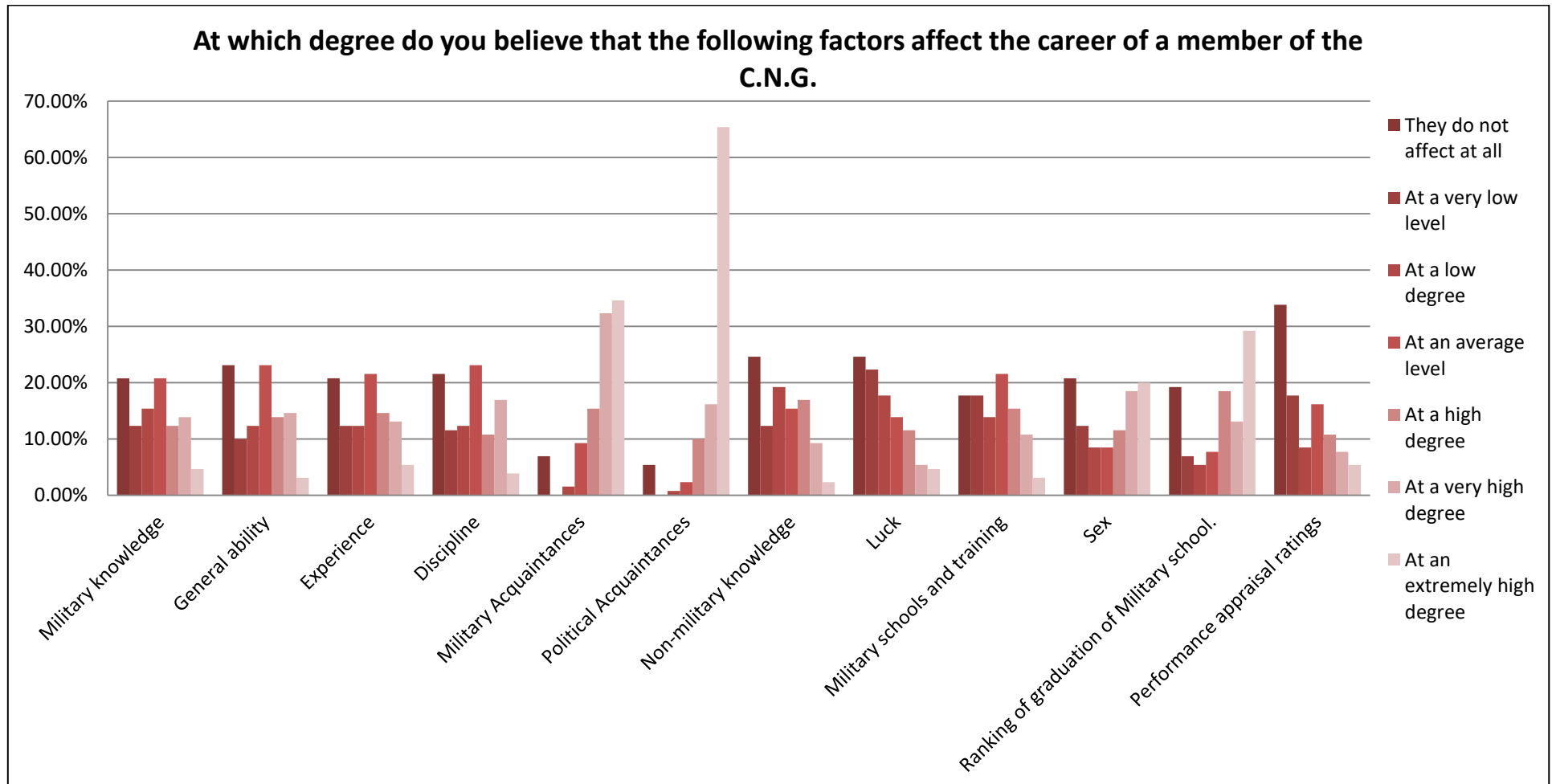
FIGURE 5.5-4: At which degree do you believe that the following factors affect the career of a member of the C.N.G.

(Question F-5)
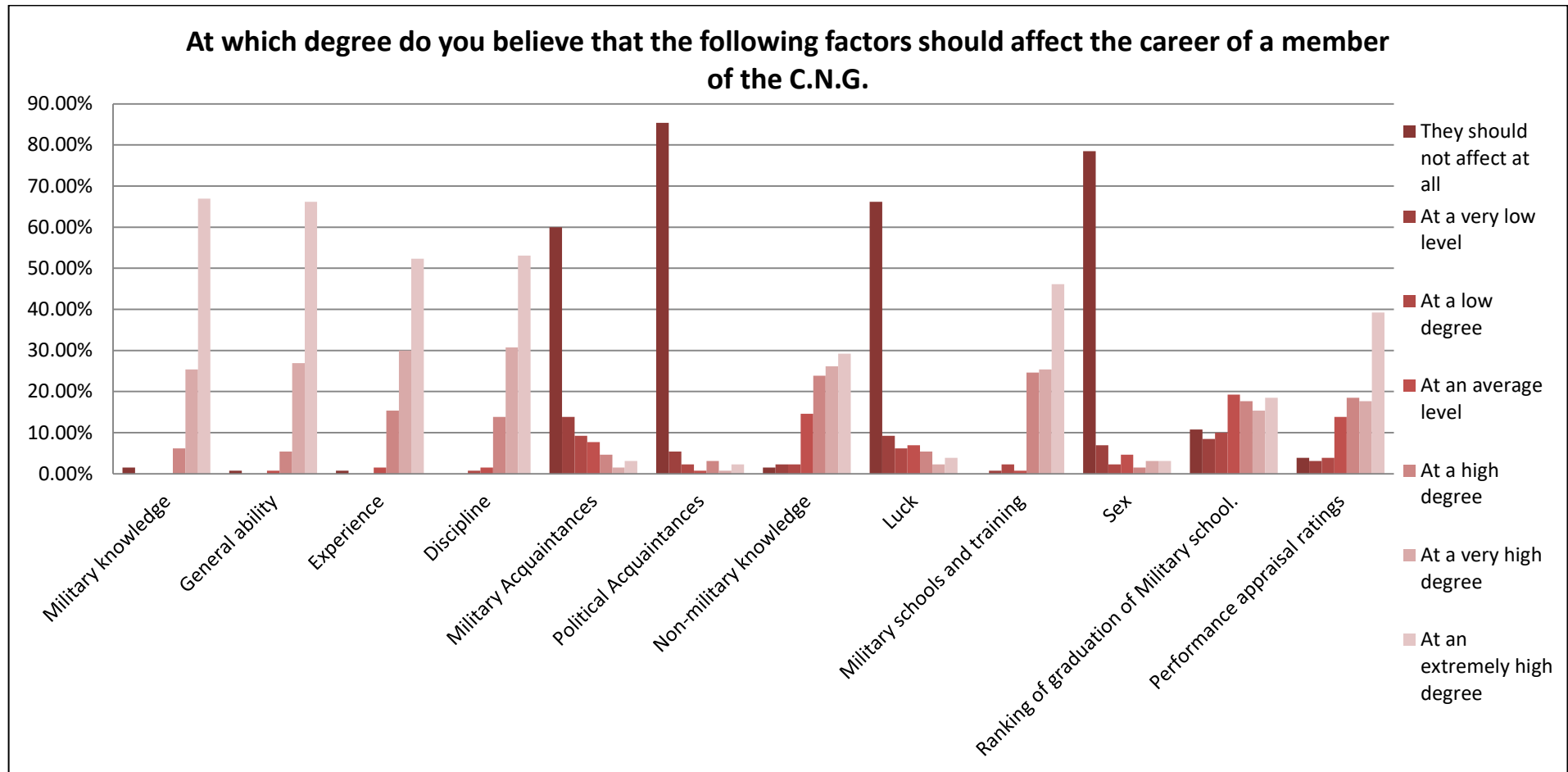
FIGURE 5.5-5: At which degree do you believe that the following factors should affect the career of a member of the C.N.G.

(Question F-6)
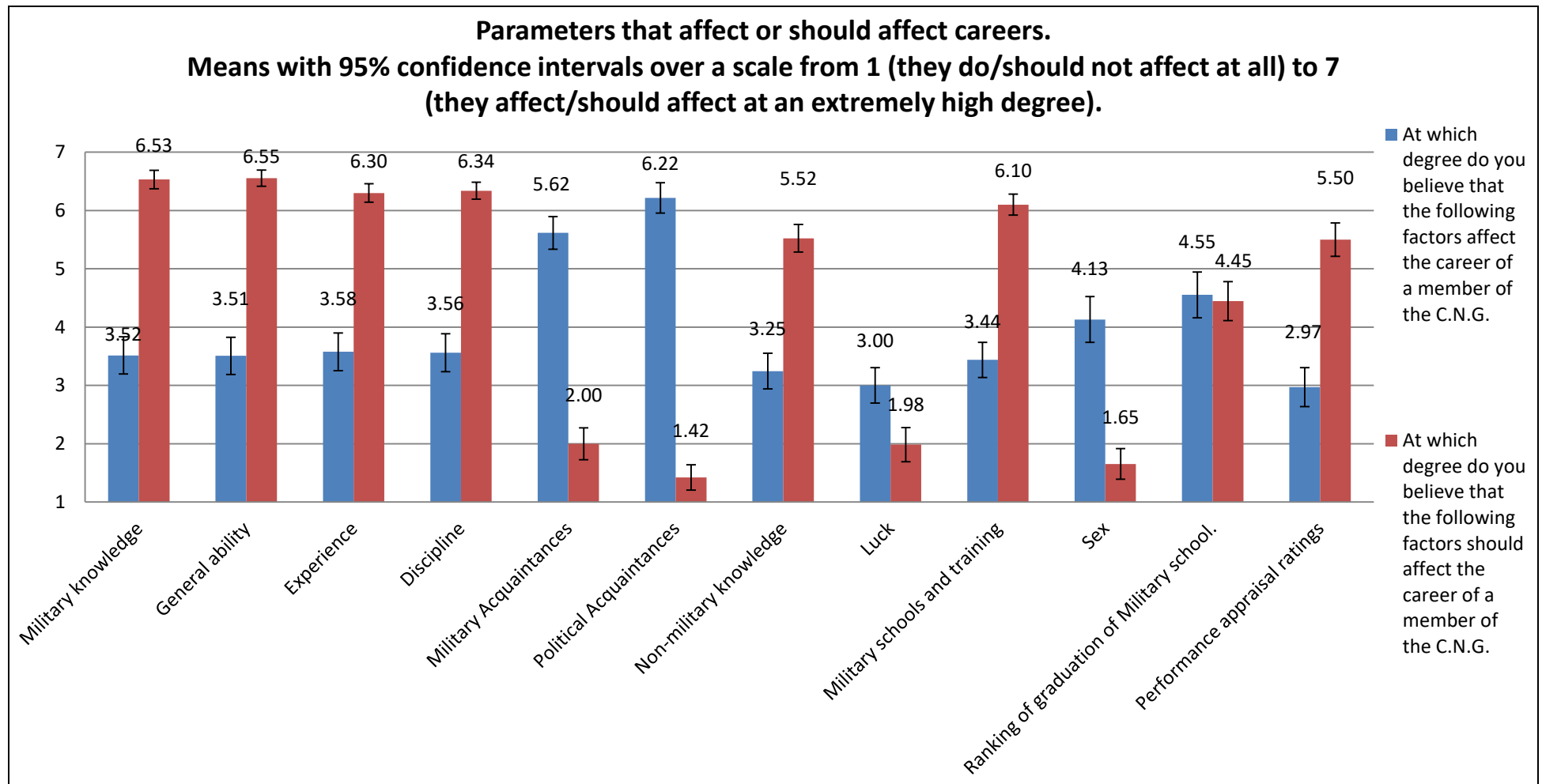
FIGURE 5.5-6: Parameters that affect or should affect careers. (Means) (Questions F-5 and F-6)

Military knowledge
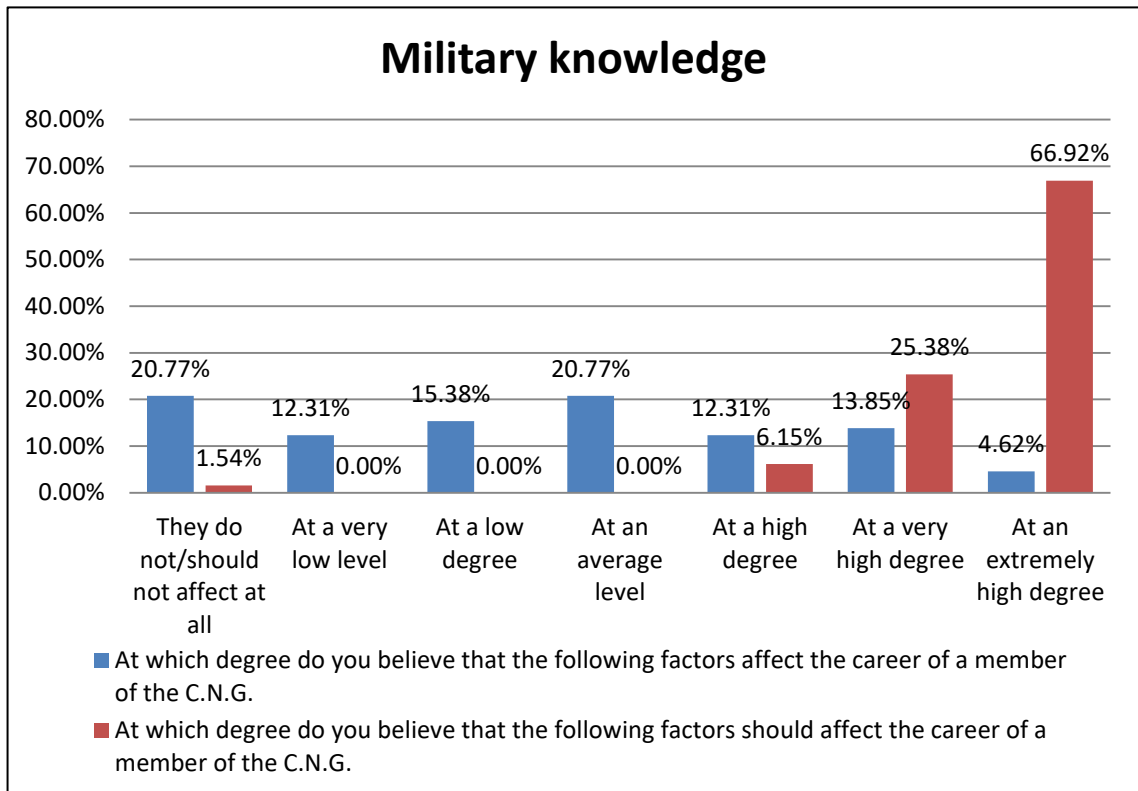
FIGURE 5.5-7: Parameters that affect or should affect careers. Military knowledge. (Questions F-5 and F-6)
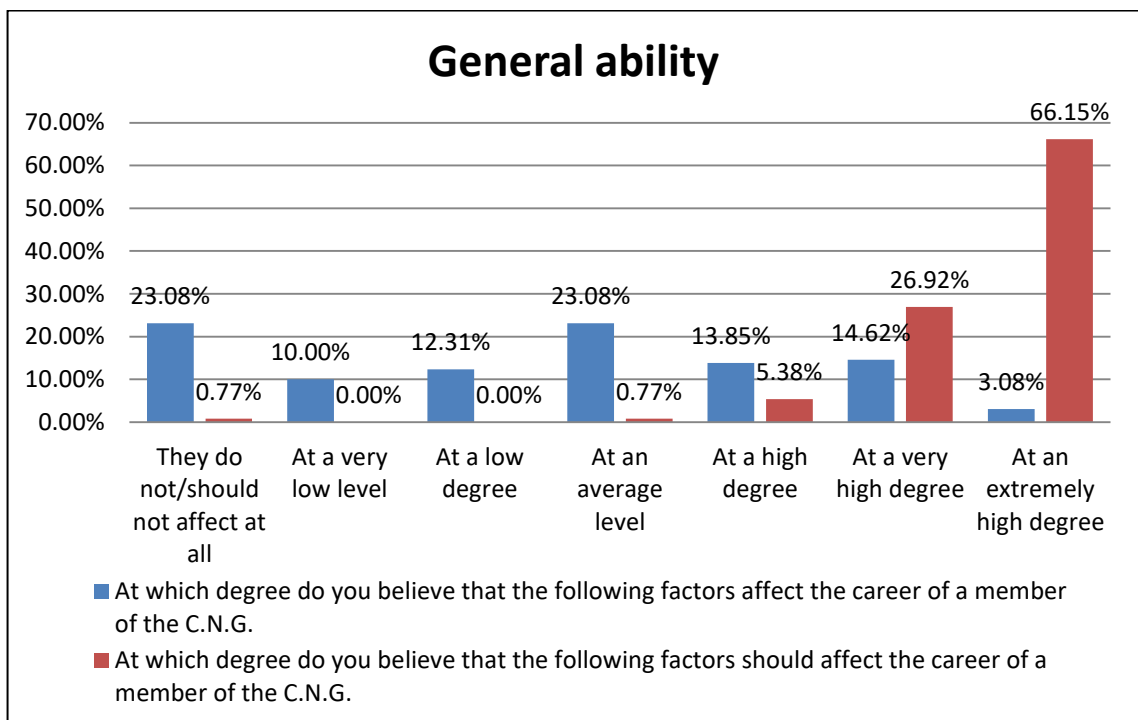
General ability

FIGURE 5.5-8: Parameters that affect or should affect careers. General ability. (Questions F-5 and F-6)
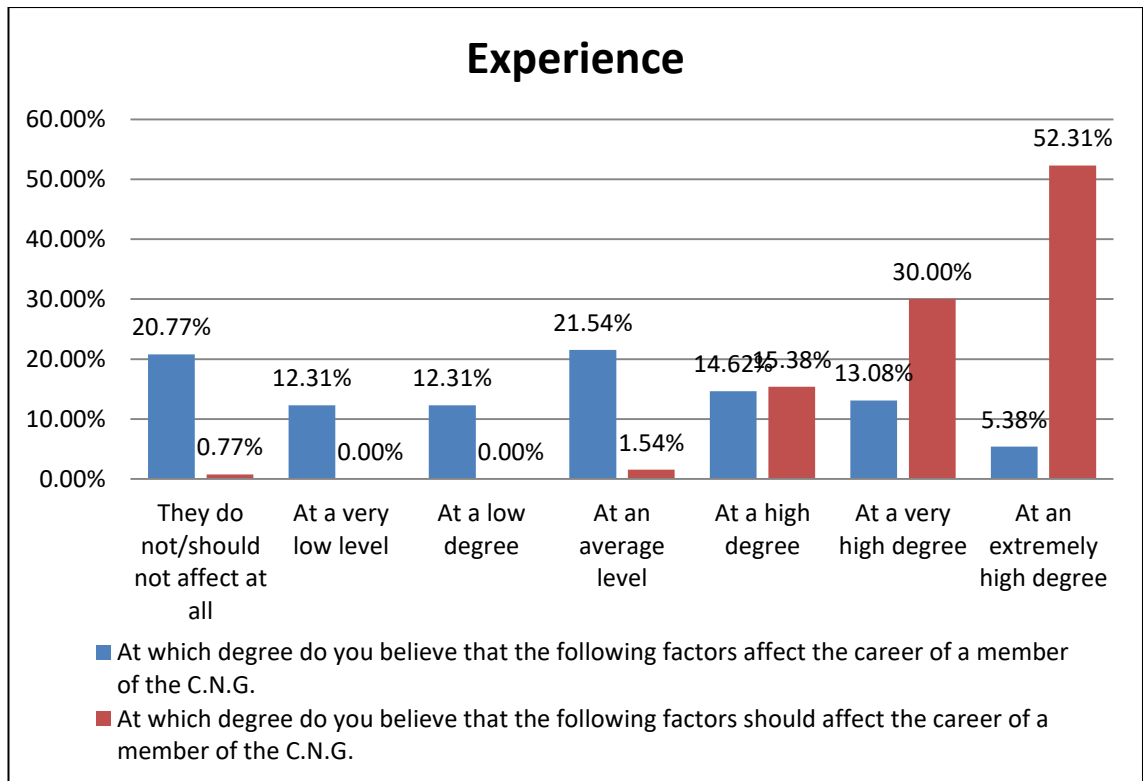
FIGURE 5.5-9: Parameters that affect or should affect careers. Experience.

(Questions F-5 and F-6)
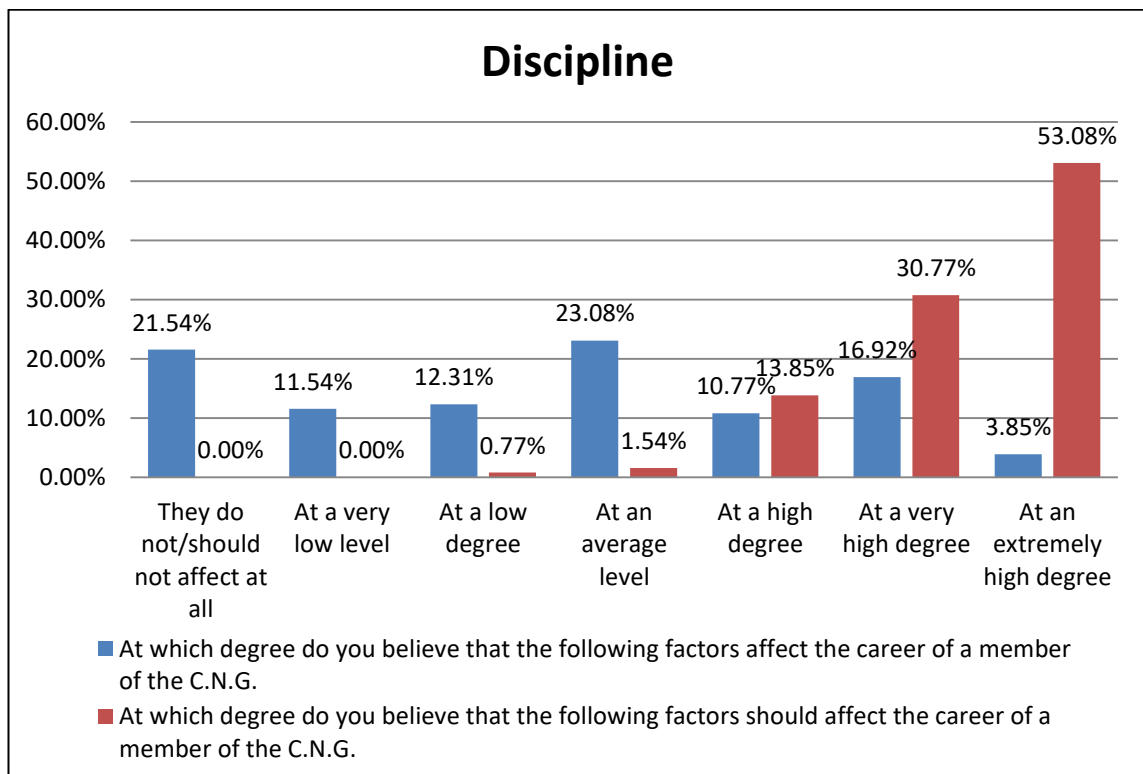
FIGURE 5.5-10: Parameters that affect or should affect careers. Discipline.

(Questions F-5 and F-6)
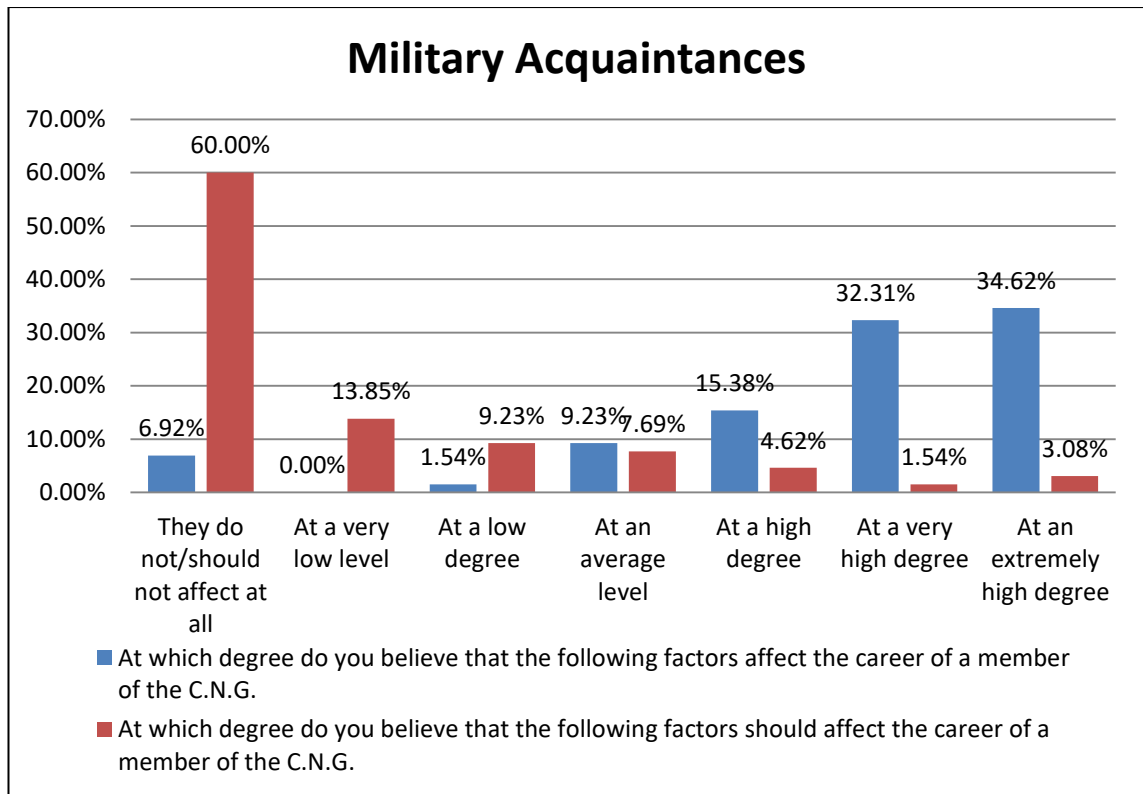
FIGURE 5.5-11: Parameters that affect or should affect careers. Military Acquaintances. (Questions F-5 and F-6)
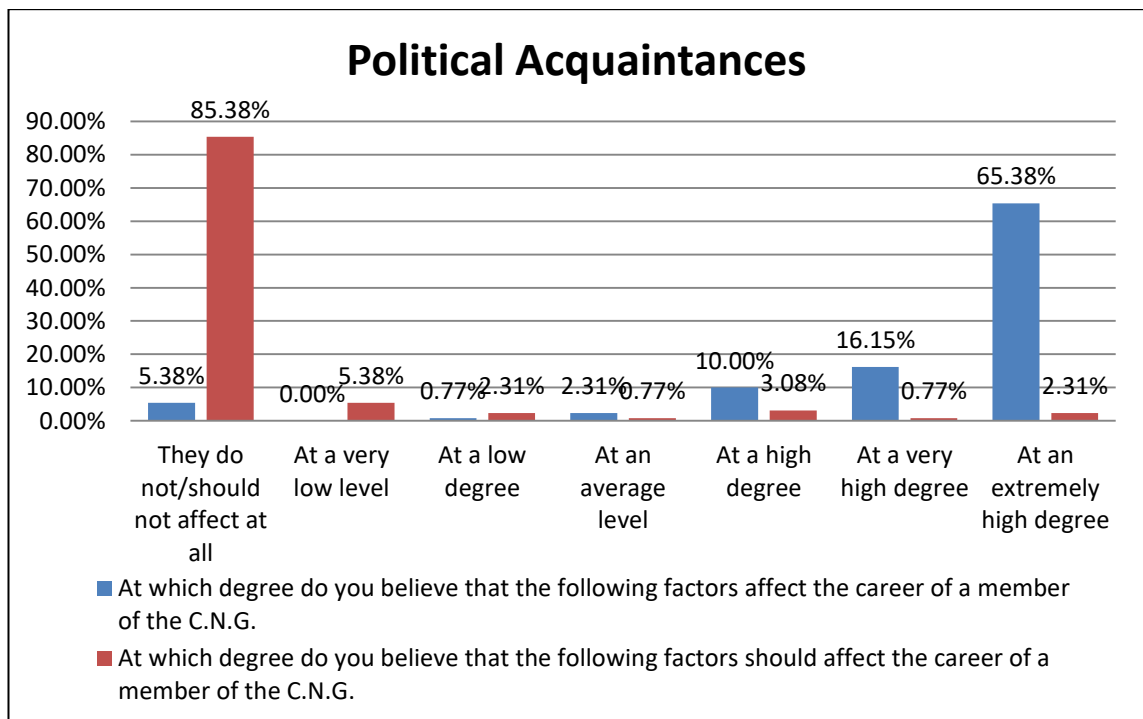
FIGURE 5.5-12: Parameters that affect or should affect careers. Political Acquaintances. (Questions F-5 and F-6)

Non-military knowledge
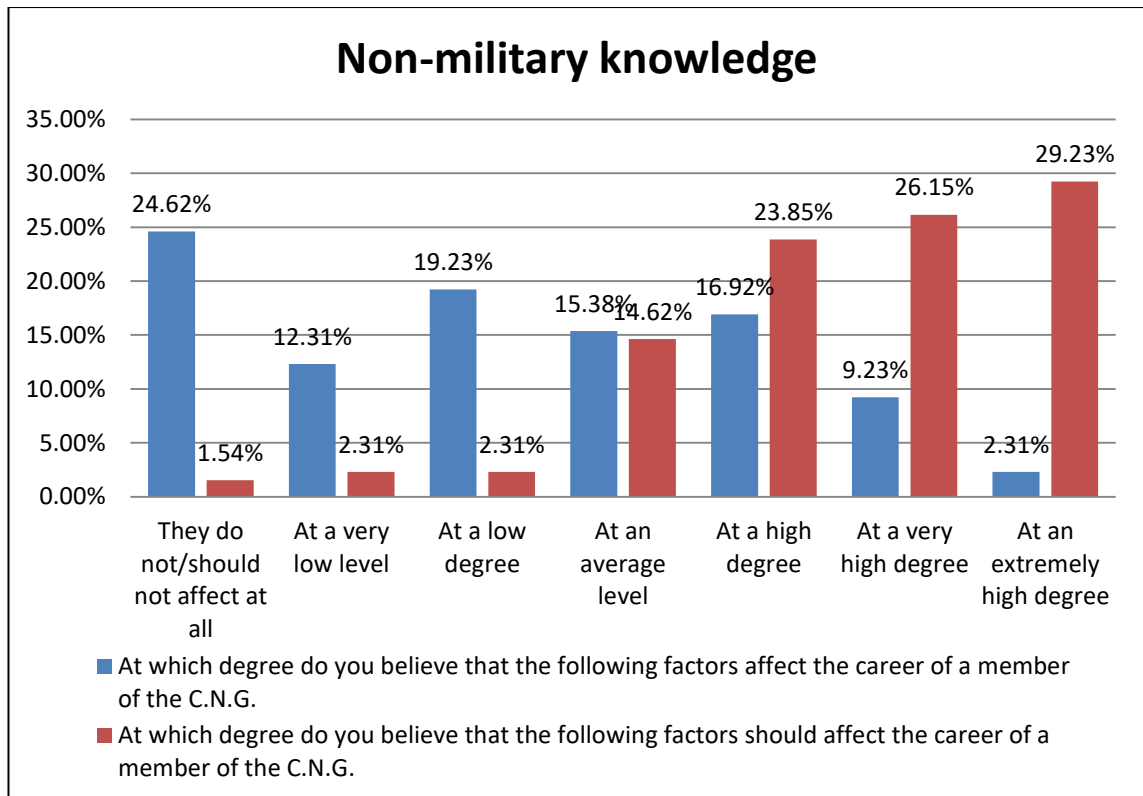
FIGURE 5.5-13: Parameters that affect or should affect careers. Non-military knowledge. (Questions F-5 and F-6)
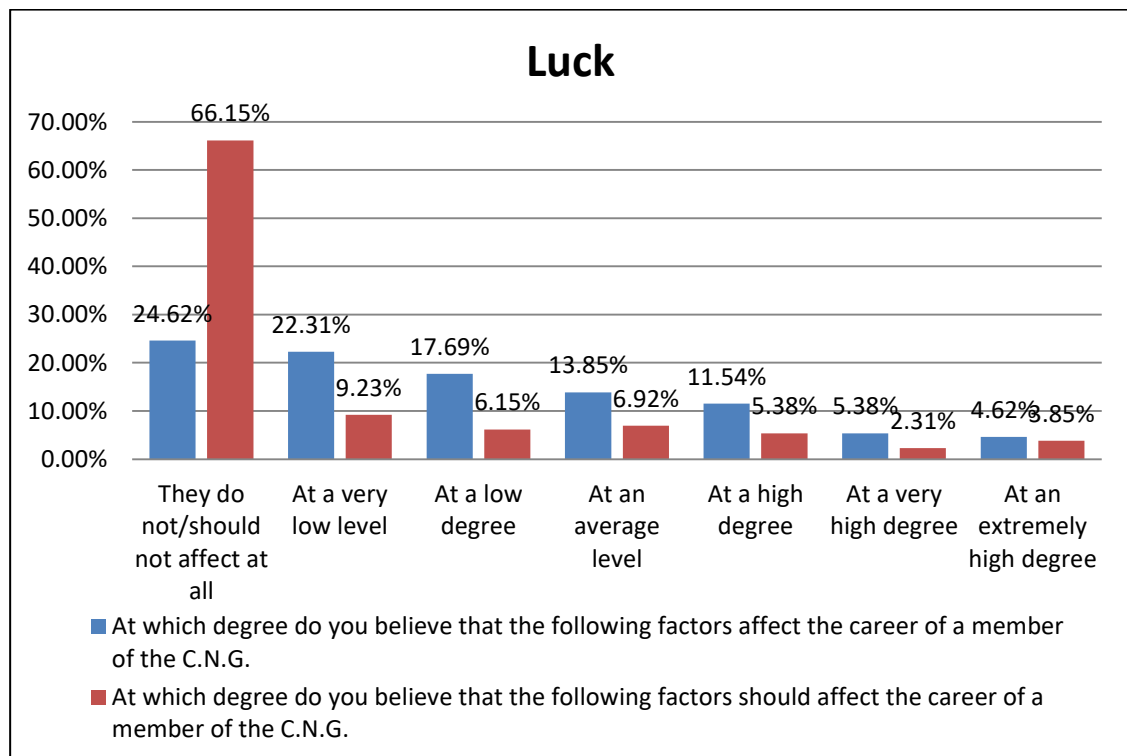
Luck

FIGURE 5.5-14: Parameters that affect or should affect careers. Luck. (Questions F-5 and F-6)
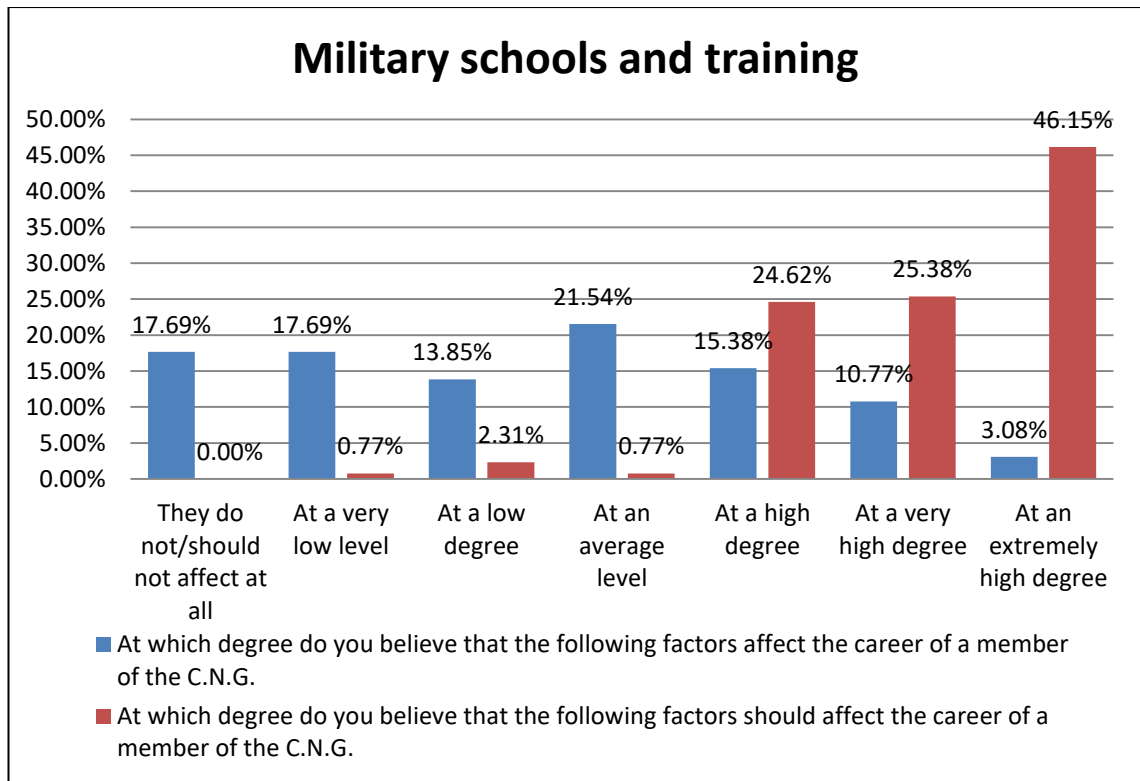
FIGURE 5.5-15: Parameters that affect or should affect careers. Military schools and training. (Questions F-5 and F-6)
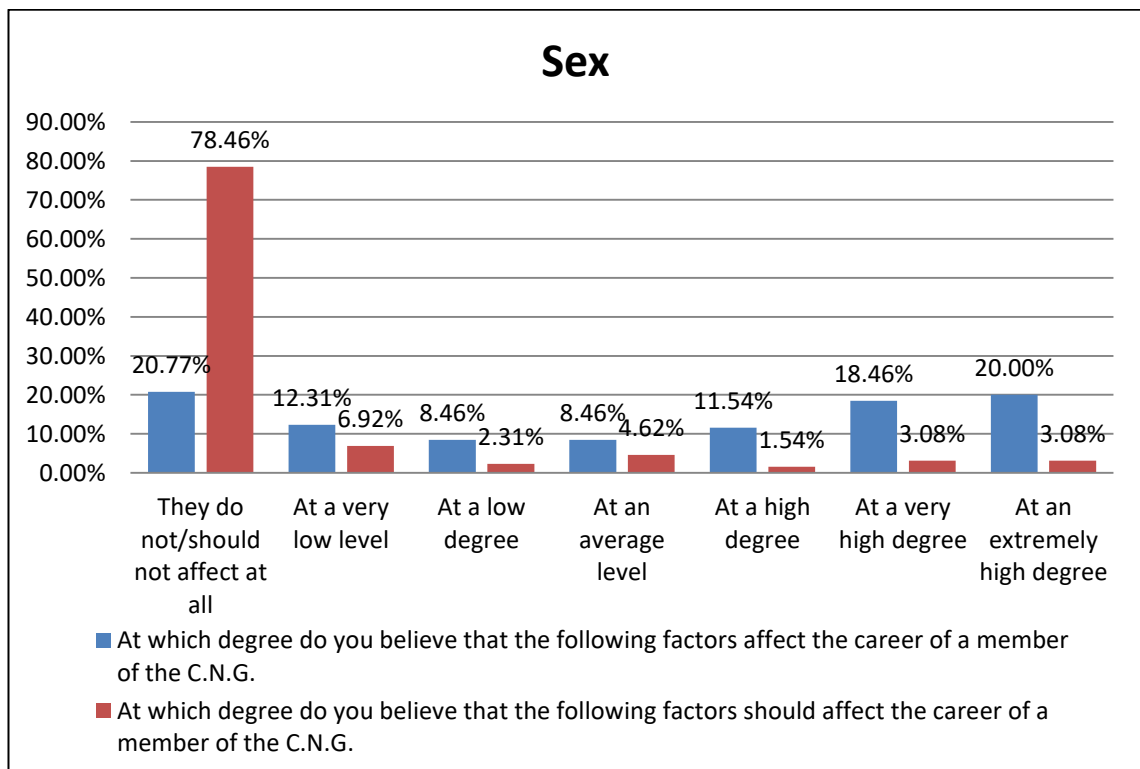
FIGURE 5.5-16: Parameters that affect or should affect careers. Sex. (Questions F-5 and F-6)

Ranking of graduation of Military school.
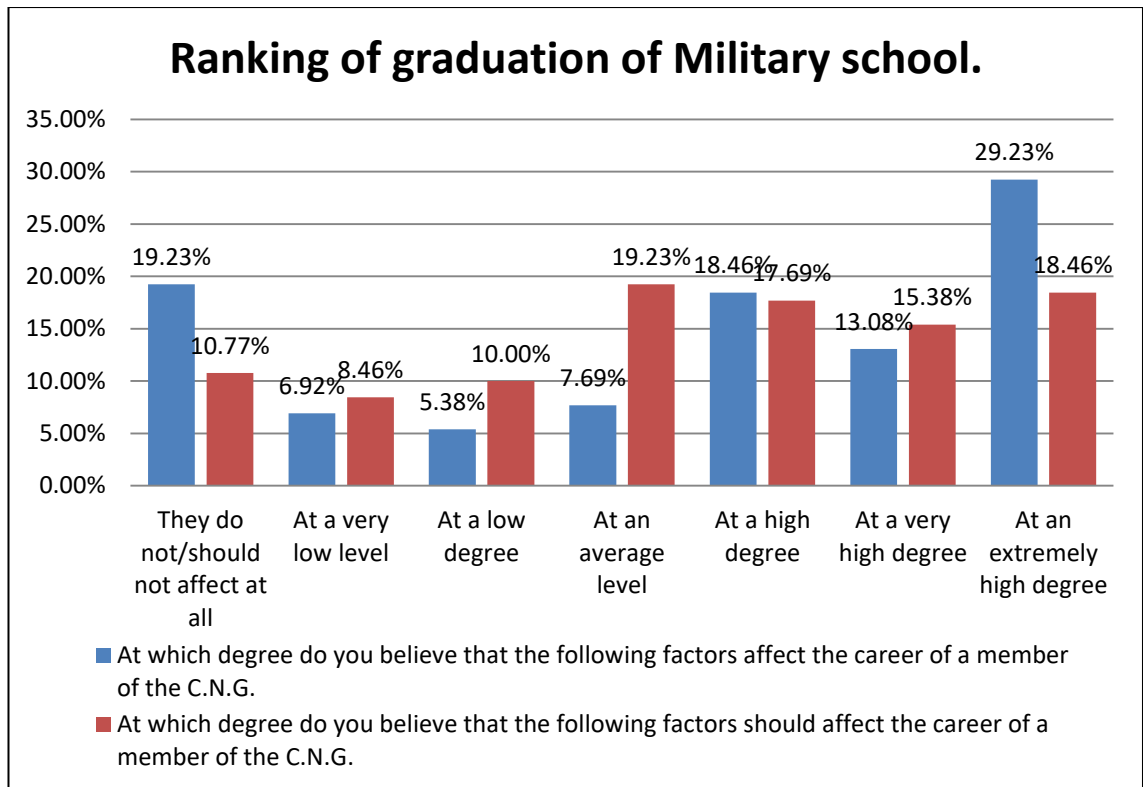
FIGURE 5.5-17: Parameters that affect or should affect careers. Ranking of graduation of Military school. (Questions F-5 and F-6)

Performance appraisal ratings
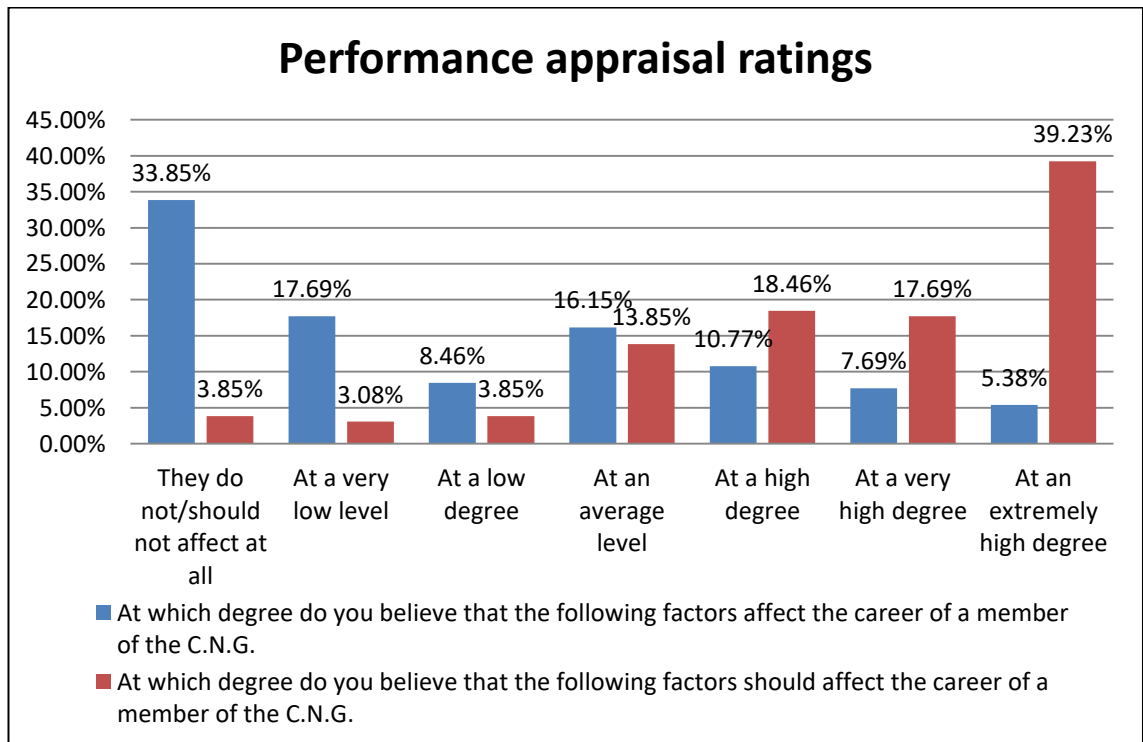
FIGURE 5.5-18: Parameters that affect or should affect careers. Performance appraisal ratings. (Questions F-5 and F-6)

Would you like more control over your career so that it is more aligned with your personal and family life?

YES
95.38%

NO
4.62%
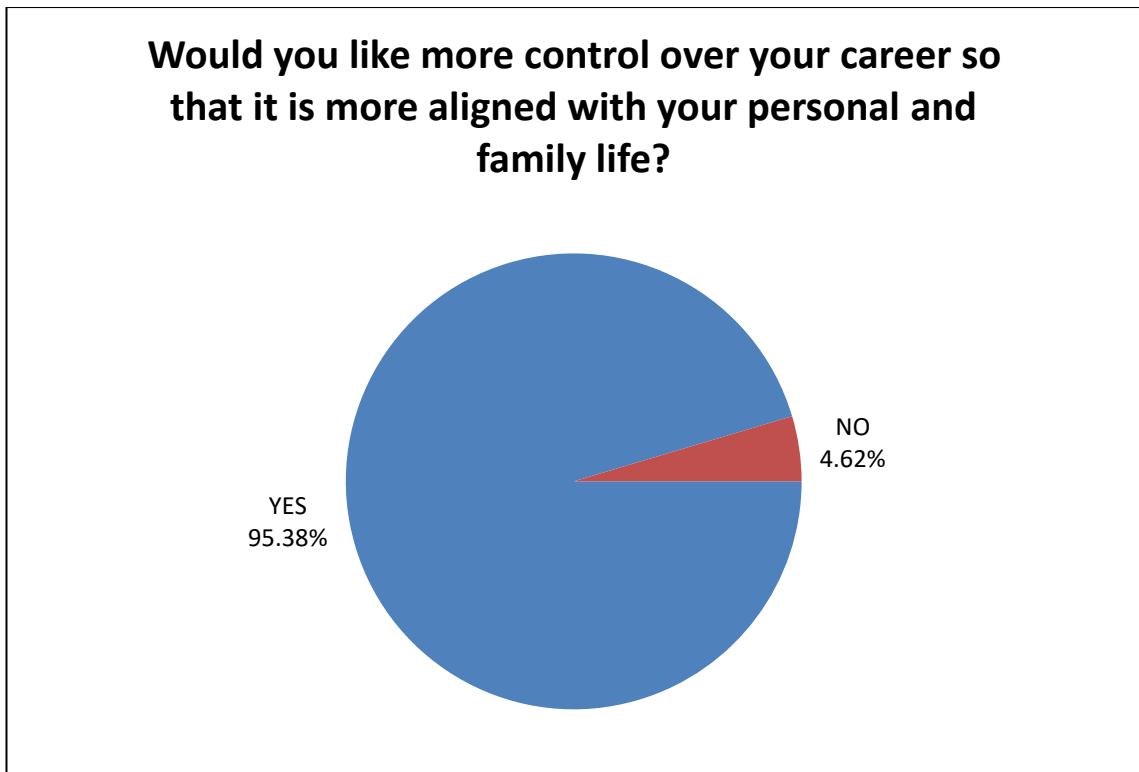
FIGURE 5.5-19: Would you like more control over your career so that it is more aligned with your personal and family life? (Question F-1)
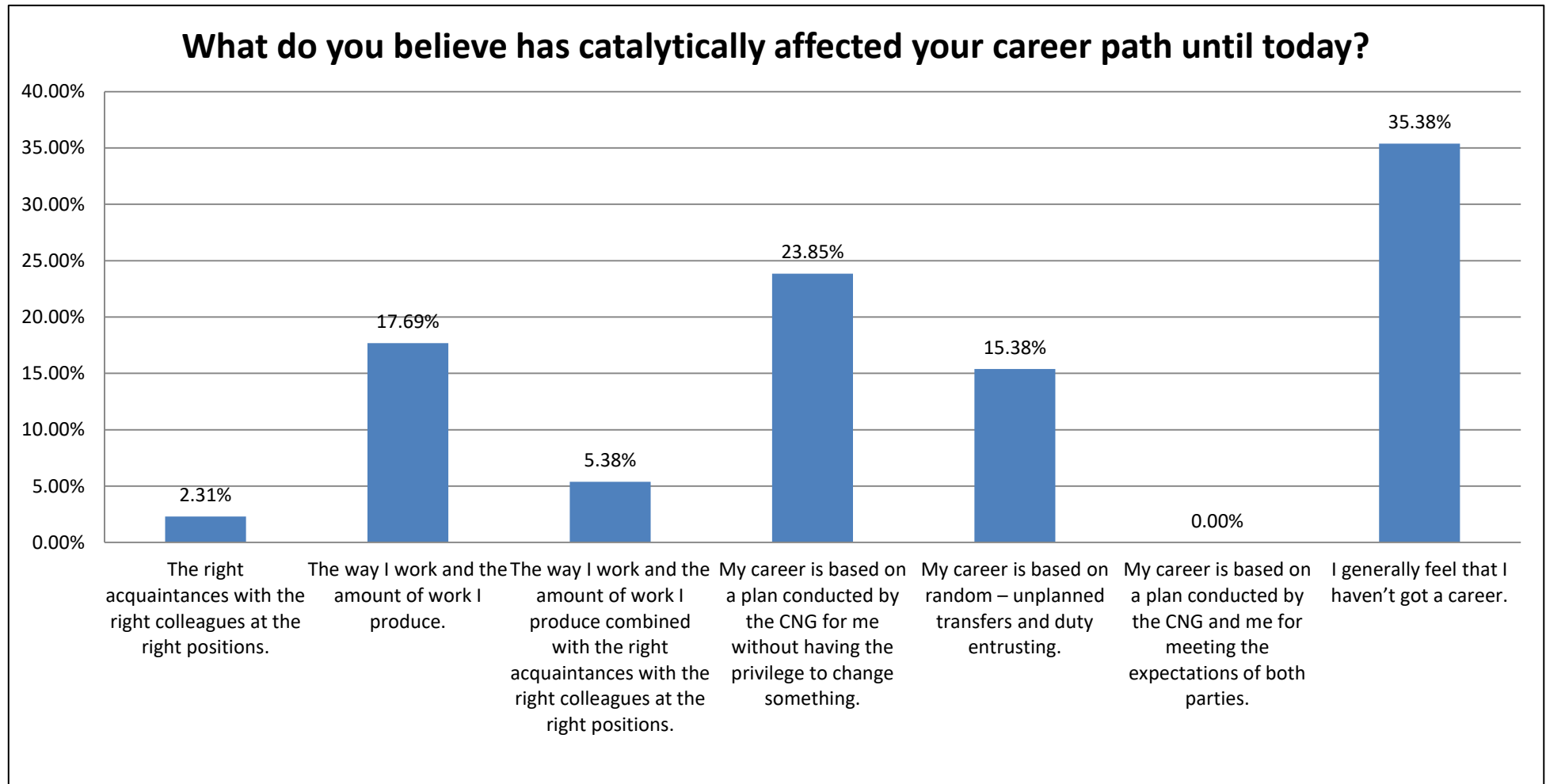
FIGURE 5.5-20: What do you believe has catalytically affected your career path until today? (Question F-2)

At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues? (Transfers)
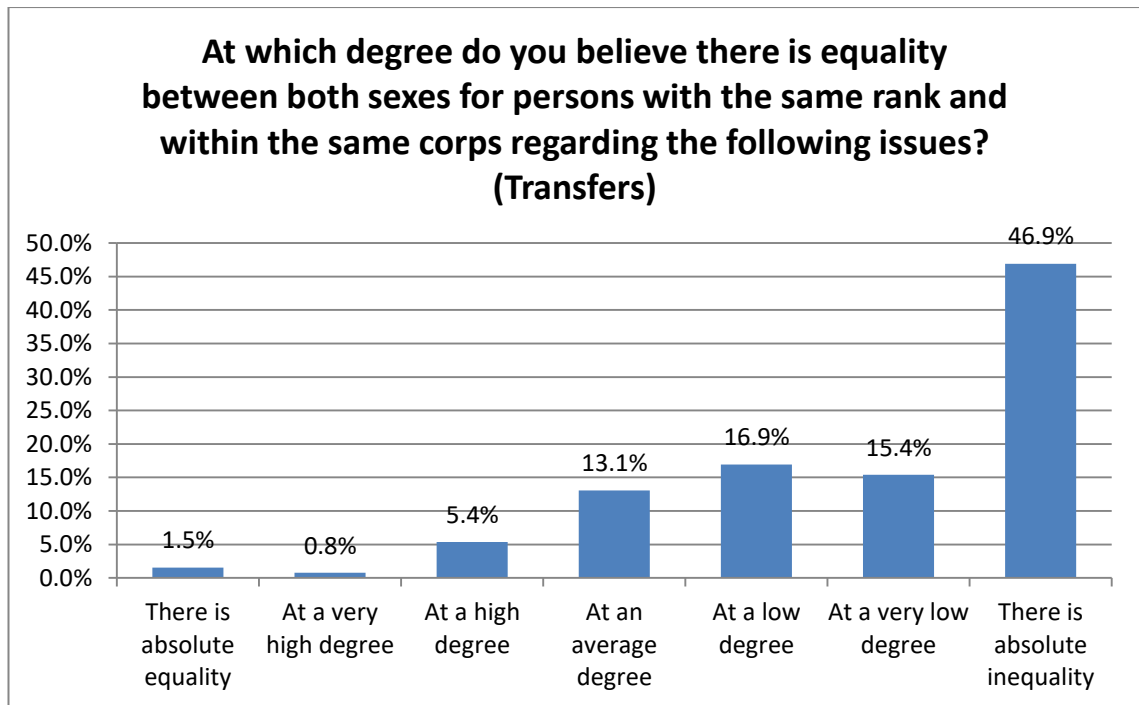
FIGURE 5.5-21: At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues? (Transfers) (Question A-3)

At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Transfers)
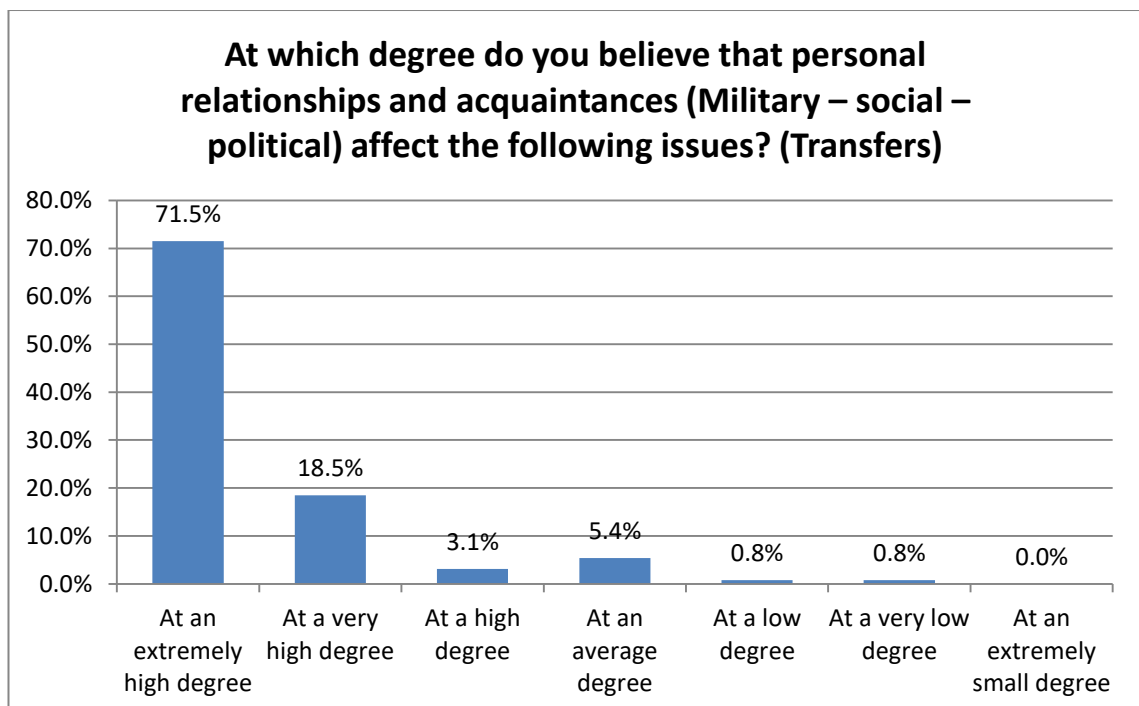
FIGURE 5.5-22: At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Transfers) (Question A-4)

5.6. PERFORMANCE MANAGEMENT - PERFORMANCE APPRAISAL
5.6.1. CNG's Performance Appraisal System

The Directive of Continuous Application regarding the Procedures of Conducting Performance Appraisals (CNGGS, Personnel Department 2003) provides the guiding principles regarding the processes that govern the performance appraisal of all permanent or contracted personnel of the CNG. For a schematic presentation of the process see Appendix 5.6-D. A more recent directive (CNGGS, Personnel Department 2014[64]) analyses the appraisal processes for all categories of NCOs. The general concept of both regulations that were developed by the CNGGS is based on the relevant regulations[65] regarding each category of personnel as they were approved by the Parliament.

According to both Directives' claims the performance appraisals:

- ➢ Reveal the image and professional performance of every member of the CNG. They constitute the main tool for further advancement and promotion because they are used by the Promotions Judgment Council.
- ➢ They enclose the basic criteria for career advancement.
- ➢ They facilitate the creation of a climate of trust and meritocracy.
- ➢ They constitute a kind of morale award and appreciation for the members of the Armed Forces that perform in an outstanding way.

Additionally, this directive guides raters and instructs them to take into consideration the following crucial points when filling appraisal forms:

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[64] Personal documents, records and career issues of CNG's NCOs (CNGGS, Personnel Department 2014) (Φ.416/13/623560/Σ.3525/14 Ιουν 2014/ΓΕΕΦ/ΔΙΠΡΟ/7)

[65] Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995- 2012).

Regulations concerning the men and women volunteer NCO's of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993).

➢ The written descriptions of performance should not contradict the numerical ratings for the same qualification.

➢ Any written part on numerical ratings, regardless of the grade, should be justified with evidence documented on the performance appraisal.

➢ Numerical ratings for low performance (between 1 and 8 for Officers, 1 and 6 for PNCOs and VNCOs and 1 and 5 for FYCVNCOs) must be certified with official documents indicating and proving the correctness of the decision. Every person rated within these bands must also be notified in written for the low score in the specific criterion, review the relative official documents and prepare within 10 days his/her acceptance or rejection to the rating. The Commanding Officer who conducted the performance appraisal reviews the written answer for the low grade, changes or keeps the low score and provides a written report that justifies the decision to his/her superior officer.

According to the different regulations the numerical ratings should represent the following descriptions. For officers and men PNCOs the ratings are the following:

➢ 10 = Excellent
➢ 9 = Very Good
➢ 7 and 8 = Good
➢ 4, 5 and 6 = Mediocre
➢ 3, 2 and 1 = Inacceptable

For women PNCOs the ratings are different and are the following:

➢ 9.50 - 10 = Excellent
➢ 9.00 – 9.49 = Very Good
➢ 7.00 – 8.99 = Good
➢ 4.00 – 6.99 = Mediocre
➢ 0 – 3.99 = Inacceptable

For FYCVNCOs the ratings are different and are the following:

➢ 9.00 - 10 = Excellent
➢ 8.00 – 8.99 = Very Good

- ➤ 6.00 – 7.99 = Good
- ➤ 5.00 – 5.99 = Mediocre
- ➤ 0 – 4.99 = Inacceptable

Every performance appraisal is conducted usually at the end of each year in December for the period that the officer or NCO was under the commands of a specific Commanding Officer, as regulated by a table[66] regarding who acts as a rater in every occasion. Performance appraisals can also be conducted when the Commanding Officer or the subordinate is transferred to another unit resulting in an end into their relationship as supervisor-subordinate. For periods of over 100 days a normal performance appraisal is conducted and for periods less than 100 days a performance note is made (see Appendix 5.6-B for samples). A performance note only covers the basic criteria with a written description regarding the way the officer or NCO conducted the main duties of his/her position. Every performance appraisal or performance note (with the exception of performance notes for periods less than 50 days) is reviewed and approved by the superior officer of the officer who conducted the performance appraisals. All performance appraisals must provide a continuous picture of performance without any missing periods of time.

Appendix 5.6-B illustrates the two forms that are currently used by the CNG for performance evaluations with all the necessary notes for filling them correctly. The first form is used for officers and the second for NCOs regardless of category. The two forms are actually the same in regard to the points that are rated despite the fact that the nature of work between the different ranks and between corps can be quite different. A main aspect introduced in the PA forms is found in the last part where the evaluated individual is given the right to be informed about all the ratings he/she received by signing the form[67].

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[66] Table regarding raters' authority for providing ratings to CNG's personnel. (Φ.416/1/405517/Σ.517/26 Ιαν 2011/ΓΕΕΦ/ΔΙΠΡΟ/6). (CNGGS, Personnel Department 2011).
[67] According to directives: Adjustments for Officers' Performance Appraisals. (Φ.416/33/625055/Σ.5048/12 Αυγ. 2013/ΓΕΕΦ/ΔΙΠΡΟ/6). (CNGGS, Personnel Department 2013), *Personal documents, records and career issues of CNG's NCOs.* (Φ.416/7/340338/Σ.120/17 Ιαν 2015/ΓΕΕΦ/ΔΙΠΡΟ/7). (CNGGS, Personnel Department 2015), Personal documents, records and career issues of CNG's NCOs (CNGGS, Personnel Department 2014) (Φ.416/13/623560/Σ.3525/14 Ιουν 2014/ΓΕΕΦ/ΔΙΠΡΟ/7)

In an effort to make performance appraisals as more accurate and reliable as possible the CNG has promoted the usage of the forms[68] shown in Appendix 5.6-C. These forms have to be attached to the performance appraisal form of each person since 2013. These forms have to be filled by the supervisor or the person who acts as a rater. They contain information regarding possible trainings and their scores, special incidents or behaviours that are worth mentioning along with the different qualifications that are negatively or positively affected, the leaves, punishments and morale awards that the person has got through the year, the results of range shooting, the results of inspections and the physical condition of the employee. These forms serve as a record for the rater but also as a justification for the ratings provided. Each event, score and rating is documented and is used later by the rater as a reference in order to provide the proper rating for each qualification.

An internal survey[69] conducted by the Personnel Department of the CNGGS regarding ratings provided in 2007 illustrated that 95% were ratings between 9 and 10, 4% were 7 and 8 and only 1% was below 7. Most scores below 9 concerned ratings that are objectively based on documentation resulting from medical councils, physical condition tests and grievance punishments. Only 5% were conducted in the proper manner with extensive illustration of facts and documents that support every score. 85% used general descriptions of qualifications regardless of the rank or duties and 10% used inefficient single word descriptions for qualifications. In rare cases no description was provided while many forms were sent back to those responsible for filling them in order to complete or remake them.

A form must provide scores for a period that starts from the last day of the previous appraisal in order to create a complete picture for the evaluated person throughout the years without any missing periods of time. Low scores can be provided only when they can be justified through documentation. In the

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[68] According to: Additional personal documents of CNG's personnel (CNGGS, Personnel Department 2014) (Φ.416/1/620106/Σ.106/8 Ιαν 2013/ΓΕΕΦ/ΔΙΠΡΟ/6)

[69] According to: Observations regarding performance appraisals (CNGGS, Personnel Department 2008) (Φ.416/52/360555/Σ. 1682/17 Δεκ 2008/ΓΕΕΦ/ΔΙΠΡΟ/6)

same manner, ratings of 10 should also be justified adequately in the written description part of the appraisal form. Low scores with no adequate documentation can be questioned by those under evaluation. This leads to the dismissal of these ratings since they are viewed as arbitrary and unjustified by courts. In cases of promotion judgments these unjustified ratings cannot be used in order to exclude a person from a promotion.

Emerging Points

In the relevant directives and the law there is a written description or performance (e.g. excellent, very good, good, inacceptable etc) while in the forms the raters must provide numbers. 10 is clearly excellent while inacceptable is 8 and below for officers, 6 and below for NCOs and 5 and below for contracted NCOs. Despite the fact that essentially the qualifications under evaluation for officers are the same as NCOs lower scores are acceptable for NCOs for promotion issues.

The forms are universal for all members of the CNG regardless of corps or branch and most qualifications are general and vague. The descriptions of qualifications are general and can be perceived in a wide range of possible ways by raters. Only criteria 1a (General health status) and 7a (Accurate execution of orders) are explained and can be rated with objectivity. All other qualifications lack substantiality since they are not founded on measureable behaviours or observable tasks.

5.6.2. Interviews with the GNGGS' Personnel Department Officials

As revealed from the interviews with the Personnel Department's Officials, Performance appraisals have the same characteristics as careers. The CNGGS and Personnel Department follow the rulings of the legislation and simply check the forms of the appraisals if they are correctly filled by commanding officers. Again there are no insights regarding the origination of the criteria stated in the performance appraisal form and their purpose.

After a relevant question regarding training for raters, Master Sergeant D. A. stated that rarely Unit Commanders and assessors are trained for completing the forms.

5.6.3. Survey Results

The eighth and last part of the questionnaire (see Table 5.6-1) is focused on the perceptions of personnel regarding the existing performance appraisal and performance management system.

The first question investigates the beliefs of personnel regarding the main purpose of the current performance appraisal system. 5 different answers were available to respondents including a choice to add their own answer. An astonishing 90% (see Figure 5.6-1) responded that performance appraisals are mainly conducted for bureaucratic and typical reasons. Only 3 respondents believe that they aim in helping personnel improve, 4 respondents that they aim in making fair promotions and 5 other respondents that they aim in justifying possible layoffs. The next 3 questions (questions 2, 3 and 4) investigate the degree that the existing system affects promotions, layoffs and personnel development. Questions 5, 6 and 7 are linked to the previous 3 questions and try to measure the beliefs of respondents regarding the degree that promotions, layoffs and personnel development should be affected by performance appraisals. From the answers that were received is clearly visible that the majority of personnel believes that performance appraisal has the minimum influence over these 3 major HRM activities. Regarding promotions (see Figure 5.6-2) 70% selected the lowest degrees of influence with 34.62% believing that they are not influenced by performance appraisals at all, 19.23% that they are influenced in a very low and 16.15% in a low degree. Respectively, 61.54% and 76.92% believes the same for layoffs and personnel development (see Figure 5.6-2). Figure 5.6-8 provides the statistical presentation of means for these questions. For promotions the mean is 2.63 with a 95% confidence equal to ±0.28, for layoffs is 3.14 with ±0.30 confidence interval and for personnel development the mean is 2.38 with ±0.24 confidence interval. These means indicate a strong homogeny of opinions towards the lowest degrees of influence for performance appraisals over the three HRM activities. On the other hand,

for the questions 5, 6 and 7 the results (see Figure 5.6-3) are inverted with even greater majority of participants believing that performance appraisals should affect promotions (79.23%), layoffs (74.62%) and personnel development (87.69%) in a high, very high and extremely high degree. Figure 5.6-8 illustrates the means for questions 5, 6 and 7 next to the relevant means of questions 2, 3 and 4. The inverted opinion is clearly shown with the means for questions 5, 6 and 7 being over 5, something that indicates the belief that appraisals should affect more and at a high degree these HRM activities. Promotions have a mean of 5.44 with a confidence interval of ±0.24, layoffs a mean of 5.22 with a confidence interval of ±0.27 and personnel improvement scores the highest mean of 5.82 with a confidence interval of ±0.21.

The 8th question investigates the degree of fairness in performance appraisal ratings from the scope of respondents. This question also provides 7 different answers scaled from the minimum degree to the maximum. The majority of respondents (see Figure 5.6-4) with 61.54% believe that they are rated according to their real performance at a high (25.38%), very high (32.31%) and extremely high (3.85%) degree. 24.62% believes the opposite with only 3.85% answering that they are not rated according to their real performance at all.

The next question asks personnel to select what, in their opinion, affects ratings in performance appraisals. This question provides 4 different answers including an option to add another answer and the opportunity to select multiple answers. 81.54% (see Figure 5.6-7) believes that ratings are actually influenced by the supervisor's personal judgment. 47.69% believes that they are affected by personal relations, acquaintances and friendship and only 26.92% believe that real performance and KSAOs affect ratings. This latter result is somehow awkward in relation to the results of the previous question where 61.54% believed that they are rated according to their real performance.

The 10th question evaluates how often personnel is informed regarding the ratings of performance appraisals for the period of the last 5 years. 42.31% have never been informed their ratings during the last 5 years (see Figure 5.6-5), 29.23% one year and lower percentages for 2, 3, 4 and 5 years. This indicates the fact that performance appraisals are not used for improving personnel since the normal practice until at least 2014 was not to inform personnel. After a relevant modification of the existing regulations in 2014,

officers have to be informed about their appraisals and give their consent by signing the appraisal form.

The last question asks participants to state their willingness to be informed by their supervisors regarding their appraisal ratings. As seen in Figure 5.6-6, 89.23% responded that they wish to be informed.

No	QUESTION	POSSIBLE ANSWERS						
1.	I believe that performance appraisals mainly aim at: (Select an answer)	a. Promoting those that truly deserve a promotion. b. To justify possible lay-offs. c. For bureaucratic - typical reasons. d. To help personnel improve. e. Other (mention)…………………………………………………………………………….						
2.	At which degree do you believe that performance appraisals really affect promotions? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They do not affect them at all.
3.	At which degree do you believe that performance appraisals really affect lay-offs? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They do not affect them at all.
4.	At which degree do you believe that performance appraisals really help personnel improve? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	At an extremely small degree
5.	At which degree do you believe that performance appraisals should affect promotions? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They should not affect them at all.
6.	At which degree do you believe that performance appraisals should affect lay-offs? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They should not affect them at all.

7.	At which degree do you believe that performance appraisals should help personnel improve? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	At an extremely small degree
8.	At which degree do you believe that you are being rated according to your real performance? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	I am not rated according to my real performance at all.

9.	What do you think affects mostly the performance appraisals' ratings? (Select an answer)	➢ Supervisor's personal judgment
		➢ Personal relations, acquaintances and friendships
		➢ The real performance, abilities, skills and knowledge of personnel
		➢ Other (mention):……………………………………………………………………………………….
		➢ Other (mention):……………………………………………………………………………………….

10.	Where you informed about your performance appraisal ratings the past 5 years? (Select an answer)	No	Yes, 1 year.	Yes, 2 years.	Yes, 3 years.	Yes, 4 years.	Yes, 5 years.

11.	Would you like to be informed regarding your performance appraisal ratings? (Select an answer)	No	Yes	Don't Know

Table 5.6-1: The Performance Appraisal and Performance Management Part G of the Questionnaire
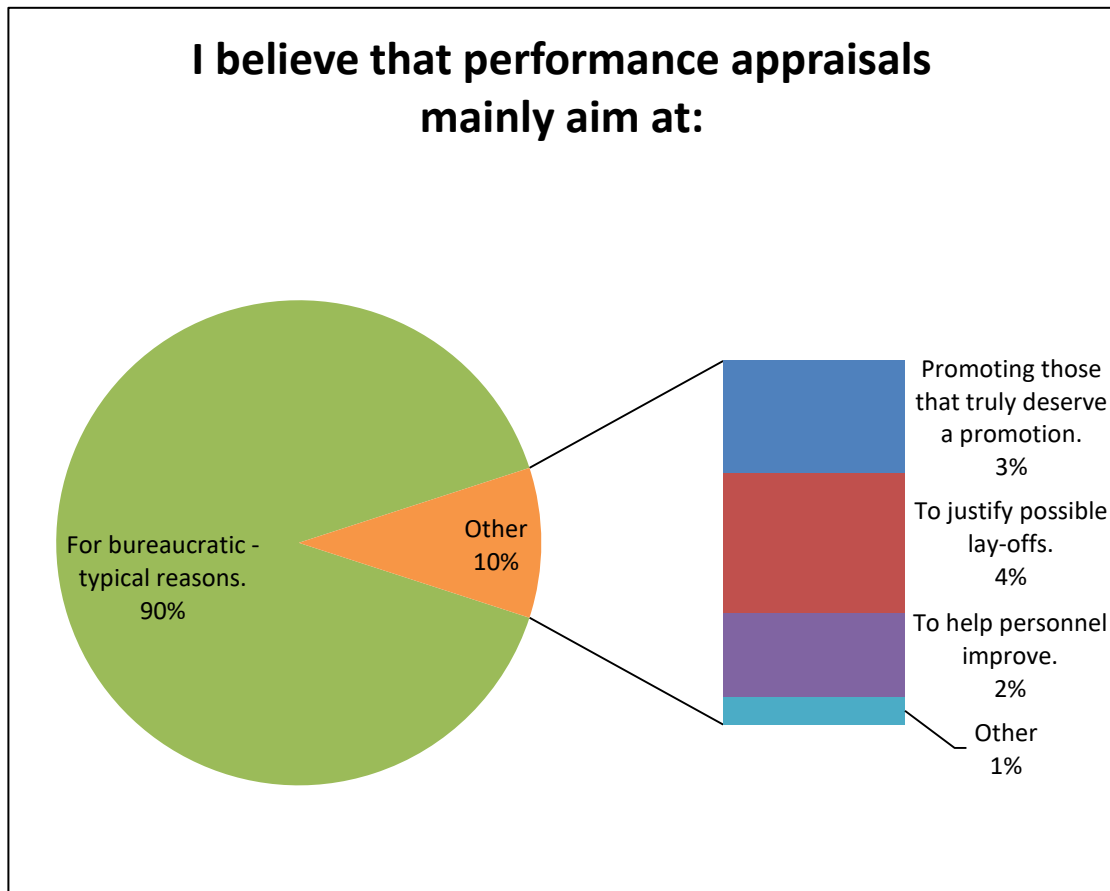
FIGURE 5.6-1: I believe that performance appraisals mainly aim. (Question G-1)
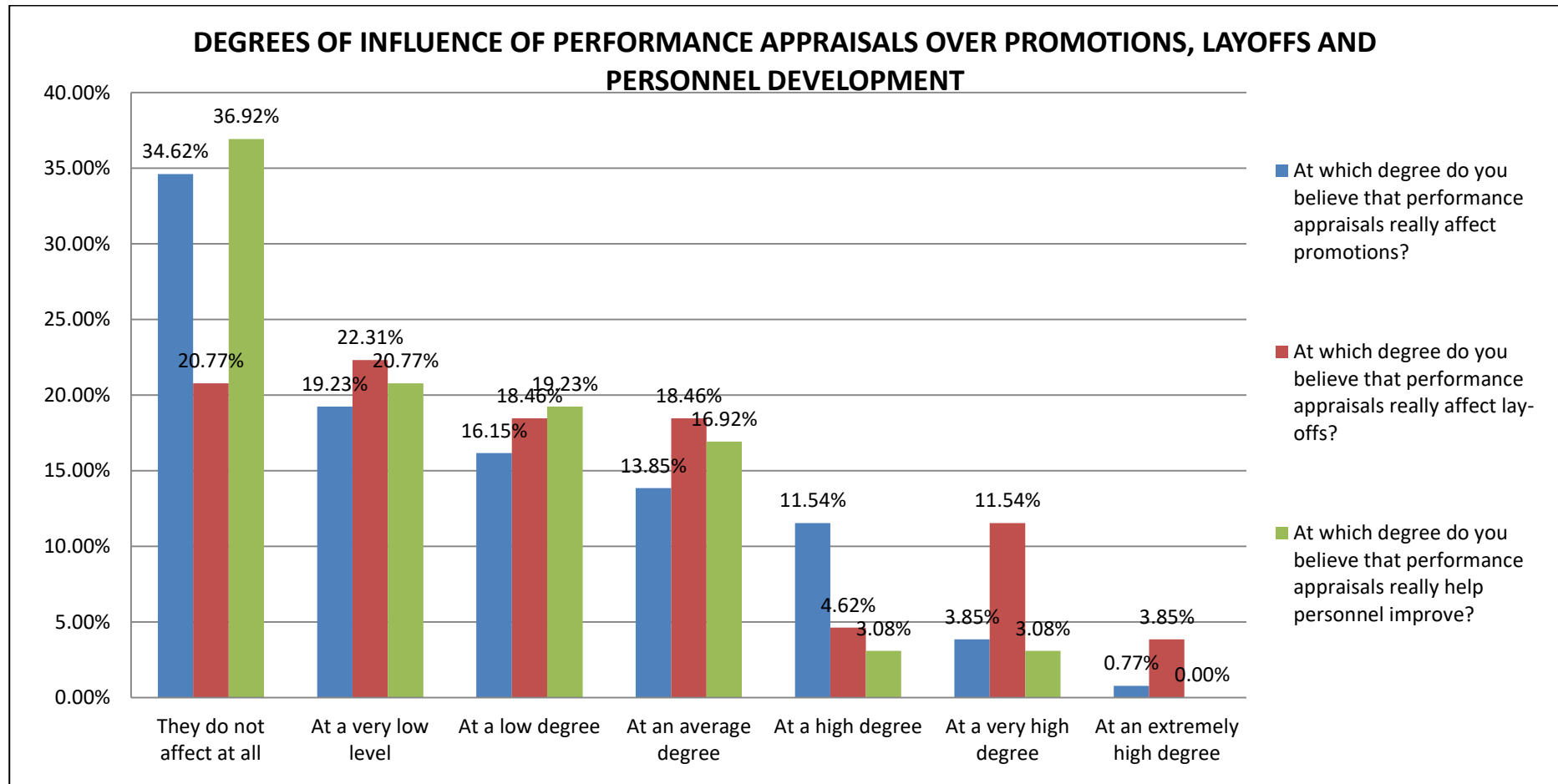
FIGURE 5.6-2: Degrees of influence of performance appraisals over promotions, layoffs and personnel development.

(Questions G-2, G-3 and G-4)
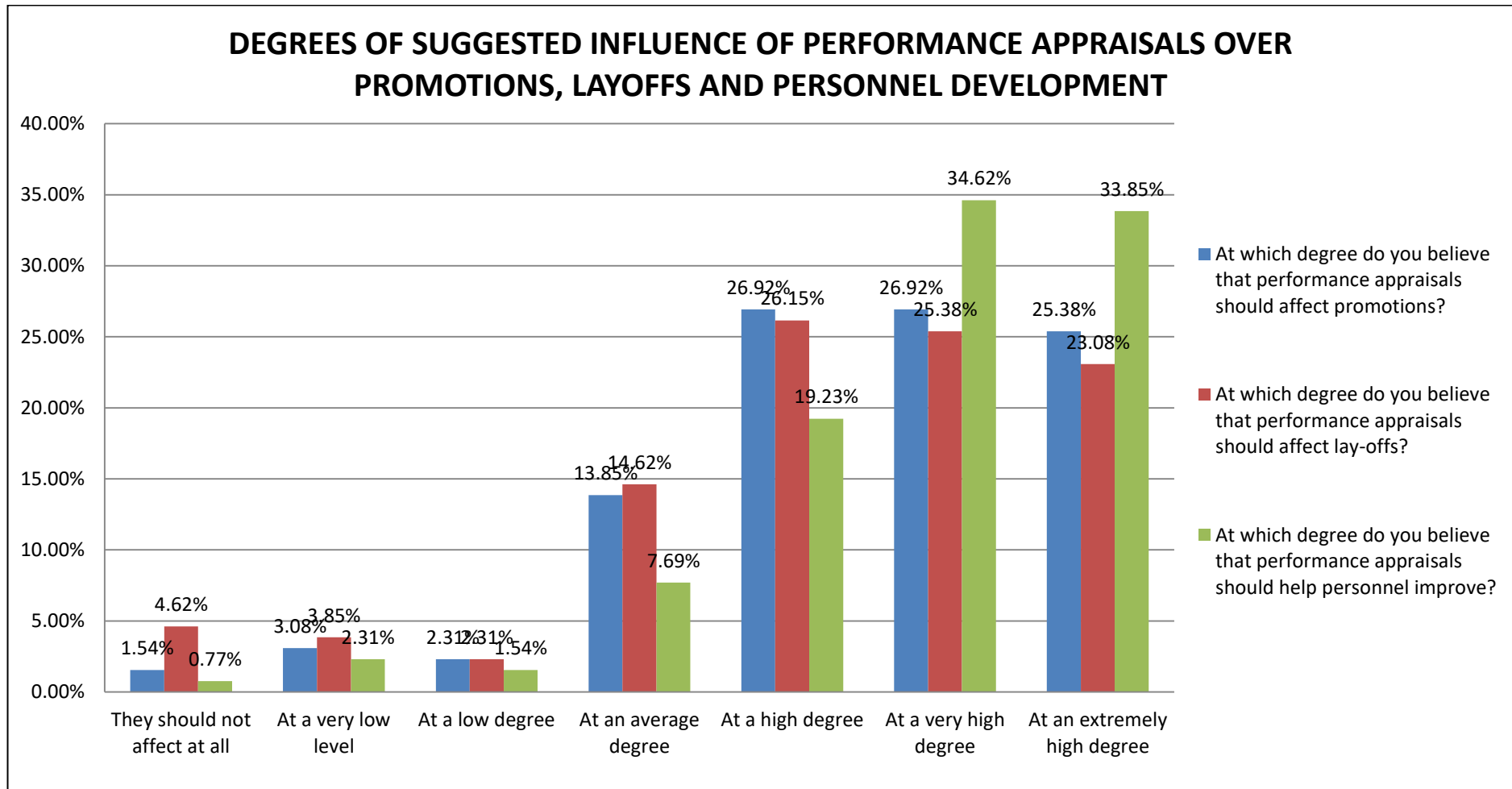
FIGURE 5.6-3: Degrees of suggested influence of performance appraisals over promotions, layoffs and personnel development.

(Questions G-5, G-6 and G-7)

At which degree do you believe that you are being rated according to your real performance?
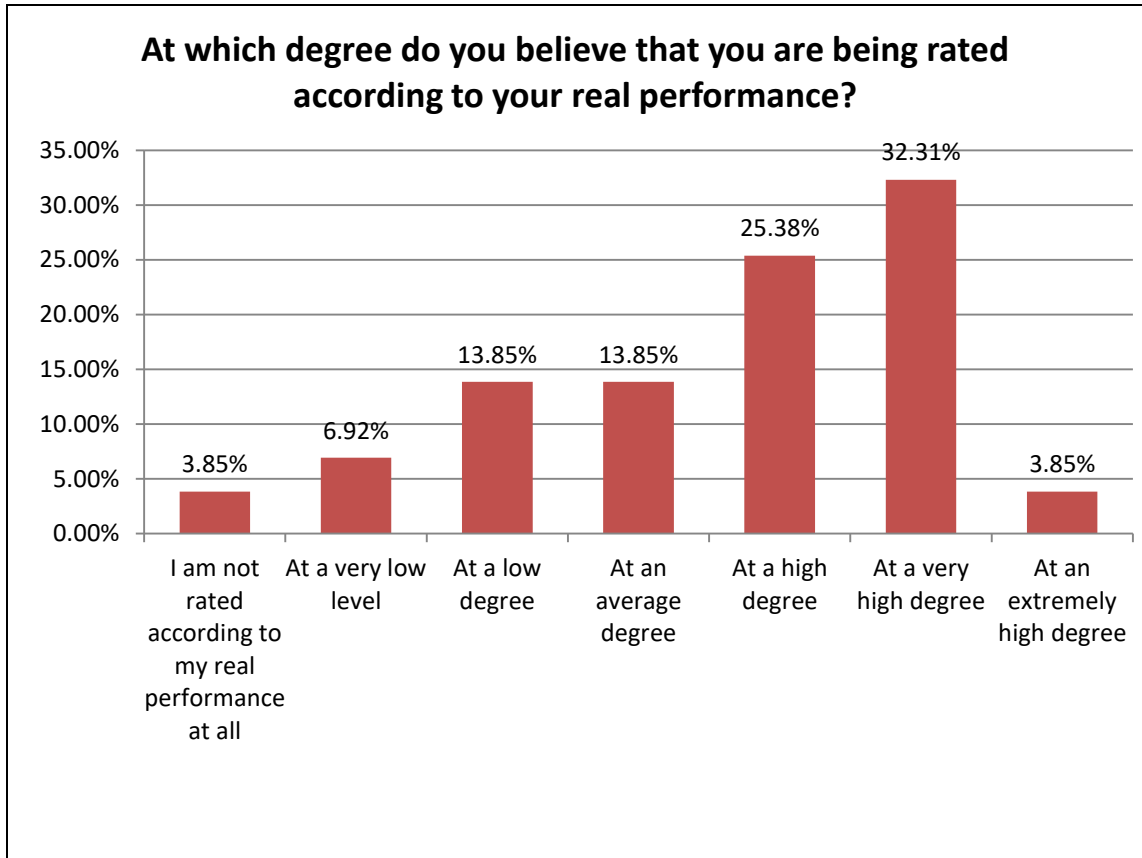
FIGURE 5.6-4: At which degree do you believe that you are being rated according to your real performance? (Question G-8)

Were you informed about your performance appraisal ratings the past 5 years?
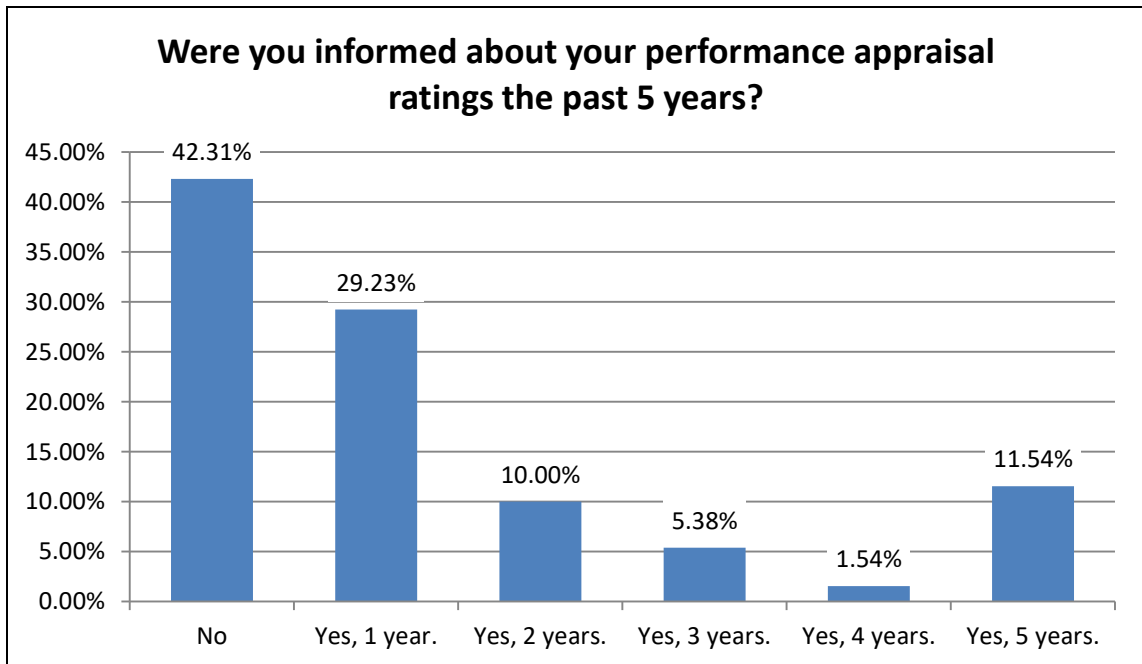
FIGURE 5.6-5: Were you informed about your performance appraisal ratings the past 5 years? (Question G-10)
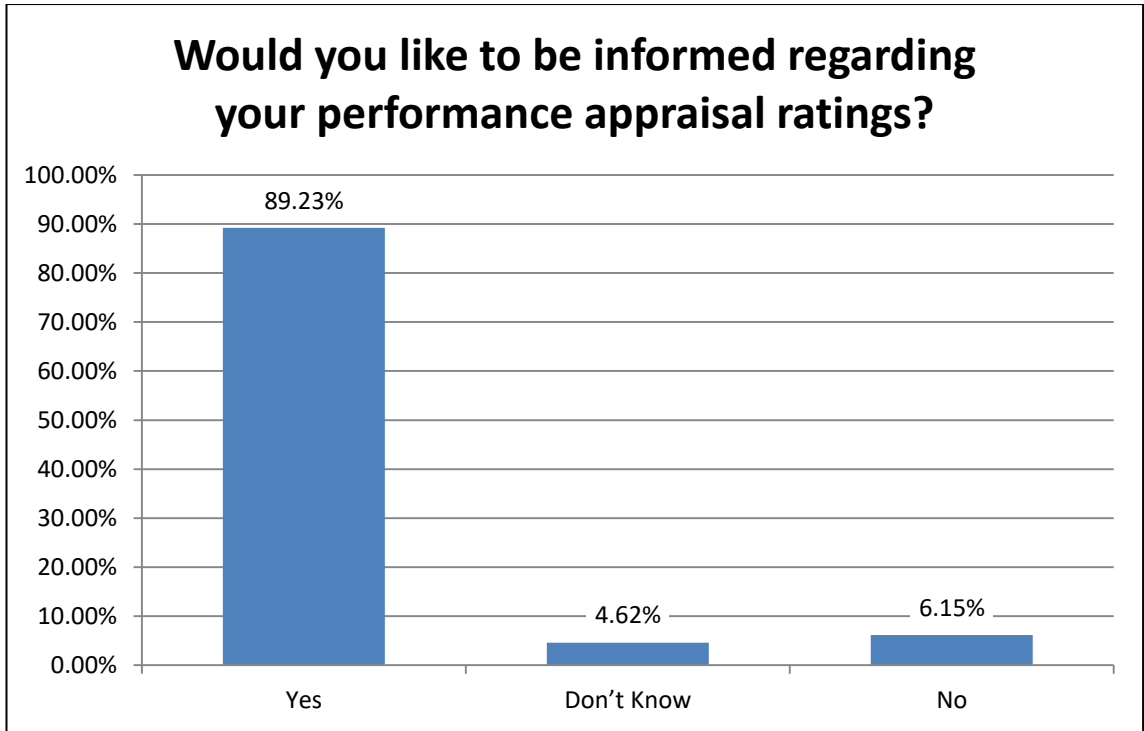
FIGURE 5.6-6: Would you like to be informed regarding your performance appraisal ratings? (Question G-11)
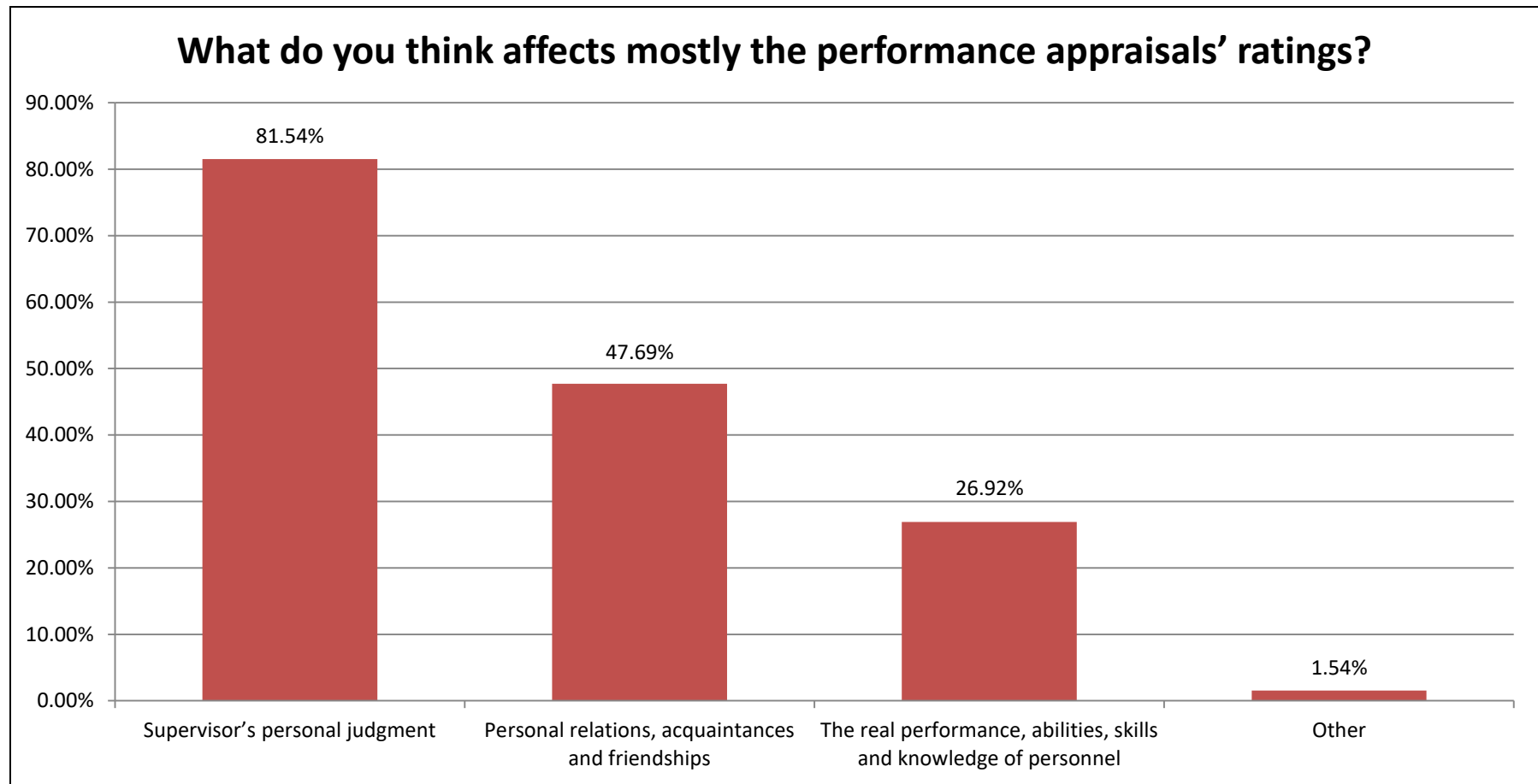
FIGURE 5.6-7: What do you think affects mostly the performance appraisals' ratings? (Question G-9)

Performance appraisal as related to promotions, layoffs and personnel improvement
Means with 95% confidence intervals on a scale from 1 (They do not/should not affect at all) to
7 (At an extremely high degree)

At which degree do you believe that performance appraisals REALLY affect A. Promotions, B. Layoffs and C. Personnel improvement?

At which degree do you believe that performance appraisals SHOULD affect A. Promotions, B. Layoffs and C. Personnel improvement?

FIGURE 5.6-8: Performance appraisals as related to promotions, layoffs and personnel improvement. (Means) (Questions G-2, G-3, G-4, G-5, G-6 and G-7)

5.7. STRATEGIC REWARD, COMPENSATION AND BENEFITS

5.7.1. Compensation and Benefits for CNG's Personnel

A. Salary

The way salaries are distributed for the CNG's personnel is interconnected with the Civil Servants' salary bands. In 1979 the Law regarding the Increase of Salaries of Civil Servants and Restructuring of the Civil Service Compensation System Law 58/1979 (Parliament of Cyprus 1979) was approved. According to this Law all Civil Servants were distributed into salary bands and scales according to their position and qualifications. The monetary benefits of each scale and position were analytically presented in the yearly governmental budget. The personnel of the CNG and the Cypriot Armed Forces are not considered as Civil Servants according to the Constitution and the Law regarding the Civil Service. In order to overcome this issue and avoid any possible conflicts with the Constitution, the Law regarding the Increase of Salaries for the Armed Forces' Personnel and the Correlation of Salary Bands and Scales with those Applied in the Civil Service of 1984 (Law 66/1984), was approved. According to this Law the Armed Forces' salary bands and scales became interconnected to those of the Civil Service in order to facilitate a better control of the Government's payroll system and create a more simple system than the one used before 1979. During the years a number of legislative adjustments have been made in order to incorporate some benefits, as the increments related to the cost of living index, into the basic salary (e.g. Law regarding the Restructuring of the Civil Service Compensation System of 2005 (Law 50 (I) / 2005) (Parliament of Cyprus 2005)). Additional laws regarding significant decreases of salaries through donations, due to the financial crisis, were also approved by the Parliament (see for example the Law regarding the Deductions of Salaries and Pensions of Civil Servants and Officials of 2013 (Law 31 (I) / 2013) (Parliament of Cyprus 2013)).

The next important document regarding the salaries of the Armed Forces' personnel is the Table of Classification of Organic Civil Service Positions

according to Salary Bands and Scales (Parliament of Cyprus 2009)[70]. This Table is attached to the 2009's Governmental Budget (Law 29 (II) / 2008) (Parliament of Cyprus 2009) and the parts of the table that are relevant to this research are translated and presented in Appendix 5.7-B. The amounts of salaries relative to each scale are provided by the Treasury of the Republic[71].

Each salary scale can have up to 14 different subcategories of increasing salaries that over-lapse with those of the previous and next salary scale. An employee advances through the different categories one by one for every year that is completed at the same scale. In order to move to a higher scale the employee must be promoted into a higher position that justifies a higher salary scale.

The salary[72] of all civil servants, including the Armed Forces' personnel, is processed, distributed and handled by the Treasury of the Republic. The salary of all employees is divided into the unrefined salary and various allowances different for every job. The unrefined salary of all civil servants is comprised by the following 3 parts:

1. The basic salary that is analogous to the salary scale and band of the employee. The basic salary's bands and scales are presented in the yearly governmental budget's appendices.
2. The increments based on a cost of living index. Due to the economic crisis these increments, which were delivered to employees every 6 months, have stopped[73].

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[70] Latest edition found at the webpage of the Department of Public Administration and Personnel http://www.mof.gov.cy/mof/papd/papd.nsf/index_gr/index_gr?opendocument [Accessed 07th May 2015]
[71] Webpage of the Treasury of the Republic:
<http://www.treasury.gov.cy/treasury/Treasury.nsf/All/B613F8AE9176249FC2257DBF00414596 ?OpenDocument&t=Publications&e=> [Accessed 07 May 2015]
[72] According to the webpage of the Republic's Treasury:
<http://www.treasury.gov.cy/treasury/Treasury.nsf/emoluments_gr/emoluments_gr?OpenDocu ment> [Accessed 10 May 2015]
[73] Law regarding the Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service. (Law 192 (I)/2011). (Parliament of Cyprus 2011).
Law regarding the Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service (Amendment). (Law 185 (I)/2012). (Parliament of Cyprus 2012).

3. The general increments added to salaries since 2009.

The allowances are defined by the Regulations of each category of civil servants and are relative to the job, tasks, danger and family needs that are affected by the job of an employee.

The salary, which is paid in the official currency, is distributed at the end of each month through a bank deposit to the employees' bank accounts. From the salary a number of mandatory contributions are made to:

1. The Social Security Fund,
2. The Widows' and Orphans' Fund
3. Extra Contribution that is analogous to the employee's salary[74]
4. Pay cut for Pensions
5. Income Tax
6. Other reductions

B. Non-monetary Benefits

The CNG offers to the armed forces personnel regardless of rank, category and specialty a number of non-monetary benefits. The first benefit is a free of charge health care system for military personnel and their families. Some health tests, medicines and surgeries can be provided by the CNG's medical personnel or be arranged at public hospitals. The second benefit is housing for those that wish to stay for free within their unit's camp. This benefit requires permission by the Chief of the CNGGS but is actually never used by personnel since there are no family houses available within camps. The last form of non-

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[73] Law regarding the Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service (Amendment). (Law 73 (I)/2014). (Parliament of Cyprus 2011).

[74] Law regarding the Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.(Law 112(I)/2011). (Parliament of Cyprus 2011).
Law regarding the Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector (Amendment). (Law 193(I)/2011). (Parliament of Cyprus 2011).
Law regarding the Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector (Amendment). (Law 184(I)/2012). (Parliament of Cyprus 2012).
Law regarding the Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector (Amendment). (Law 74(I)/2012). (Parliament of Cyprus 2012).

monetary benefits provided to the armed forces personnel are the different kinds of leave. There are three kinds of leave a person may have:

- Vacation Leave
- Medical Leave
- Duty or Day off Leave

Vacation and medical leave is determined in the corresponding legislation and regulations regarding each category[75] and analysed in an internal Permanent Directive[76]. Duty or day off leave is determined by an internal regulation[77] in order to compensate personnel for the full day duty performed for some days of each month. Under the provisions of this regulation those that perform 24 hours on duty from Monday to Thursday can take the rest of the next day off from 0900. Those on duty on Saturday, Sunday or any other National holiday are granted one day off that they must take within the current month. Those on duty on Fridays do not receive a day off.

The Permanent Directive No. 4-18/2012/Personnel Department/3 regarding Vacation Leave, Sick Leave and other kinds of leaves provided to military personnel (CNGGS, Personnel Department 2012) regulates and defines the

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[75] Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995- 2012).

Regulations concerning the men and women volunteer NCO's of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1990).

Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1993).

Law regarding parental leave and force majeure leave (Parliament of Cyprus 2012).

Regulations concerning provisions of leave to civil servants (as part of the regulations regarding the civil service) (Parliament of Cyprus 1995-2005).

[76] Permanent Directive No 4-18/2012 regarding Vacation Leave, Sick Leave and other kinds of leaves provided to military personnel (CNGGS, Personnel Department 2012).

[77] Regulation regarding Day Off After One Full Day on Duty (Φ.440/27/521619/Σ.1587/15 Μαρ. 2010/ΓΕΕΦ/ΔΙΠΡΟ/1) (CNGGS, Personnel Department 2010).

parameters that govern all the justified leaves by military personnel regardless of rank. A leave for the purposes of this directive is considered to be the absence of personnel from its duties for periods longer than one day for various reasons such as leisure, personal, medical or other reasons. What is strictly defined with this directive is the fact that while the days of leave belong to every person individually, their approval is under the authority of their Commanding Officer in relation to the needs of the Military Unit and the CNG.

Each officer and NCO (PNCO, VNCO and FYCVNCO) must submit a written application for a leave to their commanding officer at least 20 days in advance if the leave is for another country or one week in advance if the leave is for Cyprus. Any leave application with duration of over 30 days, with the exception of medical leaves, requires an approval from the CNGGS. Every commanding officer, as dictated by the directive, must allow only specific percentages of leaves for each category of personnel including medical leaves. This regulation ensures that each unit maintains a standard level of fighting capability throughout the year. Additionally, this creates the need for a leave planning for all military personnel within every unit.

Every member of the armed forces is entitled of a number of days each year relative to the years of service (see TABLE 5.7-1). A number of days can be transferred and accumulated as additional accumulative leave that is added up to the total number of leave days of the year (see TABLE 5.7-1). For example, an officer with less than 6 years of service owns 20 days of leave for one year starting from the 1st of January. If all the leave is taken then none is accumulated. If up to 13 days are not taken until the 31st of December of the same year then they can be accumulated. The maximum leave an officer can have for a specific year is the year's leave plus the accumulated leave that has been saved during the previous years. The maximum accumulated leave for each category is displayed on Table 5.7-1.

Medical leave is provided to the armed forces personnel to cover small injuries or illnesses that require just a few days of treatment or rest. Medical leave is provided, authorised and approved by the doctors of the armed forces or the medical council in relation to the seriousness of each occasion. If the year's

medical leave is not enough due to seriousness, an extension over the maximum medical leave can be provided by a medical council after the patient provides enough medical documents to justify the extension. Whether the extended leave is with or without benefits is related to the category of personnel, the duration of the leave and the circumstances of the injury (on-duty or off-duty). When the application for extension is for an injury then it is examined whether the injury occurred with or without the liability or error of the applicant, something that a military inquiry for the incident will demonstrate.

Maternity leave is provided to all women that give birth and is additional to their regular and medical yearly leave. Parental leaves are provided to both parents as extra to any other type of leave and are without benefits or salary. It can be up to 18 weeks for every child until the child reaches the age of 8 or more provided that the child is adopted or has any kind of disability. The restriction for parental leaves is that only 5 weeks can be used each year.

Any member of the armed forces can apply for educational or personal reasons leave without salary or benefits something that is approved by the Minister of Defence. The educational leave is provided for the period of one year and is annually renewed as needed.

No.	TYPE OF LEAVE	OFFICERS - PNCOs			FYCVNCOs	VNCOs	NOTES
		UP TO 6 YEARS OF SERVICE	FROM 6 TO 14 YEARS OF SERVICE	ABOVE 14 YEARS OF SERVICE			
1	**REGULAR LEAVE FOR A 5 DAYS WORKING WEEK**	-	-	-	-	-	-
1-A	EACH YEAR	20	24	29	18	18	WORKING DAYS
1-B	TRANSFERABLE DAYS FROM ONE YEAR TO THE NEXT	13	13	13	9	13	
1-C	LIMIT FOR ACCUMULATED LEAVE	70	70	70	18	26	
2	**REGULAR LEAVE FOR A 6 DAYS WORKING WEEK**	-	-	-	-	-	-
2-A	EACH YEAR	25	30	36	22	22	WORKING DAYS
2-B	TRANSFERABLE DAYS FROM ONE YEAR TO THE NEXT	16	16	16	11	16	
2-C	LIMIT FOR ACCUMULATED LEAVE	84	84	84	22	32	
3	**MEDICAL LEAVE**						
3-A	EACH YEAR	42	42	42	28	30	DAYS
3-B	MEDICAL LEAVE EXTENTION AFTER MEDICAL COUNCIL APPROVAL						
3-B-1	WITH FULL SALARY UP TO	6	6	6	14 DAYS	2	MONTHS
3-B-2	WITH HALF SALARY UP TO:	6	6	6	-	-	
3-B-3	WITHOUT SALARY	-	-	-	42 DAYS	-	
3-B-4	INJURY DURING WORKING HOURS WITHOUT THE RESPONSIBILITY/BLAME OF THE PERSON INJURED	12	12	12	8	-	MONTHS
4	**MATERNITY LEAVE FOR WOMEN**						
4-A	WITH FULL SALARY	12	12	12	-	10	WEEKS
4-B	WITH MATERNITY ALLOWANCE ONLY	4	4	4	-	6	
4-C	MATERNITY LEAVE EXTENTION WITHOUT BENEFITS AND SALARY	12	12	12		12	

Table 5.7-1: Vacation and Medical Leaves for each Category of Army Personnel

C. Moral Awards

Moral awards are given to military personnel for acts of courage during wartime, for the completion of a specific military school, a number of years in service or for being the commanding officer of a brigade or division. An additional characteristic of these awards is that most of them require a direct approval by the Chief of the Cypriot National Guard, the Minister of Defence, the Council of Ministers or the President himself. The different categories of morale awards are:

- ➢ Military or non-military medals
- ➢ Leadership decorative medals
- ➢ Decorative medals for reservists
- ➢ Morale awards

Military and non-military medals are awarded for distinguished heroic actions during wartime. This category also includes medals relative to the time of leadership and the skills that officers and NCOs have demonstrated during their peace-time career. They require the approval of the Ministers' Cabinet after a hierarchical recommendation by the Military Unit. Division or Brigade Commanders and the Chief of the National Guard give their approval which reaches the Minister of Defence and the Ministers' Cabinet.

Leadership decorative medals are given to officers that have worked in specific positions as staff members, commanders of divisions or took part in special missions like peacekeeping and humanitarian operations. Leadership decorative medals are given through a much more simple process since the duties of officers are known and only a recommendation list is needed for approval by the Minister of Defence.

Decorative medals for reservists are awarded to reserve officers and soldiers that complete a specific voluntary service time. They only require the approval of the Chief of the National Guard.

Morale awards can be the following:

- ➢ Praise

- ➢ Honourable Mention
- ➢ Congratulations

Praise is provided by the Minister of Defence or the Chief of the National Guard to all the members of the National Guard. Honourable Mentions are provided by the Minister of Defence, the Chief of the National Guard or the Commanders of divisions and brigades (if their rank is Brigadier General or higher) to all the members of the National Guard under their command. Congratulations are given by the Minister of Defence, the Chief of the National Guard, the Deputy Chief of the National Guard, the Chief of Staff of the National Guard and the Commanders of divisions and brigades.

All morale awards must be fully justified by those making the recommendations by making a proposal based on the real facts that have caused this recommendation and must be provided with thrift.

D. Monetary Benefits

Monetary benefits in the form of allowances are only provided to FYCVNCOs as compensation for the lack of retirement pension plans. The relevant regulations[78] regulate that the monthly allowance is defined after a proposal by the Ministers of Finance and Defence. The main criterion is the marital status of the FYCVNCOs with every unmarried FYCVNCO receiving €222.12, every married FYCVNCO with no children receiving €256.29 and every married FYCVNCO with children receiving €290.46. These allowances have been substantially reduced during the last 4 years, after a number of reductions due to the financial crisis. If an FYCVNCO is appointed to a permanent position then this monthly allowance is cancelled.

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[78] Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (Parliament of Cyprus 1995 - 2012).

E. Retirement Bonus and Pension

The pensions and the retirement bonuses of the Armed Forces' personnel are interconnected with the regulations and laws[79] that govern these issues for Civil Servants[80].

Civil Servants and Armed Forces' personnel may retire due to the following reasons:

1. Age limit.
2. Compulsory retirement.
3. The employee resigns.
4. Retirement for reasons of public interest.
5. Retirement in order to facilitate the Civil Servant's appointment in another position in public administration.
6. Retirement in order to facilitate the Civil Servant's appointment in another position in a governmental organisation or a city council.
7. Health problems.
8. Voluntary retirement.

A necessary requirement for receiving any retirement benefits is at least 3 years of service. After retirement the employee receives a bonus and a monthly pension. Pension is given to employees only after they reach the age of 55 or the age of 58 (for those that were hired after the 1st of July 2005).

If the employee has retired due to age limit, something that is regulated by the Pensions Law (Parliament of Cyprus 1997-2013) or the regulations concerning each category of personnel, pensions and bonuses are calculated according to the following formulas:

➢ Bonus = Yearly Pension X 14 / 3
➢ Bonus (61 years old or over than 412 months of service) = Yearly Pension X 14.5 / 3

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[79] According to the: Law regarding the Members of the Armed Forces of the Republic (Parliament of Cyprus 1990) and the Law regarding Pensions (Parliament of Cyprus 1997-2013) (Law 97 (I) / 1997)
[80] According to the webpage of the Republic's Treasury:
<http://www.treasury.gov.cy/treasury/Treasury.nsf/emoluments_gr/emoluments_gr?OpenDocument> [Accessed 10 May 2015]

- ➢ Bonus (62 years old or over than 424 months of service) = Yearly Pension X 15 / 3
- ➢ Bonus (63 years old or over than 436 months of service) = Yearly Pension X 15.5 / 3

Yearly Pension = Yearly Salary at the time of retirement (12 months) X Months of total employment (maximum 400 months) / 800.

5.7.2. Interview with Compensation Specialist Mr. M. K. of the Ministry of Defence.

What was made clear from the beginning of the interview with Mr. M. K. was the fact that as a civil servant he only applies the provisions of the law without having the right to deviate. This is common for all bureaucratic positions within the Cypriot Government, the Armed Forces and all systems of such structure and culture.

The interview with Mr. M. K. revealed a crucial piece of evidence that determines the compensation of military personnel. This is the Governmental Budget for each year that is voted and approved by the Parliament of Cyprus as a law. The budget provides a specific number of positions at each salary scale or band that are approved by the Parliament and indirectly by the Ministry of Finance. Any deviation from the budget is not allowed unless supplementary budgets are approved by the Parliament and if the Ministry of Defence can justify to the Ministry of Finance these deviations. This fact affects both the compensation system of the CNG but also the career system since any promotions or initial placements of military personnel is under the scrutiny of the Ministry of Finance.

The compensation system of the CNG is traditional and based on the rank of an individual and the years in a corresponding rank. The rank is directly connected with the years of service and the determined time as a commanding officer. According to Mr. M. K., military personnel cannot in any way increase their compensation due to other reasons other than rank. Only those that perform special duties of higher risk and danger, like NAVY SEALs, fighter pilots and de-

mining personnel are allowed an extra allowance as indicated by specific regulations[81].

Regarding the reason that the compensation system is the same with all other civil servants, the personal opinion of Mr. M. K. is that it serves the purpose of conformity between all governmental sectors, creating thus less administrative problems.

5.7.3. Survey Results

The sixth part of the questionnaire is dedicated to the compensation practices of the current HRM system of the CNG and the way personnel view these practices. The part (see Table 5.7-2) is comprised by 5 questions that are divided into 3 different topics. The first two questions constitute the first topic and try to reveal the degree that specific criteria affect (1st question) or should affect (2nd question) compensation. These criteria are:

> ➢ Rank
> ➢ Years of service
> ➢ Personal effort
> ➢ Personal performance
> ➢ Specialty
> ➢ Number of specialties
> ➢ Danger
> ➢ Military training
> ➢ Non military training
> ➢ Military test results.
> ➢ Combat exercise results
> ➢ Family size

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[81] Regulations concerning the Diving Allowance of NAVY SEALs of the Cypriot Army (Parliament of Cyprus 1989).

Regulations concerning the Allowances of De-mining Personnel of the Cypriot Army (Parliament of Cyprus 2002)

Regulations concerning the Flying Ability and Flying Personnel's Allowance (Parliament of Cyprus 2013)

➢ Physical condition

➢ Performance of military unit

➢ Sex

The first question measured the degree that these characteristics affect compensation today. The results (see Figure 5.7-1) reveal the personnel's perception that only rank and years of service actually affect compensation. Figure 5.7-2 and Appendix 5.7-A illustrate the means for each of these characteristics and the statistical analysis results. "Rank" has a mean of 1.68 with a 95% confidence interval equal to ±0.24 and "years of service" has a mean of 2.48 with a 95% confidence interval equal to ±0.34 something that indicates the strong belief of personnel that these parameters affect compensation at an extremely high degree. The rest characteristics do not seem to affect salary very much with means between 5.35 and 6.09. There is an almost homogenous sample opinion regarding the degree of influence for these parameters in both sides of the spectrum. The second question measures the beliefs of personnel regarding what should be taken into consideration when calculating salary in relation to the same parameters of the first question. Rank and years of service have received very high ratings also at the second question indicating the belief of personnel that these parameters should affect compensation (see Figure 5.7-3). The differentiation is that all the other characteristics except sex, have also received high ratings as very desirable parameters for compensation calculations. The aspect that is most valued as a compensation parameter is the degree of danger personnel faces at everyday duties. Sex is correctly viewed by the majority as a characteristic that does not and should not influence in any way compensation and benefits since the means for the two questions are 5.55 and 6.05. Figure 5.7-4 and Appendix 5.7-A illustrate the means and the statistical analysis for each of this parameter. All parameters (except "sex") have means of 3.25 and below with the lowest that of "danger" which is equal to 1.55. This indicates the perception of personnel that all these parameters should somehow be taken into account by a compensation system at a high or very high degree. Figures 5.7-5 to 5.7-19 illustrate more clearly the tendencies for each one of these parameters for the both questions on a single chart. There is a clear opposite relationship

between the two questions for every parameter except "rank", "years of service" and "sex".

The second topic is comprised by the third question (see Table 5.7-2) and tries to analyse the perceptions of personnel regarding their salary in comparison to different categories of military and non-military personnel. The question asks participants to select on a 5 point scale starting from "I earn much less than I should" (value of 5 for statistical analysis) to "I earn much more than I should" (value of 1 for statistical analysis) the answer that best represents their beliefs in relation to the following:

➢ In relation with other public officials within the same salary band.
➢ In relation with the personnel of other public safety sectors (fire-fighters, police).
➢ In relation with the other branches of the C.N.G.
➢ In relation with other corps within the same branch.
➢ In relation with colleagues of the same specialty.
➢ In relation with colleagues of the same specialty but of lower performance, effort and knowledge.
➢ In relation with the real working hours per month.

For all the different parts of this question an insignificant number of respondents (and in most cases none) has chosen the answers "I earn much more than I should" and "I earn more than I should" (see Figure 5.7-20). In relation with other public officials within the same salary band, 76.15% of participants believe that they earn much less than they should and another 13.85% less than they should. Similar results are observed in relation with personnel of other public safety sectors like fire-fighters and members of the police force. 55.38% believes that they earn much less and another 25.38% that they earn less than they should. In relation with personnel of the other branches of the CNG the results are more close to the opinion that they are fairly compensated. Analytically, 53.85% believes that they are fairly compensated, 22.31% that they earn less and 23.08% much less. In relation with other corps within the same branch and in relation with colleagues of the same specialty the majority believes that they are fairly compensated with 62.31% and 69.23% respectively.

In relation with colleagues of lower performance, participants believe that they are paid much less and less than they should with a total percentage of 78.46% indicating their possible desire for a more performance oriented compensation system. In relation to the real working hours the great majority of participants regardless of rank, with a total percentage of 90%, believe that they are underpaid. To emphasise more on this finding we can focus on the 73.85% that actually believes that they earn much less than they should in relation to the real working hours. Figure 5.7-21 illustrates the means and Appendix 5.7-A the statistical information after the relevant analysis of answers. The value of 5 indicates the opinion that employees earn much less that they should and 1 that they earn much more they should. In relation with public officials of the same salary band the mean is 4.65, in relation to other public safety sectors the mean is 4.31, in relation with low performing colleagues the mean is 4.25 and in relation with the real working hours the mean is 4.61. For these means the 95% confidence interval ranges between ±0.12 and ±0.16. These results are very close to 4.50 indicating the strong opinion (since the intervals are very small) of employees that they are underpaid in relation to these factors. The rest three factors have means between 3.39 and 3.68 with confidence intervals of ±0.13 to ±0.15 indicating their opinion that they are fairly compensated. There is a clear perspective that military personnel feels underpaid when compared to other categories of non-military personnel. Maybe a compensation system that is not related to the public sector and takes into account the real challenges of the profession will be more acceptable. The next finding is the wish for a more performance oriented compensation system that evaluates and appreciates performance, effort and knowledge.

The last topic of this part (see Table 5.7-2) is comprised by the last 2 questions (4 and 5) and investigates the desirability of specific behaviours and the degree that these behaviours are actually rewarded or punished. The aim is to make a correlation between what is actually desirable and what is actually rewarded or what is undesirable and actually punishable. The behaviours under examination for both questions are:

- ➢ Obeying orders
- ➢ Respect towards authority

- ➢ Taking Initiative
- ➢ Positive cooperation with colleagues
- ➢ Good spirit and mood during working hours.
- ➢ Increased productivity
- ➢ Increased effort despite any negative outcome.
- ➢ Fewer mistakes.
- ➢ Maintaining good physical condition.
- ➢ Creative thinking.
- ➢ Helping colleagues even though I do not have to.
- ➢ Finding ways to reduce costs
- ➢ Finding ways to reduce time for completing a task.
- ➢ More time at work. (Overtime not paid)
- ➢ Gain non-military knowledge.
- ➢ Acting individually and not as a team member

Almost all behaviours present, as the results of the fourth question indicate, a high degree of desirability with percentages ranging from 60.77% to 90% (see Figure 5.7-22). Only the last 3 behaviours which are "spending more time at work", "gaining non-military knowledge" and "acting individually and not as a team member" show a span in answers. More time at work is considered as a desirable behaviour by 32.31%, as neither desirable nor undesirable by 26.92% and as undesirable by 40.77%. Gaining non-military knowledge is considered as desirable by 47.69%, as neither desirable nor undesirable by 34.62% and as undesirable by only 17.69%. Acting individually received 31.54% of answers as a desirable behaviour, 29.23% as neither desirable nor undesirable and 39.23% as undesirable behaviour. Figure 5.7-23 and Appendix 5.7-A illustrate the means and the data analysis findings. All parameters are considered as generally desirable with means ranging from 1.65 to 2.28 and 95% confidence intervals ranging from ±0.14 to ±0.18. Very close to neither desirable or undesirable are the last 3 parameters ("More time at work", "Gain non-military knowledge" and "Acting individually and not as a team member") with means of 2.57 to 3.25 and higher intervals of ±0.20 to ±0.22. These results for the latter three parameters are based on the spam of answers around the middle answer something also shown by the larger intervals in relation to more solid answers.

The fifth question investigates whether the same behaviours are rewarded or punished. The results (see Figure 5.7-24) indicate that almost all parameters are rated by the majority as neither punishable nor rewarded with percentages ranging from 62.31% to 86.92%. The only behaviour that has received a more wide range of answers is "Taking initiative" that is considered as a rewarding behaviour by 32.31%, as punishable by 15.38% and as neither punishable nor rewarded by 52.31%. Figure 5.7-25 and Appendix 5.7-A illustrate very clearly this indifference of results despite any positive behaviour. The means for all parameters range from 2.74 to 3.05 with 95% confidence intervals ranging from ±0.07 to ±0.13. The small intervals illustrate the homogeneity in answers while the means that are very close to 3 illustrate very clear the belief of personnel that almost nothing is rewarded or punished.

A simple comparison between the two questions per parameter (see Figures 5.7-26 to 5.7-41) shows that while most behaviours have received high ratings as desirable behaviours, they are neither rewarded nor punished. This indifferent stance towards desirable and undesirable behaviours actually reduces the chances that at least good, productive and positive behaviours will continue to occur. The next possibility that could explain these results is that employees may have total ignorance regarding what is actually rewarded or punished.

No	QUESTION	POSSIBLE ANSWERS						
1.	Choose the degree that the following characteristics affect compensation and benefits. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	I do not Know	At a low degree	At a very low degree	At an extremely small degree
	➢ Rank							
	➢ Years of service							
	➢ Personal effort							
	➢ Personal performance							
	➢ Specialty							
	➢ Number of specialties							
	➢ Danger							
	➢ Military training							
	➢ Non military training							
	➢ Military test results.							
	➢ Combat exercise results							
	➢ Family size							
	➢ Physical condition							
	➢ Performance of military unit							
	➢ Sex							

Table 5.7-2: Part E of the Questionnaire Regarding Compensation and Benefits

No	QUESTION	POSSIBLE ANSWERS						
2.	Choose the degree that the following characteristics should affect compensation and benefits. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	I do not Know	At a low degree	At a very low degree	At an extremely small degree
	➢ Rank							
	➢ Years of service							
	➢ Personal effort							
	➢ Personal performance							
	➢ Specialty							
	➢ Number of specialties							
	➢ Danger							
	➢ Military training							
	➢ Non military training							
	➢ Military test results.							
	➢ Combat exercise results							
	➢ Family size							
	➢ Physical condition							
	➢ Performance of military unit							
	➢ Sex							

Table 5.7-2: Part E of the Questionnaire Regarding Compensation and Benefits

No	QUESTION	POSSIBLE ANSWERS				
		I earn much less than I should.	I earn less than I should.	I am fairly compensated	I earn more than I should	I earn much more than I should
3.	Regarding your specialty, knowledge, duties rank, working hours and danger select the option that represents you most. (Select with a ✓ or ✗)					
	➢ In relation with other public officials within the same salary band.					
	➢ In relation with the personnel of other public safety sectors. (fire-fighters, police)					
	➢ In relation with the other branches of the C.N.G.					
	➢ In relation with other corps within the same branch.					
	➢ In relation with colleagues of the same specialty.					
	➢ In relation with colleagues of the same specialty but of lower performance, effort and knowledge.					
	➢ In relation with the real working hours per month.					

Table 5.7-2: Part E of the Questionnaire Regarding Compensation and Benefits

No	QUESTION	POSSIBLE ANSWERS				
4.	Select the degree of desirability of the following behaviours. (Select with a ✓ or ✗)	Extremely Undesirable	Generally Undesirable	Neutral	Generally Desirable	Extremely Desirable
	➢ Obeying orders					
	➢ Respect towards authority					
	➢ Taking Initiative					
	➢ Positive cooperation with colleagues					
	➢ Good spirit and mood during working hours.					
	➢ Increased productivity					
	➢ Increased effort despite any negative outcome.					
	➢ Fewer mistakes.					
	➢ Maintaining good physical condition.					
	➢ Creative thinking.					
	➢ Helping colleagues even though I do not have to.					
	➢ Finding ways to reduce costs					
	➢ Finding ways to reduce time for completing a task.					
	➢ More time at work. (Overtime not paid)					
	➢ Gain non-military knowledge.					
	➢ Acting individually and not as a team member.					

Table 5.7-2: Part E of the Questionnaire Regarding Compensation and Benefits

No	QUESTION	POSSIBLE ANSWERS				
5.	Select the degree of reward or punishment for the following behaviours. (Select with a ✓ or ✗)	Extremely Punishable	Generally Punishable	Neutral	Generally Rewarded	Extremely Rewarded
	➢ Obeying orders					
	➢ Respect towards authority					
	➢ Taking Initiative					
	➢ Positive cooperation with colleagues					
	➢ Good spirit and mood during working hours.					
	➢ Increased productivity					
	➢ Increased effort despite any negative outcome.					
	➢ Fewer mistakes.					
	➢ Maintaining good physical condition.					
	➢ Creative thinking.					
	➢ Helping colleagues even though I do not have to.					
	➢ Finding ways to reduce costs					
	➢ Finding ways to reduce time for completing a task.					
	➢ More time at work. (Overtime not paid)					
	➢ Gain non-military knowledge.					
	➢ Acting individually and not as a team member.					

Table 5.7-2: Part E of the Questionnaire Regarding Compensation and Benefits

FIGURE 5.7-1: Choose the degree that the following characteristics affect compensation and benefits. (Question E-1)

Choose the degree that the following characteristics affect compensation and benefits.
Means with 95% confidence intervals from a scale of 1 (At an extremely high degree) to 7 (At an extremely small degree)

Rank: 1.68
Years of service: 2.48
Personal effort: 5.93
Personal performance: 5.89
Specialty: 5.68
Number of specialties: 5.99
Danger: 5.35
Military training: 5.54
Non military training: 5.89
Military test results.: 5.84
Combat exercise results: 6.05
Family size: 5.51
Physical condition: 6.09
Performance of military unit: 5.92
Sex: 5.55

FIGURE 5.7-2: Choose the degree that the following characteristics affect compensation and benefits. (MEANS) (Question E-1)
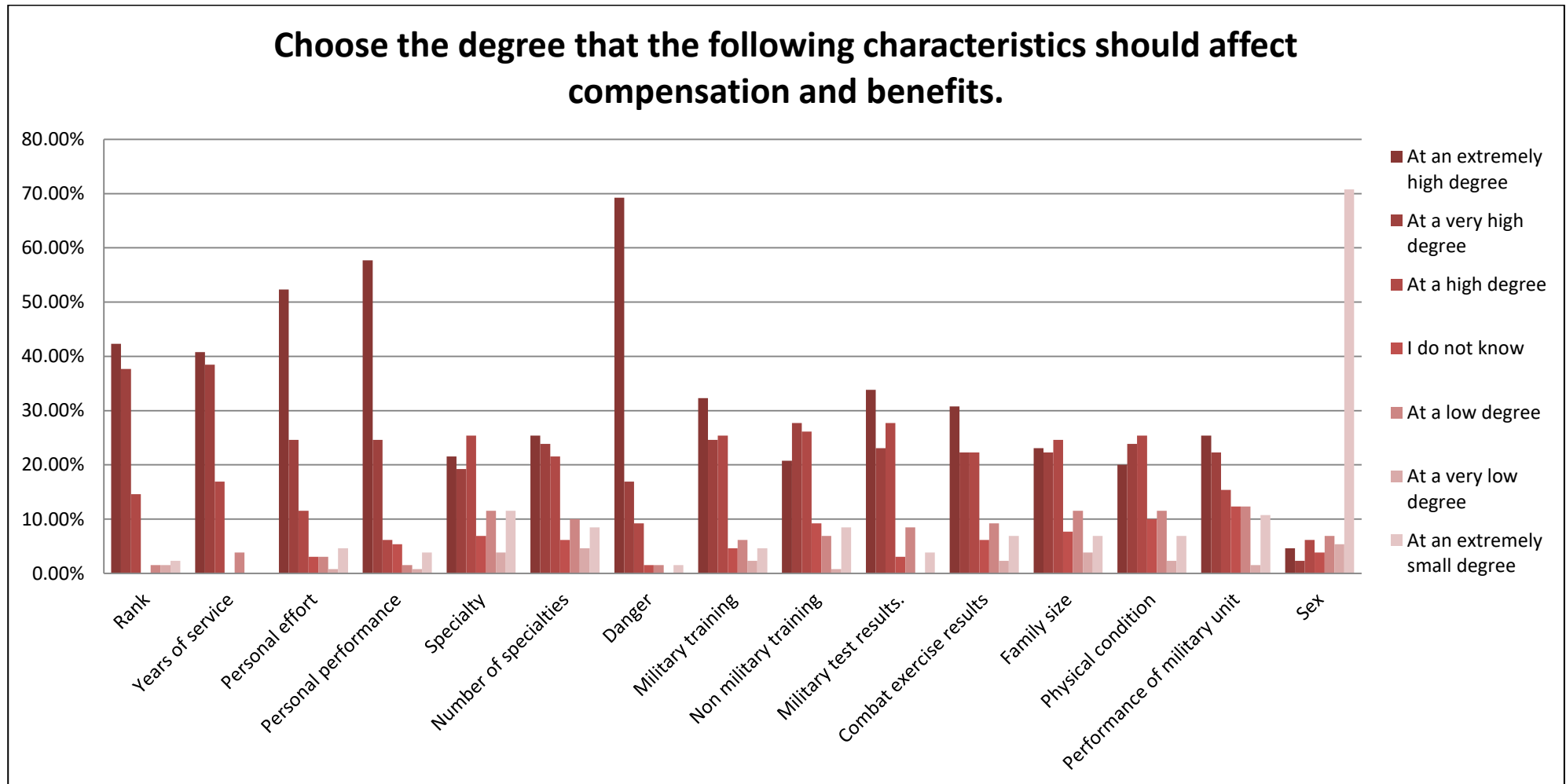
FIGURE 5.7-3: Choose the degree that the following characteristics should affect compensation and benefits. (Question E-2)

Choose the degree that the following characteristics should affect compensation and benefits.
Means with 95% confidence intervals from a scale of 1 (At an extremely high degree) to 7 (At an extremely small degree)
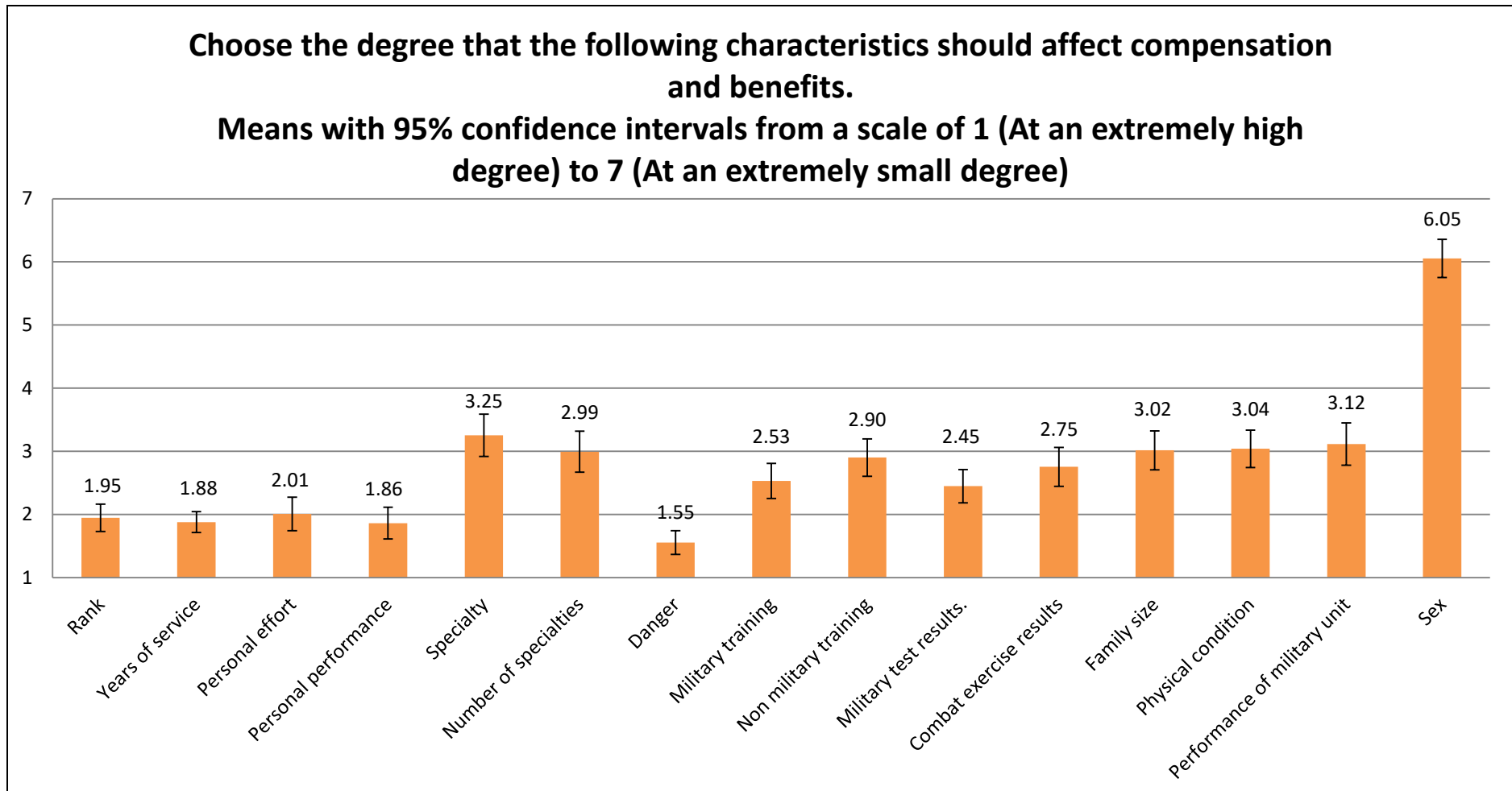
FIGURE 5.7-4: Choose the degree that the following characteristics should affect compensation and benefits. (MEANS) (Question E-2)
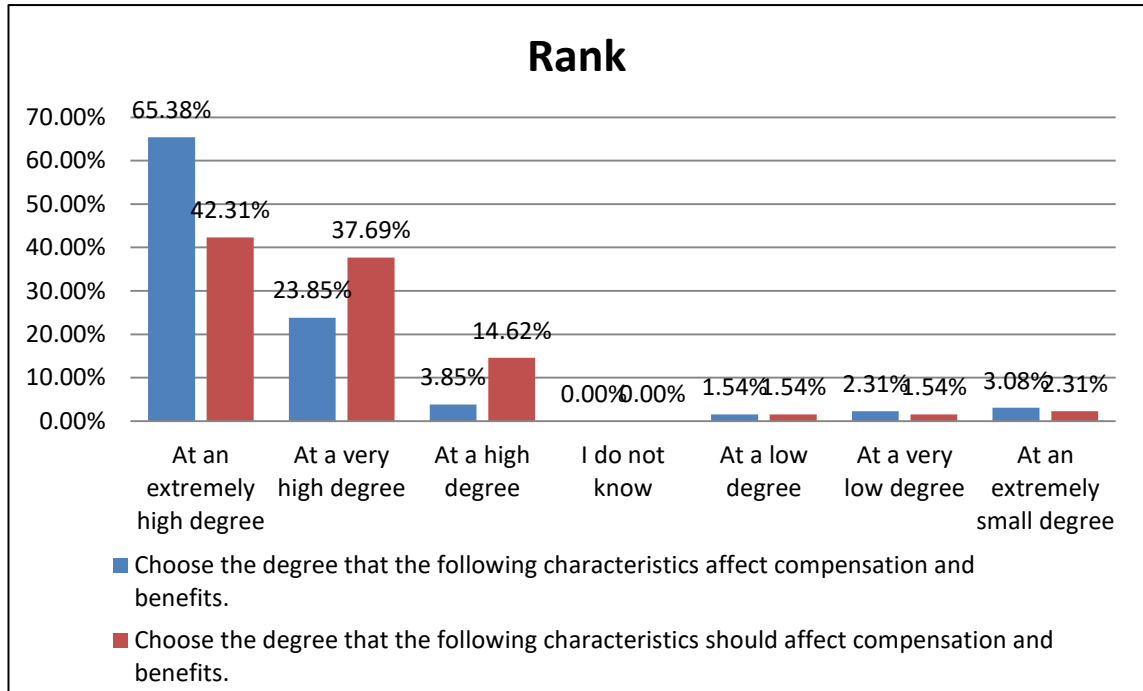
Rank

FIGURE 5.7-5: Choose the degree that the following characteristics affect/should affect compensation and benefits. Rank. (Questions E-1 E-2)
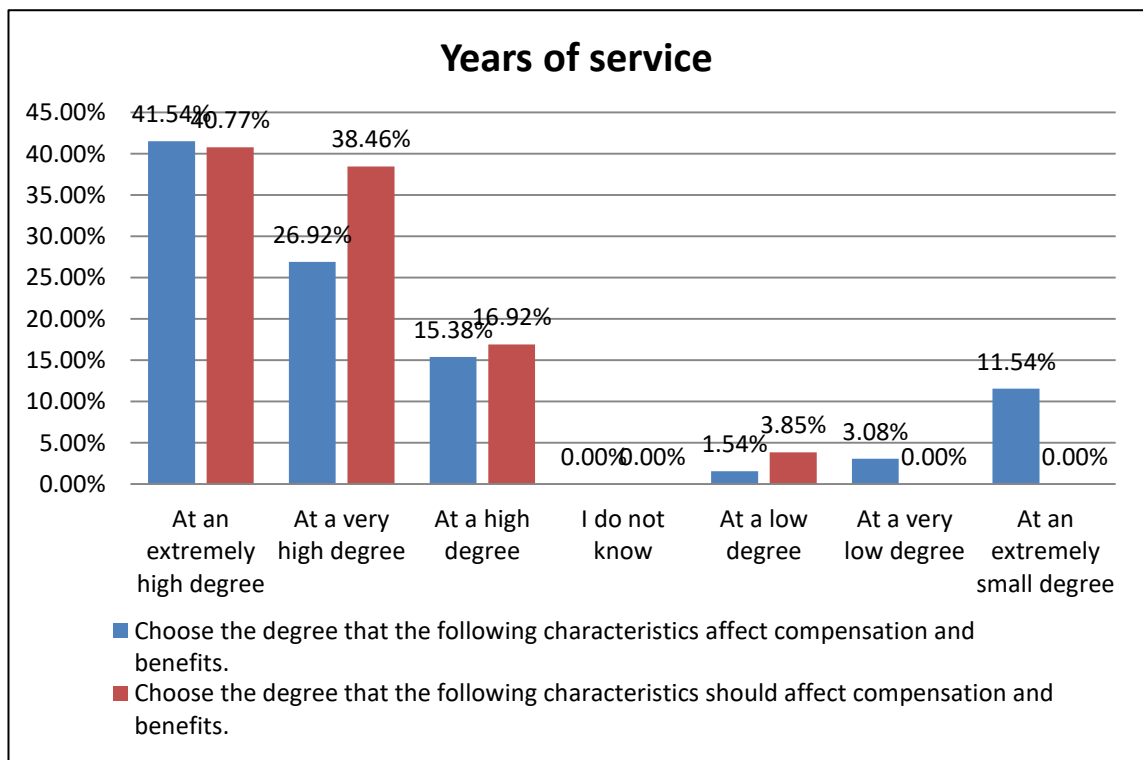
Years of service

FIGURE 5.7-6: Choose the degree that the following characteristics affect/should affect compensation and benefits. Years of service. (Questions E-1 and E-2)
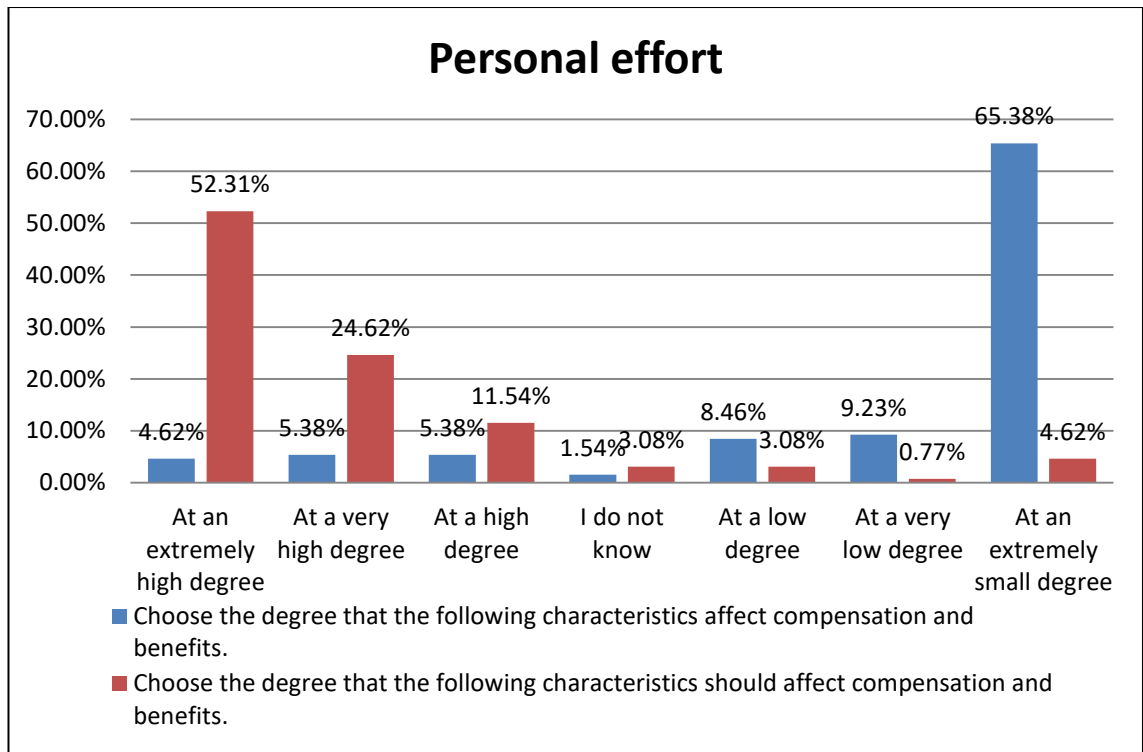
Personal effort

FIGURE 5.7-7: Choose the degree that the following characteristics affect/should affect compensation and benefits. Personal effort. (Questions E-1 and E-2)

Personal performance
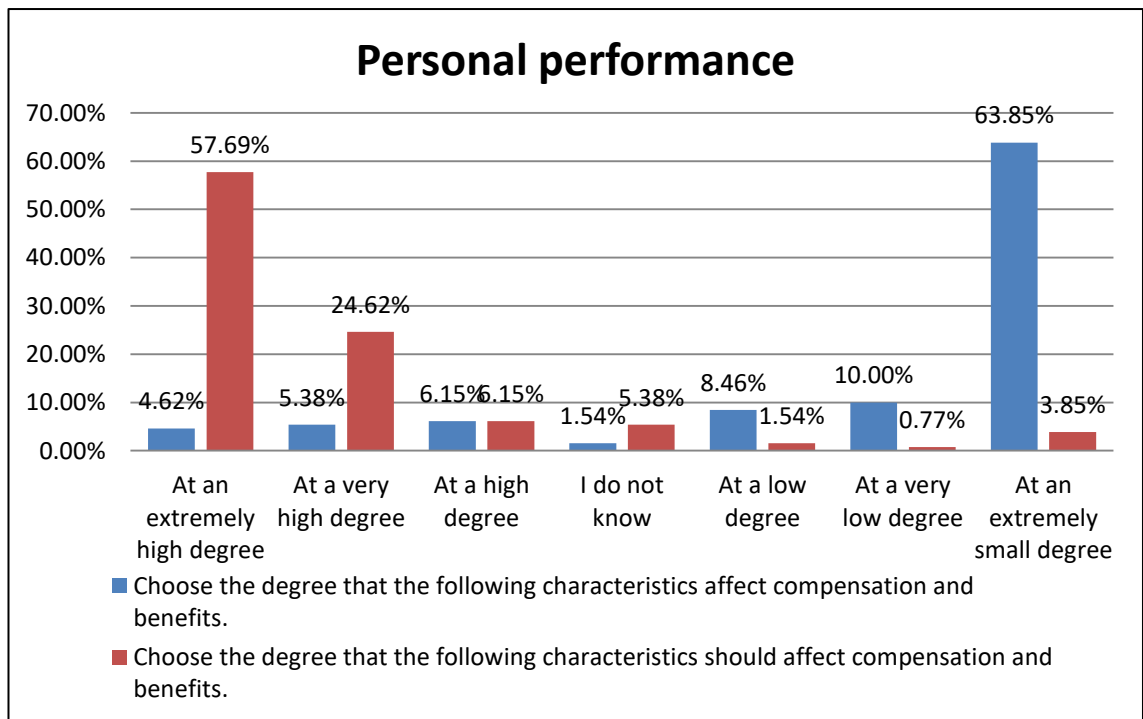
FIGURE 5.7-8: Choose the degree that the following characteristics affect/should affect compensation and benefits. Personal performance. (Questions E-1 and E-2)
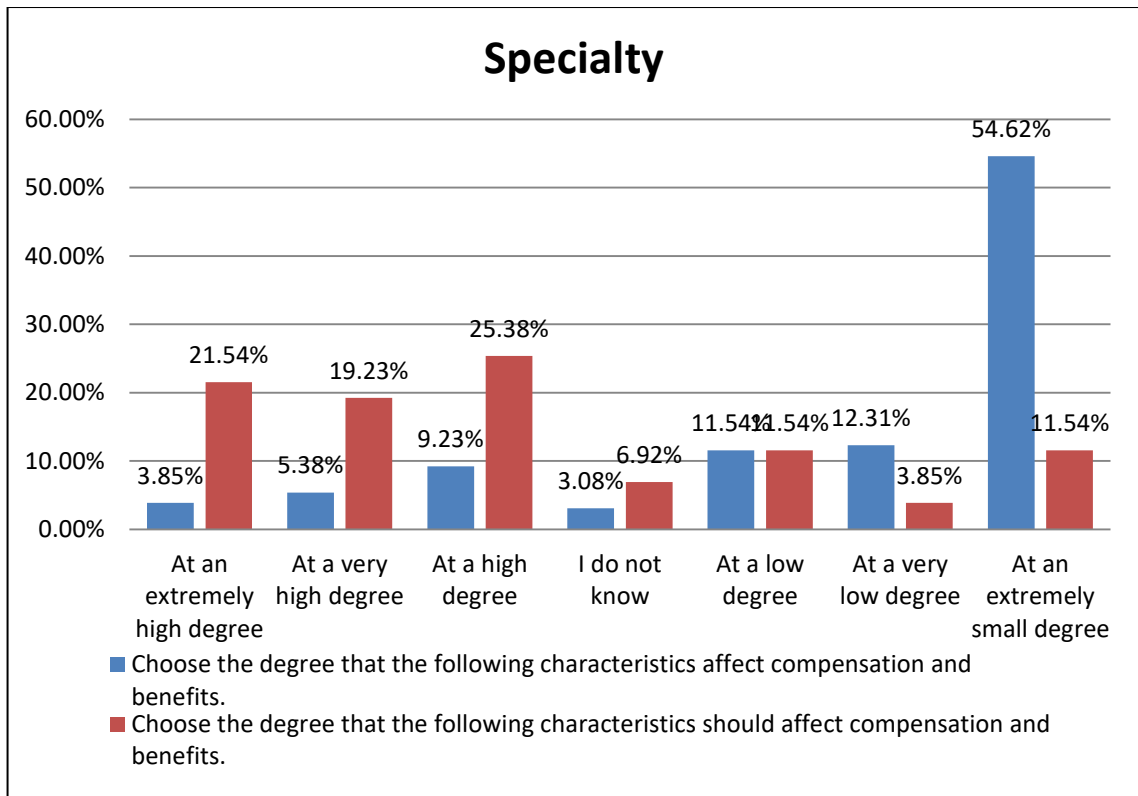
FIGURE 5.7-9: Choose the degree that the following characteristics affect/should affect compensation and benefits. Specialty. (Questions E-1 and E-2)
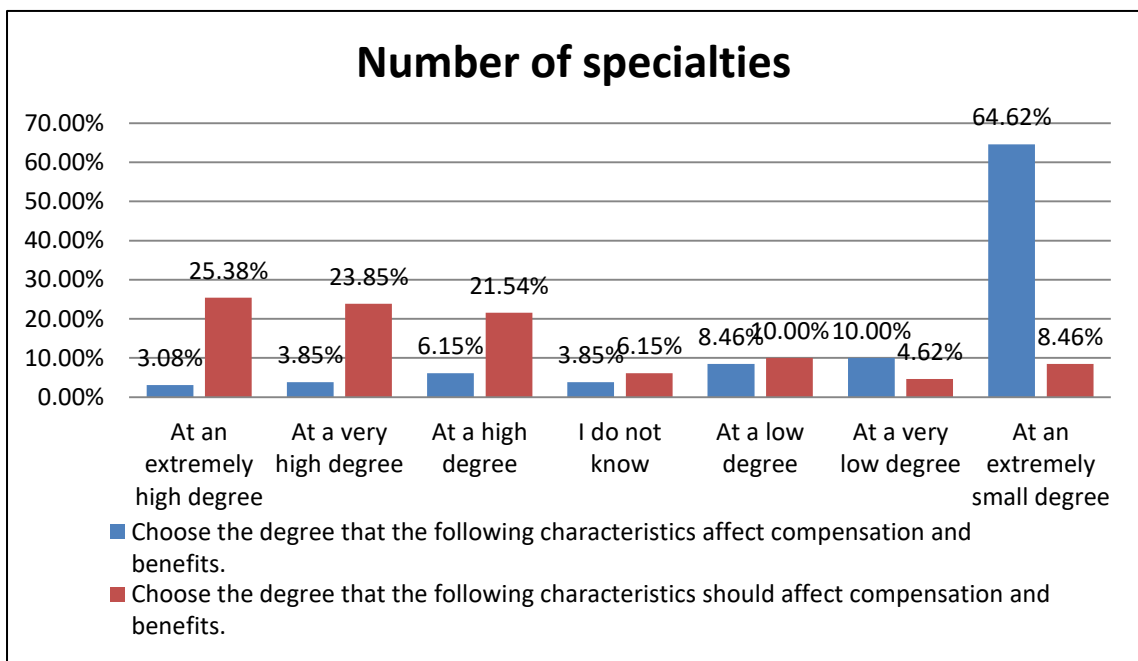
FIGURE 5.7-10: Choose the degree that the following characteristics affect/should affect compensation and benefits. Number of specialties.

(Questions E-1 and E-2)
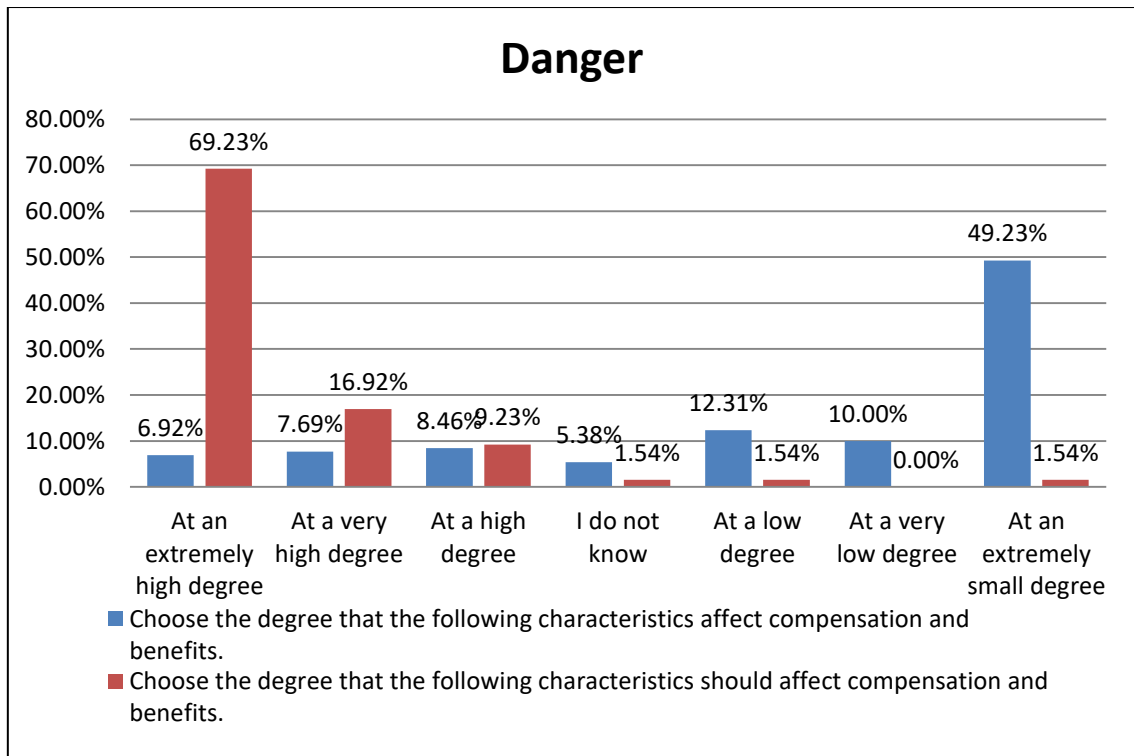
Danger

FIGURE 5.7-11: Choose the degree that the following characteristics affect/should affect compensation and benefits. Danger. (Questions E-1 and E-2)
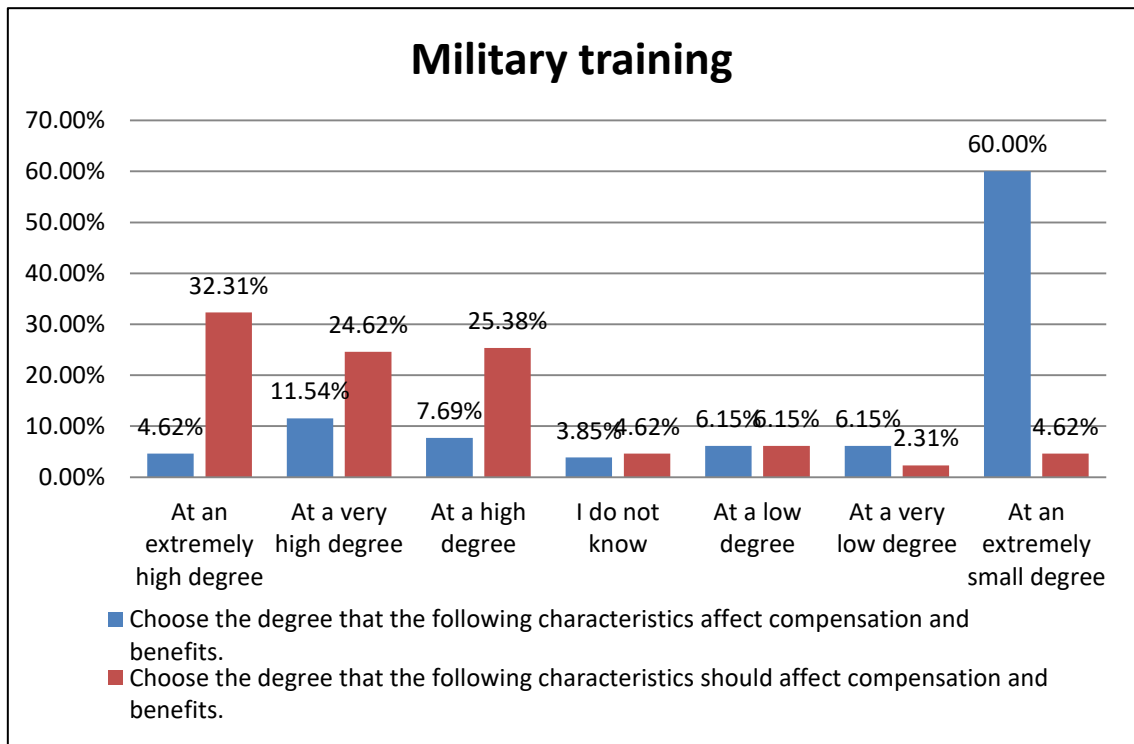
Military training

FIGURE 5.7-12 Choose the degree that the following characteristics affect/should affect compensation and benefits. Military training. (Questions E-1 and E-2)

Non military training

Blue: Choose the degree that the following characteristics affect compensation and benefits.
Red: Choose the degree that the following characteristics should affect compensation and benefits.

	At an extremely high degree	At a very high degree	At a high degree	I do not know	At a low degree	At a very low degree	At an extremely small degree
Affect	4.62%	5.38%	3.85%	6.92%	7.69%	4.62%	66.92%
Should affect	20.77%	27.69%	26.15%	9.23%	6.92%	0.77%	8.46%

FIGURE 5.7-13: Choose the degree that the following characteristics affect/should affect compensation and benefits. Non-military training. (Questions E-1 and E-2)

Military test results.

Blue: Choose the degree that the following characteristics affect compensation and benefits.
Red: Choose the degree that the following characteristics should affect compensation and benefits.

	At an extremely high degree	At a very high degree	At a high degree	I do not know	At a low degree	At a very low degree	At an extremely small degree
Affect	3.85%	7.69%	3.85%	6.92%	5.38%	7.69%	64.62%
Should affect	33.85%	23.08%	27.69%	3.08%	8.46%	0.00%	3.85%

FIGURE 5.7-14: Choose the degree that the following characteristics affect/should affect compensation and benefits. Military test results. (Questions E-1 and E-2)

Combat exercise results

At an extremely high degree — Choose the degree that the following characteristics affect compensation and benefits: 3.08%; should affect: 30.77%
At a very high degree — affect: 3.85%; should affect: 22.31%
At a high degree — affect: 5.38%; should affect: 22.31%
I do not know — affect: 5.38%; should affect: 6.15%
At a low degree — affect: 6.15%; should affect: 9.23%
At a very low degree — affect: 6.92%; should affect: 2.31%
At an extremely small degree — affect: 69.23%; should affect: 6.92%

■ Choose the degree that the following characteristics affect compensation and benefits.
■ Choose the degree that the following characteristics should affect compensation and benefits.

FIGURE 5.7-15: Choose the degree that the following characteristics affect/should affect compensation and benefits. Combat exercise results.

(Questions E-1 and E-2)

Family size

At an extremely high degree — affect: 4.62%; should affect: 23.08%
At a very high degree — affect: 9.23%; should affect: 22.31%
At a high degree — affect: 9.23%; should affect: 24.62%
I do not know — affect: 3.85%; should affect: 7.69%
At a low degree — affect: 10.00%; should affect: 11.54%
At a very low degree — affect: 6.92%; should affect: 3.85%
At an extremely small degree — affect: 56.15%; should affect: 6.92%

■ Choose the degree that the following characteristics affect compensation and benefits.
■ Choose the degree that the following characteristics should affect compensation and benefits.

FIGURE 5.7-16: Choose the degree that the following characteristics affect/should affect compensation and benefits. Family size.

(Questions E-1 and E-2)

Physical condition
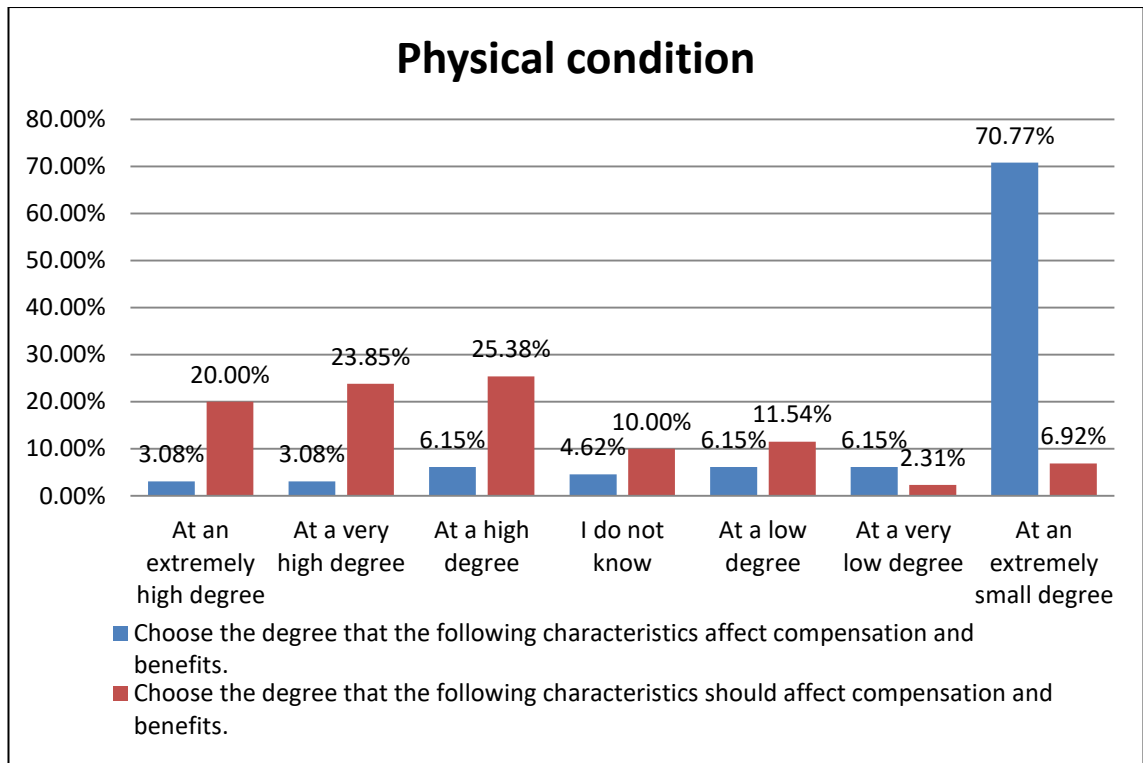
FIGURE 5.7-17: Choose the degree that the following characteristics affect/should affect compensation and benefits. Physical condition. (Questions E-1 and E-2)

Performance of military unit
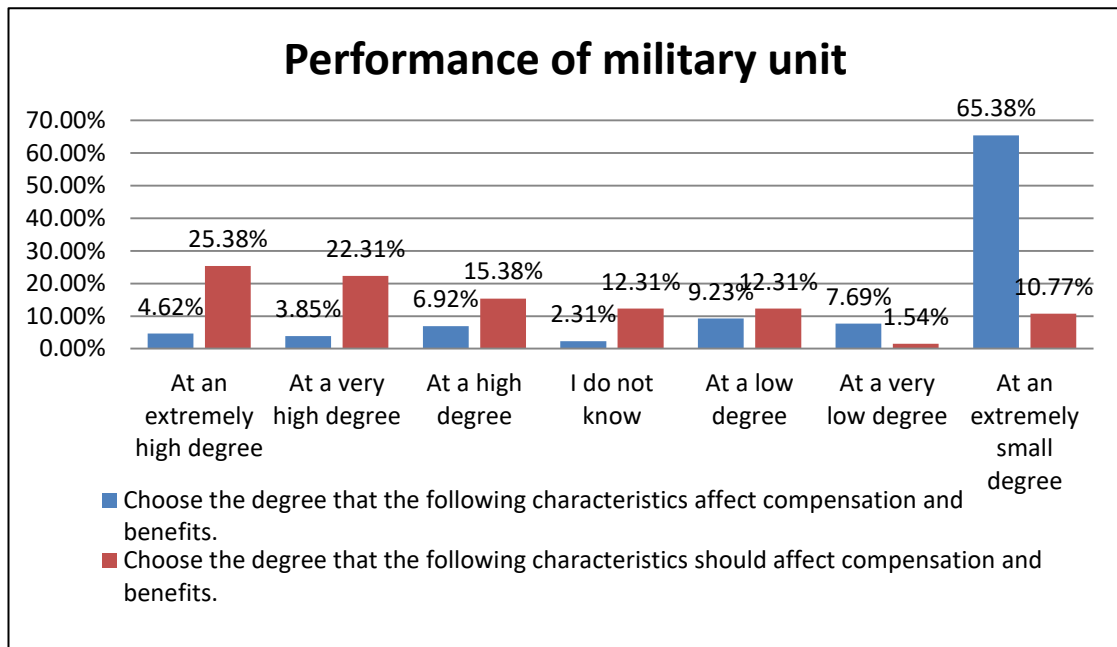
FIGURE 5.7-18: Choose the degree that the following characteristics affect/should affect compensation and benefits. Performance of military unit. (Questions E-1 and E-2)

Sex
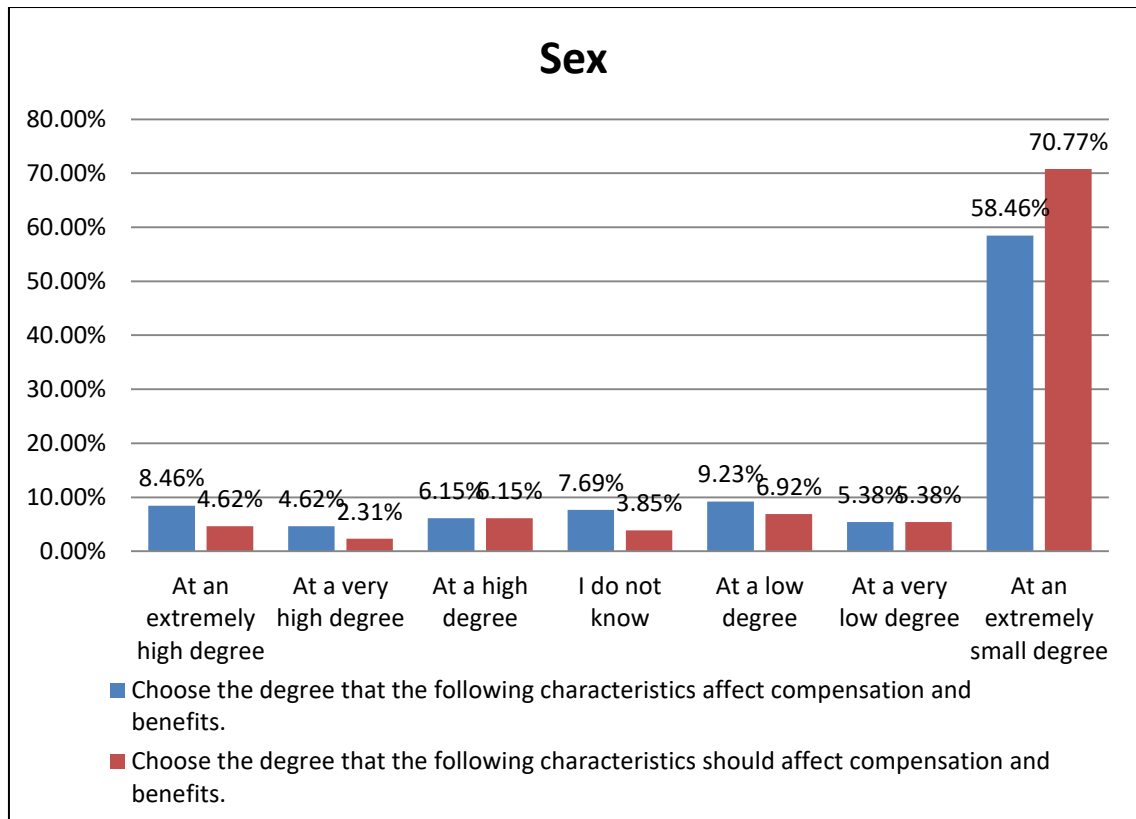
FIGURE 5.7-19: Choose the degree that the following characteristics affect/should affect compensation and benefits. Sex. (Questions E-1 and E-2)
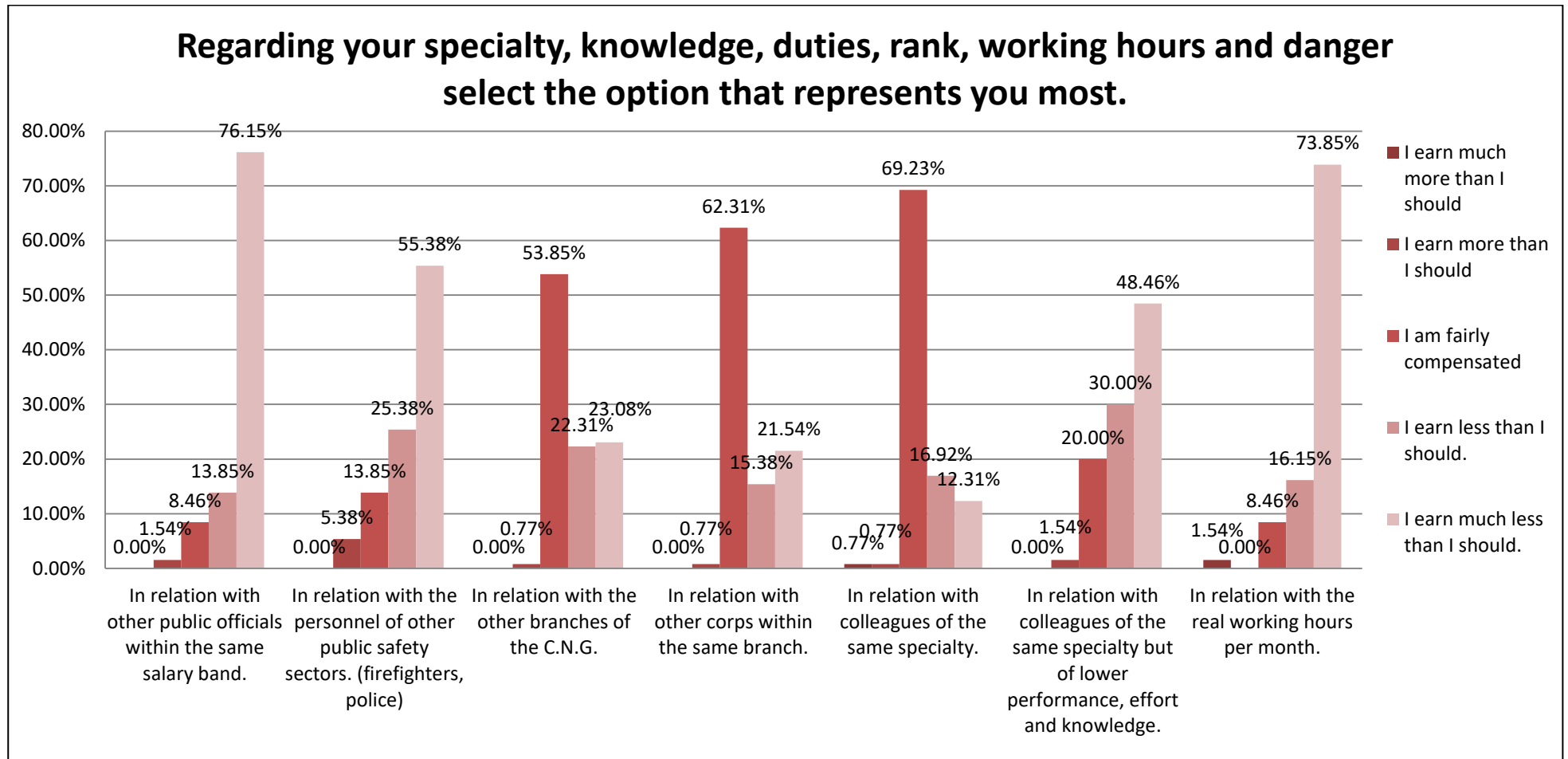
FIGURE 5.7-20: Regarding your specialty, knowledge, duties, rank, working hours and danger select the option that represents you most. (Question E-3)

Regarding your specialty, knowledge, duties, rank, working hours and danger select the option that represents you most.
Means with 95% confidence intervals from a scale from 1 (I earn much more than I should) to 5 (I earn much less than I should)
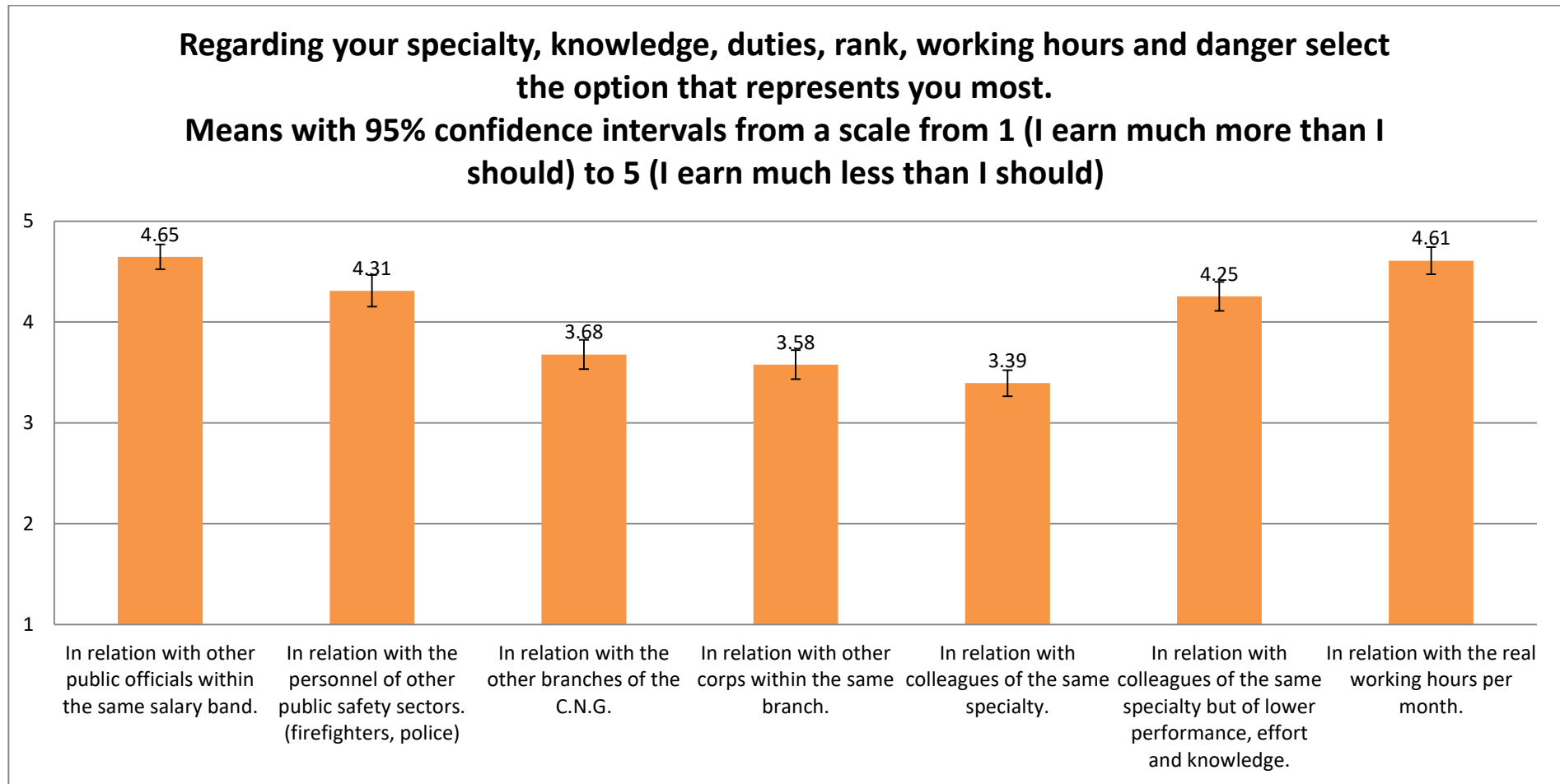
FIGURE 5.7-21: Regarding your specialty, knowledge, duties rank, working hours and danger select the option that represents you most. (MEANS) (Question E-3)
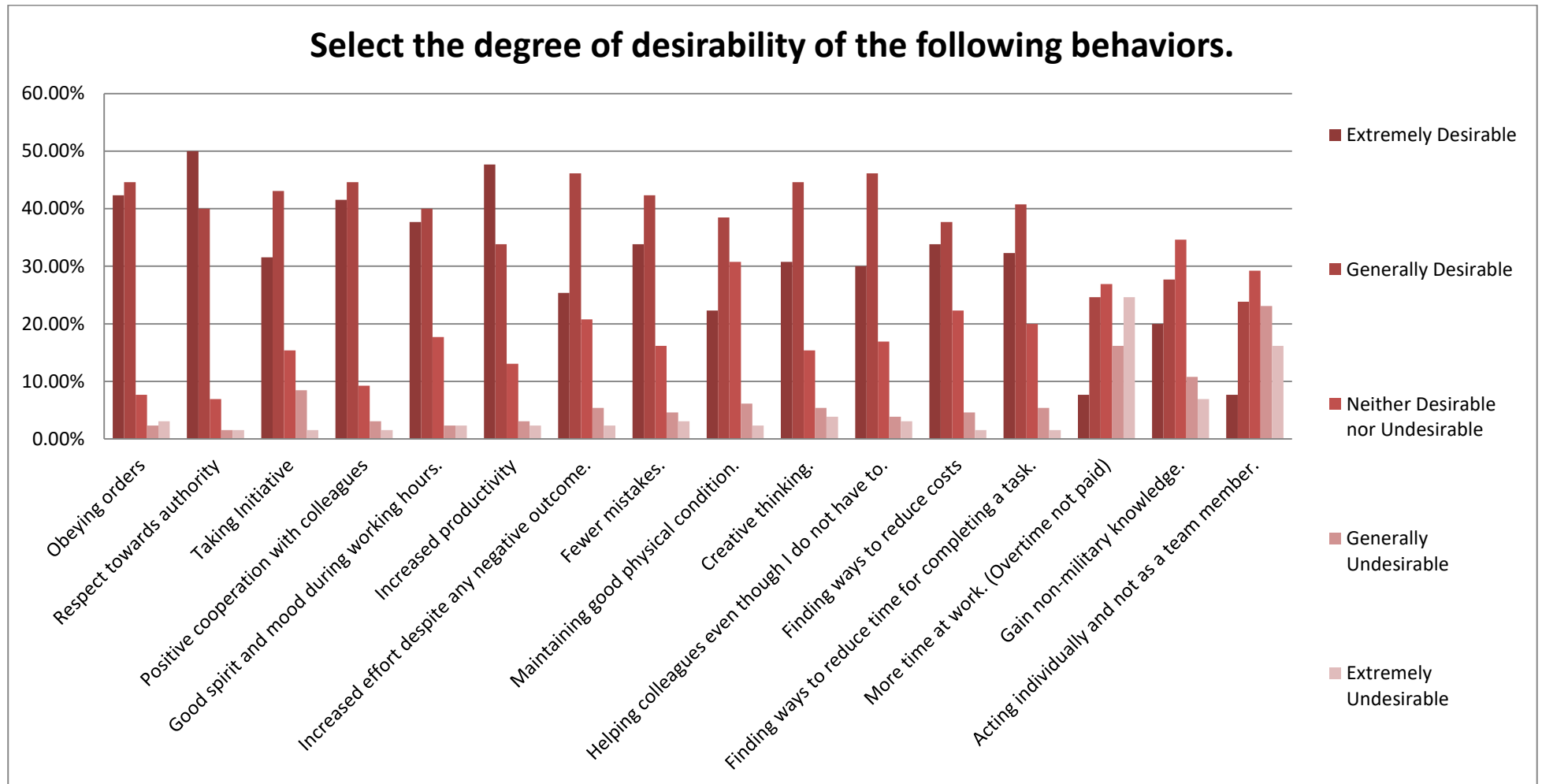
FIGURE 5.7-22: Select the degree of desirability of the following behaviours. (Question E-4)

Select the degree of desirability of the following behaviors.
Means with 95% confidence intervals for a scale from 1 (Extremely desirable) to 5 (Extremely undesirable)
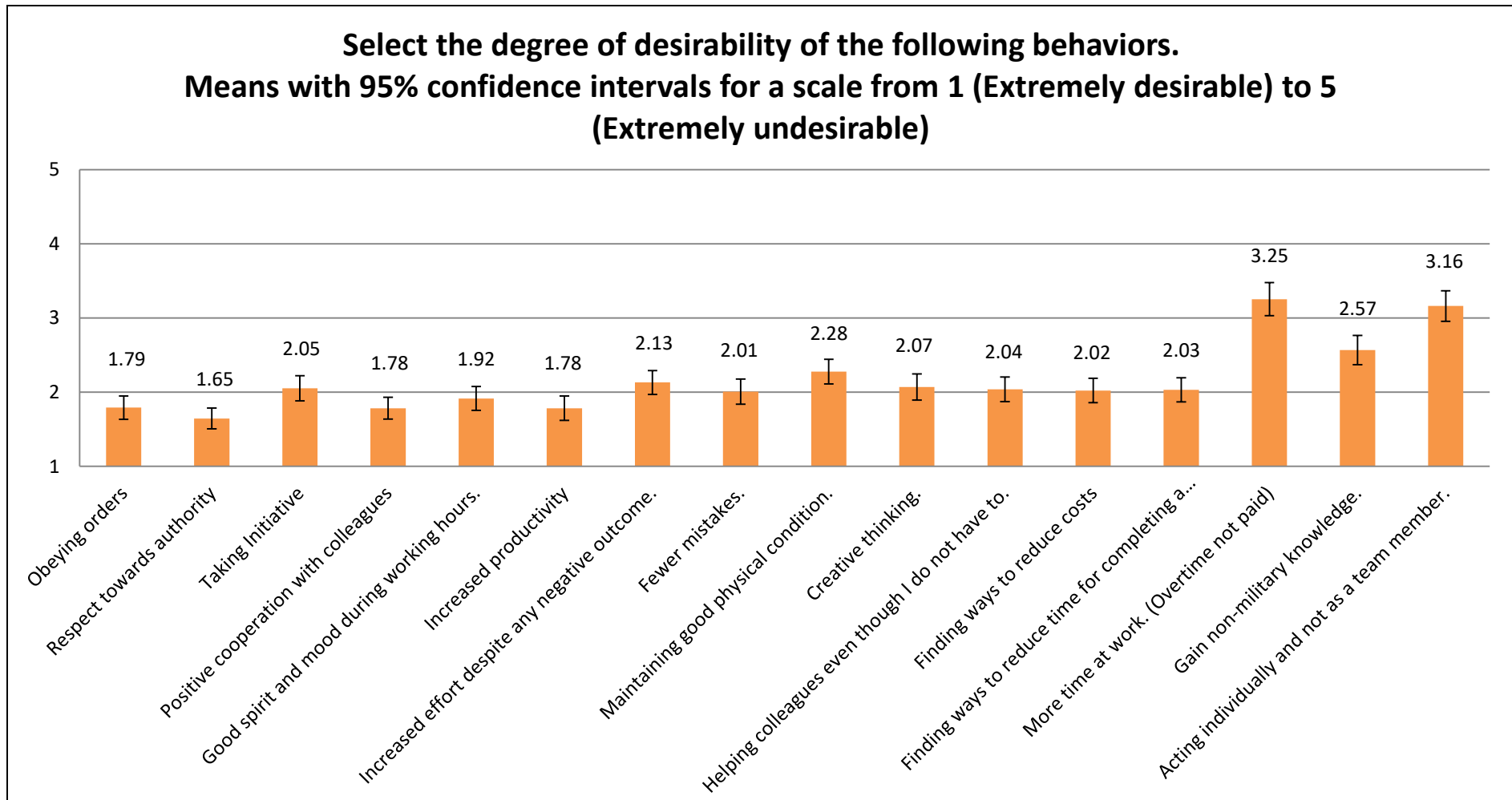
FIGURE 5.7-23: Select the degree of desirability of the following behaviours. (MEANS) (Question E-4)

FIGURE 5.7-24: Select the degree of reward or punishment for the following behaviours. (Question E-5)

Select the degree of reward or punishment for the following behaviors.
Means with 95% confidence intervals for a scale from 1 (Extremely rewarded) to 5 (Extremely punishable)

Behavior	Mean
Obeying orders	2.80
Respect towards authority	2.74
Taking Initiative	2.82
Positive cooperation with colleagues	2.85
Good spirit and mood during working hours.	2.90
Increased productivity	2.78
Increased effort despite any negative outcome.	2.84
Fewer mistakes.	2.81
Maintaining good physical condition.	2.89
Creative thinking.	2.82
Helping colleagues even though I do not have to.	2.80
Finding ways to reduce costs	2.74
Finding ways to reduce time for completing a task.	2.77
More time at work. (Overtime not paid)	2.75
Gain non-military knowledge.	2.95
Acting individually and not as a team member.	3.05

FIGURE 5.7-25: Select the degree of reward or punishment for the following behaviours. (MEANS) (Question E-5)
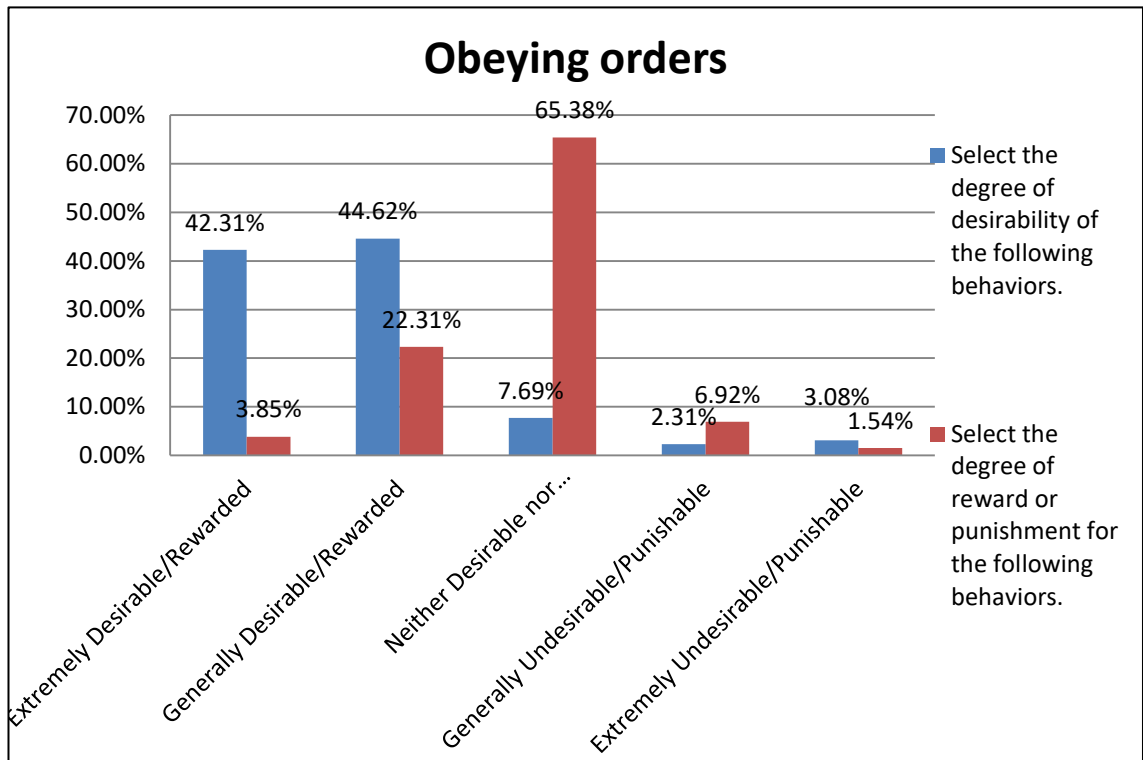
FIGURE 5.7-26: Select the degree of desirability and reward or punishment for the following behaviours. Obeying orders. (Questions E-4 and E-5)
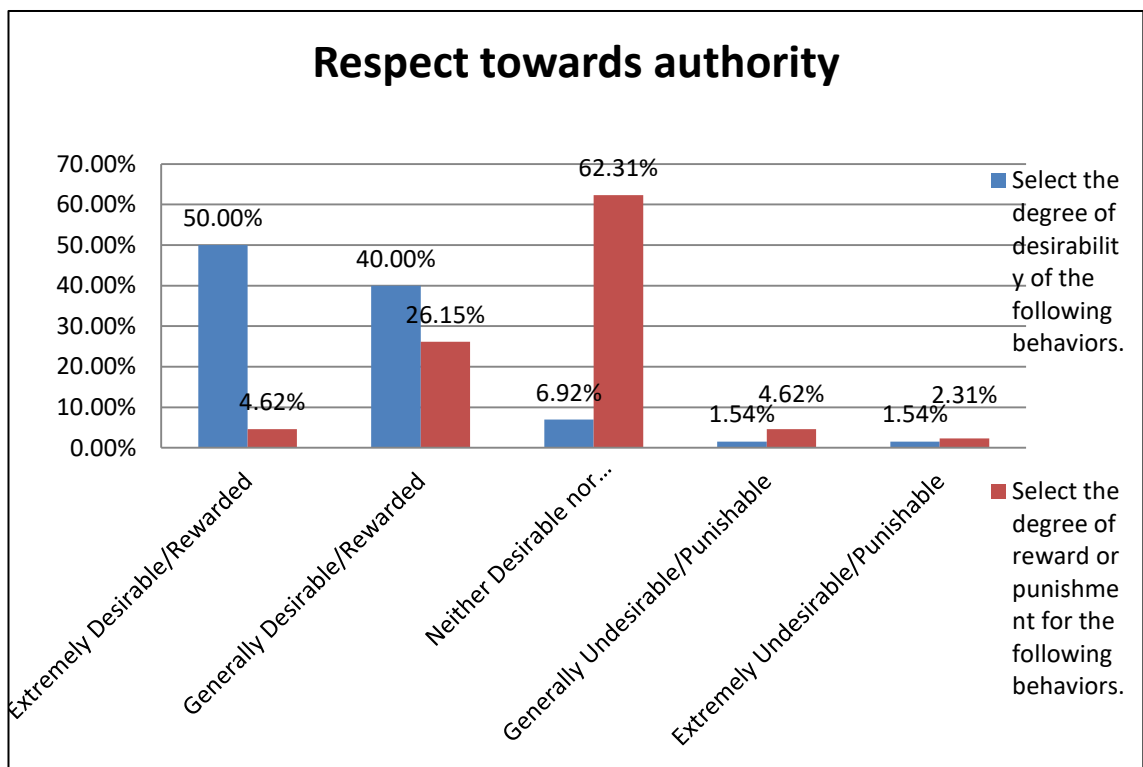
FIGURE 5.7-27: Select the degree of desirability and reward or punishment for the following behaviours. Respect towards authority. (Questions E-4 and E-5)
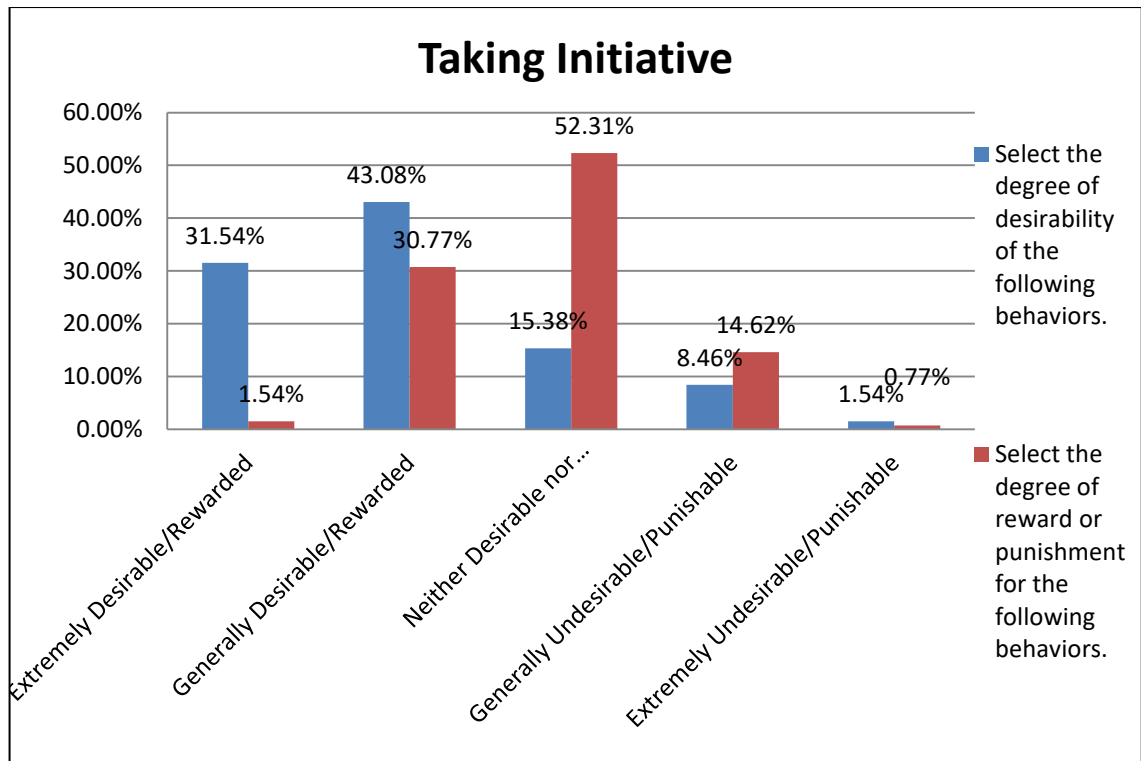
Taking Initiative

FIGURE 5.7-28: Select the degree of desirability and reward or punishment for the following behaviours. Taking Initiative. (Questions E-4 and E-5)

Positive cooperation with colleagues
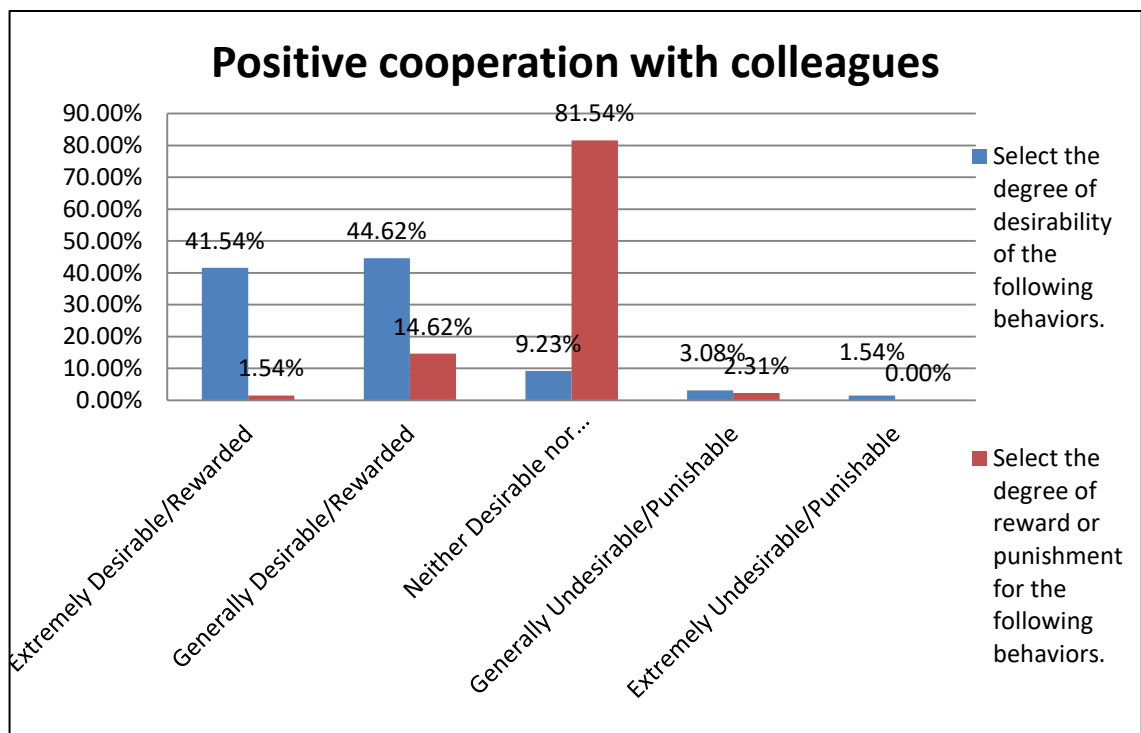
FIGURE 5.7-29: Select the degree of desirability and reward or punishment for the following behaviours. Positive cooperation with colleagues. (Questions E-4 and E-5)

Good spirit and mood during working hours.
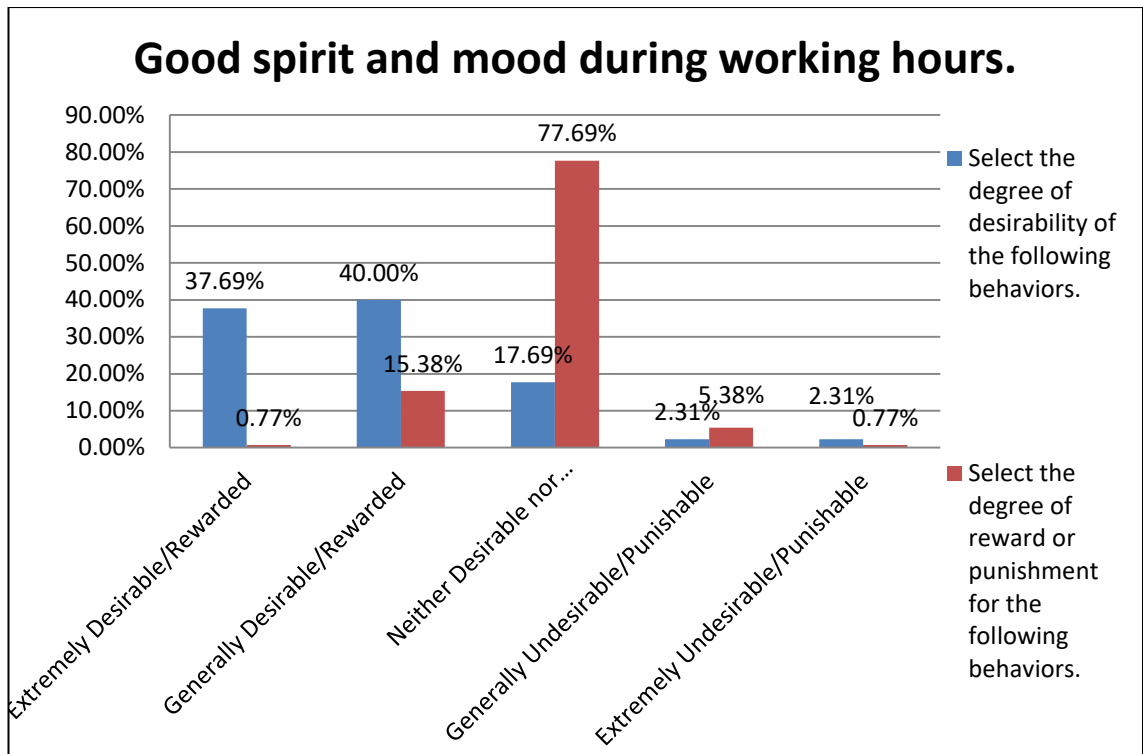
FIGURE 5.7-30: Select the degree of desirability and reward or punishment for the following behaviours. Good spirit and mood during working hours. (Questions E-4 and E-5)

Increased productivity
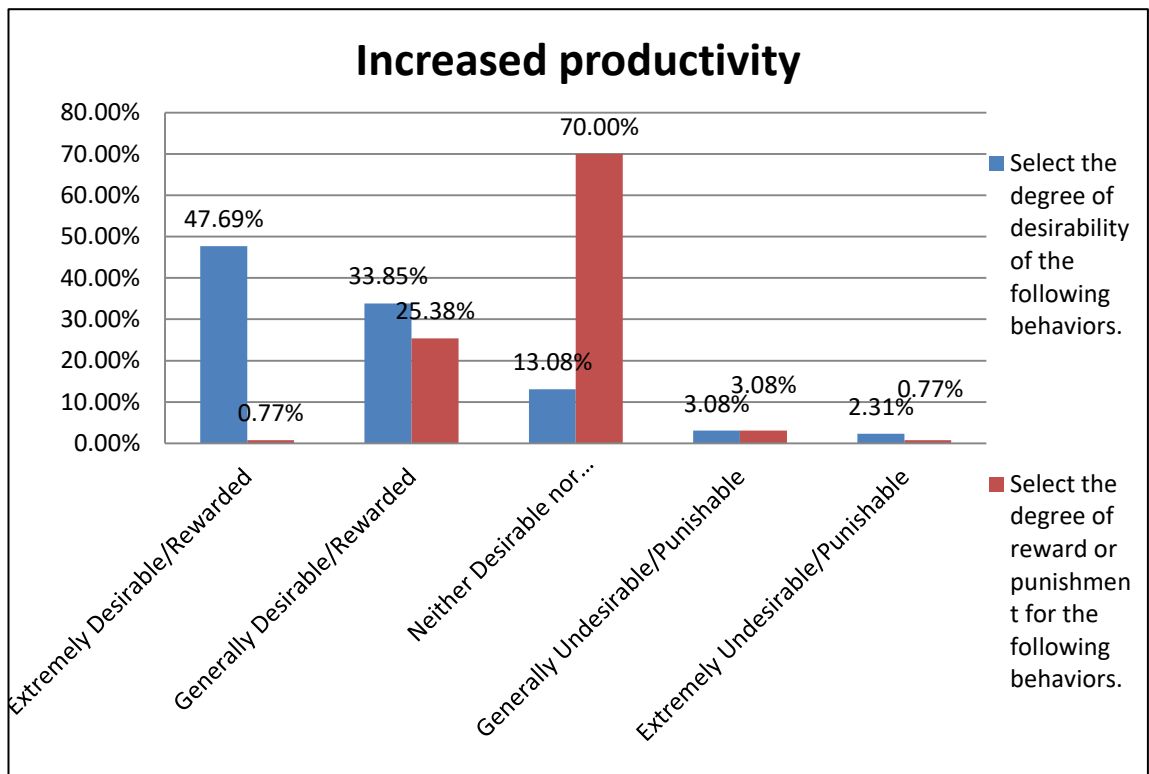
FIGURE 5.7-31: Select the degree of desirability and reward or punishment for the following behaviours. Increased productivity. (Questions E-4 and E-5)
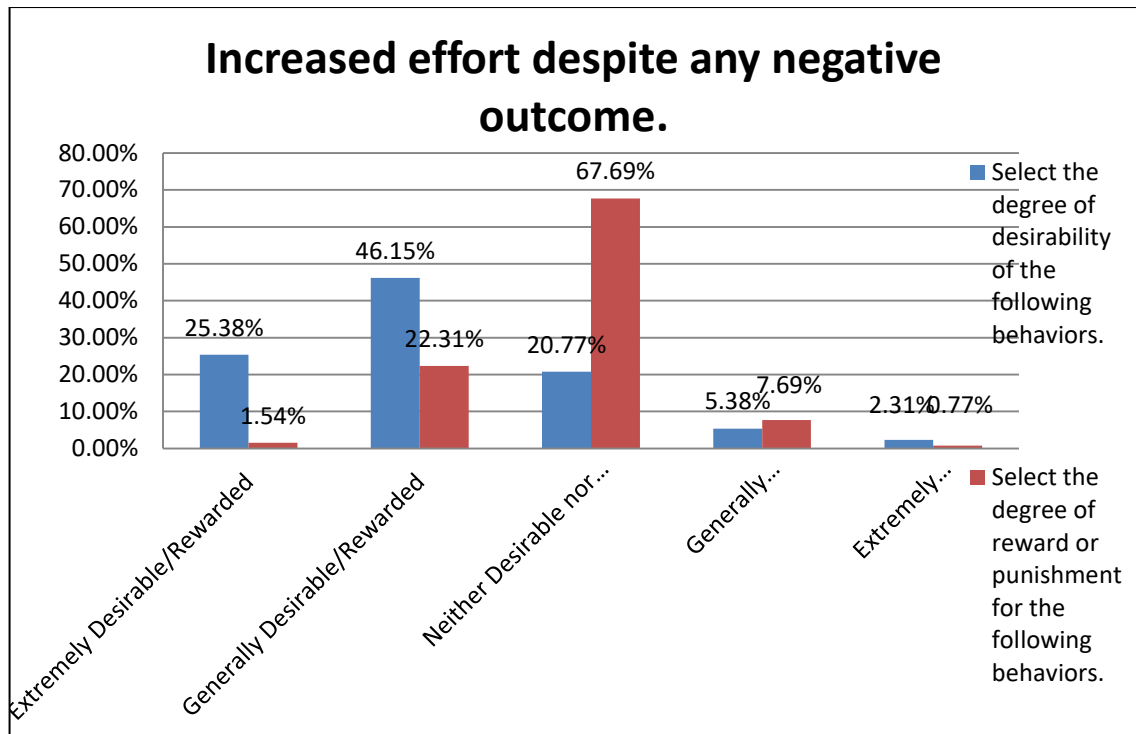
FIGURE 5.7-32: Select the degree of desirability and reward or punishment for the following behaviours. Increased effort despite any negative outcome. (Questions E-4 and E-5)
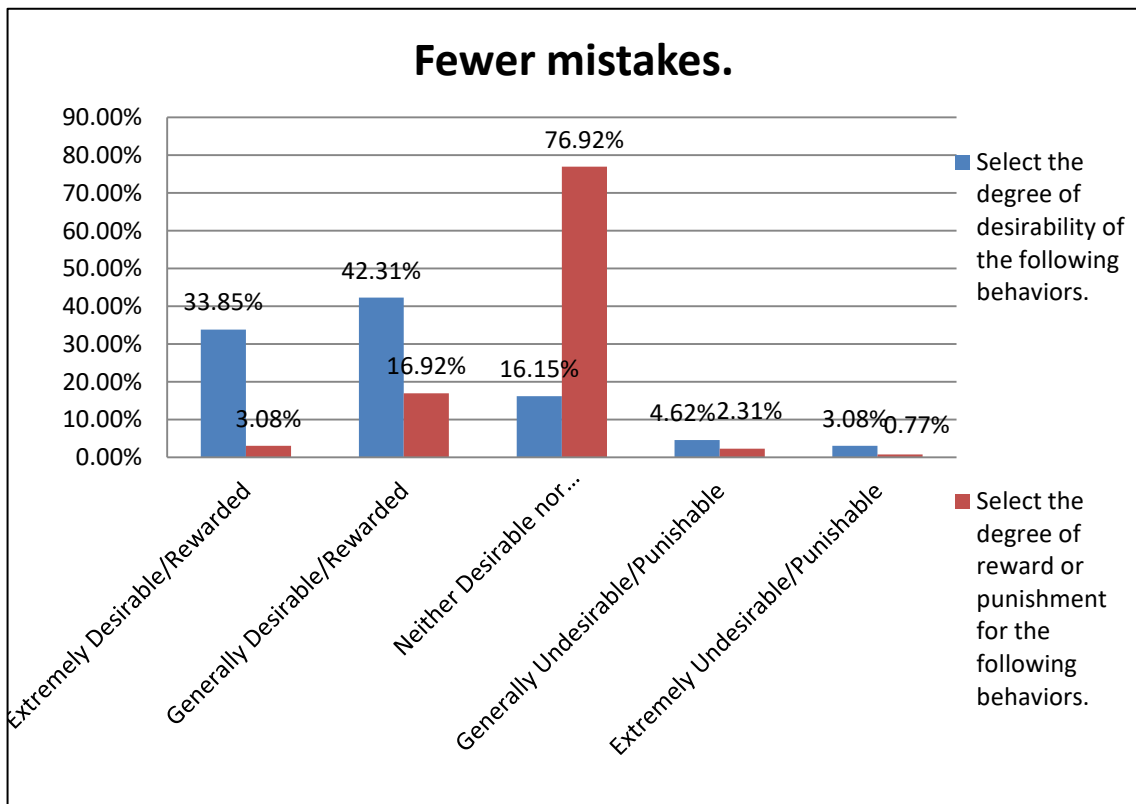
FIGURE 5.7-33: Select the degree of desirability and reward or punishment for the following behaviours. Fewer mistakes. (Questions E-4 and E-5)
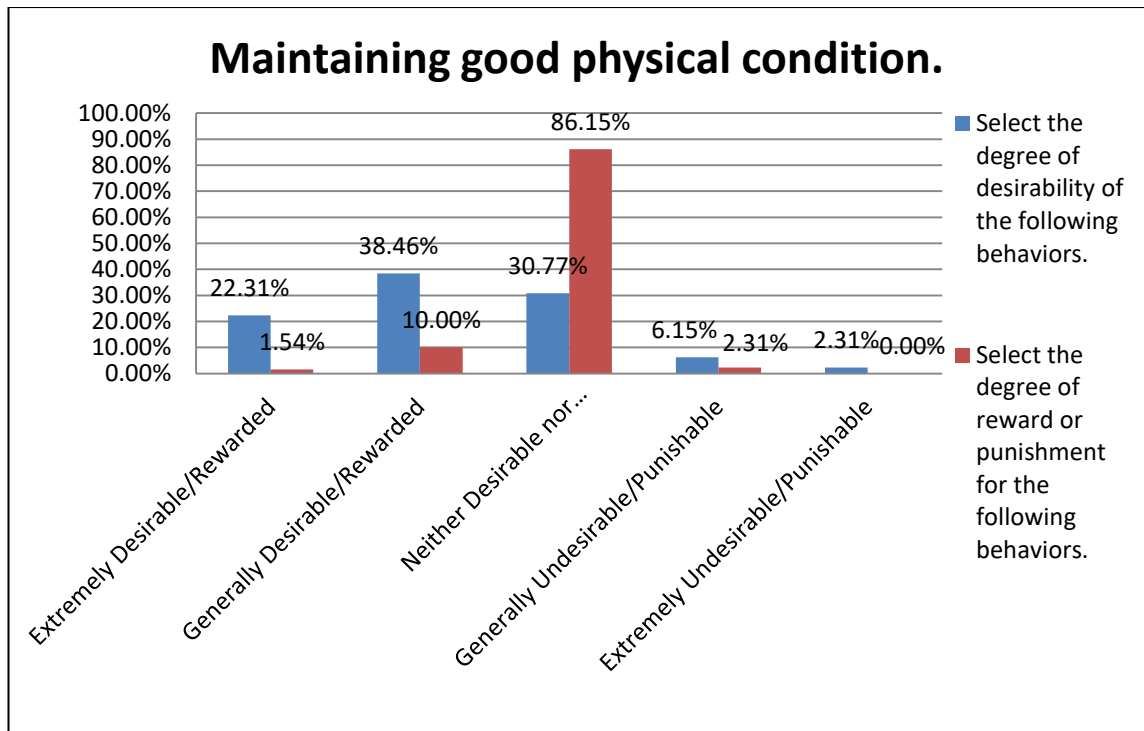
FIGURE 5.7-34: Select the degree of desirability and reward or punishment for the following behaviours. Maintaining good physical condition. (Questions E-4 and E-5)
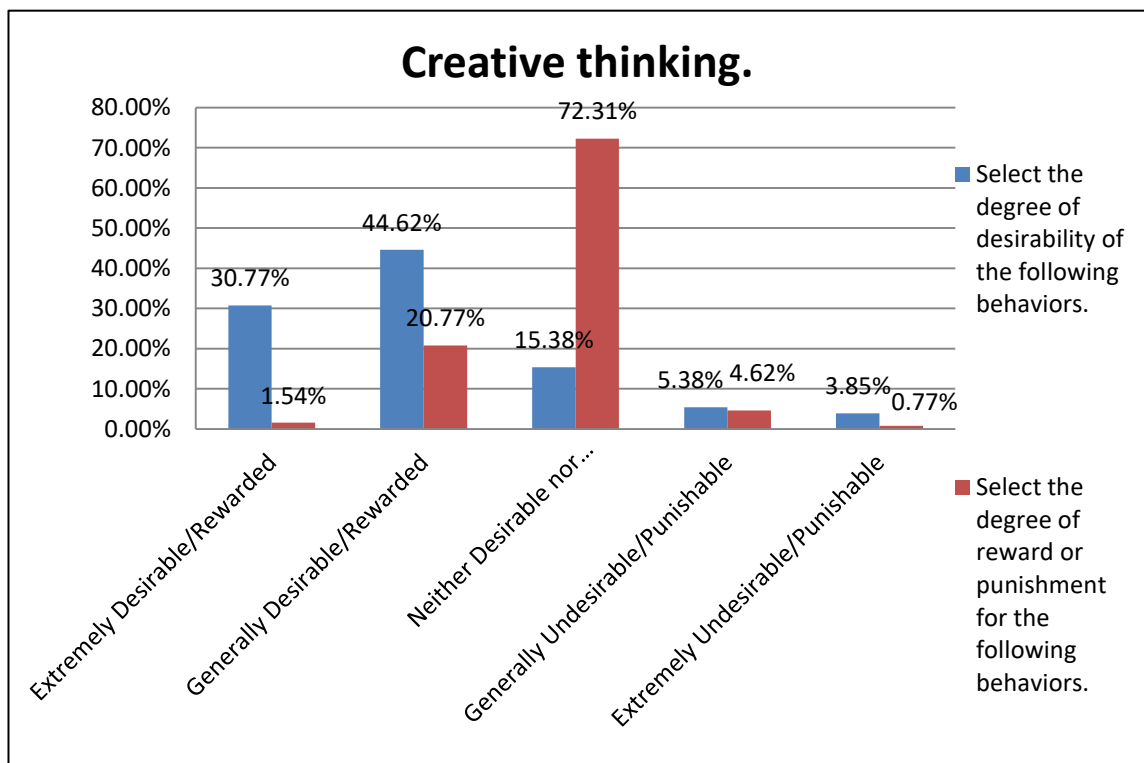
FIGURE 5.7-35: Select the degree of desirability and reward or punishment for the following behaviours. Creative thinking. (Questions E-4 and E-5)
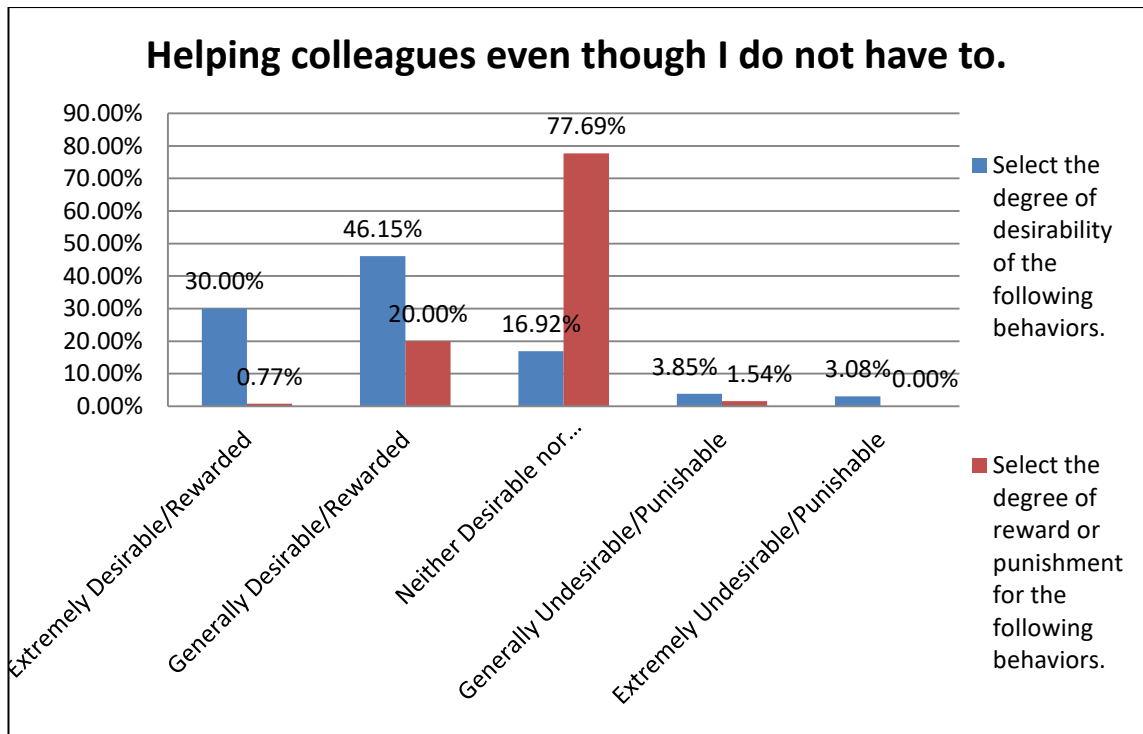
FIGURE 5.7-36: Select the degree of desirability and reward or punishment for the following behaviours. Helping colleagues even though I do not have to. (Questions E-4 and E-5)
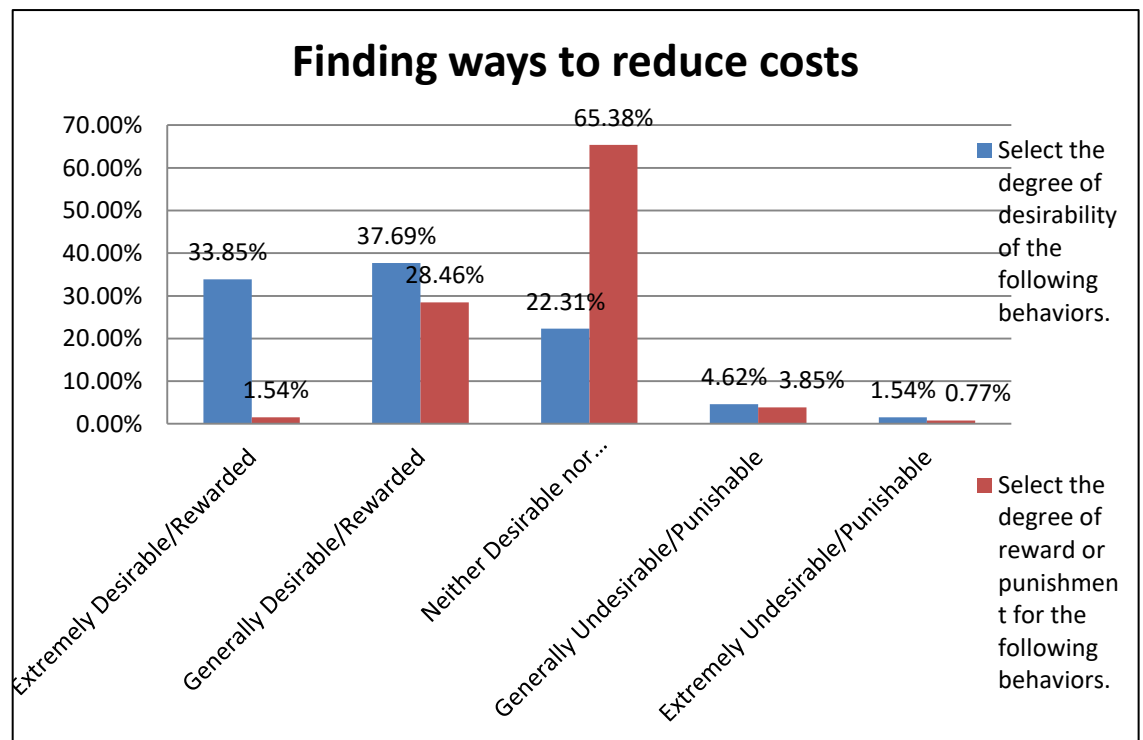
FIGURE 5.7-37: Select the degree of desirability and reward or punishment for the following behaviours. Finding ways to reduce costs. (Questions E-4 and E-5)

Finding ways to reduce time for completing a task.
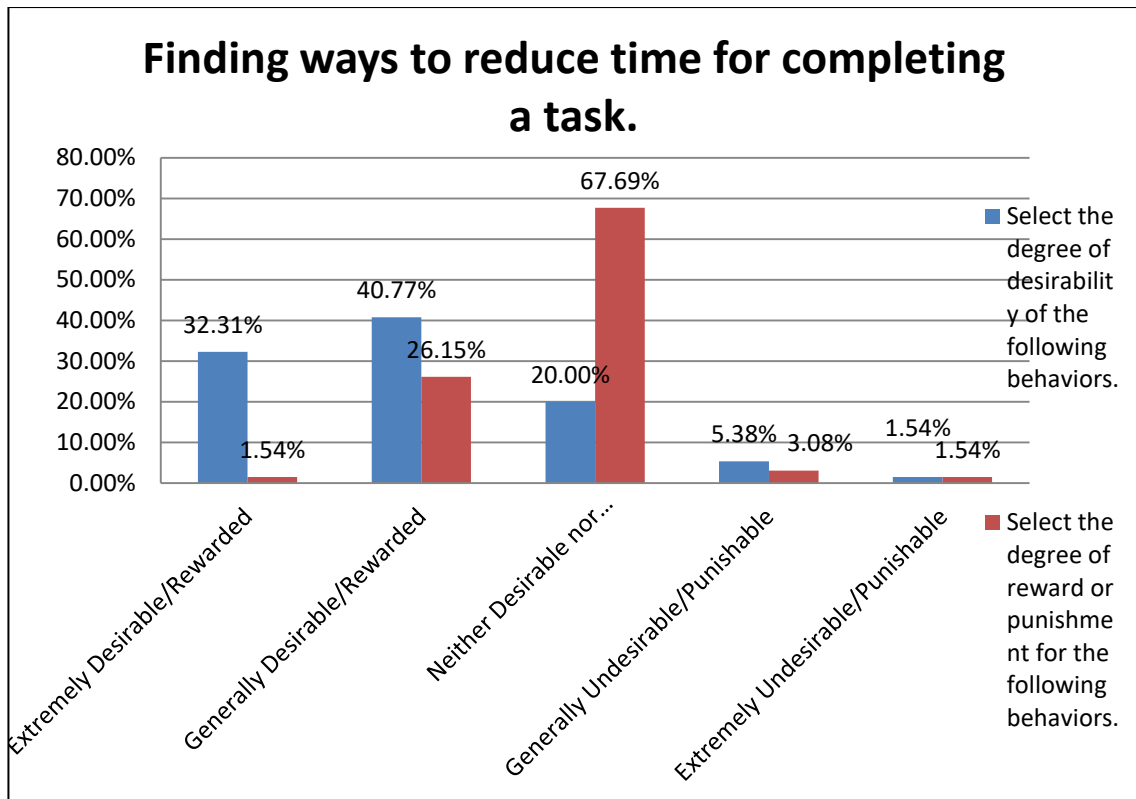
FIGURE 5.7-38: Select the degree of desirability and reward or punishment for the following behaviours. Finding ways to reduce time for completing a task. (Questions E-4 and E-5)

More time at work. (Overtime not paid)
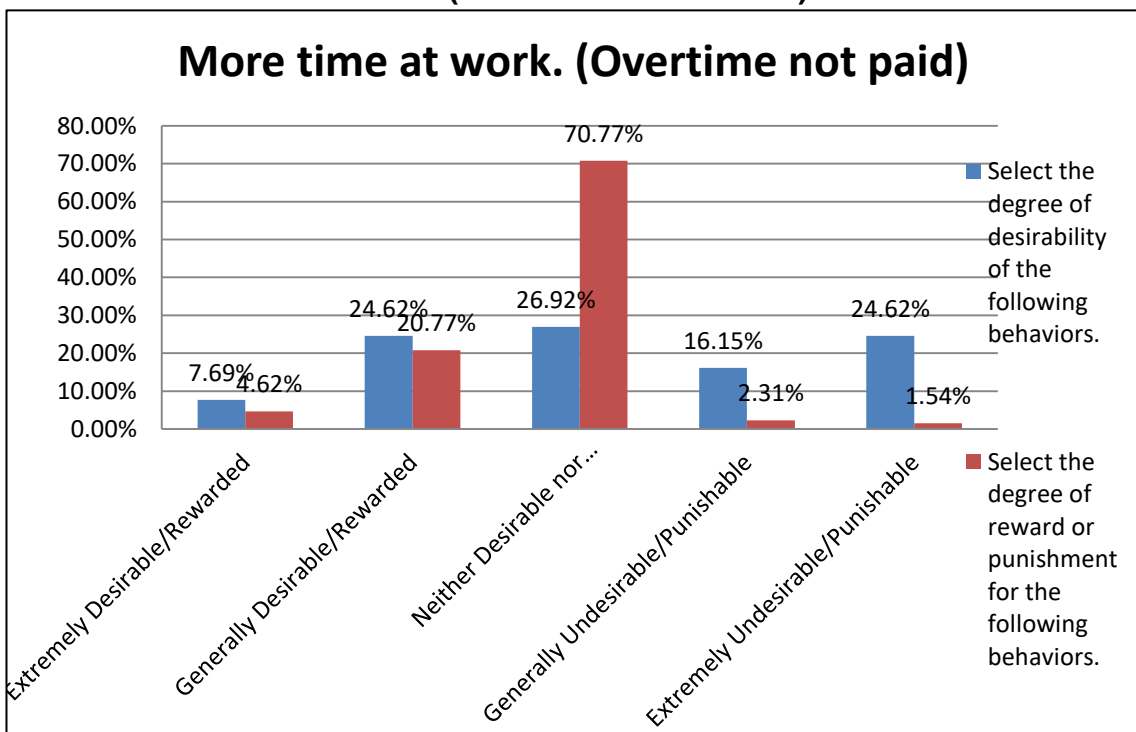
FIGURE 5.7-39: Select the degree of desirability and reward or punishment for the following behaviours. More time at work. (Overtime not paid). (Questions E-4 and E-5)
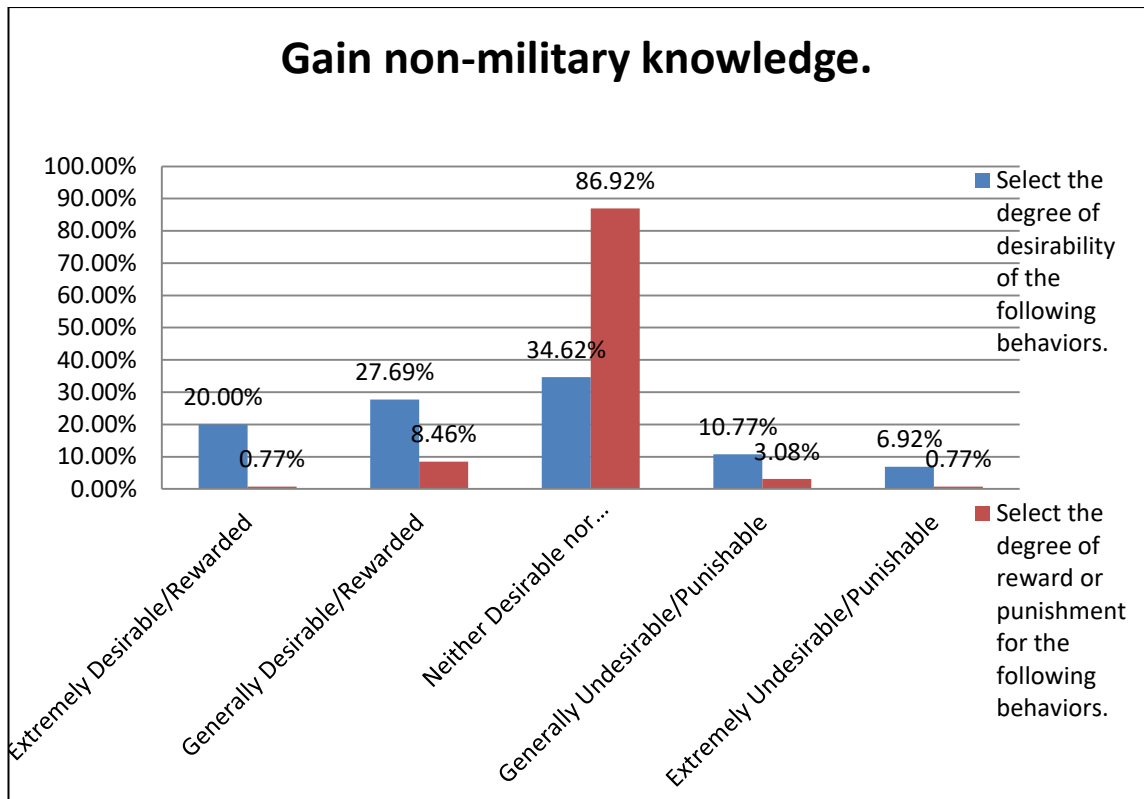
FIGURE 5.7-40: Select the degree of desirability and reward or punishment for the following behaviours. Gain non-military knowledge. (Questions E-4 and E-5)
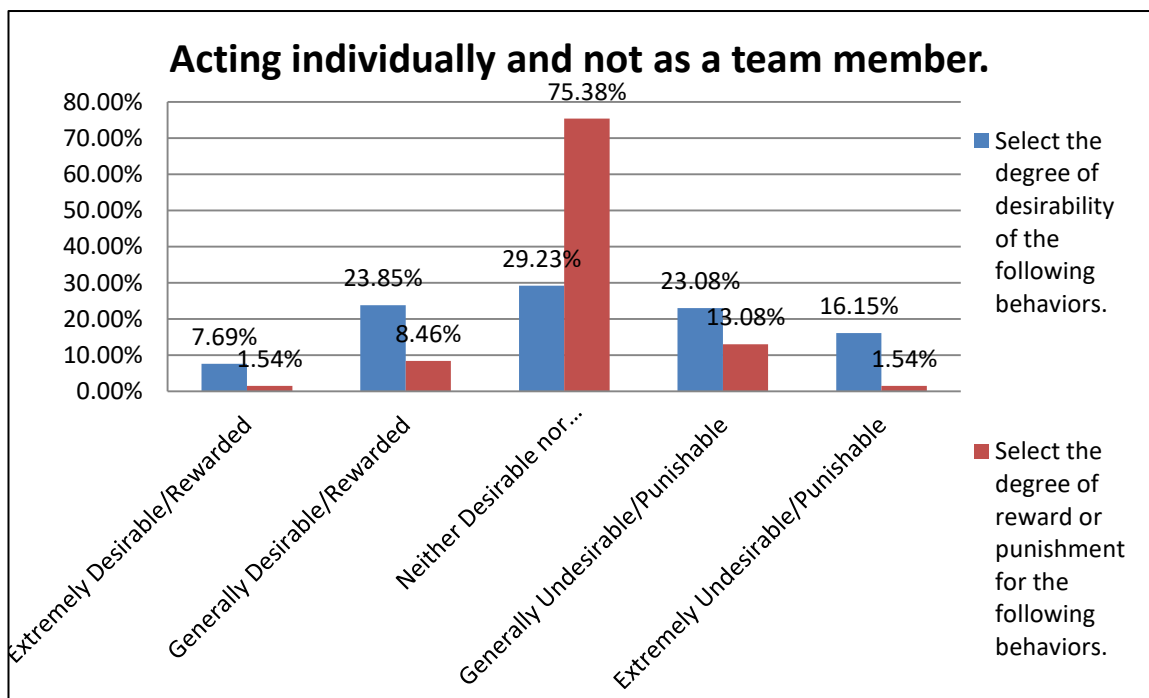
FIGURE 5.7-41: Select the degree of desirability and reward or punishment for the following behaviors. Acting individually and not as a team member. (Questions E-4 and E-5)

6. CONCLUSIONS AND RECOMMENDATIONS

This Part seeks to summarise and connect the literature review with the information that is related to the CNG. The literature regarding HRM activities acts as a "toolbox", from which every organisation can select those practices that best fit organisational realities and context. Benchmarking is another practice that is widely applied by organisations that do not have the resources to develop their own techniques due to limited resources. To wisely and correctly select practices or adapt practices used by other organisations to the realities of CNG is complex and requires more than a simple research, as the one presented here. Nevertheless, as a researcher I will try to present the problems in a way that could lead to a deeper understanding of the deficiencies and provide suggestions that should unveil more options for the CNG's highest command. It is very important here to clarify my position as a researcher regarding these findings. All conclusions and findings are based on my personal judgment and beliefs as they emerged after a comparison between the literature and the current practices. The analysis does not try to criticise those professionals that have created and developed the current system as it is today. I must state my recognition towards the harsh conditions and long working hours that these professionals have gone through over time in order to have this system. My personal aspiration is to accentuate the problems in relation with modern theoretical propositions and practices that were not available during the years that the CNG's system was developed.

At this point, is necessary to state the major limitations that characterise this research. As stated earlier in section 1.3.3 every HRM system does not exist in a vacuum but within an organisational environment (Mathis and Jackson 2004) and an external macro-environment (Katz and Kahn 1978). Internal factors such as vision, mission and budget and external factors that may vary in influence levels depending on the period under examination are not taken into account. Since every HRM system is affected by all these factors it should not be examined outside the organisational and environmental context. In the case that such systems are examined outside their real environments, as this research attempts, readers should view every recommendation with caution and try to

imagine the possible implications that a proposed solution could impose in a real-life system. As a researcher I propose a number of possible solutions to the various deficiencies of the current system but without taking into consideration the various contextual factors. Such an evaluation would consume considerably more time creating a research project that would be almost impossible to handle by a single researcher within a logical time-frame at least for such a large number of topics. The evaluation of all activities within their real context is one of the major topics that could and should be examined by further and more advanced research.

6.1. GENERAL CONCLUSIONS

The general conclusions and findings cover issues beyond the narrow areas of the HRM activities under examination. They approach abstract concepts of general HRM, organisational culture and structure or other HRM activities that are not under the direct consideration of this research. Despite their generality they still have an impact on the whole CNG's HRM system and define the possible solutions that may be applicable.

The opening issue for discussion is the current system's dependency by sets of laws and regulations. Every system needs a solid legal foundation upon which every organisational activity (not only HRM related activities) can be based. This is the positive side of the coin with the negative lying in the fact that the CNG cannot easily adapt to any changes. The laws and regulations that are voted by the Parliament require months and sometimes years of processing and discussion between the various departments and Ministries, reducing thus the degree of flexibility and adaptation to new circumstances or environmental influences. The long periods that are usually needed to alter legislation and subsequently re-align internal policies and processes reduces also the strategic nature of the current system. The strategic approach to HRM dictates a dynamic nature that can foster a relatively fast response in external or internal changes. It is essential here to mention Deming's work (1986, 1994 as cited in Scholtes 1998). Dr. Deming was a pioneer reformer of organisations that helped in the total restructuring of the Japanese industrial sector during the early 1950s. Dr. Deming proposes the very well-known cycle PDSA (or PDCA) also

known as Deming's Cycle[82]. This cycle stands for Plan-Do-Study-Act and signifies continuous improvement. It is the basis for many contemporary systems' approaches and actually acts as a response against the constantly changing environment. This is the approach that the HRM system should apply in order to cope with the dynamically changing internal and external requirements.

Additionally, the current legislation presents various insufficiencies that create additional issues at a more practical level. The laws, regulations, policies and internal directives that are related to HRM do not differentiate between the various subcategories of personnel. For example, all officers are regarded by the law in the same way, despite the fact that officers from different branches and corps perform different sets of tasks with a variable degree of complexity and danger. Fairness is pursued at the general level with a total ignorance of the specific level that may eventually influence personnel at a greater degree. An unambiguous example of this principle concerns the time as commanding officer which is a crucial aspect of promotion. As stated in the regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990), all officers are required to complete 2 years as commanding officers of battalions in the rank of Lieutenant Colonel in order to be eligible for promotion to the next rank. This seems fair at the general "officers" level. Due to a lack of battalions or military units for the Signals Corps, Lieutenant Colonels of this Corps, according to the pre-mentioned regulations, can complete these two years as Staff members at Divisions. Obviously, in order to achieve fairness for the general category and provide the opportunity to officers of the Signal Corps to become Colonels, the regulations disregard the dissimilar difficulty level between commanding a military unit and being a Staff member. This focus on the greatest category and not on subcategories of officers creates, as a conclusion, unfair treatment between officers and thus frictions. My personal perspective is that the regulations should be differentiated between the various subcategories of personnel in order to address in a more reasonable way the issues that arise regarding all HRM activities and not only careers that are mentioned here as an example.

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[82] Dr. Deming called it "the Shewart cycle" from his mentor Walter Shewart (Scholtes 1998)

The next issue that came to light when the official documents were studied is that none explains the reasons and logic behind each HRM activity and practice. This is a dominant characteristic of all regulations and laws that are approved by the Parliament. This is also present at internal policies and documents but at a decreased level. This reality is clearly opposite to the principle of communication between the organisation and the affected personnel. The personnel should always be informed formally by the organisation not only regarding the policies but most importantly why each policy is approached from a specific angle. This will increase the degree of awareness regarding the objectives of the organisation and funnel all efforts towards the achievement of organisational aims. Deep comprehension of the objectives by all participants also increases the degree of awareness of how jobs, positions, duties and tasks really affect the organisational mission. What seems to further encumber the low levels of communication is the fact that military personnel seems to be generally unaware of the relevant legislation that affects their job.

An additional perspective regarding the laws and regulations is that they are, usually, partially modified regardless of the possible impact on the whole HRM system. An example of partial amendment is the one previously mentioned for the Signal Corps' Lieutenant Colonels.

The following issue regarding the regulations is that they are created by officials that have a legal background and not a HRM background. This reality leads to the creation of legally sound HRM regulations that actually disregard essential HRM principles and their impact on personnel. Legal advisors are essential for crafting HRM policies but the HRM specialist should be considered as equally important for the whole process. The total absence of HRM specialists has led to the adaptation of practices that are employed within the Greek Armed Forces because of the close relationship between the two countries. This whole process of adaptation cannot be considered as benchmarking since the processes are copied with minor legal adjustments. The absence of specialists also creates logical considerations whether these regulations are truly adjusted to the vision, mission, strategy, culture, structure and realities of the CNG.

The absence of a central HRM department seems to catalytically worsen or create the pre-mentioned issues and problems. A central HRM department could have the ability to control the different policies and regulations, propose amendments that are truly aligned to the organisational mission and facilitate the strategic approach that a modern system needs. The existence of a central HRM department could also justify the creation of an extensive Human Resources Information System (HRIS) in order to exploit employees at their full potential and provide the basis for many HRM activities. A HRIS is the main tool for administering strategic HRM decisions that affect careers, compensation and HR development that otherwise could not be made. The current HRM system has various HRM activities scattered into various departments making planned administration almost impossible.

The interview with the Board of the Cyprus Army Officers' Association (CAOA) has clearly led to the surfacing of disturbing perspectives. What was made clear was the fact that there is not an established good relationship between the CNGGS and the CAOA (see section 3.3.2). Many recommendations made by the association are abolished, the members of the Board are threatened with grievances and in many occasions the association is not even invited in discussions of major personnel issues. Additionally, the President of the Board Captain I. M. made clear that, many times, the effort for restructuring or adjusting the HRM procedures harms the personal interests of some highly ranked executives. These executives through various means try to promote their own interests, not only individually but also collaboratively, something that substantially slows or halts almost every attempt for improvement.

The CNG and the GAF clearly have close bonds since all officers and permanent NCOs receive their initial and subsequent training at Greek military schools. An additional bond between the two armies is the fact that the Chief of the CNG has historically been a retired general of the GAF. Despite their close ties and the common way of strategic thinking each army operates in a different county, with a different culture and eventually with dissimilar strategies and doctrine. As indicated by the interviews and discussions with Lieutenant General (rtd) P. P. (see section 5.5.5) and Master Sergeant D. P. (see section

5.1.1) many HRM related regulations and policies are copied from the GAF with minimum or none adjustments under the false assumption that they could fit within the CNG's system. This practice is historically founded on the hypothesis that the CNG's personnel do not possess adequate knowledge and experience in order to promote internally developed policies. This was indeed the case before 1990 when only a limited number of officers were adequately trained, a situation that no longer exists.

Another general and anticipated finding was the fact that most CNG's officials simply carry out procedures and policies that enable the accurate implementation of the provisions dictated by the relevant articles of the law. One of the main objectives of the interviews with the CNG's officials was to reveal more insights regarding the motives and intentions behind these articles since none is provided by the laws. Lieutenant Colonel P. I. and Master Sergeant D. A. of the CNGGS' Personnel Department (see section 5.5.6 and 5.6.2) made clear that the Personnel Department's major role is clerical and limited into keeping records and control procedures carried out by subordinates. They have the ability to propose changes but only after their opinions are requested by their commanding officer or the highest levels of hierarchy. They also added that even in the case those propositions are requested, the Department does not have specialised HR personnel in order to provide solutions that are aligned with the overall organisational strategy.

The last general conclusion is one of the most important that shows whether the CNG is sensitive to HRM issues. The military field manuals that are used by the CNG's personnel are the same as those used by the GAF. These manuals are usually translated by the GAF from corresponding U. S. Army field manuals with minor adaptations in order to achieve alignment with the GAF's realities, strategy and structure. The basic field manual for tank platoons is a perfect example of false adaptations that create a lack of alignment between HRM aspects presented in the manual and the realities within the CNG. The Greek field manual for tank platoons is the FM 6-32 (Greek Armed Forces General Staff 2002) which is a translation of the FM 17-15 (U. S. Armed Forces 1996). FM 17-15 is the corresponding field manual for the U. S. Armed Forces' tank

platoons. At the beginning of the original manual FM 17-15 (U. S. Armed Forces 1996) there is an organisational diagram (see Figure 6.1-1) that illustrates the main weaponry of the tank along with the personnel that serves at each tank. What is essential at this diagram is that the tank platoon's personnel are listed according to rank and duties. Figure 6.1-1 shows the following ranks below the platoon's tanks:

- **LT** – Lieutenant

- **SFC** – Sergeant First Class

- **SSG** – Staff Sergeant

- **SGT** – Sergeant

- **E1 – E4** - Soldiers

Each category of personnel with a corresponding rank implies firstly a minimum number of years in active service and thus a level of experience. A Lieutenant can be a graduate of a military school with little experience and serves as the platoon leader. A Sergeant First Class is a rank between Master Sergeant and Staff Sergeant that does not exist in the CNG. A Sergeant First Class serves as a vice platoon leader and has from 15 to 18 years of service. Staff Sergeants (there are 2 in a tank platoon) serve as tank commanders and have over 7 years of service. All gunners are Sergeants of at least 3 years of service. The loaders and the drivers can be soldiers of the E1 to E4 grade with approximately 2 years of service.
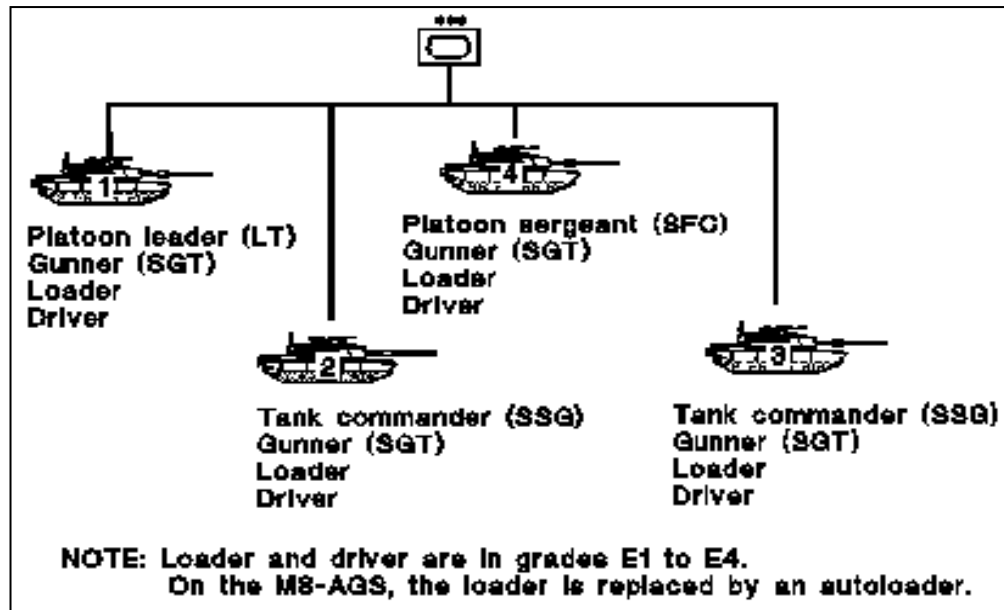
Figure 6.1-1: The Tank Platoon's Organisational Chart (FM 17-15 U. S. Armed Forces 1996)

The next hidden aspect of this diagram is that all personnel have specific job descriptions and thus, duties within the tank platoon. Additionally, these personnel have passed through all the respective selection tests of the U. S. Armed Forces in order to be finally selected as tank crews, something that guarantees at a significant extent, specific individual traits. Moreover, these personnel have been trained according to the regulations of the U. S. Armed Forces in order to perform adequately their duties and improve their traits into KSAOs of a sufficient and desirable level.

The next diagram (see Figure 6.1-2) illustrates the same organisational chart for the tank platoon as illustrated in the FM 6-32 (Greek Armed Forces General Staff 2002). The author-translator, in an attempt to adjust the structure of the platoon to the realities of the GAF, removed the crews below each tank that presented the personnel categories and ranks. The only designations left behind are those that show which tank belongs to the platoon leader and which to the vice platoon leader.
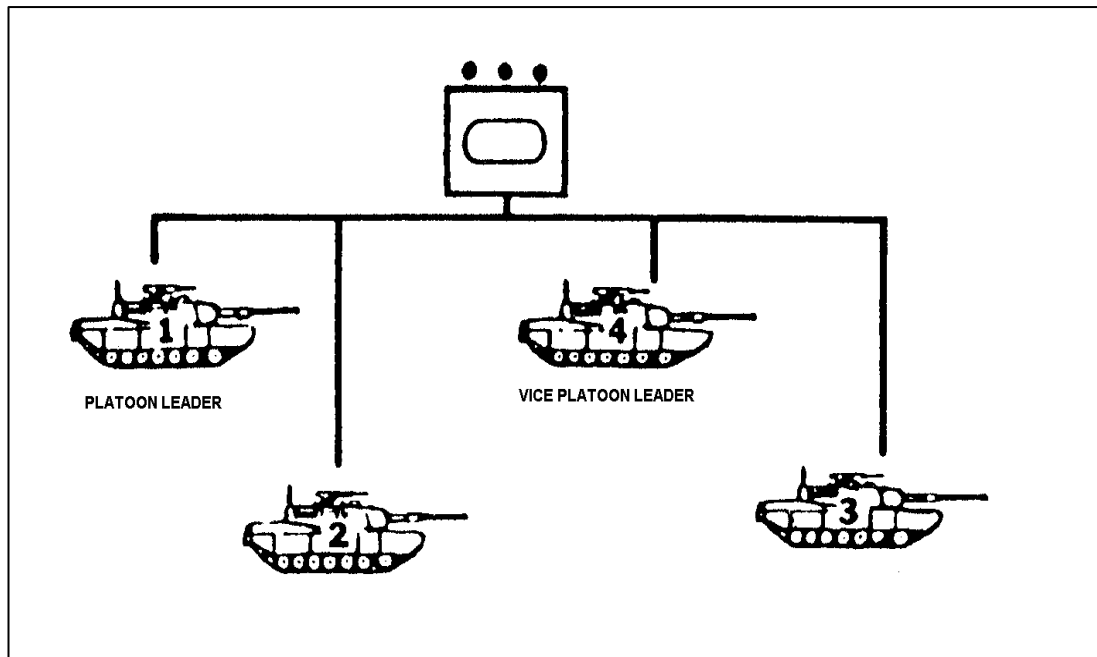
Figure 6.1-2: The Tank Platoon's Organisational Chart (FM 6-32 Greek Armed Forces General Staff 2002)

After a careful reading and comparison between the two manuals, they seem to be the same. A proportion of over 90% of all the practices and procedures described in FM 17-15 (U. S. Armed Forces 1996) are simply translated in the corresponding Greek manual. This leads to the logical assumption that if the procedures performed by a tank platoon are the same in both manuals, then analogous personnel experience and KSAOs are needed, regardless the fact that each manual is used within different contexts. The removal of personnel characteristics can only imply lack of knowledge towards the complexity of HRM activities that eventually lead to the creation of a successful tank platoon. It is necessary here to remember Eaton et al.'s (1985) results of their Superior Equivalent technique as analysed in paragraph 2.4.3. Eaton et al. (1985) concluded that 9 tanks with superior crews are equivalent to 17 tanks with average crews. This result accentuates not only the significance of personnel selection but all HRM activities that lead to the creation or to a close approximation of the perfect crew member. By simply removing the personnel ranks and categories with their corresponding duties, the author-translator adjusted the chart on the reality of the GAF and the CNG which do not have the ability and "luxury" to place personnel with equivalent qualifications as tank

crews and as tank platoon members. The concealed and possibly unrecognised reality is that the quality of a Greek or Cypriot tank platoon is concurrently reduced to the average levels that Eaton et al. (1985) described. Additionally, what is important here to mention is that a tank platoon is the smallest tank formation. A tank company has 3 fighting tank platoons and a battalion has 9 tank platoons. If we assume that the misalignment is a fact for every tank platoon, then the total deviation from the supposed capabilities for a tank company or battalion is multiple times greater. Definitely the CNG does not have the ability to follow the practices of the U. S. Armed Forces or any other army of this magnitude. Nevertheless, an analysis of the realities, both internal and external, will reveal and impose a number of possible and feasible practices (e.g. hypothetically speaking maybe the best option for the CNG's tank platoon is 3 or 5 tanks instead of 4 with the current personnel). The effort to adjust to the practices of others that are analogous to their capabilities, but also the selective choice of practices without taking into consideration all presuppositions made by the original author, impose great threats that, in the case of armies, become visible during wartime and can have a vast toll on human lives.

6.2. JOB ANALYSIS CONCLUSIONS

Job analysis is an activity that was not identified anywhere during the course of the research. This leads to the assumption that a scientifically conducted job analysis process did not occur at any time during the history of the CNG. As analysed in section 2.1.3. and presented in Appendix 2.1-B, Prien et al. (2009) and Brannick et al. (2007) proposed that job analysis is conducted in order to produce information that can be used for the following purposes:

A. Job Description

B. Job Classification

C. Job Evaluation

D. Job, Team and System Design (and Re-Design)

E. HR Requirements and Specifications

F. Performance Appraisal

G. Training

    H. Worker Mobility

    I. Workforce Planning

    J. Efficiency

    K. Health and Safety

    L. Legal and Quasi-Legal requirements

It is easy to recognise just from this list and with no further analysis the significance of job analysis for all the different HRM activities. The total absence of job analysis from the CNG's HRM system raises many questions regarding the efficiency of the current system. For example, how each job is evaluated and classified if a job analysis is not conducted? Or how possible candidates are informed regarding the military professions without available job descriptions? These simple questions and many others regarding each HRM activity can be the starting points of further research. Indeed is a mystery how all these activities are carried out without the foundations that job analysis can provide.

As analysed earlier in the project there are various job analysis methods (see Appendix 2.1-D). As a researcher I have no experience regarding the practical implementation of each method and thus it would be irresponsible to propose a specific method over another. What I am certain off is that a combination of different methods is necessary in order to describe the number of jobs within the CNG. Even for the same job there is the possibility to have different combinations that should be applied in order to accommodate the needs of different purposes. The best proposition I can make to CNG for this activity is to search for external help from professionals that can deliver the expected results for each purpose through job analysis.

6.3. JOB DESCRIPTION CONCLUSIONS

As with job analysis, job descriptions, as a result of job analysis, were not found during the course of the research. The closest to job description available is provided by the Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012) but as Master Sergeant D. P. of the CNGGS' Department of Doctrine and Organisation indicated, the specialties of this manual are copied

by a similar manual of the GAF and are not the result of a job analysis process. Additionally, these descriptions of specialties are used for administrative and clerical purposes for internal usefulness only (see section 5.1.1).

The job description is an important tool for the possible candidate and the new employee. This description is a valuable source of information regarding an unknown job and a reference for what is actually valued within the organisation. The CNG ought to have such descriptions as a result of a professionally conducted job analysis methodology. The Field Manual 181-1 Leadership and Management (Greek Armed Forces General Staff 1988: 60) provides a description of the leader regardless of rank that is completely disregarded by the CNG (see section 5.2.3). The manual also explains every trait necessary for every leader and proposes questions for self-appraisal. The description of this manual could be used as a basis for a better description of the military leader-manager and, at least, replace the poor description of a manager (see Appendix 5.2-A) as provided by the Manual of Specialties (CNGGS, Department of Doctrine and Organisation 2012).

6.4. PERSONNEL RECRUITMENT CONCLUSIONS

Personnel recruitment is another process that is totally missing from the CNG's HRM system. The only effort that takes place according to the legislation of all personnel categories is just an announcement in a number of local newspapers. Actually these announcements do not belong in a planned recruitment strategy since they just announce the vacancies. The absence of job descriptions, with a list of required traits and a short summary of the profession, leave room for candidates to speculate, create false expectations and base their decision to follow the profession, only on the rationale of a good salary and certain employment (see Figure 5.3-1). Additionally, there is a clear lack of the human factor from recruitment. The recruiter as a person who performs various tasks in order to reach possible candidates does not exist.

The CNG has over 500 possible candidates that apply each year for just a few positions (mean of 81.5 positions for the last 4 years) in all military schools. This number does not actually mean that personnel recruitment is not needed. One

of the objectives of recruitment is to reduce the number of possible candidates to a manageable population. The next, is to achieve high levels of awareness for the military profession between candidates increasing thus the chances that the organisation attracts candidates for the right reasons.

The establishment of recruitment processes is a necessity for CNG. Advertisements, high school lectures by recruiters, open days in military camps, participation in job fairs and realistic job previews are the main recruitment means to reach the right candidates. The main aim is to create a pool of candidates that possess the right traits and characteristics according to the job descriptions and finally select the best out of this pool. Figure 6.4-1 illustrates the identified candidate segments according to their potential in relation to the profession's real demands on the one side and on the other the decision of candidates to apply or not for a position. The blue arrows indicate a positive possibility for the CNG and the red arrows a negative one. Clearly, when a "bad" or just "good" candidate applies for a place in the selection procedures, the CNG risks losing a position if this candidate is finally selected. The only process that can influence the decision of a candidate to apply or not is the degree of awareness that recruitment efforts can provide. The objective is to force the candidate weight the personal reasons for applying with the realities of the profession as illustrated by all recruitment efforts. The realistic presentation of the military profession, as Wanous (1980) argues, may eventually lead more unsuitable candidates not to apply, reducing thus the burden on selection procedures, making training easier and enabling future employee satisfaction, increased performance and retention.
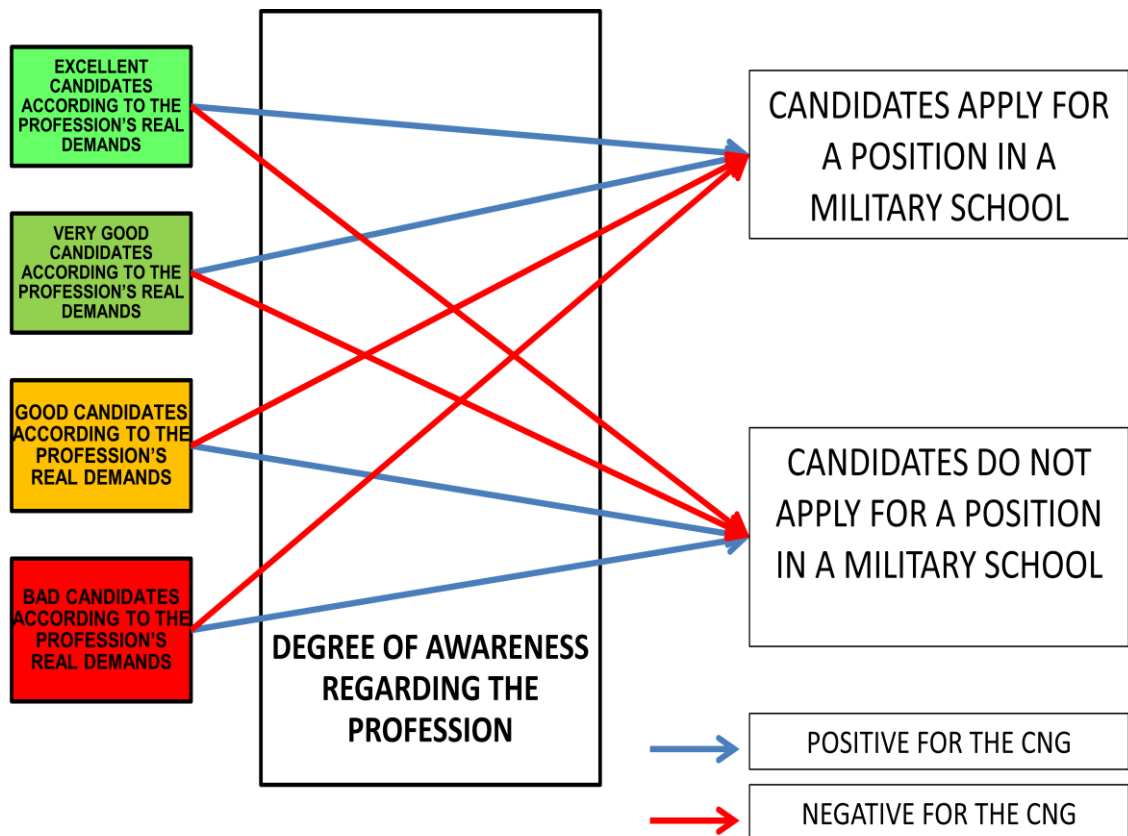
Figure 6.4-1: The Candidate Segments for Recruitment

6.5. PERSONNEL SELECTION CONCLUSIONS

Personnel selection is a staffing activity that is applied by the CNG's HRM system. The CNG's personnel selection activity for officers and PNCOs (see sections 5.4.1 and 5.4.2) is the same with that applied by the GAF (see section 5.4.8). The CNG's personnel selection process shares many common practices but also has a number of critical differences with the British Armed Forces' selection procedures (see section 5.4.5). The first difference is that, initially, the British Army passes the candidate by an interview with a specially trained interviewer in order to identify whether the candidate shares the values of the British Armed Forces and demonstrates the potential to be a worthy member of the armed forces. The CNG does not have this process at any point of selection. Both armies require a specific level of health condition in order to ensure that candidates will be able to cope with the profession's requirements. They also require a standard level of knowledge. In the case of the CNG the

candidates must succeed in the exams conducted by the Ministry of Education and Culture while for the British system the candidate must have a number of minimum grades in GCSE/SCE subjects. The essence here is that both armies appreciate school knowledge as a selection tool. The main differences between the two practices is that the British processes accept all candidates that have grades over a minimum standard to the following selection tests and that school knowledge is not the final test but an intermediate one. The CNG's process places more value to school knowledge and positions these exams as last in the selection process. The next difference regarding these exams is that there is not a minimum level of grades but all candidates are positioned in a list according to their results and only the first few, according to the number of available vacancies, are selected for military schools. Maybe, for example one year the average grade for entering military schools is 19/20 and the next is 16/20. This creates a fluctuation in the level of candidates from one year to the next or in the long-term. The next common test is the athletic one that tries to identify those that are fit for military service. The main difference for this test is that this test is conducted once for the CNG's process while for the British processes the candidate (for officers) is required to pass the tests twice during the AOSB Briefing and Main Board procedures. The third time of testing occurs through the PRMAS training course for officers. For soldiers of the British Armed Forces there is one athletic test during the ADSC and a number of tests during their training phases.

Despite their common practices both systems have a substantial number of additional differences not mentioned above. The first is that the British selection processes have established assessment centres, 2 for officers (AOSB) and 1 for soldiers (ADSC) while, the CNG's processes have only initial mental ability tests. The AOSB briefing is a two days assessment centre while the AOSB Main Board is a 4 days assessment centre. The assessment centres work as Cook (2009: 203) stated: "on the principle of multi-dimension multi-exercise assessment." This means that assessment centres can use a number of different tests such as case analysis, interviews, in-tray exercises, presentations, role playing exercises, co-operative or competitive group

discussions, psychological tests and personality questionnaires[83]. What is being assessed and the methods employed is related to the findings of job analysis. The fact that these centres take place over a period of time and not only in a few hours in controlled environments as classrooms, makes possible the observation of personal characteristics or traits that would not be otherwise visible. The next main difference is that these ACs are the main selection tools for the British Armed Forces since they are the last tests before entering the Armed Forces training schools. After this comparison I can conclude that the CNG's selection processes must be re-oriented towards the identification of job related characteristics and traits. The most important tests should be those that unveil the KSAOs that are related to the mission of the CNG and according to the job analysis results. I personally favour the practice of the British Armed Forces with long duration tests and the assessment centre as a selection tool since, as analysed in section 2.4.2, shows very good validity and reliability. The current system only uses mental ability tests that are found to have increased validity, according to Schmidt and Hunter (1998 cited in Cook 2009: 114-120), when combined with other tests such as work samples, structured interviews and personality questionnaires (which is not the case with CNG's practice).

The next aspect is that selection continues through the training schools of the British Armed Forces were trainees are required to continue demonstrating excellence. The difference with the CNG's system is that after the candidate leaves for the military school is unconsciously considered to be an officer or PNCO. What was revealed by the interview with the officials of the Greek Military School for officers was the fact that only an inconsiderable number of candidates are rejected from the school and this only due to very severe disciplinary offences (see paragraph 5.4.8). Appendix 6.5-A illustrates the training phases for CNG's officers and PNCOs and clearly shows that these trainees are "forgotten". The proposed measure for this stage is to create tests that should initially measure the trainees' ability over a number of areas like physical ability tests, health tests, military subjects etc. Despite the many common characteristics between the CNG and the GAF, there is a difference in doctrine, culture and the overall HRM perspective. Since the CNG's future

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[83] For a review of the tests conducted in an AOSB see McMunn (2010)

officers and PNCOs are trained in Greek schools some degree of cultural alignment is needed. The additional process that is proposed is a period of training within the ranks of the CNG (maybe it could be conducted during the summer vacations of trainees). This process will serve as an initiation and orientation phase that will enable trainees to learn more about the organisational culture and structure of the CNG. This period provides the opportunity to the CNG to observe the progress of the investment made on these trainees. As the system is currently structured, the graduates from military schools have unknown KSAOs to the CNG something that is irreversible in the case when the new officer or PNCO turns out to be incapable.

Regarding the category of VNCOs and FYCVNCOs the selection tests are the same with the other categories of officers and PNCOs with a difference in the exams. The exams are held by the Ministry of Defence (and not by the Ministry of Education and Culture) and are on the following subjects (see also paragraphs 5.4.3 and 5.4.4):

> ➢ Greek language
> ➢ History of Cyprus and Greece
> ➢ Geography of Cyprus and Greece

Again as is the case for officers and PNCOs the objective is not to observe relevant to the military profession, KSAOs. What is conducted as an additional test is an interview with every candidate by a 6 member committee. The questions made by this committee are unspecified and I could not discover their nature.

In addition to the previous recommendations I have reached to the following proposals. The first is related again with job analysis. It is impossible to have tests without the knowledge of what you are testing and looking for. The lack of job analysis results and job descriptions leads to ignorance relative to the needed KSAOs. Job analysis is an absolute and immediate need for the selection processes. The second recommendation is regarding the execution of drug use tests. These tests may be controversial for many professional categories but I personally find them as crucial for the military profession. Every

fighter must be free from any substance that prevents him/her from acting effectively in the battle field. Every member of the armed forces that is addicted to any substance increases the risk both for him/her self and his/her unit. Even in peace time military personnel uses highly sophisticated and dangerous equipment that could harm others in the case of inappropriate handling or poor decision making. Despite the legislation regarding human rights, the CNG could possibly conduct these tests as an employer, within the grounds of health and safety legislation[84], and according to the articles that state the obligation of every employer to create a secure environment for every employee.

The next proposal regarding selection tests is related to references as a method to identify those candidates that have shown great character during their school years. A reference regarding each of the last years of the candidate at school by a committee of teachers and not by only by one could be invaluable. In order to secure that only relevant information is documented, a structured form could guide teachers in completing each candidate's form. This could create an archive for each candidate indicating a general picture of his/her character that is observable through a great period of time. This method though may be difficult to be applied since each candidate must decide very early that he/she wishes to follow a military career.

It is clear that the possible selection tests and their combinations are many. The aim is to provide a number of options according to the practice of other armies and according to the relevant literature. The combination of tests that is to be finally chosen as the most suitable is a matter of further research and only after job analysis is conducted.

6.6. CAREER MANAGEMENT AND CAREER PLANNING CONCLUSIONS

Career management and career development are terms that co-exist under a more inclusive practice which is called career development. Career development, as analysed in section 2.5, is a process that consists of many

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[84] *European Directive 89/391/EEC (*The Council Of The European Communities 1989) and Law regarding Health and Safety at Work (Parliament of Cyprus 1996).

other features such as training and HR development. This research intentionally does not analyse these concepts since they constitute by themselves very broad and huge areas that could stand alone as different studies. Moreover, these concepts contain classified information that could reveal the fighting capabilities of an army and eventually do more harm if they are publicly exposed. These areas of interest are better left for internal inquiries only. Schein (1996) provided definitions for the two natures of career; one subjective, that is a property of the individual worker and one objective which is a property of the organisation (see paragraph 2.5.1). Furthermore, Gilley and Eggland (1989) presented their definition over career development which is set to be an organised and planned effort comprising structured activities that will result in a mutual planning effort between employees and their organisations. It seems that researchers agree over the double nature of career but also seem to suggest that the final career plan should emerge after the collaboration between involving parties, the employer and the employee. Career planning, as part of career development, helps individuals conceptualise their true KSAOs, recognise and acquire information regarding possible career opportunities and finally set career goals to pursue. Career management, on the other hand, is the process by which an organisation assesses, selects and develops employees in order to satisfy future HR needs. Wakabayashi and Graen (1989) analysed the importance of these activities while Granrose and Portwood (1987 cited in Rowley and Jackson 2011: 12) stressed the negative aspect of creating overwhelming expectations that never materialise. Based on the pre-mentioned definitions it is clear after the analysis of findings that a career development, planning or management system does not exist in any way within the CNG. The job descriptions that could be used as the foundation for such a system are not developed, established and used. This fact is strongly pictured in the perception of personnel regarding their careers. The answers received for the second question of the career management and planning part of the questionnaire (see Table 5.5-9): "What do you believe has catalytically affected your career path until today?" do not leave much room for speculations. 35.38% responded that they generally feel that they haven't got a career, 23.85% responded that their career is based on a plan conducted by the CNG for them, without having the privilege to change something and another 15.38% answered that their career

is based on random or unplanned transfers and duty entrusting (see Figure 5.5-20). What is also of major importance and complementary to the second question's findings is identified with the first question of this part of the questionnaire (see Table 5.5-9): "Would you like more control over your career so that it is more aligned with your personal and family life?" An astonishing 95.38% answered that they would like more control over their careers. According to the relevant legislation regarding all personnel categories, the term career for the CNG is synonymous only with promotion to the next rank making the system highly traditional and based on seniority. Having a modern career development system is highly complex but even with the current simple practice the system seems to struggle. As Master Sergeant D. A. for NCOs and Lieutenant Colonel P. I. for officers stated during their interviews (see paragraph 5.5.6) the current promotions and retirements system has created long periods of time at the same rank. This has led to the development of big numbers of employees of various ranks actually trapped in career plateaus for long periods of time, with the results visible on the second question of the questionnaire that was previously analysed. An example in order to better visualise the size of the problem is with FYCVNCOs with the rank of Sergeant who for the last 16 years did not receive a promotion. The regulations mention that the minimum time in this rank is 5 years. Developing career paths, duty rotations, trainings and generally a planned and cooperative approach towards careers is of major importance since the feeling of accomplishment is very significant for every individual. If this feeling is never or sparsely felt then simply the employee will turn to other activities that will create this positive emotion, activities that usually end to be more important than the real profession. Questions 5 and 6 of the relevant part of the questionnaire (see Table 5.5-9) reveal more insights regarding the parameters that personnel thinks they affect or should affect military careers. For question 5 (see Figures 5.5-4 and 5.5-6), 82.31% and 91.54% of respondents believe that military and political acquaintances respectively affect careers at a high, very high and extremely high degree. "Sex" and "Ranking of graduation of Military School" follow as crucial parameters that affect career with 50% and 60.77% of respondents respectively believing that they affect careers at a high, very high and extremely high degree. The rest factors illustrate low levels and degrees of influence over careers. Military

knowledge with 48.46%, general ability with 45.38%, experience with 45.38%, discipline with 45.38%, non-military knowledge with 56.15%, and military schools training with 43.23% are perceived to have low, very low and extremely low relationship with careers. For question 6, the results for parameters sex, military and political acquaintances are categorically reverse in relation to the previous question (see Figure 5.5-5 and 5.5-6). 87.69%, 83.08% and 93.08% respectively believes that these factors should have low, very low and no relationship with military career issues. Luck is also a factor that should have no effect over careers according to 66.16% of respondents. The rest factors are viewed by participants as very important career parameters that should have increased influence over career issues. Analytically, military knowledge with 98.46%, general ability with 98.46%, experience with 97.69%, discipline with 97.69%, non-military knowledge with 79.23%, and military schools training with 96.15% are considered by personnel to be highly relevant parameters with careers that should be taken into account at a substantial degree. Performance appraisals are also considered as a parameter that should influence careers with 75.38% believing that they should affect careers at a high, very high and extremely high degree.

One major part of military professional life is the different transfers and duties an officer or NCO can have over a whole career. After the interviews with the officials of the Personnel Department (see paragraph 5.5.6) I have reached to the conclusion that despite their role within military life, transfers and duties have small or inexistent relationship with careers. Transfers are conducted without taking into account the personal development needs of every individual or any previous knowledge and expertise that could be useful in the case of a future transfer. It is important here to mention that usually there is not duty assignment with every transfer, since the commanding officer can choose and place the transferee to new duties according to the unit's needs. The first harmful aspect revealed for this career component is that transfers are not regulated in any way by the current laws, leaving room for unfair practices or the creation of negative personnel perceptions. These consequences are again visible through the survey results with the third question of the relevant part of the questionnaire (see Table 5.5-9). Political acquaintances, according to the

view of 73.08% of participants affect transfers at an extremely high degree while a sum of 92.31% believes they affect transfers at a high, very high and extremely high degree. Military acquaintances follow with 38.46% believing that they affect transfers at an extremely high degree while 84.62% accept as true that they affect transfers at a high, very high and extremely high degree combined. Sex is viewed as a parameter that affects transfers at a high, very high and extremely high degree at a combined 56.15%. The rest parameters show very low relationship with transfers (see Figures 5.5-1 and 5.5-2).

The factor of political acquaintances emerges from the previous paragraphs and seems to affect or has a perceived influence over career related decisions. There is not a transpicuous relationship between professional military personnel and politicians but there is the common opinion that in order to advance further or be transferred to a specific unit, personnel needs external help more than internal. Political acquaintances seem to have a higher perceived rate of efficiency than military acquaintances, as the previously mentioned results indicate. Regarding transfers the results are only relative to personnel perceptions but on the other hand, the officers' regulations provide more tangible aspects of indirect influence. According to Article 38 (1) of the Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990) the Supreme Promotions Council which is responsible for evaluating officers above the rank of Colonel is comprised by the following members:

➢ The Minister of Defence as chairman.
➢ 2 other Ministers assigned by the Cabinet of Ministers as members.
➢ The Chief of the CNG who is both a member and a spokesman for the needs of the council.
➢ 1 officer as secretary and record keeper assigned by the Minister of Defence.

This structure of the Supreme Promotions Council provides the opportunity to politicians to intervene within the CNG and affect the higher levels of command. This indirectly forces or enables officers to become highly politicised, get involved with political parties, and create alliances and acquaintances with

politicians that could promote them in the future. Perceived and procedural fairness is a very crucial aspect of military and professional life that in order to be achieved the system must be sealed from every external intervention. The Chief of the CNGGS is the sole responsible towards the Government for keeping the CNG at the best fighting capability. Within this mission statement the Chief must have the opportunity to choose those that will deliver the expected results. There is not a single formula that could be used to define the Supreme Promotions Council's structure in order to diminish this phenomenon, which is universal. The best practice according to my view is a council consisted of Generals alone that will decide without pressure regarding their own replacements.

The next observation regarding the career system of the CNG is a number of practices and policies that reduce the degree of flexibility furthermore. The first has to do with those PNCOs that are promoted to officers according to the Regulations concerning the Officers of the Cypriot Armed Forces (Parliament of Cyprus 1990). These PNCOs after their promotion are placed as second lieutenants below every officer of this rank. This policy actually connects the promotion tables of PNCOs with the tables of officers making the promotions system even more inflexible. If officers are not promoted or retire then neither PNCOs can advance further. Additionally, a number of problems occur since those PNCOs that are promoted to second lieutenants can, theoretically, be placed as platoon leaders. This category of personnel is considered as special since they have already many years of service, they are old for these duties and is difficult to assume that they can respond to the physical demands of these positions. It is my personal opinion that the promotion tables of PNCOs should be completely independent in order to free the promotions' system. Additionally, designing dedicated career paths for personnel of this category is a necessity that will reduce substantially the career plateau effects of fatigue and reduced consciousness.

An additional observation regarding fairness concerns again the officer's regulations (Parliament of Cyprus 1990). According to these regulations an officer can be eligible for promotion if a number of minimum years in the rank

and the years as commanding officers are completed. The corresponding time as commanding officer for each rank is stated at Article 32 of the regulations (see paragraph 5.5.1). For officers of battle support corps (Signals Corps), air force and navy with the ranks of lieutenant colonels their commanding officer's time can be fulfilled as Staff members, due to lack of military units, which is considered as an easier position. This provision clearly creates issues of fairness for those officers of battle corps that have to manage units of many people and equipment. My proposition is clearly the creation of different regulations for similar categories of personnel according to the nature and hardship of their specialty. It is my opinion that if there are not many units of battle support corps, then maybe only a small percentage should advance to Colonels (probably those that command these units) and none to higher ranks. By balancing officers' careers and ranks based on the general category (officers' category) eventually reduces the contributions of officers by creating at the sub-category levels deeper fairness issues. Once more this is a result of the lack of job analysis results that could subsequently provide data for conducting job evaluation. Job evaluation at this occasion could and would provide insights regarding the value of every job-specialty towards the achievement of the main mission of an army, which is to destroy the enemy forces. Additionally, job evaluation would reveal the true nature, hardship and complexity of every job - specialty. These results could then guide the decision of who should advance further or at least have more chances to advance.

The following aspect of careers is the end of military life. Retirement is a big step for military personnel since the life within the army becomes second nature and is usually incompatible with the normal civilian life. Regarding the retirement procedures the president of CAROA, Lieutenant General (rtd) S. M., stated that the current procedures are clearly bureaucratic and do not take into account the impact of retirement on people (see section 5.5.4). According to Lieutenant General (rtd) S. M., the officer simply receives a letter that informs the recipient regarding the decision of the hierarchy to retire him/her. This faceless procedure creates a feeling of ingratitude towards the retiree and for the years of service. Additionally, it has a psychological impact on retirees and their families since they become retirees essentially from one day to the next.

Lieutenant General (rtd) P. P. provided a similar view regarding the massive and compulsory retirement of him and many other officers that took place in 2003 (see section 5.5.5). His answer revealed his personal frustration, bitterness and desperation that was common to all those retired officers. Their negative feelings were based in the fact that they were not properly prepared because their retirement happened overnight. He added though that these retirements were necessary in order to resolve the issue of an overcrowded hierarchy but the way they were conducted was incorrect. He also added that the unplanned execution of the regulation, forced to retirement officers that were very young (46 to 50 years old), officers that certainly had more to offer. A different view regarding retirement is provided by the U. S. Armed Forces with their seminar: "Preparing for Retirement Seminar" (Department of the Army 2012). This presentation provides to possible retirees a diagram (see Appendix 5.5-D) with their options even 2 years before retirement. Appendix 6.6-A provides a document regarding the participation of the family during the retirement process (G-1 Retirement Services Office 2011). These 2 appendices indicate a much more sophisticated system that tries to help as much as possible all retired personnel to gradually adjust to their civilian lives and continue with another career. The necessity to create a retirement system that will be focused on human needs is essential in order to create a climate of gratitude towards those that retire after long periods of employment relationship, serving under difficult and demanding conditions.

A recognisable truth is that career for life is a reality from the distant past as De Vos and Drie (2013) point out. But they also add that organisational career is far from dead. The aim of CNG's career management policies should be keeping people interested since the pursuit of new experiences outside the CNG with a new employer is a very rare occasion.

It is very difficult to develop a career development scheme in a shrinking economy where organisational strategies change in order to facilitate downsizing. It is difficult to persuade employers of the private sector to embrace techniques and processes that will help them with the development of such schemes since the movements of personnel in and out of their organisations is

constant and difficult to monitor. On the other hand, the public service organisations, with the Armed Forces included, in these times of economic recession and increased public criticism regarding efficiency, have remained substantially unchanged without any worth mentioning organisational transformations. This is mainly caused by the bureaucratic structure of public and governmental organisations that due to time consuming processes fail to follow the pace of environmental changes. This inadequacy subsequently results in a lack of strategic approach towards the dynamic nature of the profession in relation to employee personal aspirations and family life. Eventually, people just lose interest and morale resulting in a total absence of positive discretionary behaviours that are essential for every organisation.

6.7. PERFORMANCE MANAGEMENT - PERFORMANCE APPRAISAL CONCLUSIONS

Performance management is a modern term that has gradually replaced performance appraisal. PM, as analysed in paragraph 2.6, is a more dynamic activity which focuses on people and their individual development. PA has a more conservative and clerical nature with the process taking place once or twice per year. The process employed within the CNG, as it is described in paragraph 5.6, falls within the performance appraisal definition since the process takes place once every year and does not occur for developmental reasons. The rating process until 2014 was conducted without the announcement of results to subordinates unless the ratings were below a specific level. In 2014 and 2015 the regulations and internal policies changed and forced all commanding officers that provide ratings to inform their subordinates regarding their appraisals.

From the analysis of the current system, the first observation that occurs is that the form used for conducting PAs is the same for all personnel categories and ranks (see Appendix 5.6-B). This uniformity is by far erroneous, according to my opinion, but is the only suitable option available. The usage of common forms for all personnel categories is justified since, once more, there are not any job descriptions or other job analysis results that could provide a basis for differentiated forms. The usage of different forms for each category, rank or

groups of jobs is the logical practice given that the nature of every job is the element that dictates the items under evaluation.

From a deeper analysis of the current form someone can easily recognise the absence of countable and measurable evaluation items, with the sole exception of qualifications 1a: "General Health Status" and 7: "Discipline" that require results of athletic testing for the former and the presentation of any disciplinary offences and grievances for the latter. Today, as the current system fails to recognise the differences between jobs and their required KSAOs, it is very difficult to apply a different form dedicated to each category of personnel with measurable items. From another perspective it becomes clear that some items can have various meanings or cannot be rated easily with evaluations below excellent. Take for example items 4a: "Honour" and 4b: "Honesty". A rating 9 over 10 is considered for every personnel category to be a very good rating but is very difficult to be justified over these two character traits. What does 90% honest mean for an individual and how would a subordinate react in the case everyone else is rated with 10 over 10? An additional aspect of the form is that it has objects copied from an earlier version of the Greek Army's PA system. As it is known, the GAF historically uses material from the U. S. Armed Forces with PA forms being one of them. Despite the fact that the GAF and the U. S. Armed Forces have evolved their systems, the system of the CNG has remained unchanged. The usage of material of other armies is not criticised in any way because of the inexperience of the CNG and the lack of knowledge, especially in the early years after the foundation of the CNG. Nevertheless, the system should have evolved in a way that addresses the needs of the CNG. One problem that exists with the current forms is that they have items that can have multiple or different meanings because they are the product of translations. Take for example item 4a: "Honour". Honourable in Greek is the person who is moral and conscientious, the person that does not lie or steal and honour is the characteristic of such a person (Tegopoulos and Fytrakis 1993). In English honour is the person who has a high sense of what is morally right (Oxford Dictionary 1995) a definition which is very similar to the Greek one. The problem is positioned in the definition that the U. S. Armed Forces provide to the word honour. Honour is to live according to the values of the U. S. Armed

Forces which are loyalty, duty, respect, selfless service, integrity and personal courage[85]. This provides a different dimension to all the items of appraisal forms that should be taken into account.

As the process is currently conducted once a year it is very difficult for supervisors and subordinates to remember various examples of low or high performance that could affect ratings. That is the reason that the various additional forms (see Appendix 5.6-C) are used by commanding officers. Nevertheless, this just improves the information retrieval process but not the process in its essence because it continues to be a clerical activity. Two approaches that could improve the process are management by objectives (MBO) and Behaviourally Anchored Rating Scale (BARS). The first technique sets goals agreed by both parties in PA sessions that the employee tries to achieve over a specific period of time. BARS is an alternative method of presenting the ratings in the form of scales of narratives and not as numbers. Both methods could add to the value of the current system with MBO providing the opportunity to develop the KSAOs of subordinates.

The main assessor of the CNG's PA system is the immediate commanding officer with his/her commanding officer approving the ratings. As the interviews with Master Sergeant D. A. of the CNGGS' Personnel Department revealed, all assessors are rarely trained. This creates a significant gap from achieving correct and unbiased rating of subordinates. Assessors have the tendency to manipulate ratings according to their beliefs, goals and the purpose of PA (see paragraph 2.6.6). Training is an essential tool for achieving the best possible results from individual assessors while 360° appraisals further reduce the manipulation of ratings. One issue with 360° appraisals is that they could be incompatible with the CNG's bureaucratic structure and culture. It is very difficult for commanding officers to accept criticisms from peers or subordinates especially when the appraisal is for promotions or pay raises. Nevertheless, they could be an invaluable option for individual development purposes.

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[85] According to U. S. Armed Forces Recruitment Webpage <http://www.goarmy.com/soldier-life/being-a-soldier/living-the-army-values.html> [Accessed 10 June 2015]

A new practice that started to be applied after a number of legal actions of military personnel against the CNG is the notification of personnel regarding their ratings. This is extremely dangerous especially in the case of the CNG that the meeting is held just for the signing of the form and the ratings by the subordinate. Heneman et al. (1987 cited in Murphy and Cleveland 1995: 100) concluded that as the significance of the decision increases the ratings' accuracy decreases. In this case the significance may not increase but the stress of assessors to provide ratings to traits that are not measurable and then justify them to their subordinates. This causes a much more lenient assessment by the assessor who may simply provide higher ratings for the employee in order to avoid conflict.

Moving towards a PM system away from the clerical nature of PAs requires firstly an analysis of all jobs and a clear statement of the objectives of the organisation. Then the PA system must be linked with individual performance and organisational goals. The assessors and the evaluated personnel should recognise which characteristics are valued by the organisation and which lead to the accomplishment of the organisational objectives in order to pursuit them and not rate or act according to personal agendas. The next phase is that the transformation of PA to PM requires a focus on HR development and training. MBO is a method that could enable this shift in purpose. The last phase of transformation of the current processes is the development of a systems maintenance role for PM. Cleveland et al. (1989 cited in Murphy and Cleveland 1995: 92-95) divided the applications of PAs into three broad categories regarding the relationship with the individual. The first category includes the between-person uses such as salary administration, promotion, retention, recognition of performance (poor or high), layoffs etc. The second category has the within-person uses like performance feedback, identification of personal needs – strengths - weaknesses, transfers and assignments. These first two categories were found through research to be the most used applications for PA systems across organisations. The third category is comprised by the systems maintenance uses of PA. PAs and information originated from PAs may be used for making key decisions regarding organisational training needs, goal

identification, evaluations of the personnel system, defining organisational development needs and for reinforcing authority structures.

The opinions of personnel regarding PAs illustrate a not so good picture for the system. According to the allegations of regulations the system aims to (see paragraph 5.6.1):

➢ Reveal the image and professional performance of every member of the CNG. They constitute the main tool for further advancement and promotion because they are used by the Promotions Judgment Council.

➢ They enclose the basic criteria for career advancement.

➢ They facilitate the creation of a climate of trust and meritocracy.

➢ They constitute a kind of morale award and appreciation for the members of the Armed Forces that perform in an outstanding way.

The views of personnel show that they view PA as a clerical process that is conducted for simple bureaucratic reasons at a percentage of 90% (see Figure 5.6-1). Additionally, they believe that the system does not influence promotions or personal development at very high proportions while "layoffs" follow with a rather lower proportion (see Figure 5.6-2). They though think that PAs should affect these 3 parameters at higher degrees (see Figure 5.6-3). Moreover, as shown in Figures 5.5-4 to 5.5-6, and Figure 5.5-18, personnel believes that performance appraisals, as they are currently utilised, affect careers at a low degree but they state their preference for higher levels of influence.

Longenecker et al. (1987) argued that the support of top management to the PA system is essential in eliminating politics while loose and occasional support for PAs will lead to the development of politics at all hierarchical levels. This is particularly essential for the CNG since no countable items are available today within PA forms, something that leaves much space for manipulation of ratings.

6.8. STRATEGIC REWARD, COMPENSATION AND BENEFITS CONCLUSIONS

Compensation budgets in large organisations are usually a great expenditure but also a form of investment. The return on this investment should always be

measured and monitored carefully in order to justify the expenditures and realign compensation strategies whenever necessary. Heneman (2002) recognised and promoted the idea that compensation strategies should always be constructed in relation with the external and internal environment of an organisation and always be aligned with the strategy, culture, vision and mission of the organisation. Lawler (1990), as cited in Heneman (2002: 7), was the first to argue that pay systems could and should be integrated with business strategies and processes so as to provide competitive advantage. In order to achieve this objective, strategic reward management was developed. This aspect of compensation is based on a clear and deep understanding of the needs of both the organisation and its employees and provides the tools for satisfying them. It emphasises and focuses on the integration of reward strategies with business and HR strategies and the alignment of reward management processes with HR activities. As Brown (2001) argued, the first aim is to align the reward practices and the employee values with the business goals. Other aims include the motivation, engagement, commitment, attraction and retention of people. The development of a positive employment relationship, achieving increased levels of positive discretionary behaviours by employees, creating a psychological contract between both parties and the creation of a performance culture where employees are rewarded for the value they create, also constitute possible targets for strategic reward management systems. Total reward is about implementing more ways other than monetary compensation, both tangible and intangible, in order to reward employee performance. Cash remain the leading aspect of employee reward but some other rewards may help in retaining and attracting the best employees within a labour market. This holistic approach provides to employees opportunities for development, recognition, acknowledgement for their work, dedicated work designs, life-work balance programs and participation in order to create a reward experience much greater than a single pay check. Manus and Graham (2003 cited in Armstrong and Brown 2009: 22) argued that total reward includes all the types of rewards while O'Neal (1998 Armstrong and Brown 2009: 22-23) added that total reward represents everything employees value at work.

The terms analysed above constitute the current and modern trend towards compensation strategies and the way organisations manage their investment in personnel benefits in order to maximise their returns. The current system of the CNG has little or no relationship with such practices. The CNG's compensation is described as a traditional system which is based on employee seniority-rank. The traditional systems depend on the job analysis and job description that provide the relevant information regarding the overall value of a job but for the CNG's case job analysis and job descriptions are not available. Wages are determined by this classification making the job as the factor that directly affects pay and indirectly determines any benefit or incentive. The pay range is another clear characteristic of these systems with pay being strictly defined in pay grades for each group of similar jobs. Minimum and maximum points are set as limits from which employees cannot deviate whatever their performance or output is. Traditional systems are fading away since more targeted compensation systems is the modern approach. Ilgen and Hollenbeck (1991), as cited by Heneman (2002: 76), argued that these traditional pay plans are static and fail to capture all those positive discretionary behaviours that are essential for achieving business goals and organisational effectiveness. Through the relevant legislation, as it is described in paragraph 5.7.1, and the interview with Mr. M. K. (see paragraph 5.7.2) it was revealed that the compensation system is directly connected with the scales and salary bands that are also used for the civil service. There is not a dedicated compensation system for the CNG; only these salary scales that are defined in the yearly budget (see Appendix 5.7-B). There is not an available document that describes the objectives, the different components or any other aspects of the CNG's compensation system, just the tables of shown in Appendix 5.7-B. Since salary bands and scales are related only with ranks, and ranks with years of service then the system is traditional with a focus only on seniority and rank. A worth mentioning disadvantage is the absence of a widely accessible description of the compensation system that illustrates the main objectives and how an employee can influence his/her compensation. Communication is an essential ingredient for the success of a reward system. Through communication the designers of such systems try to reach all the employees that may be affected, inform them about all the changes made, what is valued most and how they can

influence their income. Another disadvantage is the connection of military salaries with civil service salaries. This measure was adapted in 1984 in order to create a universal compensation system for all governmental services and facilitate better control over expenditures. Despite the logistic advantage that this amendment offers, it deprives all the different jobs within the civil sector and the armed forces of their diversity, nature, needed KSAOs and value. The result of this uniformity is the possible comparison between all the jobs that belong within a salary band or scale. This is witnessed at the results of the third question of the relevant compensation part of the survey questionnaire (see Table 5.7-2). 76.15% of military personnel that responded believe that in relation to public officials of the same salary band they receive much less than they should. Fairness is treating people according to their real contribution by demonstrating both distributive and procedural justice. Since the salary bands are connected and comparison can be made, illustrating fairness becomes a very challenging process.

The seniority nature of the current system poses many threats but also has an advantage. The possible advantage is that it promotes better relationships with peers since there is no competition for promotions. Nevertheless, this is true for ranks low on the hierarchy scale where there are larger numbers of available openings. This advantage seizes to exist at the higher and highest levels of the hierarchy scale where politics and networking take over. Seniority plans may create a sense of loyalty to the organisation but may also lead to reduced performance from every employee since their daily efforts are not recognised and acknowledged by management. The only factor that can improve their rewards is time which falls out of their control.

Looking at the questions of the survey questionnaire regarding compensation (see Table 5.7-2) the perceptions of personnel are easily extracted. The results of the first question show that no parameter affects compensation except rank and years of service (see Figures 5.7-1, 5.7-2 and 5.7-5 to 5.7-19). The second question illustrates the opinion that all parameters except sex should affect in some degree compensation with rank, years of service, danger, personal effort and performance showing the highest results (see Figures 5.7-3 to 5.7-19). It is clear that personnel values rank and years of service as

parameters but in combination with other aspects. At the third question is clear that respondents believe that they are substantially underpaid in relation with public officials, public safety agencies, to the real working hours per month and to colleagues of lower performance and knowledge (see Figures 5.7.20 and 5.7-21). Questions 4 and 5 are related and sketch a very interesting personnel opinion. The fourth question seeks to discover the degree of desirability for a number of parameters in order to clarify what is generally expected and valued by commanding officers (see Figures 5.7-22, 5.7-23 and 5.7-26 to 5.7-41). Almost all parameters under consideration are desired with an exception for the parameters "More time at work", "Gain non-military knowledge" and "Acting individually and not as a team member" that seem to be neither desirable nor undesirable. The fifth question asked respondents to state whether the same parameters of question 4, when demonstrated, could create any rewards or punishments for them (see Figure 5.7-24 to 5.7-41). The results were for all parameters neither rewarded nor punished in any way. Conclusively, the CNG, through the commanding officers, demands behaviours which are not rewarded in any way or their lack of demonstration is not punished in any way. The only question that I can make is: "For how long an individual will demonstrate these behaviours that are desired and witness increased performance without any form of reward?" Brumbach (1988), as cited in Armstrong and Brown (2009: 43), described performance as both behaviours and results. Behaviours are originated from the performer who transforms thoughts into observable results and measurable outcomes. Additionally, general behaviours include many actions and discretionary behaviours that cannot be found in job descriptions, written in manuals or even observed easily. These behaviours and actions indirectly create the environment that cultivates increased efficiency, effectiveness and performance.

Pfeffer (1998: 217) argued that: "Creating a fun, challenging and empowered work environment in which individuals are able to use their abilities to do meaningful jobs for which they are shown appreciation is likely to be a more certain way to enhance motivation and performance – even though creating such an environment may be more difficult and take more time than simply turning the reward lever." After the analysis of results of the survey

questionnaire this seems to be a very distant objective. The compensation system ignores those aspects that could create a meaningful working environment. Total reward practices are not employed in order to increase commitment, engagement and discretionary behaviours that are so much needed for an organisation like the CNG.

My personal suggestion for the compensation system of the CNG is a total redesign towards a total reward system. The first aim is to align the system with the objectives of the organisation. Then adjusting the system will empower the organisation to solve some major issues and simultaneously address the needs of military personnel. Differentiated compensation strategies for each category of personnel are an option that helps solving problems but creates the challenge of a difficult to manage system. For example, it is well known that the CNG does not have the luxury to have fully manned units and is currently supported by reservists. This lack of personnel creates the need for employees that possess many specialties. A skill-based reward system for low ranked employees may be a good solution that could promote a culture of many specialties. Every employee is rewarded a basic salary for a major specialty and additional incentives for every demonstrated skill. Gainshairing, improshare or other similar techniques could be applied in the case of technical personnel that improve a process in terms of time and money. The application of new designs is difficult and as Reilly (2005a cited in Armstrong and Brown 2009: 13) recognised, some types of rewards are difficult to design and more complicated to implement, creating thus another possible negative aspect. In order to create a system that addresses the modern needs of CNG and the personnel's aspirations, a clear definition of the objectives is necessary, careful design of processes, continuous communication with stakeholders and constant refinement as Deming's Cycle proposes.

7. PERSONAL REFLECTION

Unquestionably the whole process for conducting this research has been a great experience for me. Firstly and most importantly, I understood very clearly that this research cannot be the end nor can provide answers to every possible related issue. This research is just the beginning of an effort that, I hope, will help the CNG create a much more dynamic and adaptive system than the one available. My initial assumption was that it would be easy to cope with the research since I was familiar with both the CNG's system and with the relevant literature. I found out very harshly that I was too naive. As soon as I started working on the literature review I found that there were numerous publications regarding each and every method within every HRM activity. Every book was written by respectful practitioners and academics that dedicated great parts of their working lives on specific methods and practices. The selection of those that best presented these methods and aspects in the best possible way was very challenging. The next part that helped me understand that I actually new less than I thought was the search for information for the analysis of the CNG's system. Internal documents referenced external legal documents, mainly laws that I was unfamiliar with. Moreover, the initial analysis raised more questions regarding the current system of HRM but also the way the various Governmental departments function internally and interact with each other in order to create a law or directive. I was familiar with Socrates quote: "The only true wisdom is in knowing you know nothing" since it was one of the first things I was taught at school. I truly understood the true meaning of this quote throughout the research process. One answer only created and still creates more questions and issues to be analysed. Further in depth research is required regarding all CNG's HRM activities as sole entities and as a whole interrelated system.

Despite the difficulties, that I think are common to most researches, I have substantially improved the level of my personal knowledge towards HRM, the CNG's HRM system, the relevant legislation, governmental processes and parliamentary lawmaking processes. I have also discovered and revealed many aspects of the CNG's culture through the survey, something that has never

been conducted in such a scale for such a number of different HRM activities. The survey has increased my abilities in statistical analysis and helped me realise the power that numbers can have since they can be easily understood by people. The power of numbers became visible the first time that I showed to officials and interviewees Figure 5.5-20 regarding the question: "What do you believe has catalytically affected your career path until today?" This figure was firstly shown to Lieutenant Colonel P. P. of the CNGGS' Personnel Department and immediately I could see that the graph gave a message that could not be misinterpreted while at the same time I earned his attention. I followed the same practice with almost every interview I conducted with the same results. The survey has helped not only as a source of data but also as mean to gain attention and emphasise crucial or problematic aspects of the current system.

This research has been a life experience for me and definitely shaped my character. Within the strict and absolute military environment and after many years of training I have learned, as is the case with many army colleagues and as was discovered through this research, rarely to ask "why". I have learned to follow orders and procedures written in directives, laws and military manuals without searching for the reason that could enable me funnel my efforts towards the accomplishment of the true objectives of my superior officers. The freedom to ask my own questions, to find my own material, to decide what is to be finally presented and the liberated nature of the DProf has assisted me in changing my attitude towards every aspect of my professional life. The questions "Who", "When", "What", "How" and "Why" are those that guided the whole research (as the Case Study methodology dictates, Yin 2009) and enabled the discovery of the various HRM aspects. These are the questions that now guide my professional career as the tendency to question everything and search for more answers.

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9. APPENDICES

APPENDIX 1-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE GENERAL QUESTIONS SECTION OF THE QUESTIONNAIRE

How do you feel with the way you are being treated by the C.N.G. for the following issues?					
Promotions		**Compensation**		**Transfers**	
Mean	4.37	Mean	3.82	Mean	3.45
Standard Error	0.065	Standard Error	0.080	Standard Error	0.085
Median	5	Median	4	Median	3
Mode	5	Mode	4	Mode	3
Standard Deviation	0.74	Standard Deviation	0.91316483	Standard Deviation	0.972980225
Sample Variance	0.544782349	Sample Variance	0.833870006	Sample Variance	0.946690519
Kurtosis	-0.831599938	Kurtosis	-0.366625737	Kurtosis	0.091925131
Skewness	-0.712492985	Skewness	-0.368137162	Skewness	-0.076944383
Range	2	Range	4	Range	4
Minimum	3	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5
Sum	568	Sum	496	Sum	448
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.128079983	Confidence Level(95.0%)	0.158459735	Confidence Level(95.0%)	0.168839385

How do you feel with the way you are being treated by the C.N.G. for the following issues?				Do you believe that everyone serving in the C.N.G is equally treated?	
Personal and Family Issues		I Generally Feel			
Mean	3.01	Mean	3.58	Mean	4.38
Standard Error	0.079	Standard Error	0.065	Standard Error	0.075173911
Median	3	Median	3.5	Median	5
Mode	3	Mode	3	Mode	5
Standard Deviation	0.902160661	Standard Deviation	0.745689261	Standard Deviation	0.857114461
Sample Variance	0.813893858	Sample Variance	0.556052475	Sample Variance	0.7346452
Kurtosis	1.154058673	Kurtosis	-0.426537114	Kurtosis	2.436734673
Skewness	0.113411272	Skewness	0.301666852	Skewness	-1.584747103
Range	4	Range	3	Range	4
Minimum	1	Minimum	2	Minimum	1
Maximum	5	Maximum	5	Maximum	5
Sum	391	Sum	465	Sum	570
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.156550203	Confidence Level(95.0%)	0.129398022	Confidence Level(95.0%)	0.148733422

At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues?					
Duties		**Promotions**		**Danger**	
Mean	5.88	Mean	4.76	Mean	6.19
Standard Error	0.122406118	Standard Error	0.179379387	Standard Error	0.105933764
Median	6	Median	5	Median	7
Mode	7	Mode	7	Mode	7
Standard Deviation	1.395644473	Standard Deviation	2.045239684	Standard Deviation	1.207830741
Sample Variance	1.947823494	Sample Variance	4.183005367	Sample Variance	1.458855098
Kurtosis	1.11060473	Kurtosis	-0.904362262	Kurtosis	2.52962057
Skewness	-1.250617568	Skewness	-0.499895167	Skewness	-1.583937537
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	765	Sum	619	Sum	805
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.242183498	Confidence Level(95.0%)	0.354906505	Confidence Level(95.0%)	0.209592543

At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues?			
Treatment by commanding officer or supervisor		Transfers	
Mean	5.88	Mean	5.77
Standard Error	0.126714652	Standard Error	0.127607432
Median	7	Median	6
Mode	7	Mode	7
Standard Deviation	1.444769317	Standard Deviation	1.454948581
Sample Variance	2.087358378	Sample Variance	2.116875373
Kurtosis	0.771621634	Kurtosis	0.485538515
Skewness	-1.220716885	Skewness	-1.046392431
Range	6	Range	6
Minimum	1	Minimum	1
Maximum	7	Maximum	7
Sum	765	Sum	750
Count	130	Count	130
Confidence Level(95.0%)	0.250708038	Confidence Level(95.0%)	0.252474426

At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues?							
Transfers		Grievances		Rewards		Promotions	
Mean	6.52	Mean	5.22	Mean	5.15	Mean	3.82
Standard Error	0.082604723	Standard Error	0.136392142	Standard Error	0.151758344	Standard Error	0.182889217
Median	7	Median	5	Median	6	Median	4
Mode	7	Mode	7	Mode	7	Mode	4
Standard Deviation	0.941838748	Standard Deviation	1.555109684	Standard Deviation	1.730311342	Standard Deviation	2.085257907
Sample Variance	0.887060227	Sample Variance	2.41836613	Sample Variance	2.99397734	Sample Variance	4.348300537
Kurtosis	6.056553058	Kurtosis	-0.331752186	Kurtosis	-0.294262517	Kurtosis	-1.194721296
Skewness	-2.414063001	Skewness	-0.529387219	Skewness	-0.721498977	Skewness	0.114132028
Range	5	Range	6	Range	6	Range	6
Minimum	2	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	848	Sum	678	Sum	669	Sum	497
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.163435465	Confidence Level(95.0%)	0.26985519	Confidence Level(95.0%)	0.300257596	Confidence Level(95.0%)	0.36185079

At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues?					
Expenditure awarded in favor of a Military Unit.		**Inspections and the depth of inspections by commanding officers and supervisors.**		**The general functions of a Military Unit.**	
Mean	4.62	Mean	4.87	Mean	4.92
Standard Error	0.152211049	Standard Error	0.144626866	Standard Error	0.140292996
Median	4.5	Median	5	Median	5
Mode	4	Mode	4	Mode	4
Standard Deviation	1.73547297	Standard Deviation	1.648999986	Standard Deviation	1.599586261
Sample Variance	3.011866428	Sample Variance	2.719200954	Sample Variance	2.558676208
Kurtosis	-0.644311152	Kurtosis	-0.576719681	Kurtosis	-0.758616714
Skewness	-0.278199745	Skewness	-0.409277657	Skewness	-0.344587692
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	601	Sum	633	Sum	639
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.301153283	Confidence Level(95.0%)	0.286147793	Confidence Level(95.0%)	0.277573124

APPENDIX 2.1-A

O*NET JOB SUMMARY REPORT FOR LIBRARIAN 25-4021.00

Source: http://www.onetonline.org/link/summary/25-4021.00 (31 Jan. 2012)

Summary Report for:

25-4021.00 - Librarians

Administer libraries and perform related library services. Work in a variety of settings, including public libraries, educational institutions, museums, corporations, government agencies, law firms, non-profit organisations, and healthcare providers. Tasks may include selecting, acquiring, cataloguing, classifying, circulating, and maintaining library materials; and furnishing reference, bibliographical, and readers' advisory services. May perform in-depth, strategic research, and synthesize, analyse, edit, and filter information. May set up or work with databases and information systems to catalogue and access information.

Sample of reported job titles: Librarian, Reference Librarian, Public Services Librarian, Library Media Specialist, Library Director, Technical Services Librarian, Catalog Librarian, Children's Librarian, Serials Librarian, Medical Librarian

Tasks

- Analyse patrons' requests to determine needed information, and assist in furnishing or locating that information.

- Search standard reference materials, including online sources and the Internet, to answer patrons' reference questions.

- Teach library patrons basic computer skills, such as searching computerized databases.

- Plan and teach classes on topics such as information literacy, library instruction, and technology use.

- Review and evaluate materials, using book reviews, catalogs, faculty recommendations, and current holdings, to select and order print, audiovisual, and electronic resources.

- Locate unusual or unique information in response to specific requests.

- Explain use of library facilities, resources, equipment, and services, and provide information about library policies.

- Plan and deliver client-centered programs and services such as special services for corporate clients, storytelling for children, newsletters, or programs for special groups.

- Respond to customer complaints, taking action as necessary.

- Develop library policies and procedures.

Tools & Technology

Tools used in this occupation:

Bar code reader equipment — Barcode scanners
Film projectors
Microfiche or microfilm viewers — Microfiche readers; Microfilm readers
Photocopiers — Photocopying equipment
Scanners

Technology used in this occupation:

Data base user interface and query software — Ex Libris Group Aleph; Microsoft Access; Saora Keepoint; Thomson Scientific Dialog
Information retrieval or search software — Classification Web; LexisNexis software; Westlaw

Library software — Online Computer Library Center OCLC; RCL Software Media Library Manager; Surpass software; WorldCat*

Web page creation and editing software — Adobe Systems Adobe Dreamweaver; Really Simple Syndication RSS; Wiki software; Yahoo Flickr

Web platform development software — Cascading Style Sheets CSS; Extensible HyperText Markup Language XHTML; Hypertext markup language HTML; PHP: Hypertext Preprocessor *

Knowledge

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

Administration and Management — Knowledge of business and management

principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Speaking — Talking to others to convey information effectively.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organisations to make improvements or take corrective action.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Coordination — Adjusting actions in relation to others' actions.

Instructing — Teaching others how to do something.

Service Orientation — Actively looking for ways to help people.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Abilities

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Information Ordering — The ability to arrange things or actions in a certain order or pattern, according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Near Vision — The ability to see details at close range (within a few feet of the observer).

Speech Clarity — The ability to speak clearly so others can understand you.

Speech Recognition — The ability to identify and understand the speech of another person.

Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly

unrelated events).

Work Activities

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.

Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining

them over time.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

Work Context

Electronic Mail — How often do you use electronic mail in this job?

Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?

Telephone — How often do you have telephone conversations in this job?

Indoors, Environmentally Controlled — How often does this job require working indoors in environmentally controlled conditions?

Freedom to Make Decisions — How much decision making freedom, without supervision, does the job offer?

Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?

Structured versus Unstructured Work — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?

Work With Work Group or Team — How important is it to work with others in a group or team in this job?

Deal With External Customers — How important is it to work with external customers or the public in this job?

Coordinate or Lead Others — How important is it to coordinate or lead others in accomplishing work activities in this job?

Job Zone

Title	Job Zone Five: Extensive Preparation Needed
Education	Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).
Related Experience	Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.
Job Training	Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.
Job Zone Examples	These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organisational skills are required. Examples include librarians, lawyers, aerospace engineers, wildlife biologists, school psychologists, surgeons, treasurers, and controllers.
SVP Range	(8.0 and above)

Education

Percentage of Respondents	Education Level Required
84	Master's degree
13	Bachelor's degree
2	Associate's degree

Interests

Interest code: **CSE**

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Work Styles

Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
Adaptability/Flexibility — Job requires being open to change (positive or

negative) and to considerable variety in the workplace.

Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.

Integrity — Job requires being honest and ethical.

Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.

Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Independence — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behaviour, even in very difficult situations.

Initiative — Job requires a willingness to take on responsibilities and challenges.

Analytical Thinking — Job requires analyzing information and using logic to address work-related issues and problems.

Work Values

Relationships — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.

Working Conditions — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

Independence — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

Related Occupations

11-3021.00	Computer and Information Systems Managers
11-9032.00	Education Administrators, Elementary and Secondary School
11-9051.00	Food Service Managers
25-2021.00	Elementary School Teachers, Except Special Education
25-4031.00	Library Technicians
41-2021.00	Counter and Rental Clerks
43-1011.00	First-Line Supervisors of Office and Administrative Support Workers

Wages & Employment Trends

National

Median wages (2010)	$26.20 hourly, $54,500 annual
Employment (2008)	160,000 employees
Projected growth (2008-2018)	▪▪▪ Average (7% to 13%)
Projected job openings (2008-2018)	54,500
Top industries (2008)	Educational Services Government

APPENDIX 2.1-B

PURPOSES OF JOB ANALYSIS

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                        ┌──────────────────┐
                        │   JOB ANALYSIS   │
                        └──────────────────┘
        ┌───────────────────────┼───────────────────────┐
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│  PURPOSES OF JOB │  │  MAJOR PARTS OF  │  │  MAJOR METHODS   │
│     ANALYSIS     │  │   JOB ANALYSIS   │  │  OF JOB ANALYSIS │
└──────────────────┘  └──────────────────┘  └──────────────────┘
```

1. **Job description**
2. **Job classification**
3. **Job Evaluation**
4. **Job, Team and System Design or Re-Design**
5. **HR requirements and specifications**
6. **Performance appraisal**
7. **Training**
8. **Worker mobility**
9. **Workforce planning**
10. **Efficiency**
11. **Health & Safety**
12. **Legal and Quasi-legal requirements**

APPENDIX 2.1-C

MAJOR PARTS OF JOB ANALYSIS

MAJOR PARTS OF JOB ANALYSIS

KINDS OF DATA COLLECTED

1. Organizational philosophy and structure
2. Licensing and other government-mandated requirements
3. Responsibilities
4. Professional Standards
5. Job context
6. Products and services
7. Machines, tools, equipment, work aids and checklists
8. Work performance indicators
9. Personal job demands
10. Elemental motions
11. Worker activities
12. Work activities
13. Worker characteristics requirements
14. Future changes
15. Critical incidents

METHODS OF GATHERING GATA

1. Observation
2. Individual interviews
3. Group interviews
4. Technical conferences
5. Questionnaires
6. Diaries
7. Equipment based methods
8. Reviewing records
9. Reviewing literature
10. Studying equipment design specifications
11. Doing the actual work

SOURCES OF JOB INFORMATION

1. The job analyst.
2. The immediate supervisor or manager of the job under examination.
3. A manager of a higher level.
4. The current incumbent (or another employee who was a jobholder in the past and can provide additional information).
5. An expert e.g. a mechanical engineer.
6. A specified training expert.
7. Clients or customers and customer feedback forms.
8. Past job analyses.
9. The team members.
10. Managers who employ similar positions.
11. Performance plans and key performance indicators of current incumbent.
12. Program timetables.
13. Student evaluations.
14. The HR staff of the company.
15. Any valuable to the analysis written document.
16. Any external professional or company that has provided relevant services to the organization and is willing to share information with the job analysis team.

UNITS OF ANALYSIS - LEVEL OF DETAIL

1. Duties
2. Tasks
3. Activities
4. Elemental motions
5. Job dimensions
6. Worker characteristic requirements
7. Scales applied to units of work
8. Scales applied to worker characteristic requirements
9. Qualitative versus quantitative analysis

APPENDIX 2.1-D

MAJOR METHODS OF JOB ANALYSIS

MAJOR METHODS OF JOB ANALYSIS

WORK-ORIENTED METHODS
- The Time and Motion Study
- The Functional Job Analysis (FJA)
- Task Inventory (TI)
- Critical Incident Technique

WORKER-ORIENTED METHODS
- Job Element Method (JEM)
- Position Analysis Questionnaire (PAQ)
- Trait-Based Worker-Oriented Methods
- Cognitive Task Analysis

HYBRID METHODS
- Combination Job Analysis Method (C-JAM)
- Multimethod Job Design Questionnaire (MJDQ)

MANAGERIAL JOB ANALYSIS METHODS
- Competency Modeling
- Management Position Description Questionnaire (MPDQ)

TEAM JOB ANALYSIS METHODS
- Job Design for Teams
- The Multiphase Analysis of Performance System (MAP)

APPENDIX 2.4-A

PERSONNEL SELECTION ASPECTS FOR SELECTION AND TESTS

PERSONNEL SELECTION

ASPECTS FOR ASSESSMENT

1. Mental ability

2. Personality

3. Interests and values

4. Work skills

5. Social skills

6. Knowledge

7. Physical characteristics

PERSONNEL SELECTION TESTS

1. Interviews

2. References

3. Ratings

4. Mental ability tests

5. Biodata and Weighted Application Blanks (WAB)

6. Assessment Centers (AC)

7. Emotional Intelligence Tests

8. Education

9. Work sample tests

10. Physical tests

11. Drug - use testing

12. PERSONALITY QUESTIONNAIRES

a. Trait model with five to ten traits.

b. Factor model with sixteen statistical abstractions.

c. Social learning model with groups of habits.

d. Motive model with a profile of needs.

e. Phenomenological model which describes how a person views the world.

f. Self model which describes how a person sees oneself.

g. Psycho-analytic model which describes the system of defenses.

h. Constitutional model which describes the inherited neuropsychological differences.

13. Additional Ways of Personality Assessment

a. Thematic Apperception tests

b. Defense Mechanism tests

c. The Rorschach Ink Blot test

d. Sentence Completion tests

APPENDIX 3-A

QUESTIONNAIRES FOR IN DEPTH INTERVIEWS

A. Questionnaire Regarding Specialty, Job Analysis And Job Description Issues

Relevant Documents

1. Field Manual 181 – 1 (1988) 'Leadership and Management', Armed Forces General Staff, Greek Army Publishings. (Ε.Ε. 181-1/1988 Διοίκηση κα Ηγεσία)

2. CNG's Manual of Specialties/CNGGS/Department of Doctrine and Organisation/July 2012 (Εγχειρίδιο Ειδικοτήτων/2012/ΓΕΕΦ/ΔΙΔΟΡ/1β Πρώτο και Δεύτερο Τεύχος).

Questions

1.What was the method used for developing the job descriptions of the Manual of specialties?

2.How the work each specialty makes was analysed and defined?

3.Are these specialties written both for permanent and enlisted personnel?

4.Are these specialty descriptions used for other HRM activities such as recruitment and selection? If yes, how are they used?

5.According to the manual (Volume 1, page 1), one of its purposes is to define the necessary qualifications for each specialty. How these qualifications are assessed for each candidate?

6.According to the manual (Volume 1, page 2), the information provided for each specialty are used for personnel classification and selection, on a qualifications basis. How is this achieved? How the manual and the specialty descriptions are used for personnel selection?

7.How the statistical monitoring of personnel and specialties is achieved?

8.Are there any studies or research made regarding personnel? If yes, which department conducts them?

9.In Cyprus the current legislation (Law 100(I)/2000 The Employer's Obligation to inform Employees of the Particulars of their Contract of Employment Law of 2000 - Source: Ministry of Labour and Social Insurance/Department of Labour Relations) does not require or specify how job related information will be gathered but is an obligation of the employer to communicate in writing this information with every employee. Does the

CNG/Ministry of Defense inform employees about the nature of their job as indicated by the relevant legislation?

10. Why the description of Manager (0184) does not follow the description provided by the Field Manual regarding Management where a list of characteristics is provided?

11. Are these descriptions communicated with the potential candidates?

12. Does an officer or NCO have the right to reject a proposed specialty?

B. Questionnaire Regarding Personnel Selection Procedures

Relevant documents

1. Regulations concerning the Officers of the Cypriot Armed Forces (1990) (Οι Περί Αξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

2. Regulations concerning the permanent NCOs of the Cypriot Armed Forces (1990) (Οι Περί Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

3. Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993) (Οι Περί Γυναικών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

4. Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012) (Οι Περί Εθελοντών Πενταετούς Υποχρεώσεως του Στρατού της Δημοκρατίας Κανονισμοί).

5. Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (1990) (Οι Περί Εθελοντών και Εθελοντριών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

6. Permanent Directive No 4-39/2004/NGGS/Department of Personnel Selection/1 regarding the Selection of Students for the Higher Military Educational Institutions (HMEI) and the Military Schools for NCOs (MSNCO) (Πα.Δ. 4-39/2004/ΓΕΕΦ/ΔΕΠ/1)

Questions

1.According to the Manual of Specialties (Volume 1, page 2), the information provided for each specialty are used for personnel classification and selection, on a qualifications basis. How is this achieved? How the manual and the specialty descriptions are used for personnel selection?

2.How the different selection tests are relevant to the military profession?

3.According to your personal opinion, are the current selection procedures enough?

4.Why isn't drug testing conducted for every candidate?

5.Who/which department crafted these selection procedures? Who/which department can propose or make modifications on these procedures?

6.The selection procedures end with the candidates' entry to a military educational institution? Are the years within a military educational institution considered as training years for a CNG's member or as a selection test for the candidate?

7.Are the ratings and performance of military schools monitored?

8.Is training or testing within the Greek military schools monitored for adjustments?

9.At the Greek military schools the CNG's personnel is trained according to the doctrine and culture of the Greek Armed Forces. Is their doctrine the same as the CNG's doctrine? If not, how personnel are trained in the CNG's doctrine and culture?

10.How the needs for personnel are assessed? Who/which department is responsible?

11.How many men and how many women were selected as VNCOs?

12.How many men and how many women were selected as FYCVNCOs?

13.Women VNCOs can apply for positions as PNCOs. A selection test for this upgrade is an interview that includes questions regarding the VNCOs duties. As PNCOs do they continue to have the same duties?

C. Questionnaire Regarding Personnel Recruitment Processes

Relevant documents

NON EXISTENT OR NONE FOUND

Questions

1.Who/which department is responsible for crafting and applying recruitment policies?

2.What other means are used for attracting applicants other than the newspaper announcements that are mentioned in the relevant legislation?

3.Are there any recruitment processes?

4.If there aren't any recruitment processes how the CNG knows that the applicants apply for the proper reasons?

5.How are applicants informed regarding the profession and the specialties?

6.What categories of applicants mostly interest the CNG in terms of KSAOs?

7.Are there any internal recruitment efforts available that target NCOs or enlisted soldiers? If not, why?

8.Is there a study on how applicants see the organisation (the CNG) and the job of the NCO and the officer?

9.RJPs in the CNG. Are they conducted? Why not?

D. **Questionnaire Regarding Career, Transfer, Promotion, Judgment and Retirement Issues**

Relevant documents

1. Regulations concerning the Officers of the Cypriot Armed Forces (1990) (Οι Περί Αξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

2. Regulations concerning the permanent NCOs of the Cypriot Armed Forces (1990) (Οι Περί Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

3. Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993) (Οι Περί Γυναικών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

4. Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012) (Οι Περί Εθελοντών Πενταετούς Υποχρεώσεως του Στρατού της Δημοκρατίας Κανονισμοί).

5. Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (1990) (Οι Περί Εθελοντών και Εθελοντριών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

6. Permanent Directive No 4-5/2007/CNGGS/Personnel Department/1 regarding Placements and Transfers of Personnel (Πα.Δ. 4-5/2007/ΓΕΕΦ/ΔΙΠΡΟ/1)

7. Regulation regarding Day Off After One Full Day on Duty (Φ.440/27/521619/Σ.1587/15 Μαρ 2010/ΓΕΕΦ/ΔΙΠΡΟ/1)

8. Law regarding the Cypriot National Guard (2011) (Ο Περί Εθνικής Φρουράς Νόμος του 2011).

9. The Constitution of the Republic of Cyprus.

Questions

1.Who/which department is responsible for developing, monitoring, assessing and adjusting career management issues?

2.The existence of many departments that handle career issues creates any problems?

3.What are the CNG's requirements for career advancements?

4.Why the time as a commanding officer isn't the same as the time in a rank?

5.Is time as a commanding officer a crucial part of an officer's career? Does an officer win something in terms of career advancement when staying longer as a commanding officer of a unit?

6.Is there a problem regarding promotions in the CNG today?

7.How this problem is treated?

8.What does the CNG considers being the career of an officer or NCO?

9.Is there a co-management career program for personnel and the CNG?

10.Is there a career management program that helps personnel control their career?

11.What is taken under consideration for personnel transfers?

12.Why duties are assigned by the commanding officer according to the needs and not by a department that may have better understanding of the developmental needs of personnel?

13. Do you believe that the current transfers system has any weak points?

14.What are the special qualifications under consideration for possessing a highest commanding position?

15.Why the promotions for the highest ranks for officers are judged by a council where public officials have the majority? Doesn't this promote the politicization of armed forces promotions?

16.Why there is not the chance to question the decisions of the Supreme Promotions Council?

17.Why women and men PNCOs have different legislation and seniority tables?

18.Is the Promotions Council the same for men and women PNCOs?

19.Can someone object to the decisions of the Re-evaluation Councils in civil courts?

20.Why Officers from PNCOs do not have their own seniority table?

21.Why Officers from direct appointment do not have their own seniority table?

22.Can officers from direct appointment and from PNCOs have the same duties as Officers from military schools?

23.How long a VNCO can renew the 3 year contract?

24.Are there any VNCOs left?

25.Are there any men VNCOs or women FYCVNCOs?

26.Why the right to be a PNCO is only provided to VNCOs and not FYCVNCOs that actually have a longer contract with the CNG?

27.Are promotions and transfers carried out always on schedule as defined by the law? What is made first and which second?

28.What are the criteria for specialized positions and where can military personnel informed about them?

29.Is there a database (HRIS) available that has all the personnel according to their specialty, skills and knowledge?

30.In the absence of a HRIS how the different CORPS Commandments propose people for vacant positions?

31.Do you believe that transfers are made without the intervening of external forces? What do toy think the personnel belief is?

32.What is the process followed for personnel that is decided to retire?

33.What is the mean age of retirement?

34.Is there any available program that helps retirees adjust in their civil life? Does society take advantage of their skills and knowledge in any way?

35.According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

E. Questionnaire Regarding Compensation and Benefits

Relevant documents

1. No Documents or Legislation was found relevant to compensation.

2. Permanent Directive No 4-18/2012/Personnel Department/3 regarding Vacation Leave, Sick Leave and other kinds of leaves provided to military personnel (Πα.Δ. 4-18/2005/ΓΕΕΦ/1ᵒ, ΕΓ/ΙΙβ).

3. Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012) (Οι Περί Εθελοντών Πενταετούς Υποχρεώσεως του Στρατού της Δημοκρατίας Κανονισμοί).

4. Law regarding the Cypriot National Guard (2011) (Ο Περί Εθνικής Φρουράς Νόμος του 2011).

5. The Constitution of the Republic of Cyprus.

Questions

1. According to which laws and regulations is the compensation system of the CNG's personnel defined?

2. What does this legislation define for each category of personnel?

3. What affects the salary of an Officer?

4. What affects the salary of a PNCO?

5. What affects the salary of a FYCVNCO?

6. What affects the salary of a VNCO?

7. Can an Officer affect in any way his/her salary?

8. Can a PNCO affect in any way his/her salary?

9. Can a FYCVNCO affect in any way his/her salary?

10. Can a VNCO affect in any way his/her salary?

11. What are the aims and objectives of the current compensation system?

12. How do you believe that the CNG's personnel view its salary in relation to other civil servants and public safety personnel?

13. Do you believe that the current system is successful? Does it achieve its aims?

14. According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

F. Questionnaire Regarding Performance Appraisals and Performance Management

Relevant documents

1. Regulations concerning the Officers of the Cypriot Armed Forces (1990) (Οι Περί Αξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

2. Regulations concerning the permanent NCOs of the Cypriot Armed Forces (1990) (Οι Περί Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

3. Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993) (Οι Περί Γυναικών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

4. Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012) (Οι Περί Εθελοντών Πενταετούς Υποχρεώσεως του Στρατού της Δημοκρατίας Κανονισμοί).

5. Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (1990) (Οι Περί Εθελοντών και Εθελοντριών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

6. Directive of Continuous Application regarding the Procedures of Conducting Performance Appraisals (CNGGS/1st Staff Office/III/2003) (Φ.416/34/161557/Σ.1187/07 Αυγ. 2003/ΓΕΕΦ/1ο ΕΓ/ΙΙΙ).

7. Observations regarding performance appraisals/Personnel Department of CNGGS/2008 (Φ.416/52/360555/Σ. 1682/17 Δεκ 2008/ΓΕΕΦ/ΔΙΠΡΟ/6)

8. Adjustments for Officers' Performance Appraisals/Personnel Department of CNGGS/2013 (Φ.416/33/625055/Σ.5048/12 Αυγ. 2013/ΓΕΕΦ/ΔΙΠΡΟ/6).

9. Personal documents, records and career issues of CNG's NCOs/ Personnel Department of CNGGS/2014 (Φ.416/13/623560/Σ.3525/14 Ιουν 2014/ΓΕΕΦ/ΔΙΠΡΟ/7).

Questions

1.What is the purpose of the PA system of the CNG?

2.Is a HRIS employed at any stage? Can the system track the best employees for a position? If there isn't such a system how this is achieved?

3.Are raters trained?

4.is responsible for developing, adjusting and proposing changes for the PA system of the CNG?

5.Who/which department is responsible for selecting the different evaluation criteria? How these criteria were selected?

6.Who is responsible for the evaluation of the PA as a system? If there is not a responsible party how does the CNG know that the system works and delivers the expected results?

7.According to the PA Directive's claims, the PAs:

> ➤ Reveal the image and professional performance of every member of the CNG. They constitute the main tool for further advancement and promotion because they are used by the Promotions Judgment Council.

> ➤ They enclose the basic criteria for career advancement

> ➤ They facilitate the creation of a climate of trust and meritocracy

> ➤ They constitute a kind of morale award and appreciation for the members of the Armed Forces that perform in an outstanding way.

At which degree do you believe these are achieved? Do you know the beliefs of personnel regarding PAs?

8.Why are the criteria the same for all personnel categories regardless of rank, duties, branch and corps?

9.Why are the different bands for unacceptable performance different for each personnel category?

10.Why there is the option to rate women PNCOs and FYCVNCOs with decimals? Is this the common practice?

G. Questionnaire Regarding Legal Issues and the Relevant Legislation

Relevant documents

1. Law regarding the Cypriot National Guard (2011) (Ο Περί Εθνικής Φρουράς Νόμος του 2011).

2. The Constitution of the Republic of Cyprus.

3. Regulations concerning the Officers of the Cypriot Armed Forces (1990) (Οι Περί Αξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

4. Regulations concerning the permanent NCOs of the Cypriot Armed Forces (1990) (Οι Περί Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

5. Regulations concerning the permanent women NCOs of the Cypriot Armed Forces (1993) (Οι Περί Γυναικών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

6. Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces (1995 - 2012) (Οι Περί Εθελοντών Πενταετούς Υποχρεώσεως του Στρατού της Δημοκρατίας Κανονισμοί).

7. Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces (1990) (Οι Περί Εθελοντών και Εθελοντριών Υπαξιωματικών του Στρατού της Δημοκρατίας Κανονισμοί).

Questions

1.Which department is responsible for the creation of the relevant legislation? How was it created?

2.Which department is responsible with the creation and amendment of the relevant legislation? What factors are taken under consideration?

3.What training do the personnel of this department have?

4.Can the CNGGS's departments propose any changes to the current legislation? If yes, what is the process?

5.Do the different CNGGS's departments take part in the process of law amendments?

6.Is it possible to amend only one part of one law?

7.According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

APPENDIX 3-B

SURVEY QUESTIONNAIRE REGARDING HUMAN RESOURCES MANAGEMENT FOR THE CYPRIOT NATIONAL GUARD

Dear member of the Cypriot National Guard (CNG),

This questionnaire was constructed in order to provide quantitative data regarding issues of HRM as they occur within the CNG. The results of this survey will compose a part within a research of Doctorate level, which is conducted after the approval by the C.N.G General Staff.

HRM is a very wide scientific, academic and practical field of modern management that involves practitioners and academics of various specialties like organisational culture and structure, organisational psychology and behaviour and personnel psychology. HRM is comprised by many activities like:

1. Recruitment
2. Personnel selection
3. Job analysis and job description
4. Training and development
5. Compensation and benefits
6. Career planning
7. Strategic HRM
8. Performance appraisal – Performance Management

Due to limited time, funds and means it is not possible for one person to create a study that covers all the issues relative to HRM and analyse their practice within the C.N.G. This research will analyse only some HRM activities as they occur within the C.N.G. The activities analysed are the recruitment and selection procedures, job analysis and description processes, compensation issues, career planning and performance appraisal.

This questionnaire is anonymous and confidential and will be handled only by the researcher himself. It does not require the revealing of any confidential or classified information of any kind. Your personal opinion, judgment and experiences are the sole requirements to correctly and objectively complete this questionnaire.

My personal opinion is that the most valuable asset every army has is its personnel. For this reason I try to uncover the extend up to which the existing HRM system satisfies the strategic needs of the C.N.G. A modern and in fighting condition army has to invest in its human assets especially in time of increased financial difficulties. Thank you in advance for your time and effort.

Yours sincerely,

Captain Constantinou Chrisostomos
Telephone: 99661744 Email: chrisisk@hotmail.com

QUESTIONNAIRE

PERSONAL DETAILS

1.	Rank:	…………………………………………
2.	Armed Forces Branch:	a. Land Forces b. Air force c. Navy
3.	Corps:	…………………………………………
4.	Specialty:	…………………………………………
5.	Sex	a. Female b. Male
6.	Graduate of which Military School:	…………………………………………
7.	Age:	e. 20 – 30 f. 31 – 40 g. 41 – 50 h. 50+
8.	Years of Service:	g. 0 – 5 h. 6 – 10 i. 11 – 15 j. 16 – 20 k. 21 – 25 l. 26+
9.	Category:	h. Officer i. PNCO j. VNCO k. FYCVNCO l. Officer from PNCO m. Officer from direct appointment n. PNCO from VNCO

A.General Questions

No	QUESTION	POSSIBLE ANSWERS						
1.	How do you feel with the way you are being treated by the C.N.G. for the following issues? (Select with a ✓ or ✕)	Very well off		Well off	Treated Fairly		Treated Unfairly	Treated Very Unfairly
	f. Promotions							
	g. Compensation							
	h. Transfers							
	i. Personal and family issues							
	j. I generally feel:							
2.	Do you believe that everyone serving in the C.N.G is equally treated? (Select an answer)	Yes		Rather yes	I don't know		Rather No	No
3.	At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues? (Select with a ✓ or ✕)	There is absolute equality	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	There is absolute inequality
	f. Duties							
	g. Promotions							
	h. Danger							
	i. Treatment by commanding officer or supervisor							
	j. Transfers							

4.	At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues? (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
	h. Transfers							
	i. Grievances							
	j. Rewards							
	k. Promotions							
	l. Expenditure awarded in favor of a Military Unit.							
	m. Inspections and the depth of inspections by commanding officers and supervisors.							
	n. The general functions of a Military Unit.							

B. Recruitment

No	QUESTION	POSSIBLE ANSWERS						
1.	Who/what raised your interest for the military profession? (You can select more than one answer)	A relative already serving.	Love for my country.	The salary.	Experiences during military service.	Job security	A recruiter	Other reasons (mention) ………………
2.	What made you choose the military profession and at which degree? (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
	h. A relative.							
	i. Love for my country.							
	j. The salary							
	k. Experiences during military service.							
	l. Job security							
	m. An advertisement							
	n. Other (Fill only if you have provided a reason at the previous question)							
3.	The profession is as I imagined it to be. (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average level	At a low degree	At a very low degree	At an extremely small degree

4.	If you could resign today and choose another profession would you do it? (Select an answer)	Definitely yes	Rather yes	Maybe yes	Don't know	Maybe not	Rather not	Definitely not
5.	If you chose a positive answer which are the reasons that hold you from resigning? (Select the answers that represent you)	Due to the public recognition and high status of the military profession.	Due to the financial crisis.	Due to the financial security the profession offers.	Due to the personal relationship with other members of the N.G.	Mention other reasons: ➢ ➢		
6.	Did someone inform you realistically regarding the profession? (Select an answer)	Yes, a C.N.G. representative.		Yes, a relative or friend.		Yes (other)	6.	No
7.	If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again? (Select an answer)	Definitely yes	Rather yes	Maybe yes	Don't know	Maybe not	Rather not	Definitely not

C. Personnel Selection

No	QUESTION	POSSIBLE ANSWERS						
1.	At which degree do you believe that the military schools prepare an officer or NCO for the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
2.	At which degree do you believe that the selection procedures are fair for every candidate? (Select an answer)	Definitely are	Rather are	Maybe are	Don't know	Maybe are not	Rather are not	Definitely are not
3.	At which degree do you believe that the selection procedures are related to the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
4.	At which degree do you believe that the selection procedures should be related to the real profession? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree

D. Job Analysis and Job Description

No	QUESTION	POSSIBLE ANSWERS						
1.	At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
2.	At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
3.	At which degree do you believe that a member of the C.N.G. of the same rank and duties as you can, without exceptions, deviation or looseness, apply all the laws, regulations and policies? (Select an answer)	They can be applied without deviations		They can be applied with few deviations		They can be applied with some deviations	They can be applied with a large number of deviations	They can be applied with an extremely large number of deviations
4.	If you believe that all the laws, regulations and policies cannot be applied without deviations select the reasons that may keep you from doing so (Multiple choice is possible):							
	a. It is impossible or extremely difficult to know all the relevant laws, regulations and policies.							
	b. External interfering makes this almost impossible.							
	c. It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts between them..							

	d. I believe that inelastic conformity with all the laws creates more problems than solutions for my unit. I choose to apply the laws with some elasticity in order to maximize results and benefits.							
	e. It is impossible or extremely difficult to comply with all the relevant laws, regulations and policies because of the conflicts that will be created between colleagues.							
	f. Report more possible reasons ➢ …… ➢ …… ➢ ……							
5.	At which degree do you believe that you are trained for the duties you are assigned? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree
6.	Do you perform more than one duty at the same time? (Select an answer)	I perform only the duties of my first specialty	I perform 2 different duties	I perform 3 different duties	I perform 4 different duties	I perform more than 4 duties		
7.	At which degree do you believe that the C.N.G. is exploiting your knowledge, skills and abilities? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very degree	At an extremely small degree
8.	At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position? (e.g. A tank crew man only performs these duties and not other such as truck driver or (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low degree	At an extremely small degree

E. Compensation and Benefits

No	QUESTION	POSSIBLE ANSWERS						
1.	Choose the degree that the following characteristics affect compensation and benefits. (Select with a ✓ or ×)	At an extremely high degree	At a very high degree	At a high degree	I do not Know	At a low degree	At a very low degree	At an extremely small degree
	➢ Rank							
	➢ Years of service							
	➢ Personal effort							
	➢ Personal performance							
	➢ Specialty							
	➢ Number of specialties							
	➢ Danger							
	➢ Military training							
	➢ Non military training							
	➢ Military test results.							
	➢ Combat exercise results							
	➢ Family size							
	➢ Physical condition							
	➢ Performance of military unit							
	➢ Sex							

2.	Choose the degree that the following characteristics should affect compensation and benefits. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	I do not Know	At a low degree	At a very low degree	At an extremely small degree
	➢ Rank							
	➢ Years of service							
	➢ Personal effort							
	➢ Personal performance							
	➢ Specialty							
	➢ Number of specialties							
	➢ Danger							
	➢ Military training							
	➢ Non military training							
	➢ Military test results.							
	➢ Combat exercise results							
	➢ Family size							
	➢ Physical condition							
	➢ Performance of military unit							
	➢ Sex							

3.	Regarding your specialty, knowledge, duties rank , working hours and danger select the option that represents you most. (Select with a ✓ or ✗)	I earn much less than I should.	I earn less than I should.	I am fairly compensated	I earn more than I should	I earn much more than I should
	➤ In relation with other public officials within the same salary band.					
	➤ In relation with the personnel of other public safety sectors. (firefighters, police)					
	➤ In relation with the other branches of the C.N.G.					
	➤ In relation with other corps within the same branch.					
	➤ In relation with colleagues of the same specialty.					
	➤ In relation with colleagues of the same specialty but of lower performance, effort and knowledge.					
	➤ In relation with the real working hours per month.					

4.	Select the degree of desirability of the following behaviours. (Select with a ✓ or ✗)	Extremely Undesirable	Generally Undesirable	Neutral	Generally Desirable	Extremely Desirable
	➢ Obeying orders					
	➢ Respect towards authority					
	➢ Taking Initiative					
	➢ Positive cooperation with colleagues					
	➢ Good spirit and mood during working hours.					
	➢ Increased productivity					
	➢ Increased effort despite any negative outcome.					
	➢ Fewer mistakes.					
	➢ Maintaining good physical condition.					
	➢ Creative thinking.					
	➢ Helping colleagues even though I do not have to.					
	➢ Finding ways to reduce costs					

		Extremely Undesirable	Generally Undesirable	Neutral	Generally Desirable	Extremely Desirable
	➢ Finding ways to reduce time for completing a task.					
	➢ More time at work. (Overtime not paid)					
	➢ Gain non-military knowledge.					
	➢ Acting individually and not as a team member.					
5.	Select the degree of reward or punishment for the following behaviours. (Select with a ✓ or ✗)	Extremely Punishable	Generally Punishable	Neutral	Generally Rewarded	Extremely Rewarded
	➢ Obeying orders					
	➢ Respect towards authority					
	➢ Taking Initiative					
	➢ Positive cooperation with colleagues					
	➢ Good spirit and mood during working hours.					
	➢ Increased productivity					
	➢ Increased effort despite any negative outcome.					
	➢ Fewer mistakes.					

	Extremely Punishable	Generally Punishable	Neutral	Generally Rewarded	Extremely Rewarded
➢ Maintaining good physical condition.					
➢ Creative thinking.					
➢ Helping colleagues even though I do not have to.					
➢ Finding ways to reduce costs					
➢ Finding ways to reduce time for completing a task.					
➢ More time at work. (Overtime not paid)					
➢ Gain non-military knowledge.					
➢ Acting individually and not as a team member.					

F. Career Planning

No	QUESTION	POSSIBLE ANSWERS						
1.	Would you like more control over your career so that it is more aligned with your personal and family life?	YES				NO		
2.	What do you believe has catalytically affected your career path until today?	The right acquaintances with the right colleagues at the right positions.	The way I work and the amount of work I produce.	The way I work and the amount of work I produce combined with the right acquaintances with the right colleagues at the right positions.	My career is based on a plan conducted by the CNG for me without having the privilege to change something.	My career is based on random – unplanned transfers and duty entrusting.	My career is based on a plan conducted by the CNG and me for meeting the expectations of both parties.	I generally feel that I haven't got a career.
3.	At which degree do you believe that transfers are affected by the following factors? (Select with a ✓ or ×)	At an extremely high degree	At a very high degree	At a high degree	At an average level	At a low degree	At a very low level	They are not influenced at all.
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							

	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Previous transfers and positions							
	➢ Sex							
4.	At which degree do you believe that you are informed regarding matters that concern or might interest you? (Select an answer)	I am always informed on time.		I am usually informed on time.		I am usually informed too late		I am always informed too late.	I am never informed.

		At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They are not influenced at all.
5.	At which degree do you believe that the following factors affect the career of a member of the C.N.G. (Select with a ✓ or ✗)							
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							
	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Sex							

		At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They are not influenced at all.
	➢ Ranking of graduation of Military school.							
	➢ Performance appraisal ratings							
6.	At which degree do you believe that the following factors should affect the career of a member of the C.N.G. (Select with a ✓ or ✗)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They are not influenced at all.
	➢ Military knowledge							
	➢ General ability							
	➢ Experience							
	➢ Discipline							
	➢ Military Acquaintances							
	➢ Political Acquaintances							
	➢ Non-military knowledge							
	➢ Luck							
	➢ Military schools and training							
	➢ Sex							
	➢ Ranking of graduation of Military school.							
	➢ Performance appraisal ratings							

G. Performance Appraisal and Performance Management

No	QUESTION	POSSIBLE ANSWERS						
1.	I believe that performance appraisals mainly aim at: (Select an answer)	f. Promoting those that truly deserve a promotion. g. To justify possible lay-offs. h. For bureaucratic - typical reasons. i. To help personnel improve. j. Other (mention)………………………………………………………………………						
2.	At which degree do you believe that performance appraisals really affect promotions? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They do not affect them at all.
3.	At which degree do you believe that performance appraisals really affect lay-offs? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They do not affect them at all.
4.	At which degree do you believe that performance appraisals really help personnel improve? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	At an extremely small degree

5.	At which degree do you believe that performance appraisals should affect promotions? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They should not affect them at all.
6.	At which degree do you believe that performance appraisals should affect lay-offs? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	They should not affect them at all.
7.	At which degree do you believe that performance appraisals should help personnel improve? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	At an extremely small degree
8.	At which degree do you believe that you are being rated according to your real performance? (Select an answer)	At an extremely high degree	At a very high degree	At a high degree	At an average degree	At a low degree	At a very low level	I am not rated according to my real performance at all.

9.	What do you think affects mostly the performance appraisals' ratings? (Select multiple answers)	➢ Supervisor's personal judgment
		➢ Personal relations, acquaintances and friendships
		➢ The real performance, abilities, skills and knowledge of personnel
		➢ Other (mention):………………………………………………………………………………….
		➢ Other (mention):………………………………………………………………………………….

10.	Where you informed about your performance appraisal ratings the past 5 years? (Select an answer)	No	Yes, 1 year.	Yes, 2 years.	Yes, 3 years.	Yes, 4 years.	Yes, 5 years.
11.	Would you like to be informed regarding your performance appraisal ratings? (Select an answer)	No		Yes		Don't Know	

APPENDIX 3-C

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION PER SECTION OF THE QUESTIONNAIRE

General questions

How do you feel with the way you are being treated by the C.N.G. for the following issues?									
Promotions		**Compensation**		**Transfers**		**Personal and Family Issues**		**I Generally Feel**	
Mean	4,37	Mean	3,82	Mean	3,45	Mean	3,01	Mean	3,58
Standard Error	0,065	Standard Error	0,080	Standard Error	0,085	Standard Error	0,079	Standard Error	0,065
Median	5	Median	4	Median	3	Median	3	Median	3,5
Mode	5	Mode	4	Mode	3	Mode	3	Mode	3
Standard Deviation	0,74	Standard Deviation	0,91316483	Standard Deviation	0,972980225	Standard Deviation	0,902160661	Standard Deviation	0,745689261
Sample Variance	0,544782349	Sample Variance	0,833870006	Sample Variance	0,946690519	Sample Variance	0,813893858	Sample Variance	0,556052475
Kurtosis	-0,831599938	Kurtosis	-0,366625737	Kurtosis	0,091925131	Kurtosis	1,154058673	Kurtosis	-0,426537114
Skewness	-0,712492985	Skewness	-0,368137162	Skewness	-0,076944383	Skewness	0,113411272	Skewness	0,301666852
Range	2	Range	4	Range	4	Range	4	Range	3
Minimum	3	Minimum	1	Minimum	1	Minimum	1	Minimum	2
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	568	Sum	496	Sum	448	Sum	391	Sum	465
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,128079983	Confidence Level(95.0%)	0,158459735	Confidence Level(95.0%)	0,168839385	Confidence Level(95.0%)	0,156550203	Confidence Level(95.0%)	0,129398022

Do you believe that everyone serving in the C.N.G is equally treated?	
Mean	4,38
Standard Error	0,075173911
Median	5
Mode	5
Standard Deviation	0,857114461
Sample Variance	0,7346452
Kurtosis	2,436734673
Skewness	-1,584747103
Range	4
Minimum	1
Maximum	5
Sum	570
Count	130
Confidence Level(95.0%)	0,148733422

At which degree do you believe there is equality between both sexes for persons with the same rank and within the same corps regarding the following issues?									
Duties		Promotions		Danger		Treatment by commanding officer or supervisor		Transfers	
Mean	5,88	Mean	4,76	Mean	6,19	Mean	5,88	Mean	5,77
Standard Error	0,122406118	Standard Error	0,179379387	Standard Error	0,105933764	Standard Error	0,126714652	Standard Error	0,127607432
Median	6	Median	5	Median	7	Median	7	Median	6
Mode	7	Mode	7	Mode	7	Mode	7	Mode	7
Standard Deviation	1,395644473	Standard Deviation	2,045239684	Standard Deviation	1,207830741	Standard Deviation	1,444769317	Standard Deviation	1,454948581
Sample Variance	1,947823494	Sample Variance	4,183005367	Sample Variance	1,458855098	Sample Variance	2,087358378	Sample Variance	2,116875373
Kurtosis	1,11060473	Kurtosis	-0,904362262	Kurtosis	2,52962057	Kurtosis	0,771621634	Kurtosis	0,485538515
Skewness	-1,250617568	Skewness	-0,499895167	Skewness	-1,583937537	Skewness	-1,220716885	Skewness	-1,046392431
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	765	Sum	619	Sum	805	Sum	765	Sum	750
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,242183498	Confidence Level(95.0%)	0,354906505	Confidence Level(95.0%)	0,209592543	Confidence Level(95.0%)	0,250708038	Confidence Level(95.0%)	0,252474426

At which degree do you believe that personal relationships and acquaintances (Military – social – political) affect the following issues?													
Transfers		**Grievances**		**Rewards**		**Promotions**		**Expenditure awarded in favor of a Military Unit.**		**Inspections and the depth of inspections by commanding officers and supervisors.**		**The general functions of a Military Unit.**	
Mean	6,52	Mean	5,22	Mean	5,15	Mean	3,82	Mean	4,62	Mean	4,87	Mean	4,92
Standard Error	0,082604 723	Standard Error	0,136392 142	Standard Error	0,151758 344	Standard Error	0,182889 217	Standard Error	0,152211 049	Standard Error	0,144626 866	Standard Error	0,140292 996
Median	7	Median	5	Median	6	Median	4	Median	4,5	Median	5	Median	5
Mode	7	Mode	7	Mode	7	Mode	4	Mode	4	Mode	4	Mode	4
Standard Deviation	0,941838 748	Standard Deviation	1,555109 684	Standard Deviation	1,730311 342	Standard Deviation	2,085257 907	Standard Deviation	1,735472 97	Standard Deviation	1,648999 986	Standard Deviation	1,599586 261
Sample Variance	0,887060 227	Sample Variance	2,418366 13	Sample Variance	2,993977 34	Sample Variance	4,348300 537	Sample Variance	3,011866 428	Sample Variance	2,719200 954	Sample Variance	2,558676 208
Kurtosis	6,056553 058	Kurtosis	-0,331752 186	Kurtosis	-0,294262 517	Kurtosis	-1,194721 296	Kurtosis	-0,644311 152	Kurtosis	-0,576719 681	Kurtosis	-0,758616 714
Skewness	-2,414063 001	Skewness	-0,529387 219	Skewness	-0,721498 977	Skewness	0,114132 028	Skewness	-0,278199 745	Skewness	-0,409277 657	Skewness	-0,344587 692
Range	5	Range	6	Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	2	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	848	Sum	678	Sum	669	Sum	497	Sum	601	Sum	633	Sum	639
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,163435 465	Confidence Level(95.0%)	0,269855 19	Confidence Level(95.0%)	0,300257 596	Confidence Level(95.0%)	0,361850 79	Confidence Level(95.0%)	0,301153 283	Confidence Level(95.0%)	0,286147 793	Confidence Level(95.0%)	0,277573 124

Recruitment

What made you choose the military profession and at which degree?											
A relative.		Love for my country.		The salary		Experiences during military service.		Job security		A recruiter	
Mean	5,5	Mean	2,707692	Mean	3,623077	Mean	5,730769	Mean	3,346154	Mean	6,853846
Standard Error	0,192974	Standard Error	0,164335	Standard Error	0,152211	Standard Error	0,182342	Standard Error	0,191255	Standard Error	0,055804
Median	7	Median	2	Median	3	Median	7	Median	3	Median	7
Mode	7	Mode	1	Mode	3	Mode	7	Mode	1	Mode	7
Standard Deviation	2,200247	Standard Deviation	1,873711	Standard Deviation	1,735473	Standard Deviation	2,079015	Standard Deviation	2,180646	Standard Deviation	0,636263
Sample Variance	4,841085	Sample Variance	3,510793	Sample Variance	3,011866	Sample Variance	4,322302	Sample Variance	4,755218	Sample Variance	0,40483
Kurtosis	-0,45133	Kurtosis	0,170565	Kurtosis	-0,26153	Kurtosis	0,434438	Kurtosis	-1,05484	Kurtosis	19,47887
Skewness	-1,07767	Skewness	1,065664	Skewness	0,616498	Skewness	-1,40542	Skewness	0,603298	Skewness	-4,45331
Range	6	Range	6	Range	6	Range	6	Range	6	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	3
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	715	Sum	352	Sum	471	Sum	745	Sum	435	Sum	891
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,381805	Confidence Level(95.0%)	0,325141	Confidence Level(95.0%)	0,301153	Confidence Level(95.0%)	0,360767	Confidence Level(95.0%)	0,378403	Confidence Level(95.0%)	0,110409

What made you choose the military profession and at which degree? Advertisements		The profession is as I imagined it to be.		If you could resign today and choose another profession would you do it?	
Mean	6,415384615	Mean	4,630769231	Mean	4,592307692
Standard Error	0,133207133	Standard Error	0,152943086	Standard Error	0,172565666
Median	7	Median	4,5	Median	5
Mode	7	Mode	4	Mode	7
Standard Deviation	1,51879499	Standard Deviation	1,74381948	Standard Deviation	1,967551321
Sample Variance	2,306738223	Sample Variance	3,04090638	Sample Variance	3,871258199
Kurtosis	5,688904242	Kurtosis	-0,997169718	Kurtosis	-0,945399305
Skewness	-2,607080991	Skewness	-0,137979181	Skewness	-0,431432871
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	834	Sum	602	Sum	597
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,263553571	Confidence Level(95.0%)	0,302601637	Confidence Level(95.0%)	0,341425393

Did someone inform you realistically regarding the profession?		If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again?	
Mean	3,484615385	Mean	3,646153846
Standard Error	0,079679303	Standard Error	0,164848113
Median	4	Median	3
Mode	4	Mode	3
Standard Deviation	0,908483833	Standard Deviation	1,879557669
Sample Variance	0,825342874	Sample Variance	3,53273703
Kurtosis	0,27823774	Kurtosis	-0,967242494
Skewness	-1,37115713	Skewness	0,319579671
Range	3	Range	6
Minimum	1	Minimum	1
Maximum	4	Maximum	7
Sum	453	Sum	474
Count	130	Count	130
Confidence Level(95.0%)	0,15764745	Confidence Level(95.0%)	0,326156024

Personnel Selection

At which degree do you believe that the military schools prepare an officer or NCO for the real profession?		At which degree do you believe that the selection procedures are fair for every candidate?		At which degree do you believe that the selection procedures are related to the real profession?		At which degree do you believe that the selection procedures should be related to the real profession?	
Mean	3,261538462	Mean	2,576923077	Mean	3,792307692	Mean	2,746153846
Standard Error	0,137076489	Standard Error	0,153226241	Standard Error	0,145165032	Standard Error	0,134333549
Median	3	Median	2	Median	4	Median	3
Mode	3	Mode	2	Mode	4	Mode	3
Standard Deviation	1,562912438	Standard Deviation	1,74704794	Standard Deviation	1,655136023	Standard Deviation	1,531638118
Sample Variance	2,442695289	Sample Variance	3,052176506	Sample Variance	2,739475253	Sample Variance	2,345915325
Kurtosis	0,016234321	Kurtosis	0,457157908	Kurtosis	-0,755552709	Kurtosis	1,452268049
Skewness	0,594824925	Skewness	1,247010002	Skewness	0,327054679	Skewness	1,173556586
Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	424	Sum	335	Sum	493	Sum	357
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,271209186	Confidence Level(95.0%)	0,303161866	Confidence Level(95.0%)	0,287212568	Confidence Level(95.0%)	0,265782214

Job Analysis and Job Description

At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies?		At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies?		At which degree do you believe that a member of the C.N.G. of the same rank and duties as you can, without exceptions, deviation or looseness, apply all the laws, regulations and policies?	
Mean	2,9	Mean	3,284615385	Mean	3,253846154
Standard Error	0,102357424	Standard Error	0,101411985	Standard Error	0,091571803
Median	3	Median	3	Median	3
Mode	2	Mode	3	Mode	3
Standard Deviation	1,167054199	Standard Deviation	1,156274527	Standard Deviation	1,044079198
Sample Variance	1,362015504	Sample Variance	1,336970781	Sample Variance	1,090101371
Kurtosis	1,005391153	Kurtosis	0,068413854	Kurtosis	-0,677851555
Skewness	0,851127964	Skewness	0,46212813	Skewness	0,053842806
Range	6	Range	6	Range	4
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	5
Sum	377	Sum	427	Sum	423
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,202516668	Confidence Level(95.0%)	0,200646093	Confidence Level(95.0%)	0,181177053

At which degree do you believe that you are trained for the duties you are assigned?		Do you perform more than one duty at the same time?		At which degree do you believe that the C.N.G. is exploiting your knowledge, skills and abilities?		At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position? (e.g. A tank crew man only performs these duties and not other such as truck driver	
Mean	3,507692308	Mean	2,646153846	Mean	3,946153846	Mean	4,730769231
Standard Error	0,114664819	Standard Error	0,108032515	Standard Error	0,129358556	Standard Error	0,141879564
Median	3	Median	2	Median	4	Median	5
Mode	3	Mode	2	Mode	4	Mode	6
Standard Deviation	1,307380088	Standard Deviation	1,231760185	Standard Deviation	1,474914468	Standard Deviation	1,617675917
Sample Variance	1,709242695	Sample Variance	1,517233154	Sample Variance	2,175372689	Sample Variance	2,616875373
Kurtosis	-0,078568643	Kurtosis	-0,511333136	Kurtosis	-0,266445516	Kurtosis	-0,298959884
Skewness	0,173206659	Skewness	0,579366624	Skewness	-0,112012792	Skewness	-0,825393496
Range	6	Range	4	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	5	Maximum	7	Maximum	7
Sum	456	Sum	344	Sum	513	Sum	615
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,22686715	Confidence Level(95.0%)	0,213744974	Confidence Level(95.0%)	0,255939068	Confidence Level(95.0%)	0,280712188

Compensation and Benefits

Choose the degree that the following characteristics affect compensation and benefits.									
Rank		**Years of service**		**Personal effort**		**Personal performance**		**Specialty**	
Mean	1,676923077	Mean	2,484615385	Mean	5,930769231	Mean	5,892307692	Mean	5,684615385
Standard Error	0,120234012	Standard Error	0,172751632	Standard Error	0,159825658	Standard Error	0,160962428	Standard Error	0,160884042
Median	1	Median	2	Median	7	Median	7	Median	7
Mode	1	Mode	1	Mode	7	Mode	7	Mode	7
Standard Deviation	1,370878656	Standard Deviation	1,969671658	Standard Deviation	1,82229288	Standard Deviation	1,835254049	Standard Deviation	1,834360313
Sample Variance	1,879308289	Sample Variance	3,87960644	Sample Variance	3,320751342	Sample Variance	3,368157424	Sample Variance	3,364877758
Kurtosis	7,360776403	Kurtosis	0,809482992	Kurtosis	1,260183427	Kurtosis	1,053219888	Kurtosis	0,20666921
Skewness	2,766722874	Skewness	1,451274476	Skewness	-1,613266124	Skewness	-1,55063985	Skewness	-1,222242799
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	218	Sum	323	Sum	771	Sum	766	Sum	739
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,237885934	Confidence Level(95.0%)	0,341793331	Confidence Level(95.0%)	0,316218975	Confidence Level(95.0%)	0,318468102	Confidence Level(95.0%)	0,318313014

Choose the degree that the following characteristics affect compensation and benefits.									
Number of specialties		**Danger**		**Military training**		**Non military training**		**Military test results.**	
Mean	5,992307692	Mean	5,353846154	Mean	5,538461538	Mean	5,892307692	Mean	5,838461538
Standard Error	0,147931939	Standard Error	0,179065866	Standard Error	0,182461094	Standard Error	0,161701653	Standard Error	0,16446507
Median	7	Median	6	Median	7	Median	7	Median	7
Mode	7	Mode	7	Mode	7	Mode	7	Mode	7
Standard Deviation	1,686683613	Standard Deviation	2,041664993	Standard Deviation	2,080376554	Standard Deviation	1,843682504	Standard Deviation	1,87519031
Sample Variance	2,84490161	Sample Variance	4,168395945	Sample Variance	4,327966607	Sample Variance	3,399165176	Sample Variance	3,5163387
Kurtosis	1,516791757	Kurtosis	0,578553505	Kurtosis	0,600973545	Kurtosis	0,89763158	Kurtosis	0,537973157
Skewness	-1,631777992	Skewness	-0,918232783	Skewness	-1,017974801	Skewness	-1,490158725	Skewness	-1,402514975
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	779	Sum	696	Sum	720	Sum	766	Sum	759
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,29268696	Confidence Level(95.0%)	0,354286196	Confidence Level(95.0%)	0,361003738	Confidence Level(95.0%)	0,319930675	Confidence Level(95.0%)	0,325398164

Choose the degree that the following characteristics affect compensation and benefits.									
Combat exercise results		**Family size**		**Physical condition**		**Performance of military unit**		**Sex**	
Mean	6,053846154	Mean	5,507692308	Mean	6,092307692	Mean	5,923076923	Mean	5,546153846
Standard Error	0,14826025	Standard Error	0,176849172	Standard Error	0,146290304	Standard Error	0,158110257	Standard Error	0,180144889
Median	7	Median	7	Median	7	Median	7	Median	7
Mode	7	Mode	7	Mode	7	Mode	7	Mode	7
Standard Deviation	1,690426938	Standard Deviation	2,016390796	Standard Deviation	1,6679661	Standard Deviation	1,802734291	Standard Deviation	2,053967756
Sample Variance	2,857543232	Sample Variance	4,065831843	Sample Variance	2,782110912	Sample Variance	3,249850924	Sample Variance	4,218783542
Kurtosis	1,678053023	Kurtosis	-0,53727888	Kurtosis	1,893785677	Kurtosis	1,181088745	Kurtosis	-0,159173846
Skewness	-1,699254678	Skewness	-0,990917939	Skewness	-1,756818935	Skewness	-1,568527114	Skewness	-1,124700022
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	787	Sum	716	Sum	792	Sum	770	Sum	721
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,293336532	Confidence Level(95.0%)	0,349900413	Confidence Level(95.0%)	0,289438946	Confidence Level(95.0%)	0,312825011	Confidence Level(95.0%)	0,35642107

Choose the degree that the following characteristics should affect compensation and benefits.									
Rank		Years of service		Personal effort		Personal performance		Specialty	
Mean	1,946153846	Mean	1,876923077	Mean	2,007692308	Mean	1,861538462	Mean	3,253846154
Standard Error	0,108829923	Standard Error	0,083894036	Standard Error	0,133971114	Standard Error	0,126299493	Standard Error	0,169643612
Median	2	Median	2	Median	1	Median	1	Median	3
Mode	1	Mode	1	Mode	1	Mode	1	Mode	3
Standard Deviation	1,240852036	Standard Deviation	0,95653918	Standard Deviation	1,527505713	Standard Deviation	1,440035778	Standard Deviation	1,934234774
Sample Variance	1,539713775	Sample Variance	0,914967203	Sample Variance	2,333273703	Sample Variance	2,073703041	Sample Variance	3,741264162
Kurtosis	6,310434464	Kurtosis	2,186858929	Kurtosis	3,566070416	Kurtosis	4,812192058	Kurtosis	-0,654411129
Skewness	2,279248647	Skewness	1,329772268	Skewness	1,974962601	Skewness	2,223771736	Skewness	0,65858783
Range	6	Range	4	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	5	Maximum	7	Maximum	7	Maximum	7
Sum	253	Sum	244	Sum	261	Sum	242	Sum	423
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,215322665	Confidence Level(95.0%)	0,165986402	Confidence Level(95.0%)	0,265065126	Confidence Level(95.0%)	0,249886636	Confidence Level(95.0%)	0,335644037

Choose the degree that the following characteristics should affect compensation and benefits.									
Number of specialties		**Danger**		**Military training**		**Non military training**		**Military test results.**	
Mean	2,992307692	Mean	1,553846154	Mean	2,530769231	Mean	2,9	Mean	2,446153846
Standard Error	0,164353472	Standard Error	0,095242551	Standard Error	0,140782574	Standard Error	0,149676654	Standard Error	0,132433549
Median	3	Median	1	Median	2	Median	3	Median	2
Mode	1	Mode	1	Mode	1	Mode	2	Mode	1
Standard Deviation	1,873917895	Standard Deviation	1,085932161	Standard Deviation	1,605168307	Standard Deviation	1,706576427	Standard Deviation	1,509974785
Sample Variance	3,511568277	Sample Variance	1,179248658	Sample Variance	2,576565295	Sample Variance	2,912403101	Sample Variance	2,280023852
Kurtosis	-0,372070845	Kurtosis	9,630663929	Kurtosis	1,073994568	Kurtosis	0,537303657	Kurtosis	1,36318559
Skewness	0,829677827	Skewness	2,810606121	Skewness	1,234150693	Skewness	1,070558336	Skewness	1,236679621
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	389	Sum	202	Sum	329	Sum	377	Sum	318
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,325177365	Confidence Level(95.0%)	0,188439717	Confidence Level(95.0%)	0,278541766	Confidence Level(95.0%)	0,296138922	Confidence Level(95.0%)	0,262023017

Choose the degree that the following characteristics should affect compensation and benefits.									
Combat exercise results		**Family size**		**Physical condition**		**Performance of military unit**		**Sex**	
Mean	2,753846154	Mean	3,015384615	Mean	3,038461538	Mean	3,115384615	Mean	6,053846154
Standard Error	0,156001597	Standard Error	0,155972191	Standard Error	0,150294422	Standard Error	0,169405504	Standard Error	0,15262034
Median	2	Median	3	Median	3	Median	3	Median	7
Mode	1	Mode	3	Mode	3	Mode	1	Mode	7
Standard Deviation	1,778691874	Standard Deviation	1,778356594	Standard Deviation	1,713620068	Standard Deviation	1,931519928	Standard Deviation	1,740139612
Sample Variance	3,163744782	Sample Variance	3,162552177	Sample Variance	2,936493739	Sample Variance	3,730769231	Sample Variance	3,028085868
Kurtosis	0,151199674	Kurtosis	-0,283276173	Kurtosis	-0,089732853	Kurtosis	-0,594931343	Kurtosis	1,883378834
Skewness	1,000790492	Skewness	0,774365297	Skewness	0,793690603	Skewness	0,692910581	Skewness	-1,760278038
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	358	Sum	392	Sum	395	Sum	405	Sum	787
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,308652977	Confidence Level(95.0%)	0,308594796	Confidence Level(95.0%)	0,297361191	Confidence Level(95.0%)	0,335172934	Confidence Level(95.0%)	0,301963077

Regarding your specialty, knowledge, duties rank, working hours and danger select the option that represents you most.							
In relation with other public officials within the same salary band.		**In relation with the personnel of other public safety sectors. (firefighters, police)**		**In relation with the other branches of the C.N.G.**		**In relation with other corps within the same branch.**	
Mean	4,646153846	Mean	4,307692308	Mean	3,676923077	Mean	3,576923077
Standard Error	0,061642726	Standard Error	0,079388054	Standard Error	0,073433052	Standard Error	0,073148288
Median	5	Median	5	Median	3	Median	3
Mode	5	Mode	5	Mode	3	Mode	3
Standard Deviation	0,702835216	Standard Deviation	0,905163087	Standard Deviation	0,837265618	Standard Deviation	0,8340188
Sample Variance	0,49397734	Sample Variance	0,819320215	Sample Variance	0,701013715	Sample Variance	0,695587358
Kurtosis	3,036820184	Kurtosis	0,17108603	Kurtosis	-1,173039556	Kurtosis	-0,878459598
Skewness	-1,963725791	Skewness	-1,09715988	Skewness	0,590641801	Skewness	0,851367852
Range	3	Range	3	Range	3	Range	3
Minimum	2	Minimum	2	Minimum	2	Minimum	2
Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	604	Sum	560	Sum	478	Sum	465
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,121961642	Confidence Level(95.0%)	0,157071208	Confidence Level(95.0%)	0,145289091	Confidence Level(95.0%)	0,144725677

Regarding your specialty, knowledge, duties rank , working hours and danger select the option that represents you most.					
In relation with colleagues of the same specialty.		In relation with colleagues of the same specialty but of lower performance, effort and knowledge.		In relation with the real working hours per month.	
Mean	3,392307692	Mean	4,253846154	Mean	4,607692308
Standard Error	0,065063754	Standard Error	0,072695392	Standard Error	0,067757463
Median	3	Median	4	Median	5
Mode	3	Mode	5	Mode	5
Standard Deviation	0,741840931	Standard Deviation	0,828854991	Standard Deviation	0,772553943
Sample Variance	0,550327967	Sample Variance	0,687000596	Sample Variance	0,596839595
Kurtosis	0,911769822	Kurtosis	-0,738506775	Kurtosis	6,445441159
Skewness	0,956485667	Skewness	-0,672187117	Skewness	-2,365496986
Range	4	Range	3	Range	4
Minimum	1	Minimum	2	Minimum	1
Maximum	5	Maximum	5	Maximum	5
Sum	441	Sum	553	Sum	599
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,128730229	Confidence Level(95.0%)	0,143829611	Confidence Level(95.0%)	0,134059798

Select the degree of desirability of the following behaviours.									
Obeying orders		Respect towards authority		Taking Initiative		Positive cooperation with colleagues		Good spirit and mood during working hours.	
Mean	1,792307692	Mean	1,646153846	Mean	2,053846154	Mean	1,784615385	Mean	1,915384615
Standard Error	0,080023963	Standard Error	0,070657141	Standard Error	0,085510525	Standard Error	0,074855946	Standard Error	0,081015186
Median	2	Median	1,5	Median	2	Median	2	Median	2
Mode	2	Mode	1	Mode	2	Mode	2	Mode	2
Standard Deviation	0,912413563	Standard Deviation	0,805615355	Standard Deviation	0,974969993	Standard Deviation	0,853489103	Standard Deviation	0,923715243
Sample Variance	0,832498509	Sample Variance	0,6490161	Sample Variance	0,950566488	Sample Variance	0,728443649	Sample Variance	0,853249851
Kurtosis	3,230727431	Kurtosis	3,80844203	Kurtosis	0,299992406	Kurtosis	2,391168928	Kurtosis	1,329341241
Skewness	1,607383952	Skewness	1,635797	Skewness	0,859463655	Skewness	1,342540358	Skewness	1,069034906
Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	233	Sum	214	Sum	267	Sum	232	Sum	249
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,158329369	Confidence Level(95.0%)	0,139796882	Confidence Level(95.0%)	0,169184666	Confidence Level(95.0%)	0,148104321	Confidence Level(95.0%)	0,160290528

Select the degree of desirability of the following behaviours.									
Increased productivity		Increased effort despite any negative outcome.		Fewer mistakes.		Maintaining good physical condition.		Creative thinking.	
Mean	1,784615385	Mean	2,130769231	Mean	2,007692308	Mean	2,276923077	Mean	2,069230769
Standard Error	0,083158157	Standard Error	0,082005615	Standard Error	0,086332658	Standard Error	0,083894036	Standard Error	0,088846354
Median	2	Median	2	Median	2	Median	2	Median	2
Mode	1	Mode	2	Mode	2	Mode	2	Mode	2
Standard Deviation	0,948148873	Standard Deviation	0,935007868	Standard Deviation	0,98434375	Standard Deviation	0,95653918	Standard Deviation	1,013004293
Sample Variance	0,898986285	Sample Variance	0,874239714	Sample Variance	0,968932618	Sample Variance	0,914967203	Sample Variance	1,026177698
Kurtosis	1,729192511	Kurtosis	0,734609746	Kurtosis	1,089261228	Kurtosis	0,070030991	Kurtosis	1,04299901
Skewness	1,332227539	Skewness	0,832805189	Skewness	1,074069423	Skewness	0,496409818	Skewness	1,086551495
Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	232	Sum	277	Sum	261	Sum	296	Sum	269
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,164530449	Confidence Level(95.0%)	0,162250115	Confidence Level(95.0%)	0,170811276	Confidence Level(95.0%)	0,165986402	Confidence Level(95.0%)	0,175784685

Select the degree of desirability of the following behaviours.											
Helping colleagues even though I do not have to.		**Finding ways to reduce costs**		**Finding ways to reduce time for completing a task.**		**More time at work. (Overtime not paid)**		**Gain non-military knowledge.**		**Acting individually and not as a team member.**	
Mean	2,0384615 38	Mean	2,0230769 23	Mean	2,030769 231	Mean	3,2538461 54	Mean	2,5692307 69	Mean	3,1615384 62
Standard Error	0,0834582 34	Standard Error	0,0827849 95	Standard Error	0,082404 576	Standard Error	0,1126000 72	Standard Error	0,0994549 62	Standard Error	0,1040640 18
Median	2	Median	2	Median	2	Median	3	Median	3	Median	3
Mode	2	Mode	2	Mode	2	Mode	3	Mode	3	Mode	3
Standard Deviation	0,9515702 74	Standard Deviation	0,9438941 65	Standard Deviation	0,939556 728	Standard Deviation	1,2838383 49	Standard Deviation	1,1339610 31	Standard Deviation	1,1865123 55
Sample Variance	0,9054859 87	Sample Variance	0,8909361 96	Sample Variance	0,882766 846	Sample Variance	1,6482409 06	Sample Variance	1,2858676 21	Sample Variance	1,4078115 68
Kurtosis	1,3453598 38	Kurtosis	0,2370054 84	Kurtosis	0,379191 125	Kurtosis	1,1540504 9	Kurtosis	-0,4391186 31	Kurtosis	-0,9014733 08
Skewness	1,0737757 99	Skewness	0,7399967 33	Skewness	0,792465 723	Skewness	0,0035453 55	Skewness	0,3604427 99	Skewness	-0,0073427 38
Range	4	Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	265	Sum	263	Sum	264	Sum	423	Sum	334	Sum	411
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,1651241 58	Confidence Level(95.0%)	0,1637921 37	Confidence Level(95.0%)	0,163039 47	Confidence Level(95.0%)	0,2227819 97	Confidence Level(95.0%)	0,1967740 75	Confidence Level(95.0%)	0,2058932 05

Select the degree of reward or punishment for the following behaviours.									
Obeying orders		Respect towards authority		Taking Initiative		Positive cooperation with colleagues		Good spirit and mood during working hours.	
Mean	2,8	Mean	2,738461538	Mean	2,823076923	Mean	2,846153846	Mean	2,9
Standard Error	0,060212306	Standard Error	0,063258607	Standard Error	0,063175164	Standard Error	0,040067829	Standard Error	0,044827903
Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,686525913	Standard Deviation	0,721259086	Standard Deviation	0,720307693	Standard Deviation	0,456843543	Standard Deviation	0,511116728
Sample Variance	0,471317829	Sample Variance	0,520214669	Sample Variance	0,518843172	Sample Variance	0,208706023	Sample Variance	0,26124031
Kurtosis	1,682086066	Kurtosis	1,69932142	Kurtosis	-0,071517545	Kurtosis	4,078878736	Kurtosis	3,576161953
Skewness	-0,157669567	Skewness	0,062517241	Skewness	0,152620173	Skewness	-1,57720455	Skewness	-0,162739309
Range	4	Range	4	Range	4	Range	3	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	4	Maximum	5
Sum	364	Sum	356	Sum	367	Sum	370	Sum	377
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,11913152	Confidence Level(95.0%)	0,125158701	Confidence Level(95.0%)	0,124993607	Confidence Level(95.0%)	0,07927518	Confidence Level(95.0%)	0,088693102

Select the degree of reward or punishment for the following behaviours.									
Increased productivity		Increased effort despite any negative outcome.		Fewer mistakes.		Maintaining good physical condition.		Creative thinking.	
Mean	2,776923077	Mean	2,838461538	Mean	2,807692308	Mean	2,892307692	Mean	2,823076923
Standard Error	0,047933298	Standard Error	0,053280959	Standard Error	0,048955889	Standard Error	0,03662271	Standard Error	0,04940358
Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,546523681	Standard Deviation	0,607496402	Standard Deviation	0,558183014	Standard Deviation	0,417563138	Standard Deviation	0,56328748
Sample Variance	0,298688134	Sample Variance	0,369051878	Sample Variance	0,311568277	Sample Variance	0,174358974	Sample Variance	0,317292785
Kurtosis	1,989507142	Kurtosis	1,536452055	Kurtosis	3,736567296	Kurtosis	7,19144271	Kurtosis	2,45830776
Skewness	-0,085409801	Skewness	-0,118714909	Skewness	-0,855047029	Skewness	-2,008213465	Skewness	-0,288764443
Range	4	Range	4	Range	4	Range	3	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	4	Maximum	5
Sum	361	Sum	369	Sum	365	Sum	376	Sum	367
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,094837202	Confidence Level(95.0%)	0,105417681	Confidence Level(95.0%)	0,096860424	Confidence Level(95.0%)	0,072458927	Confidence Level(95.0%)	0,097746192

Select the degree of reward or punishment for the following behaviours.											
Helping colleagues even though I do not have to.		**Finding ways to reduce costs**		**Finding ways to reduce time for completing a task.**		**More time at work. (Overtime not paid)**		**Gain non-military knowledge.**		**Acting individually and not as a team member.**	
Mean	2,8	Mean	2,7384615 38	Mean	2,7692307 69	Mean	2,7538461 54	Mean	2,9461538 46	Mean	3,0461538 46
Standard Error	0,0399761 41	Standard Error	0,0518631 36	Standard Error	0,0529831 17	Standard Error	0,0568099 89	Standard Error	0,0367290 17	Standard Error	0,0510609 43
Median	3	Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,4557981 33	Standard Deviation	0,5913307 31	Standard Deviation	0,6041004 79	Standard Deviation	0,6477335 38	Standard Deviation	0,4187752 25	Standard Deviation	0,5821843 19
Sample Variance	0,2077519 38	Sample Variance	0,3496720 33	Sample Variance	0,3649373 88	Sample Variance	0,4195587 36	Sample Variance	0,1753726 89	Sample Variance	0,3389385 81
Kurtosis	1,7186816 19	Kurtosis	1,4780526 13	Kurtosis	2,4447971 13	Kurtosis	2,6482339 24	Kurtosis	9,0460108 27	Kurtosis	3,3939226 55
Skewness	-1,2371688 54	Skewness	-0,0868945 9	Skewness	0,1496107 11	Skewness	-0,4082872 45	Skewness	-0,3564670 8	Skewness	-0,0026630 82
Range	3	Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	4	Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	364	Sum	356	Sum	360	Sum	358	Sum	383	Sum	396
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,0790937 73	Confidence Level(95.0%)	0,1026124 83	Confidence Level(95.0%)	0,1048283 93	Confidence Level(95.0%)	0,1123999 54	Confidence Level(95.0%)	0,0726692 59	Confidence Level(95.0%)	0,1010253 24

Career Planning

At which degree do you believe that transfers are affected by the following factors?							
Military knowledge		**General ability**		**Experience**		**Discipline**	
Mean	2,615384615	Mean	2,692307692	Mean	2,730769231	Mean	2,769230769
Standard Error	0,147886972	Standard Error	0,136331593	Standard Error	0,134987559	Standard Error	0,139227985
Median	2,5	Median	3	Median	3	Median	3
Mode	1	Mode	1	Mode	1	Mode	1
Standard Deviation	1,686170908	Standard Deviation	1,554419325	Standard Deviation	1,53909498	Standard Deviation	1,587443274
Sample Variance	2,843172332	Sample Variance	2,416219439	Sample Variance	2,368813357	Sample Variance	2,519976148
Kurtosis	-0,368998023	Kurtosis	-0,762018883	Kurtosis	-0,737681476	Kurtosis	-0,55145784
Skewness	0,772828579	Skewness	0,514630879	Skewness	0,462880725	Skewness	0,516925433
Range	6	Range	5	Range	5	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	6	Maximum	6	Maximum	7
Sum	340	Sum	350	Sum	355	Sum	360
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.292597991	Confidence Level(95.0%)	0.269735393	Confidence Level(95.0%)	0.267076189	Confidence Level(95.0%)	0.275465975

At which degree do you believe that transfers are affected by the following factors?							
Military Acquaintances		**Political Acquaintances**		**Non-military knowledge**		**Luck**	
Mean	5,815384615	Mean	6,492307692	Mean	2,769230769	Mean	2,892307692
Standard Error	0,119522313	Standard Error	0,094730672	Standard Error	0,145919845	Standard Error	0,158724099
Median	6	Median	7	Median	3	Median	3
Mode	7	Mode	7	Mode	1	Mode	1
Standard Deviation	1,362764037	Standard Deviation	1,080095846	Standard Deviation	1,663742217	Standard Deviation	1,809733176
Sample Variance	1,85712582	Sample Variance	1,166607036	Sample Variance	2,768038163	Sample Variance	3,275134168
Kurtosis	2,899860691	Kurtosis	9,822998019	Kurtosis	-0,701296179	Kurtosis	-0,32403248
Skewness	-1,563203787	Skewness	-2,885287684	Skewness	0,589466029	Skewness	0,720821521
Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	756	Sum	844	Sum	360	Sum	376
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,23647782	Confidence Level(95.0%)	0,187426953	Confidence Level(95.0%)	0,288705984	Confidence Level(95.0%)	0,314039514

At which degree do you believe that transfers are affected by the following factors?					
Military schools and training		**Previous transfers and positions**		**Sex**	
Mean	2,784615385	Mean	3,176923077	Mean	4,615384615
Standard Error	0,143216569	Standard Error	0,147919535	Standard Error	0,186095242
Median	3	Median	3	Median	5
Mode	1	Mode	1	Mode	7
Standard Deviation	1,632920128	Standard Deviation	1,686542193	Standard Deviation	2,121812211
Sample Variance	2,666428145	Sample Variance	2,844424568	Sample Variance	4,50208706
Kurtosis	-0,669150182	Kurtosis	-0,795346436	Kurtosis	-1,054151129
Skewness	0,505495887	Skewness	0,228982613	Skewness	-0,51633749
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	362	Sum	413	Sum	600
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,283357486	Confidence Level(95.0%)	0,29266242	Confidence Level(95.0%)	0,368193988

At which degree do you believe that you are informed regarding matters that concern or might interest you?	
Mean	2,761538462
Standard Error	0,091240602
Median	2
Mode	2
Standard Deviation	1,040302924
Sample Variance	1,082230173
Kurtosis	-0,225517423
Skewness	0,787664629
Range	4
Minimum	1
Maximum	5
Sum	359
Count	130
Confidence Level(95.0%)	0,180521764

At which degree do you believe that the following factors affect the career of a member of the C.N.G.									
Military knowledge		**General ability**		**Experience**		**Discipline**		**Military Acquaintances**	
Mean	3,515384615	Mean	3,507692308	Mean	3,576923077	Mean	3,561538462	Mean	5,615384615
Standard Error	0,161697397	Standard Error	0,161332464	Standard Error	0,163760731	Standard Error	0,163811142	Standard Error	0,14170973
Median	4	Median	4	Median	4	Median	4	Median	6
Mode	4	Mode	1	Mode	4	Mode	4	Mode	7
Standard Deviation	1,843633989	Standard Deviation	1,839473104	Standard Deviation	1,867159616	Standard Deviation	1,867734382	Standard Deviation	1,615739519
Sample Variance	3,398986285	Sample Variance	3,3836613	Sample Variance	3,486285033	Sample Variance	3,488431723	Sample Variance	2,610614192
Kurtosis	- 1,091234875	Kurtosis	- 1,174549373	Kurtosis	- 1,121832329	Kurtosis	- 1,179751046	Kurtosis	2,205732759
Skewness	0,12219823	Skewness	0,01034331	Skewness	0,062477965	Skewness	0,043369884	Skewness	- 1,594041183
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	457	Sum	456	Sum	465	Sum	463	Sum	730
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,319922257	Confidence Level(95.0%)	0,319200226	Confidence Level(95.0%)	0,324004614	Confidence Level(95.0%)	0,324104352	Confidence Level(95.0%)	0,280376168

At which degree do you believe that the following factors affect the career of a member of the C.N.G.									
Political Acquaintances		Non-military knowledge		Luck		Military schools and training		Sex	
Mean	6,215384615	Mean	3,246153846	Mean	3	Mean	3,438461538	Mean	4,130769231
Standard Error	0,131040793	Standard Error	0,154465064	Standard Error	0,153278619	Standard Error	0,152108554	Standard Error	0,198500179
Median	7	Median	3	Median	3	Median	4	Median	4,5
Mode	7	Mode	1	Mode	1	Mode	4	Mode	1
Standard Deviation	1,494094916	Standard Deviation	1,7611727	Standard Deviation	1,747645149	Standard Deviation	1,734304347	Standard Deviation	2,263250258
Sample Variance	2,232319618	Sample Variance	3,101729278	Sample Variance	3,054263566	Sample Variance	3,007811568	Sample Variance	5,122301729
Kurtosis	5,759695533	Kurtosis	1,084277515	Kurtosis	-0,544688388	Kurtosis	1,024069561	Kurtosis	-1,521786634
Skewness	-2,458185985	Skewness	0,20550074	Skewness	0,628338259	Skewness	0,141362238	Skewness	-0,148400139
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	808	Sum	422	Sum	390	Sum	447	Sum	537
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,259267414	Confidence Level(95.0%)	0,305612908	Confidence Level(95.0%)	0,303265498	Confidence Level(95.0%)	0,300950494	Confidence Level(95.0%)	0,39273746

At which degree do you believe that the following factors affect the career of a member of the C.N.G.			
Ranking of graduation of Military school.		**Performance appraisal ratings**	
Mean	4,553846154	Mean	2,969230769
Standard Error	0,198702271	Standard Error	0,168807407
Median	5	Median	2
Mode	7	Mode	1
Standard Deviation	2,265554464	Standard Deviation	1,924700567
Sample Variance	5,13273703	Sample Variance	3,704472272
Kurtosis	-1,268279415	Kurtosis	-0,919761718
Skewness	-0,467318664	Skewness	0,574320011
Range	6	Range	6
Minimum	1	Minimum	1
Maximum	7	Maximum	7
Sum	592	Sum	386
Count	130	Count	130
Confidence Level(95.0%)	0,393137305	Confidence Level(95.0%)	0,333989584

| At which degree do you believe that the following factors should affect the career of a member of the C.N.G. | | | | | | | | | |
Military knowledge		General ability		Experience		Discipline		Military Acquaintances	
Mean	6,530769231	Mean	6,553846154	Mean	6,3	Mean	6,338461538	Mean	2
Standard Error	0,080389972	Standard Error	0,069978733	Standard Error	0,080731598	Standard Error	0,07289388	Standard Error	0,137270435
Median	7	Median	7	Median	7	Median	7	Median	1
Mode	7	Mode	7	Mode	7	Mode	7	Mode	1
Standard Deviation	0,916586704	Standard Deviation	0,797880316	Standard Deviation	0,920481842	Standard Deviation	0,831118105	Standard Deviation	1,565123766
Sample Variance	0,840131187	Sample Variance	0,636612999	Sample Variance	0,847286822	Sample Variance	0,690757305	Sample Variance	2,449612403
Kurtosis	19,04526092	Kurtosis	17,79825358	Kurtosis	7,32246197	Kurtosis	1,278150101	Kurtosis	2,00137957
Skewness	3,711410416	Skewness	-3,29430343	Skewness	1,967275874	Skewness	1,200212247	Skewness	1,65102505
Range	6	Range	6	Range	6	Range	4	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	3	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	849	Sum	852	Sum	819	Sum	824	Sum	260
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,159053526	Confidence Level(95.0%)	0,138454635	Confidence Level(95.0%)	0,159729442	Confidence Level(95.0%)	0,144222325	Confidence Level(95.0%)	0,271592914

At which degree do you believe that the following factors should affect the career of a member of the C.N.G.									
Political Acquaintances		Non-military knowledge		Luck		Military schools and training		Sex	
Mean	1,423076923	Mean	5,523076923	Mean	1,984615385	Mean	6,1	Mean	1,653846154
Standard Error	0,109678005	Standard Error	0,119737033	Standard Error	0,147725598	Standard Error	0,090615072	Standard Error	0,132725899
Median	1	Median	6	Median	1	Median	6	Median	1
Mode	1	Mode	7	Mode	1	Mode	7	Mode	1
Standard Deviation	1,250521656	Standard Deviation	1,365212223	Standard Deviation	1,68433096	Standard Deviation	1,03317078	Standard Deviation	1,513308089
Sample Variance	1,563804413	Sample Variance	1,863804413	Sample Variance	2,836970781	Sample Variance	1,06744186	Sample Variance	2,290101371
Kurtosis	10,42017288	Kurtosis	0,921853853	Kurtosis	1,731962557	Kurtosis	1,670724538	Kurtosis	4,912707351
Skewness	3,305770086	Skewness	-0,958871184	Skewness	1,675467222	Skewness	-1,188187651	Skewness	2,433453545
Range	6	Range	6	Range	6	Range	5	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	2	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	185	Sum	718	Sum	258	Sum	793	Sum	215
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,217000616	Confidence Level(95.0%)	0,236902649	Confidence Level(95.0%)	0,292278709	Confidence Level(95.0%)	0,179284136	Confidence Level(95.0%)	0,262601439

At which degree do you believe that the following factors should affect the career of a member of the C.N.G.			
Ranking of graduation of Military school.		**Performance appraisal ratings**	
Mean	4,446153846	Mean	5,5
Standard Error	0,168497354	Standard Error	0,144156709
Median	5	Median	6
Mode	4	Mode	7
Standard Deviation	1,921165419	Standard Deviation	1,643639373
Sample Variance	3,690876565	Sample Variance	2,701550388
Kurtosis	-0,945249136	Kurtosis	0,487560477
Skewness	-0,329563355	Skewness	-1,053199172
Range	6	Range	6
Minimum	1	Minimum	1
Maximum	7	Maximum	7
Sum	578	Sum	715
Count	130	Count	130
Confidence Level(95.0%)	0,333376136	Confidence Level(95.0%)	0,285217576

Would you like more control over your career so that it is more aligned with your personal and family life?		What do you believe has catalytically affected your career path until today?	
Mean	1,046153846	Mean	4,738461538
Standard Error	0,018473461	Standard Error	0,170779491
Median	1	Median	5
Mode	1	Mode	7
Standard Deviation	0,210629859	Standard Deviation	1,947185789
Sample Variance	0,044364937	Sample Variance	3,791532499
Kurtosis	17,42382465	Kurtosis	-1,288180472
Skewness	4,376753636	Skewness	-0,155602004
Range	1	Range	6
Minimum	1	Minimum	1
Maximum	2	Maximum	7
Sum	136	Sum	616
Count	130	Count	130
Confidence Level(95.0%)	0,036550194	Confidence Level(95.0%)	0,337891401

Performance Appraisal and Performance Management

I believe that performance appraisals mainly aim at:	
Mean	2,938461538
Standard Error	0,040500515
Median	3
Mode	3
Standard Deviation	0,461776921
Sample Variance	0,213237925
Kurtosis	11,61536838
Skewness	-1,670374047
Range	4
Minimum	1
Maximum	5
Sum	382
Count	130
Confidence Level(95.0%)	0,08013126

At which degree do you believe that performance appraisals really affect promotions?		At which degree do you believe that performance appraisals really affect lay-offs?		At which degree do you believe that performance appraisals really help personnel improve?	
Mean	2,630769231	Mean	3,138461538	Mean	2,376923077
Standard Error	0,139484724	Standard Error	0,15395941	Standard Error	0,120258807
Median	2	Median	3	Median	2
Mode	1	Mode	2	Mode	1
Standard Deviation	1,590370546	Standard Deviation	1,755407354	Standard Deviation	1,371161363
Sample Variance	2,529278473	Sample Variance	3,081454979	Sample Variance	1,880083482
Kurtosis	-0,700661166	Kurtosis	-0,66250622	Kurtosis	-0,295352474
Skewness	0,626241926	Skewness	0,562600679	Skewness	0,720124168
Range	6	Range	6	Range	5
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	6
Sum	342	Sum	408	Sum	309
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,275973939	Confidence Level(95.0%)	0,304612459	Confidence Level(95.0%)	0,237934992

At which degree do you believe that performance appraisals should affect promotions?		At which degree do you believe that performance appraisals should affect lay-offs?		At which degree do you believe that performance appraisals should help personnel improve?	
Mean	5,438461538	Mean	5,223076923	Mean	5,815384615
Standard Error	0,119631638	Standard Error	0,137819022	Standard Error	0,107990048
Median	6	Median	5	Median	6
Mode	5	Mode	5	Mode	6
Standard Deviation	1,364010538	Standard Deviation	1,571378621	Standard Deviation	1,231275984
Sample Variance	1,860524747	Sample Variance	2,469230769	Sample Variance	1,516040549
Kurtosis	0,962847098	Kurtosis	0,758238111	Kurtosis	2,248200052
Skewness	-0,94826549	Skewness	-1,021877206	Skewness	-1,361760594
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	707	Sum	679	Sum	756
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,236694123	Confidence Level(95.0%)	0,272678307	Confidence Level(95.0%)	0,213660951

APPENDIX 3-D

DECLARATION FOR AN ETHICALLY CONDUCTED RESEARCH (CNG)

Dear sir/madam,

After my personal request to the Ministry of Defence and the CNGGS, my demand for conducting interviews with the personnel of the Armed Forces has been approved.

Your Department has appointed you, as the most capable professional, to answer a number of questions related to your area of expertise and HRM, over a personal interview session.

This interview session will be conducted like a discussion and will not last over one hour.

The whole interview will be recorded in order to facilitate better data analysis and enable the conduct of a more productive discussion.

As a researcher I am committed to keep the recorded interview classified. Additionally, I will prevent the reproduction of all or part of the interview in any kind of mean. The recording will only be used by the researcher for data extraction and analysis.

The purpose of this research is not to analyse your personal way of work but to reveal the way the current HRM system works. Nevertheless, I am ethically committed to make public any unlawful actions that could be revealed.

Additionally, you have the opportunity after a request to review the relevant part of the research in order to confirm the correct analysis of the interview.

With honour,

Captain Chrisostomos Constantinou

Researcher's Signature   Specialist's Signature

………………………………………   …………………………………………
.   .

Nicosia, …..../……/……

DECLARATION FOR AN ETHICALLY CONDUCTED RESEARCH (G.M.S)

Dear sir/madam,

After my direct personal request to the Greek Military School, my demand for conducting interviews with specialized personnel of the School has been approved.

Your Department has appointed you, as the most capable professional, to answer a number of questions related to your area of expertise and HRM, over a personal interview session.

This interview session will be conducted like a discussion and will not last over one hour.

The whole interview will be recorded in order to facilitate better data analysis and enable the conduct of a more productive discussion.

As a researcher I am committed to keep the recorded interview classified. Additionally, I will prevent the reproduction of all or part of the interview in any kind of mean. The recording will only be used by the researcher for data extraction and analysis.

The purpose of this research is not to analyse your personal way of work but to reveal the way the current HRM system works. Nevertheless, I am ethically committed to make public any unlawful actions that could be revealed.

Additionally, you have the opportunity after a request to review the relevant part of the research in order to confirm the correct analysis of the interview.

With honour,

Captain Chrisostomos Constantinou

Researcher's Signature   Specialist's Signature

…………………………………….   …………………………………………
.   .

Athens, …..../……/2015

APPENDIX 3-E

QUESTIONNAIRE FOR THE GREEK MILITARY SCHOOL FOR ARMY OFFICERS (STRATIOTIKI SCHOLI EVELPIDON)

1. Who shapes the doctrine and strategy of the Greek Armed Forces? How is this achieved?

2. Is there a specific department that decides regarding the strategy for personnel issues?

3. How the doctrine and strategy of the Greek Armed Forces finally affect the goals, mission, structure and academic objectives of Military Schools?

4. What is the current doctrine of the Greek Armed Forces that governs the current status of the Greek Military School for Army Officers?

5. What are the academic and military subjects that are tought?

6. Does the tuition period constitute a testing period for students or is just another stage before becoming officers?

7. Which are the reasons that Greek Military Schools accept students from other countries?

8. Foreign students are graduates of their country's schools or they will be after their graduation from the Greek Military School?

APPENDIX 3-F

QUESTIONNAIRE REGARDING LEGAL ISSUES AND THE RELEVANT LEGISLATION FOR THE LEGAL DEPARTMENT OF THE CNGGS

1. Which department is responsible for the creation of the relevant legislation? How was it created?

2. Which department is responsible with the creation and amendment of the relevant legislation? What factors are taken under consideration?

3. What training do the personnel of this department have?

4. Can the CNGGS's departments propose any changes to the current legislation? If yes, what is the process?

5. Do the different CNGGS's departments take part in the process of law amendments?

6. Is it possible to amend only one part of one law?

7. According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

8. Do you receive any kind of counseling from external specialized firms or individuals?

9. Why there are 2 different permanent NCO's legislations that are differentiated only based on sex?

APPENDIX 3-G

QUESTIONNAIRE FOR THE PERSONNEL DEPARTMENT OF THE CNGGS

Questions Regarding Performance Appraisals and Performance Management.

1. What is the purpose of the PA system of the CNG?

2. Is a HRIS employed at any stage? Can the system track the best employees for a position? If there isn't such a system how this is achieved?

3. Are raters trained?

4. is responsible for developing, adjusting and proposing changes for the PA system of the CNG?

5. Who/which department is responsible for selecting the different evaluation criteria? How these criteria were selected?

6. Who is responsible for the evaluation of the PA as a system? If there is not a responsible party how does the CNG know that the system works and delivers the expected results?

7. According to the PA Directive's claims, the PAs:
   - ➢ Reveal the image and professional performance of every member of the CNG. They constitute the main tool for further advancement and promotion because they are used by the Promotions Judgment Council.
   - ➢ They enclose the basic criteria for career advancement
   - ➢ They facilitate the creation of a climate of trust and meritocracy
   - ➢ They constitute a kind of morale award and appreciation for the members of the Armed Forces that perform in an outstanding way.

At which degree do you believe these are achieved? Do you know the beliefs of personnel regarding PAs?

8. Why are the criteria the same for all personnel categories regardless of rank, duties, branch and corps?

9. Why are the different bands for unacceptable performance different for each personnel category?

10. Why there is the option to rate women PNCOs and FYCVNCOs with decimals? Is this the common practice?

Questions Regarding Career, Transfer, Promotion, Judgment and Retirement Issues.

1. Who/which department is responsible for developing, monitoring, assessing and adjusting career management issues?

2. The existence of many departments that handle career issues creates any problems?

3. What are the CNG's requirements for career advancements?

4. Why the time as a commanding officer isn't the same as the time in a rank?

5. Is time as a commanding officer a crucial part of an officer's career? Does an officer win something in terms of career advancement when staying longer as a commanding officer of a unit?

6. Is there a problem regarding promotions in the CNG today?

7. How this problem is treated?

8. What does the CNG considers being the career of an officer or NCO?

9. Is there a co-management career program for personnel and the CNG?

10. Is there a career management program that helps personnel control their career?

11. What is taken under consideration for personnel transfers?

12. Why duties are assigned by the commanding officer according to the needs and not by a department that may have better understanding of the developmental needs of personnel?

13. Do you believe that the current transfers system has any weak points?

14. What are the special qualifications under consideration for possessing a highest commanding position?

15. Why the promotions for the highest ranks for officers are judged by a council where public officials have the majority? Doesn't this promote the politicization of armed forces promotions?

16. Why there is not the chance to question the decisions of the Supreme Promotions Council?

17. Why women and men PNCOs have different legislation and seniority tables?

18. Is the Promotions Council the same for men and women PNCOs?

19. Can someone object to the decisions of the Re-evaluation Councils in civil courts?

20. Why Officers from PNCOs do not have their own seniority table?

21. Why Officers from direct appointment do not have their own seniority table?

22. Can officers from direct appointment and from PNCOs have the same duties as Officers from military schools?

23. How long a VNCO can renew the 3 year contract?

24. Are there any VNCOs left?

25. Are there any men VNCOs or women FYCVNCOs?

26. Why the right to be a PNCO is only provided to VNCOs and not FYCVNCOs that actually have a longer contract with the CNG?

27. Are promotions and transfers carried out always on schedule as defined by the law? What is made first and which second?

28. What are the criteria for specialized positions and where can military personnel informed about them?

29. Is there a database (HRIS) available that has all the personnel according to their specialty, skills and knowledge?

30. In the absence of a HRIS how the different CORPS Commandments propose people for vacant positions?

31. Do you believe that transfers are made without the intervening of external forces? What do toy think the personnel belief is?

32. What is the process followed for personnel that is decided to retire?

33. What is the mean age of retirement?

34. Is there any available program that helps retirees adjust in their civil life? Does society take advantage of their skills and knowledge in any way?

35. According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

APPENDIX 3-H

QUESTIONNAIRE FOR LIEUTENANT GENERAL (RTD) P. P.

1.When did you retire and with what rank?

2.Can you share some details regarding your professional life?

3.Which department created the legislation regarding the Cypriot Armed Forces and the CNG? What is the area of the personnel of this department?

4.Which was the basis for the legislation and how it was formed?

5.Did the Ministry of Defence receive any kind of expert advice regarding HRM issues?

6.What is main source for legal action against the Ministry of Defence and the CNG?

7.How was the transition from military to civilian life?

8.How would you describe the feelings of all retired officers in general regarding the procedures for retirement?

APPENDIX 3-I

QUESTIONNAIRE REGARDING COMPENSATION AND BENEFITS FOR MR. M. K. OF THE MINISTRY OF DEFENCE

1. According to which laws and regulations is the compensation system of the CNG's personnel defined?

2. What does this legislation define for each category of personnel?

3. What affects the salary of an Officer?

4. What affects the salary of a PNCO?

5. What affects the salary of a FYCVNCO?

6. What affects the salary of a VNCO?

7. Can an Officer affect in any way his/her salary?

8. Can a PNCO affect in any way his/her salary?

9. Can a FYCVNCO affect in any way his/her salary?

10. Can a VNCO affect in any way his/her salary?

11. What are the aims and objectives of the current compensation system?

12. How do you believe that the CNG's personnel view its salary in relation to other civil servants and public safety personnel?

13. Do you believe that the current system is successful? Does it achieve its aims?

14. According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?

APPENDIX 3-J

QUESTIONNAIRE FOR THE PRESIDENT OF THE CYPRUS ARMY RETIRED OFFICERS' ASSOCIATION LIEUTENANT GENERAL (RTD) S. M.

1. When did you retire and with what rank?

2. What is the mission of CAROA?

3. How the government exploits your knowledge and expertise as an association?

4. Have you proposed any ways that the government could exploit the KSAOs of your members?

5. How would you describe your association's relationship with the CNGGS and the Ministry of Defence?

6. How was the transition from military to civilian life?

7. How would you describe the feelings of all retired officers in general regarding the procedures for retirement?

APPENDIX 3-K

INTERVIEW DOCUMENT FOR COMPENSATION ISSUES (EXAMPLE)

Relevant Documents

No	DOCUMENT	NOTES
1	Parliament of Cyprus (1997) *Pensions Law.* (Law 97 (I) / 1997). Nicosia: Printing Office of the Republic of Cyprus.	
2	Parliament of Cyprus (1984) *Increase of Salaries for the Armed Forces' Personnel and the Correlation of Salary Bands and Scales with those Applied in the Civil Service.* (Law 66 / 1984). Nicosia: Printing Office of the Republic of Cyprus.	
3	Parliament of Cyprus (1989) *Regulations concerning the Diving Allowance of NAVY SEALs of the Cypriot Army.* (Reg.Adm.Act. 24 / 1989). Nicosia: Printing Office of the Republic of Cyprus.	
4	Parliament of Cyprus (1990) *Cypriot Armed Forces Law.* (Law 33/1990). Nicosia: Printing Office of the Republic of Cyprus.	
5	Parliament of Cyprus (1995) *Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces of 1995 to 2012.* (Reg.Adm.Act. 44 / 1995). Nicosia: Printing Office of the Republic of Cyprus.	
6	Parliament of Cyprus (1997) *Pensions Law.* (Law 97 (I) / 1997). Nicosia: Printing Office of the Republic of Cyprus.	

7	Parliament of Cyprus (2002) *Regulations concerning the Allowances of De-mining Personnel of the Cypriot Army.* (Reg.Adm.Act. 17 (I) / 2002). Nicosia: Printing Office of the Republic of Cyprus.	
8	Parliament of Cyprus (2008) *Governmental Budget for 2009.* (Law 29 (II) / 2008). Available at: <http://www.mof.gov.cy/mof/papd/papd.nsf> [Accessed 06 May 2015].	
9	Parliament of Cyprus (2008) *Table of Classification of Organic Civil Service Positions according to Salary Bands and Scales of 2009 (*Appendix of the Governmental Budget of 2009 Law 29(II)/2008*).* Available at: <http://www.mof.gov.cy/mof/papd/papd.nsf/All/6E0A74276067C585C2257AFE00222628/$FILE/TAXINOMISI%20BOOK.pdf?OpenElement> [Accessed 06 May 2015].	
10	Parliament of Cyprus (2011) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 112 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.	
11	Parliament of Cyprus (2011) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 193 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.	
12	Parliament of Cyprus (2011) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service.* (Law 73 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.	

13	Parliament of Cyprus (2012) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 74 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.	
14	Parliament of Cyprus (2012) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 184 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.	
15	Parliament of Cyprus (2012) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service.* (Law 192 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.	
16	Parliament of Cyprus (2012) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service.* (Law 185 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.	
17	Parliament of Cyprus (2013) *Regulations concerning the Flying Ability and Flying Personnel's Allowance.* (Reg.Adm.Act. 202 / 2013). Nicosia: Printing Office of the Republic of Cyprus.	

Information regarding the Official

RANK	NAME	DIVISION	NOTES
-	Mr. M. K.	Compensation and Benefits for Permanent Military Personnel Ministry of Defence	

DATE:………………………………………………

PLACE……………………………………………..

Questions

No	QUESTION	NOTES
1.	According to which laws and regulations is the compensation system of the CNG's personnel defined?	
2.	What does this legislation define for each category of personnel?	
3.	What affects the salary of an Officer?	

4.	What affects the salary of a PNCO?	
5.	What affects the salary of a FYCVNCO?	
6.	What affects the salary of a VNCO?	
7.	Can an Officer affect in any way his/her salary?	
8.	Can a PNCO affect in any way his/her salary?	
9.	Can a FYCVNCO affect in any way his/her salary?	
10.	Can a VNCO affect in any way his/her salary?	
11.	What are the aims and objectives of the current compensation system?	
12.	How do you believe that the CNG's personnel view its salary in relation to other civil servants and public safety personnel?	

13.	Do you believe that the current system is successful? Does it achieve its aims?	
14.	According to the Constitution and the CNG Law the members of the CNG are not considered as Civil Servants. Why their career paths and compensation are connected to the Civil Service?	

APPENDIX 3-L

DATA RETRIEVAL BOARD FOR CNG AND GOVERNMENTAL SOURCES

CATEGORY (C) / SOURCE (S)	JOB DESCRIPTION (1)	RECRUITMENT (2)	SELECTION (3)	CAREER PLANNING (4)	PERFORMANCE APPRAISAL (5)	SALARY AND BENEFITS (6)	RETIREMENT AND POST RETIREMENT ISSUES (7)	LEGAL ISSUES (8)
INTERVIEWS (I)								
1. Mr. M. K. (MoD)				25th May 2015		25th May 2015		
2. LtGen (rtd) S. M. (CAROA)		19th May 2015	19th May 2015	19th May 2015	19th May 2015		19th May 2015	
3. LtGen (rtd) P. P.		24th April 2015	24th April 2015	24th April 2015	24th April 2015	24th April 2015	24th April 2015	24th April 2015
4. Brigadier General T. A. (Greek Military School for Army Officers)	20th March 2015	20th March 2015	20th March 2015	20th March 2015				

5. Captain M. E. (Greek Military School for Army Officers)	20th March 2015	20th March 2015	20th March 2015	20th March 2015				
6. Lieutenant Colonel G. P. (Legal/CNGGS)								18th March 2015
7. Major L. S. (Legal/CNGGS)								18th March 2015
8. Lieutenant Colonel P. P.				22nd April 2015				
9. Lieutenant Colonel P. I.				22nd April 2015	22nd April 2015		22nd April 2015	
10. Major T. K.				22nd April 2015				
11. Master Sergeant D. A.				22nd April 2015	22nd April 2015		22nd April 2015	
GROUP INTERVIEWS (GI)								

1. CAOA BOARD	2nd April 2015	2nd April 2015	2nd April 2015	2nd April 2015	2nd April 2015	2nd April 2015	2nd April 2015	2nd April 2015
SURVEY QUESTIONNAIRES (Q)								
1. SURVEY QUESTIONNAIRE	PART "D"	PART "B"	PART "C"	PART "A" PART "F"	PART "G"	PART "E"		
DOCUMENTS (D)								
1.CNGGS, Department of Doctrine and Organisation (2012) *CNG's Manuals of Specialties.* Nicosia: CNGGS.	**X**							
2.CNGGS, Department of Personnel Selection (2004) *Permanent Directive regarding* the Selection of Students for Higher Military Educational Institutions (HMEI) and Military			**X**					

Schools for NCOs (MSNCO). (ΠαΔ 4-39/2004/ΓΕΕΦ/ΔΕΠ/1). Nicosia: CNGGS.							
3.CNGGS, Personnel Department (2003) *Directive of Continuous Application regarding the Procedures of Conducting Performance Appraisals.* (Φ.416/34/161557/Σ.1187/07 Αυγ. 2003/ΓΕΕΦ/1ο ΕΓ/III). Nicosia: CNGGS.					X		
*4.*CNGGS, Personnel Department (2005) *Permanent Directive regarding Morale Awards.* (ΠαΔ 4-20/2005/ΓΕΕΦ/1ο ΕΓ/III). Nicosia: CNGGS.				X		X	
5.CNGGS, Personnel Department (2008)					X		

Observations Regarding Performance Appraisals. (Φ.416/52/360555/Σ. 1682/17 Δεκ 2008/ΓΕΕΦ/ΔΙΠΡΟ/6). Nicosia: CNGGS.							
6. CNGGS, Personnel Department (2010) *Regulation regarding Day Off After One Full Day on Duty.* (Φ.440/27/521619/Σ.158 7/15 Μαρ 2010/ΓΕΕΦ/ΔΙΠΡΟ/1). Nicosia: CNGGS.				**X**		**X**	
7. CNGGS, Personnel Department (2011) *Table regarding raters' authority for providing ratings to CNG's personnel.* (Φ.416/1/405517/Σ.517/ 26 Ιαν					**X**		

2011/ΓΕΕΦ/ΔΙΠΡΟ/6). Nicosia: CNGGS.							
8.CNGGS, Personnel Department (2012) *Permanent Directive regarding the vacation leave, sick leave and other kinds of leaves provided to military personnel. (ΠαΔ 4-18/2012/ΓΕΕΦ/ΔΙΠΡΟ/3). Nicosia: CNGGS.*			X		X		
9.CNGGS, Personnel Department (2012) *Permanent Directive regarding Placements and Transfers of Personnel. (ΠαΔ 4-5/2007/ΓΕΕΦ/ΔΙΠΡΟ/1). Nicosia: CNGGS.*			X				
10. CNGGS, Personnel Department (2013) *Additional*				X			

Personal Documents of CNG's Personnel (Φ.416/1/620106/Σ.106/ 8 Ιαν 2013/ΓΕΕΦ/ΔΙΠΡΟ/6). Nicosia: CNGGS.								
11.CNGGS, Personnel Department (2013) *Adjustments for Officers' Performance Appraisals* (Φ.416/33/625055/Σ.504 8/12 Αυγ. 2013/ΓΕΕΦ/ΔΙΠΡΟ/6). Nicosia: CNGGS.					**X**			
12. CNGGS, Personnel Department (2014) *Personal documents, records and career issues of CNG's NCOs.* (Φ.416/13/623560/Σ.352 5/14 Ιουν 2014/ΓΕΕΦ/ΔΙΠΡΟ/7).				**X**	**X**			

Nicosia: CNGGS.							
13.Cypriot Government, The Republic's Treasury (2014) *The Salaries of Civil Servants as of 01/01/2014.* Available at: <http://www.treasury.gov.cy/treasury/Treasury.nsf/emoluments_gr/emoluments_gr?OpenDocument> [Accessed 10 May 2015].						X	
14.Cypriot National Guard (2008) *Informational Leaflet for Military Professions.* Nicosia: Cypriot National Guard General Staff Publications.		X	X	X			
15. *European Court of Human Rights and the European Council (2010) European*				X			X

Convention on Human Rights. EU: Council of Europe Publishing.								
16.Greek Armed Forces General Staff (1988) *Field Manual 181 – 1 Leaderhip and Management.* Greece:Greek Army Publishings.	X	X	X	X	X			X
17.Greek Parliament (2003) *Law regarding The Highest Military Training Institutions.* (Law No. 3187/2003). Greek Government's Printing Office <http://www.et.gr/index.php> [Accessed 30 March 2015].		X	X	X	X		X	X
18.Parliament of Cyprus (1984) *Disciplinary Regulations of the*				X				

Cypriot National Guard. Nicosia: Printing Office of the Republic of Cyprus.							
19. Parliament of Cyprus (1979) *Increase of Salaries of Civil Servants and Restructuring of the Civil Service Compensation System.* (Law 58 / 1979). Nicosia: Printing Office of the Republic of Cyprus.						X	
20. Parliament of Cyprus (1984) *Increase of Salaries for the Armed Forces' Personnel and the Correlation of Salary Bands and Scales with those Applied in the Civil Service.* (Law 66 / 1984). Nicosia: Printing						X	

Office of the Republic of Cyprus.							
21.Parliament of Cyprus (1984) *Regulations regarding Military Medals.* (Reg.Adm.Act. 55 / 1984). Nicosia: Printing Office of the Republic of Cyprus.				X		X	
22.Parliament of Cyprus (1989) *Regulations concerning the Diving Allowance of NAVY SEALs of the Cypriot Army.* (Reg.Adm.Act. 24 / 1989). Nicosia: Printing Office of the Republic of Cyprus.						X	
23. Parliament of Cyprus (1990) *Civil Service Law.* (Law 1/1990). Nicosia: Printing Office of the				X		X	X

Republic of Cyprus.							
24.Parliament of Cyprus (1990) *Cypriot Armed Forces Law.* (Law 33/1990). Nicosia: Printing Office of the Republic of Cyprus.							**X**
25.Parliament of Cyprus (1990) *Regulations concerning the men and women volunteer NCOs of the Cypriot Armed Forces.* (Reg.Adm.Act. 53 / 1990). Nicosia: Printing Office of the Republic of Cyprus.		**X**	**X**	**X**	**X**	**X**	**X**	**X**
26.Parliament of Cyprus (1990) *Regulations concerning the Officers of the Cypriot Armed Forces.* (Reg.Adm.Act. 90 / 1990). Nicosia: Printing Office of the		**X**	**X**	**X**	**X**	**X**	**X**	**X**

Republic of Cyprus.								
27.Parliament of Cyprus (1990) *Regulations concerning the Permanent NCOs of the Cypriot Armed Forces.* (Reg.Adm.Act. 91 / 1990). Nicosia: Printing Office of the Republic of Cyprus.		**X**	**X**	**X**	**X**	**X**	**X**	**X**
28.Parliament of Cyprus (1993) *Regulations concerning the Permanent Women NCOs of the Cypriot Armed Forces.* (Reg.Adm.Act. 311 / 1993). Nicosia: Printing Office of the Republic of Cyprus.		**X**	**X**	**X**	**X**	**X**	**X**	**X**
29.Parliament of Cyprus (1995) *Regulations concerning provision of*				**X**		**X**		

leave of civil servants (as part of the regulations regarding the civil service) of 1995 to 2005. (Reg.Adm.Act. 101 / 1995). Nicosia: Printing Office of the Republic of Cyprus.								
30.Parliament of Cyprus (1995) *Regulations concerning the Five Years Contracted Volunteer NCOs of the Cypriot Armed Forces of 1995 to 2012.* (Reg.Adm.Act. 44 / 1995). Nicosia: Printing Office of the Republic of Cyprus.		X	X	X	X	X	X	X
31.Parliament of Cyprus (1997) *Pensions Law.* (Law 97 (I) / 1997). Nicosia: Printing Office							X	X

of the Republic of Cyprus.							
32.Parliament of Cyprus (2000) *Regulations regarding the CNG's Commendations.* (Reg.Adm.Act. 192 / 2000). Nicosia: Printing Office of the Republic of Cyprus.				X		X	
33.Parliament of Cyprus (2000) *The Employer's Obligation to inform Employees of the Particulars of their Contract of Employment.* (Law 100(I)/2000). Nicosia: Printing Office of the Republic of Cyprus.	X						X
34.Parliament of Cyprus (2002) *Regulations concerning the*						X	

Allowances of De-mining Personnel of the Cypriot Army. (Reg.Adm.Act. 17 (I) / 2002). Nicosia: Printing Office of the Republic of Cyprus.							
35. Parliament of Cyprus (2008) *Governmental Budget for 2009.* (Law 29 (II) / 2008). Available at: <http://www.mof.gov.cy/ mof/papd/papd.nsf> [Accessed 06 May 2015].						**X**	
36. Parliament of Cyprus (2008) *Table of Classification of Organic Civil Service Positions according to Salary Bands and Scales of 2009 (*Appendix of the Governmental Budget of						**X**	

2009 Law 29(II)/2008*). Available at: <http://www.mof.gov.cy/ mof/papd/papd.nsf/All/6 E0A74276067C585C22 57AFE00222628/$FILE/ TAXINOMISI%20BOOK. pdf?OpenElement> [Accessed 06 May 2015].							
37.Parliament of Cyprus (2011) *Cypriot National Guard Law*. (19 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.							**X**
38.Parliament of Cyprus (2011) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector*. (Law 112 (I) / 2011).						**X**	**X**

Nicosia: Printing Office of the Republic of Cyprus.							
39.Parliament of Cyprus (2011) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 193 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.						**X**	**X**
40.Parliament of Cyprus (2011) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service.* (Law						**X**	**X**

73 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.							
41.Parliament of Cyprus (2012) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 74 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.						**X**	**X**
42.Parliament of Cyprus (2012) *Extra Contribution of Civil Servants, Officials and Retirees of the Governmental Sector.* (Law 184 (I) / 2011). Nicosia: Printing Office of the Republic of Cyprus.						**X**	**X**

43.Parliament of Cyprus (2012) *Law regarding parental leave and force majeure leave of 2012.* (Law 47 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.				X		X	
44.Parliament of Cyprus (2012) *Members of the Armed Forces of the Republic (Retirements and relevant issues).* (Law 215 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.							X
45.Parliament of Cyprus (2012) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to*						X	X

the Salaries and Pensions to those employed or retired by the Civil Service. (Law 192 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.							
46.Parliament of Cyprus (2012) *Solidification of any Salary Scale Increments and Salary Increases due to the Cost of Living Index to the Salaries and Pensions to those employed or retired by the Civil Service.* (Law 185 (I) / 2012). Nicosia: Printing Office of the Republic of Cyprus.						X	X
47.Parliament of Cyprus (2013) *Regulations concerning the Flying*				X		X	

Ability and Flying Personnel's Allowance. (Reg.Adm.Act. 202 / 2013). Nicosia: Printing Office of the Republic of Cyprus.							
OBSERVATION (O)							
1. EXPERIENCE 'A'		GSP STADIUM '99					
2. EXPERIENCE 'B'		MBA THESIS 2009	MBA THESIS 2009				
3. EXPERIENCE 'C'		IQ TESTS FOR HMEIs 2009-2015					
4. EXPERIENCE 'D'	SERVED AS OFFICE STAFF THAT HANDLES RELEVANT ISSUES						

APPENDIX 5.2-A

JOB DESCRIPTIONS ACCORDING TO THE CNG'S MANUAL OF SPECIALTIES (CNGGS, DEPARTMENT OF DEPARTMENT OF DOCTRINE AND ORGANISATION 2012

Job Description for Manager (0184)

1. Specialty: Manager
2. Code Number: 0184
3. Duties: Performs duties that are related to the needs of the CNG and according to the Organisational Table and various policies.
4. Qualifications:
   a. Educational Level: As Educational Indicator
   b. Health Status: S1 and S2 ability
   c. Physical Condition:
      i. Good eyesight.
      ii. Men and women.
      iii. Intelligent
      iv. Honest
      v. Discreet – secretive
      vi. Conscientious
   d. Military Status:Men and women of full or reduced compulsory military service
   e. Previous Experience: -
   f. Age: -
5. Educational Indicator: 11 to 41 (University graduate to High school graduate)
6. Useful Professions: –
7. Training Period: As training policies.

Job Description for Tank Operator (CODES 3542 – 3547 The description is the same for all types of tanks)

1. Specialty: Tank operator
2. Code Number: 3542
3. Duties: Must be able to perform the duties of all the crew members (driver, gunner and crew leader) according to the needs. Duties are the same as those of the crew members.
4. Qualifications:
    a. Educational Level: As Educational Indicator
    b. Health Status: S1 ability
    c. Physical Condition:
        i. Normal height.
        ii. Men only.
        iii. Leadership qualities
        iv. Strong-minded
        v. Calm
        vi. Conscientious
    d. Military Status:Men of full compulsory military service
    e. Previous Experience: Mechanical knowledge, driving skills, electronics experience. Radio knowledge is desirable.
    f. Age: Must have performed his compulsory military service
5. Educational Indicator: 41 (High school graduate)
6. Useful Professions: –
7. Training Period: As training policies.

Job Description for Vehicle Mechanic (8111)

1. Specialty: Vehicle Mechanic

2. Code Number: 8111

3. Duties: Maintains, inspects and repairs the mechanical parts of all the kinds of vehicles, vessels and artillery equipment according to the technical description and methodology. He has the knowledge of using these means and testing them in order to ascertain flawless operation.

4. Qualifications:

   a. Educational Level: As Educational Indicator

   b. Health Status: S1 and S2 ability

   c. Physical Condition:

      i. Good eyesight without achromatopsy or monochromatism.

      ii. Good hearing

   d. Military Status:Men of full or reduced compulsory military service

   e. Previous Experience: The mechanical knowledge of internal combustion engines and hydraulics is desirable.

   f. Age: -

5. Educational Indicator: 21 to 71 (College graduate to Elementary School graduate)

6. Useful Professions: Car mechanic, Mechanical engineer technical assistant, machine mechanic

7. Training Period: As training policies.

APPENDIX 5.2-B

JOB DESCRIPTIONS OF THE US ARMED FORCES ACCORDING TO THEIR RECRUITMENT WEBSITE

<http://www.goarmy.com> [Accessed 28 Feb 2012-19th Jan. 2014]

U.S ARMY OFFICER JOB DESCRIPTION

The Army's Armor Branch is responsible for all the tank and cavalry/forward reconnaissance operations on the battlefield. The role of an Armor Officer is to be a leader in operations specific to the Armor Branch and to lead others in many areas of combat operations.

As an Armor Officer, you may either work with tank units that utilize the M1A1 and M1A2 Abrams Tanks, or cavalry units responsible for forward reconnaissance operations.

The responsibilities of an Armor Lieutenant may include:

➤ Leading and controlling the Armor and combined armed forces during land combat.

➤ Coordinate employment of Armor Soldiers at all levels of command, from platoon to battalion and higher, in U.S. and multi-national operations.

TRAINING

Armor Officer training includes completion of the Armor Officer Basic Course (AOBC), where you will learn leadership skills, tactics, maintenance and operational aspects of weapons and vehicles used in an Armor platoon. Training for a Cavalry Officer includes completion of Scout Leaders Course and Cavalry Leaders Course.

HELPFUL SKILLS

Being a leader in the Army requires certain qualities. A leader exhibits self-discipline, initiative, confidence and intelligence. They are physically fit and can perform under physical and mental pressures. Leaders make decisions quickly,

always focusing on completing the mission successfully, and show respect for their subordinates and other military officers. Leaders lead from the front and adjust to environments that are always changing. They are judged by their ability to make decisions on their own and bear ultimate moral responsibility for those decisions.

ADVANCED RESPONSIBILITIES

Beyond the Captain level, Armor Officers can continue in the Operations career field, serving in the Armor Branch at ever increasing levels of leadership and responsibility.

Responsibilities of an Armor Captain may include:

➢ Commanding and controlling Armor units and combined armed companies and company-sized units (200-300 Soldiers).

➢ Coordinate employment of Armor Soldiers at all levels of command, from company to division level and beyond, in U.S. and multi-national operations.

➢ Develop doctrine, organisations and equipment for unique Armor missions.

➢ Instruct Armor skills at service schools and combat training centers.

➢ Serve as an Armor advisor to other units, including Army National Guard and U.S. Army Reserve organisations.

RELATED CIVILIAN JOBS

While there is no directly related job for an Armor Officer in the civilian world, the leadership skills you acquire as an Army Officer will help you in many types of civilian careers. An Officer in the Army is most closely related to a vital manager in a corporation.

ARMOR OFFICER

OVERVIEW

Armor officers are responsible for tank and cavalry/forward reconnaissance operations on the battlefield. The role of an armor officer is to be a leader in operations specific to the armor branch and to lead others in many areas of combat operations.

JOB DUTIES

- ➢ Command the armor units and combined armed forces during land combat

- ➢ Coordinate the employment of armor Soldiers at all levels of command

REQUIREMENTS

Those who want to serve must first take the Armed Services Vocational Aptitude Battery (ASVAB), a series of tests that helps you better understand your strengths and identify which Army jobs are best for you.

TRAINING

Job training for a armor officer , includes completion of the Armor Officer Basic Course where you learn the skills and operational aspects that are used in an armor platoon. Cavalry officers will need to complete the Scout Leaders and Cavalry Leaders Courses.

HELPFUL SKILLS

- ➢ Self-discipline, confidence and intelligence

- ➢ Physically and mentally fit to perform under pressure

- ➢ Ability to make quick decisions

- ➢ Capable of bearing numerous responsibilities

COMPENSATION

Total compensation includes housing, medical, food, special pay, and vacation time.

EDUCATION BENEFITS

In the Army, qualified students can earn full-tuition, merit-based scholarships, allowances for books and fees, plus an annual stipend for living expenses.

FUTURE CIVILIAN CAREERS

The skills you learn will help prepare you for a career in fields such as business management. An officer in the Army is closely related to managerial positions in corporations.

INFANTRY OFFICER

OVERVIEW

The infantry officer is responsible for leading the infantry and combined armed forces during land combat.

JOB DUTIES

➢ Coordinate the employment of Infantry Soldiers at all levels of command in U.S. and multinational operations

At increasing levels of leadership, an infantry captain's responsibilities may include:

➢ Commanding and controlling the infantry and combined armed companies and company-sized units (200 - 300 Soldiers)

➢ Developing doctrine, organisations and equipment for unique infantry missions

➢ Instructing Infantry skills at service schools and combat training centers

➢ Serving as an Infantry advisor to other units, including Army National Guard and U.S. Army Reserve organisations

REQUIREMENTS

Those who want to serve must first take the Armed Services Vocational Aptitude Battery, a series of tests that helps you better understand your strengths and identify which Army jobs are best for you.

TRAINING

Job training for an infantry officer requires completion of the Basic Officer Leadership Courses I, II & III. These courses will emphasize leadership, tactics and technical competence that are common to the infantry. Part of this time is spent in the classroom and part in the field.

Infantry officers can also volunteer for airborne and ranger school or for specific developmental assignments in airborne and ranger units.

HELPFUL SKILLS

> Self-discipline, confidence and intelligence

> Physically and mentally fit to perform under pressure

> Ability to make quick decisions

> Capable of bearing numerous responsibilities

COMPENSATION

Total compensation includes housing, medical, food, special pay, and vacation time.

EDUCATION BENEFITS

In the Army, qualified students can earn full-tuition, merit-based scholarships, allowances for books and fees, plus an annual stipend for living expenses.

FUTURE CIVILIAN CAREERS

The skills you learn will help prepare you for a career in fields such as business management. An officer in the Army is closely related to managerial positions in corporations.

M1 ARMOR CREWMAN (19K)

- ➤ ✔Enlisted
- ➤ ✘Officer
- ➤ ✔Active Duty
- ➤ ✘Army Reserve
- ➤ ✘Open to Women
- ➤ ✔Entry Level

OVERVIEW

The M1 armor crewman is responsible for operating armored equipment such as the M1A2 Abrams to destroy enemy positions. As part of the tank and armor unit, they are ready to defend our country anywhere in the world.

JOB DUTIES

- ➤ Operate tracked and wheeled vehicles over various terrain
- ➤ Use communications equipment to receive and relay battle orders
- ➤ Load and fire guns
- ➤ Read maps, compasses and battle plans

REQUIREMENTS

Those who want to serve must first take the Armed Services Vocational Aptitude Battery, a series of tests that helps you better understand your strengths and identify which Army jobs are best for you.

TRAINING

Job training for a M1 armor crewman requires 15 weeks of One Station Unit Training. Part of this time is spent in the classroom and in the field under simulated combat.

Some of the skills you'll learn are:

- ➤ Tank operations
- ➤ Armor offensive and defensive tactics

- ➢ Map reading and scouting techniques

- ➢ Field combat strategy

HELPFUL SKILLS

- ➢ Readiness to accept a challenge and face danger

- ➢ Top physical and mental shape

- ➢ Interest in medicine and science

- ➢ Ability to work as a team member

REQUIRED ASVAB SCORE(S)

Combat (CO): 87

Learn more about the ASVAB and see what jobs you could qualify for.

COMPENSATION

Total compensation includes housing, medical, food, special pay, and vacation time.
Learn more about total compensation.

EDUCATION BENEFITS

In the Army, qualified students can earn full-tuition, merit-based scholarships, allowances for books and fees, plus an annual stipend for living expenses. Learn more about education benefits.

FUTURE CIVILIAN CAREERS

The skills you learn will help prepare you for a career in any field you choose, but especially in the mechanics repair industry.

PARTNERSHIP FOR YOUTH SUCCESS (PAYS) PROGRAM

Those interested in this job may be eligible for civilian employment, after the Army, by enrolling in the Army PaYS program. The PaYS program is a recruitment option that guarantees a job interview with military friendly employers that are looking for experience and trained Veterans to join their

organisation.   Find   out   more   about   the   Army   PaYS   Program
at http://www.armypays.com .

- ➢ AT&T, Inc.
- ➢ Hewlett-Packard Company
- ➢ Kraft Foods Global, Inc.
- ➢ Sears Holdings Corporation
- ➢ Time Customer Service, Inc.
- ➢ Walgreen Co.

M1 ABRAMS TANK SYSTEM MAINTAINER (91A)

- ➤ ✔Enlisted

- ➤ ✖Officer

- ➤ ✔Active Duty

- ➤ ✔Army Reserve

- ➤ ✔Open to Women

- ➤ ✔Entry Level

OVERVIEW

The M-1 Abrams tank system maintainer is primarily responsible for supervising and performing maintenance on Abrams tanks.

JOB DUTIES

- ➤ Perform maintenance on the suspension, steering, hydraulic, auxiliary power, fire extinguisher/suppression and gas particulate systems

- ➤ Diagnose and troubleshoot malfunctions

REQUIREMENTS

Those who want to serve must first take the Armed Services Vocational Aptitude Battery, a series of tests that helps you better understand your strengths and identify which Army jobs are best for you.

TRAINING

Job training for an M-1 Abrams tank systems maintainer requires 10 weeks of Basic Combat Training and 24 weeks of Advanced Individual Training with on-the-job instructions. Part of this time is spent in the classroom and part in the field.

Some of the skills you'll learn are:

- ➢ Electronic and mechanical principles and concepts

- ➢ Use of electronic, electrical and mechanical test equipment

- ➢ Use of schematics, drawings and wiring diagrams

- ➢ Operation, testing and maintenance of weapons systems

HELPFUL SKILLS

- ➢ Strong in science and math

- ➢ Interest in working with electronic or electrical equipment

- ➢ High attention to detail

- ➢ Interest in working with diesel and turbine engines

REQUIRED ASVAB SCORE(S)

Mechanical Maintenance (MM): 99

 OR

Mechanical Maintenance (MM): 88, General Technical (GT) : 92

Learn more about the ASVAB and see what jobs you could qualify for.

COMPENSATION

Total compensation includes housing, medical, food, special pay, and vacation time. Learn more about total compensation.

EDUCATION BENEFITS

In the Army, qualified students can earn full-tuition, merit-based scholarships, allowances for books and fees, plus an annual stipend for living expenses. Learn more about education benefits.

FUTURE CIVILIAN CAREERS

The skills you learn will help prepare you for a career as an electronic mechanic, an avionics technician or a missile facilities repairer with companies that design, build and test weapons for the military.

PARTNERSHIP FOR YOUTH SUCCESS (PAYS) PROGRAM

Those interested in this job may be eligible for civilian employment, after the Army, by enrolling in the Army PaYS program. The PaYS program is a recruitment option that guarantees a job interview with military friendly employers that are looking for experience and trained Veterans to join their organisation. Find out more about the Army PaYS Program at http://www.armypays.com.

- ➢ AT&T, Inc.

- ➢ Hewlett-Packard Company

- ➢ Kraft Foods Global, Inc.

- ➢ Sears Holdings Corporation

- ➢ Time Customer Service, Inc.

- ➢ Walgreen Co.

APPENDIX 5.2-C

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE JOB ANALYSIS AND JOB DESCRIPTION SECTION OF THE QUESTIONNAIRE

At which degree do you believe that you know all your duties as they occur through the whole legislation, all the regulations and policies?		At which degree do you believe that your supervisors know all your duties as they occur through the whole legislation, all the regulations and policies?		At which degree do you believe that a member of the C.N.G. of the same rank and duties as you can, without exceptions, deviation or looseness, apply all the laws, regulations and policies?	
Mean	2,9	Mean	3,284615385	Mean	3,253846154
Standard Error	0,102357424	Standard Error	0,101411985	Standard Error	0,091571803
Median	3	Median	3	Median	3
Mode	2	Mode	3	Mode	3
Standard Deviation	1,167054199	Standard Deviation	1,156274527	Standard Deviation	1,044079198
Sample Variance	1,362015504	Sample Variance	1,336970781	Sample Variance	1,090101371
Kurtosis	1,005391153	Kurtosis	0,068413854	Kurtosis	-0,677851555
Skewness	0,851127964	Skewness	0,46212813	Skewness	0,053842806
Range	6	Range	6	Range	4
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	5
Sum	377	Sum	427	Sum	423
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,202516668	Confidence Level(95.0%)	0,200646093	Confidence Level(95.0%)	0,181177053

At which degree do you believe that you are trained for the duties you are assigned?		Do you perform more than one duty at the same time?		At which degree do you believe that the C.N.G. is exploiting your knowledge, skills and abilities?		At which degree do you believe that the C.N.G is using you within the duties of your major specialty, rank and position? (e.g. A tank crew man only performs these duties and not other such as truck driver	
Mean	3,507692308	Mean	2,646153846	Mean	3,946153846	Mean	4,730769231
Standard Error	0,114664819	Standard Error	0,108032515	Standard Error	0,129358556	Standard Error	0,141879564
Median	3	Median	2	Median	4	Median	5
Mode	3	Mode	2	Mode	4	Mode	6
Standard Deviation	1,307380088	Standard Deviation	1,231760185	Standard Deviation	1,474914468	Standard Deviation	1,617675917
Sample Variance	1,709242695	Sample Variance	1,517233154	Sample Variance	2,175372689	Sample Variance	2,616875373
Kurtosis	-0,078568643	Kurtosis	-0,511333136	Kurtosis	-0,266445516	Kurtosis	-0,298959884
Skewness	0,173206659	Skewness	0,579366624	Skewness	-0,112012792	Skewness	-0,825393496
Range	6	Range	4	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	5	Maximum	7	Maximum	7
Sum	456	Sum	344	Sum	513	Sum	615
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,22686715	Confidence Level(95.0%)	0,213744974	Confidence Level(95.0%)	0,255939068	Confidence Level(95.0%)	0,280712188

APPENDIX 5.3-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE RECRUITMENT SECTION OF THE QUESTIONNAIRE

What made you choose the military profession and at which degree?											
A relative.		**Love for my country.**		**The salary**		**Experiences during military service.**		**Job security**		**A recruiter**	
Mean	5,5	Mean	2,707692	Mean	3,623077	Mean	5,730769	Mean	3,346154	Mean	6,853846
Standard Error	0,192974	Standard Error	0,164335	Standard Error	0,152211	Standard Error	0,182342	Standard Error	0,191255	Standard Error	0,055804
Median	7	Median	2	Median	3	Median	7	Median	3	Median	7
Mode	7	Mode	1	Mode	3	Mode	7	Mode	1	Mode	7
Standard Deviation	2,200247	Standard Deviation	1,873711	Standard Deviation	1,735473	Standard Deviation	2,079015	Standard Deviation	2,180646	Standard Deviation	0,636263
Sample Variance	4,841085	Sample Variance	3,510793	Sample Variance	3,011866	Sample Variance	4,322302	Sample Variance	4,755218	Sample Variance	0,40483
Kurtosis	-0,45133	Kurtosis	0,170565	Kurtosis	-0,26153	Kurtosis	0,434438	Kurtosis	-1,05484	Kurtosis	19,47887
Skewness	-1,07767	Skewness	1,065664	Skewness	0,616498	Skewness	-1,40542	Skewness	0,603298	Skewness	-4,45331
Range	6	Range	6	Range	6	Range	6	Range	6	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	3
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	715	Sum	352	Sum	471	Sum	745	Sum	435	Sum	891
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,381805	Confidence Level(95.0%)	0,325141	Confidence Level(95.0%)	0,301153	Confidence Level(95.0%)	0,360767	Confidence Level(95.0%)	0,378403	Confidence Level(95.0%)	0,110409

What made you choose the military profession and at which degree? Advertisements		The profession is as I imagined it to be.		If you could resign today and choose another profession would you do it?	
Mean	6,415384615	Mean	4,630769231	Mean	4,592307692
Standard Error	0,133207133	Standard Error	0,152943086	Standard Error	0,172565666
Median	7	Median	4,5	Median	5
Mode	7	Mode	4	Mode	7
Standard Deviation	1,51879499	Standard Deviation	1,74381948	Standard Deviation	1,967551321
Sample Variance	2,306738223	Sample Variance	3,04090638	Sample Variance	3,871258199
Kurtosis	5,688904242	Kurtosis	-0,997169718	Kurtosis	-0,945399305
Skewness	-2,607080991	Skewness	-0,137979181	Skewness	-0,431432871
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	834	Sum	602	Sum	597
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,263553571	Confidence Level(95.0%)	0,302601637	Confidence Level(95.0%)	0,341425393

Did someone inform you realistically regarding the profession?		If a C.N.G. representative informed you realistically and responsibly, with all the negative or positive details regarding the profession would you select it again?	
Mean	3,484615385	Mean	3,646153846
Standard Error	0,079679303	Standard Error	0,164848113
Median	4	Median	3
Mode	4	Mode	3
Standard Deviation	0,908483833	Standard Deviation	1,879557669
Sample Variance	0,825342874	Sample Variance	3,53273703
Kurtosis	0,27823774	Kurtosis	-0,967242494
Skewness	-1,37115713	Skewness	0,319579671
Range	3	Range	6
Minimum	1	Minimum	1
Maximum	4	Maximum	7
Sum	453	Sum	474
Count	130	Count	130
Confidence Level(95.0%)	0,15764745	Confidence Level(95.0%)	0,326156024

APPENDIX 5.3-B

THE RECRUITMENT PROCESS OF THE CNG

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  ┌─────────────┐                    ┌──────────────────────────────────┐
  │   GENERAL   │                    │ RECRUITMENT EFFORTS ONLY         │
  │   POOL OF   │ ─────────────────> │ THROUGH NEWSPAPER                │
  │  CANDIDATES │                    │ ANNOUNCEMENT                     │
  └─────────────┘                    │ (THE GOVERNMENT'S GAZETTE        │
                                     │ AND ANOTHER DAILY NEWSPAPER).    │
                                     └──────────────────────────────────┘
                                                     │
                                                     │
                                                     ▼
                                        ┌─────────────────────┐
                                        │     POOL OF         │
                                        │   CANDIDATES        │
                                        │  THAT WISH TO       │
                                        │   FOLLOW A          │
                                        │   MILITARY          │
                                        │   CAREER.           │
                                        └─────────────────────┘
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APPENDIX 5.4-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE PERSONNEL SELECTION SECTION OF THE QUESTIONNAIRE

At which degree do you believe that the military schools prepare an officer or NCO for the real profession?		At which degree do you believe that the selection procedures are fair for every candidate?		At which degree do you believe that the selection procedures are related to the real profession?		At which degree do you believe that the selection procedures should be related to the real profession?	
Mean	3,261538462	Mean	2,576923077	Mean	3,792307692	Mean	2,746153846
Standard Error	0,137076489	Standard Error	0,153226241	Standard Error	0,145165032	Standard Error	0,134333549
Median	3	Median	2	Median	4	Median	3
Mode	3	Mode	2	Mode	4	Mode	3
Standard Deviation	1,562912438	Standard Deviation	1,74704794	Standard Deviation	1,655136023	Standard Deviation	1,531638118
Sample Variance	2,442695289	Sample Variance	3,052176506	Sample Variance	2,739475253	Sample Variance	2,345915325
Kurtosis	0,016234321	Kurtosis	0,457157908	Kurtosis	-0,755552709	Kurtosis	1,452268049
Skewness	0,594824925	Skewness	1,247010002	Skewness	0,327054679	Skewness	1,173556586
Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	424	Sum	335	Sum	493	Sum	357
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,271209186	Confidence Level(95.0%)	0,303161866	Confidence Level(95.0%)	0,287212568	Confidence Level(95.0%)	0,265782214

APPENDIX 5.4-B

THE SELECTION PROCESS OF THE CNG FOR OFFICERS AND PNCOs

POOL OF CANDIDATES THAT WISH TO FOLLOW A MILITARY CAREER.

INSTITUTION SELECTION FORM

CANDIDATES THAT SELECTED MILITARY SCHOOLS

TESTS CONDUCTED BY THE CNG

BACKGROUND CHECK

UNSUCCESSFUL CANDIDATES → ELIMINATION FROM THE PROCESS

SUCCESSFUL CANDIDATES

MEDICAL TESTS

UNSUCCESSFUL CANDIDATES → ELIMINATION FROM THE PROCESS

SUCCESSFUL CANDIDATES

ATHLETIC TESTS

UNSUCCESSFUL CANDIDATES → ELIMINATION FROM THE PROCESS

SUCCESSFUL CANDIDATES

IQ TESTS

UNSUCCESSFUL CANDIDATES → ELIMINATION FROM THE PROCESS

SUCCESSFUL CANDIDATES

SEE NEXT PAGE

WRITTEN EXAMS CONDUCTED BY THE MINISTRY OF EDUCATION AND CULTURE

WRITTEN EXAMS

UNSUCCESSFUL CANDIDATES

SUCCESSFUL CANDIDATES

ELIMINATION FROM THE PROCESS

POOL OF CANDIDATES THAT HAVE PASSED ALL THE TESTS

OFFER TO CANDIDATES A POSITION TO A HMEI OR MSNCO

OFFER REJECTED BY CANDIDATE

OFFER ACCEPTED BY CANDIDATE

NUMBER OF CANDIDATES EQUAL TO THE ANNOUNCED POSITIONS

CANDIDATES SIGN A CONTRACT WITH THE CNG AND THE CYPRIOT GOVERNMENT

CANDIDATES GO AS MILITARY CADETS TO THEIR HMEI OR MSNCO

APPENDIX 5.4-C

THE SELECTION PROCEDURES FOR OFFICERS OF THE BRITISH ARMED FORCES.

GENERAL POOL OF CANDIDATES → RECRUITMENT EFFORTS → POOL OF CANDIDATES THAT WISH TO FOLLOW A MILITARY CAREER.

POOL OF CANDIDATES THAT WISH TO FOLLOW A MILITARY CAREER. → INTERVIEW WITH AN ARMY CAREERS ADVISER

INTERVIEW WITH AN ARMY CAREERS ADVISER → Is the candidate's characteristics according to the British Army's standards?

Is the candidate's characteristics according to the British Army's standards? — NO → THE CANDIDATE IS REJECTED

Is the candidate's characteristics according to the British Army's standards? — YES → THE CANDIDATE PROCEEDS TO THE TWO DAYS ARMY OFFICER SELECTION BOARD

THE CANDIDATE PROCEEDS TO THE TWO DAYS ARMY OFFICER SELECTION BOARD → RESULTS OF THE ARMY OFFICER SELECTION BOARD BRIEFING

RESULTS OF THE ARMY OFFICER SELECTION BOARD BRIEFING → THE CANDIDATE IS REJECTED

RESULTS OF THE ARMY OFFICER SELECTION BOARD BRIEFING → THE CANDIDATE is:
a. Invited to attend the AOSB Main Board.
b. Invited to attend the AOSB Main Board after a period of time when the candidate can improve.
c. Found as possibly unsuitable for the AOSB Main Board but granted the opportunity to try.

THE CANDIDATE is: → FOUR DAYS AOSB MAIN BOARD TESTS

FOUR DAYS AOSB MAIN BOARD TESTS → THE CANDIDATE PASSES THE TESTS → 11 WEEK PRE ROYAL MILITARY ACADEMY SANDHURST COURSE (PRMAS)

FOUR DAYS AOSB MAIN BOARD TESTS → THE CANDIDATE DOES NOT PASS THE TESTS AND IS REJECTED

11 WEEK PRE ROYAL MILITARY ACADEMY SANDHURST COURSE (PRMAS) → ONLY CANDIDATES THAT PASS THE → 48 WEEK ROYAL MILITARY ACADEMY SANDHURST (RMAS) COMMISSIONING COURSE FOR REGULAR ARMY OFFICERS

THE SELECTION PROCEDURES OF THE BRITISH ARMED FORCES FOR SERVING SOLDIERS THAT WISH TO BECOME OFFICERS

SERVING SOLDIERS THAT WISH TO FOLLOW A MILITARY CAREER AS OFFICERS. → **APPROVAL BY COMMANDING OFFICER** → **THE CANDIDATE PROCEEDS TO THE TWO DAYS ARMY OFFICER SELECTION BOARD BRIEFING**

RESULTS OF THE ARMY OFFICER SELECTION BOARD BRIEFING

THE CANDIDATE is:
a. Invited to attend the AOSB Main Board.
b. Invited to attend the AOSB Main Board after a period of time when the candidate can improve.
c. Found as possibly unsuitable for the AOSB Main Board but granted the opportunity to try.

11 WEEKS Potential Officers Development Course (PODC)

THE CANDIDATE IS REJECTED

FOUR DAYS AOSB MAIN BOARD TESTS → **THE CANDIDATE DOES NOT PASS THE TESTS AND IS REJECTED**

THE CANDIDATE PASSES THE TESTS → **48 WEEK ROYAL MILITARY ACADEMY SANDHURST (RMAS) COMMISSIONING COURSE FOR REGULAR ARMY OFFICERS**

THE SELECTION PROCEDURES OF THE BRITISH ARMED FORCES FOR CANDIDATES THAT WISH TO BECOME SOLDIERS.

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┌─────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  GENERAL    │      │                  │      │  POOL OF         │
│  POOL OF    │ ───▶ │  RECRUITMENT     │ ───▶ │  CANDIDATES      │
│  CANDIDATES │      │  EFFORTS         │      │  THAT WISH TO    │
│             │      │                  │      │  FOLLOW A        │
└─────────────┘      └──────────────────┘      │  MILITARY CAREER │
                                               │  AS SOLDIERS.    │
                                               └──────────────────┘
                                                        │
                                                        ▼
┌─────────────┐      ◇ Is the candidate's ◇    ┌──────────────────┐
│  THE        │ ◀─── ◇ characteristics    ◇ ◀──│  INTERVIEW WITH  │
│  CANDIDATE  │      ◇ according to        ◇   │  AN ARMY CAREERS │
│  IS REJECTED│      ◇ the British Army's  ◇   │  ADVISER         │
│             │      ◇ standards?          ◇   │                  │
└─────────────┘      ◇                     ◇   └──────────────────┘
                              │
                              ▼
┌──────────────────────────────────┐      ┌──────────────────┐
│  THE CANDIDATE PROCEEDS TO        │      │  THE CANDIDATE   │
│  THE TWO DAYS ARMY                │ ───▶ │  DOES NOT PASS   │
│  DEVELOPMENT AND                  │      │  THE TESTS AND   │
│  SELECTION CENTERS (ADSCS)        │      │  IS REJECTED     │
└──────────────────────────────────┘      └──────────────────┘
                    │
                    ▼
          ┌──────────────────┐
          │  TRAINING        │
          │  PHASE 1         │
          └──────────────────┘
                    │
                    ▼
          ┌──────────────────┐
          │  TRAINING        │
          │  PHASE 2         │
          └──────────────────┘
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APPENDIX 5.5-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE CAREER PLANNING AND MANAGEMENT SECTION OF THE QUESTIONNAIRE

At which degree do you believe that transfers are affected by the following factors?							
Military knowledge		**General ability**		**Experience**		**Discipline**	
Mean	2,615384615	Mean	2,692307692	Mean	2,730769231	Mean	2,769230769
Standard Error	0,147886972	Standard Error	0,136331593	Standard Error	0,134987559	Standard Error	0,139227985
Median	2,5	Median	3	Median	3	Median	3
Mode	1	Mode	1	Mode	1	Mode	1
Standard Deviation	1,686170908	Standard Deviation	1,554419325	Standard Deviation	1,53909498	Standard Deviation	1,587443274
Sample Variance	2,843172332	Sample Variance	2,416219439	Sample Variance	2,368813357	Sample Variance	2,519976148
Kurtosis	-0,368998023	Kurtosis	-0,762018883	Kurtosis	-0,737681476	Kurtosis	-0,55145784
Skewness	0,772828579	Skewness	0,514630879	Skewness	0,462880725	Skewness	0,516925433
Range	6	Range	5	Range	5	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	6	Maximum	6	Maximum	7
Sum	340	Sum	350	Sum	355	Sum	360
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0.292597991	Confidence Level(95.0%)	0.269735393	Confidence Level(95.0%)	0.267076189	Confidence Level(95.0%)	0.275465975

At which degree do you believe that transfers are affected by the following factors?							
Military Acquaintances		**Political Acquaintances**		**Non-military knowledge**		**Luck**	
Mean	5,815384615	Mean	6,492307692	Mean	2,769230769	Mean	2,892307692
Standard Error	0,119522313	Standard Error	0,094730672	Standard Error	0,145919845	Standard Error	0,158724099
Median	6	Median	7	Median	3	Median	3
Mode	7	Mode	7	Mode	1	Mode	1
Standard Deviation	1,362764037	Standard Deviation	1,080095846	Standard Deviation	1,663742217	Standard Deviation	1,809733176
Sample Variance	1,85712582	Sample Variance	1,166607036	Sample Variance	2,768038163	Sample Variance	3,275134168
Kurtosis	2,899860691	Kurtosis	9,822998019	Kurtosis	-0,701296179	Kurtosis	-0,32403248
Skewness	-1,563203787	Skewness	-2,885287684	Skewness	0,589466029	Skewness	0,720821521
Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	756	Sum	844	Sum	360	Sum	376
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,23647782	Confidence Level(95.0%)	0,187426953	Confidence Level(95.0%)	0,288705984	Confidence Level(95.0%)	0,314039514

At which degree do you believe that transfers are affected by the following factors?					
Military schools and training		**Previous transfers and positions**		**Sex**	
Mean	2,784615385	Mean	3,176923077	Mean	4,615384615
Standard Error	0,143216569	Standard Error	0,147919535	Standard Error	0,186095242
Median	3	Median	3	Median	5
Mode	1	Mode	1	Mode	7
Standard Deviation	1,632920128	Standard Deviation	1,686542193	Standard Deviation	2,121812211
Sample Variance	2,666428145	Sample Variance	2,844424568	Sample Variance	4,50208706
Kurtosis	-0,669150182	Kurtosis	-0,795346436	Kurtosis	-1,054151129
Skewness	0,505495887	Skewness	0,228982613	Skewness	-0,51633749
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	362	Sum	413	Sum	600
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,283357486	Confidence Level(95.0%)	0,29266242	Confidence Level(95.0%)	0,368193988

At which degree do you believe that you are informed regarding matters that concern or might interest you?	
Mean	2,761538462
Standard Error	0,091240602
Median	2
Mode	2
Standard Deviation	1,040302924
Sample Variance	1,082230173
Kurtosis	-0,225517423
Skewness	0,787664629
Range	4
Minimum	1
Maximum	5
Sum	359
Count	130
Confidence Level(95.0%)	0,180521764

At which degree do you believe that the following factors affect the career of a member of the C.N.G.									
Military knowledge		**General ability**		**Experience**		**Discipline**		**Military Acquaintances**	
Mean	3,515384615	Mean	3,507692308	Mean	3,576923077	Mean	3,561538462	Mean	5,615384615
Standard Error	0,161697397	Standard Error	0,161332464	Standard Error	0,163760731	Standard Error	0,163811142	Standard Error	0,14170973
Median	4	Median	4	Median	4	Median	4	Median	6
Mode	4	Mode	1	Mode	4	Mode	4	Mode	7
Standard Deviation	1,843633989	Standard Deviation	1,839473104	Standard Deviation	1,867159616	Standard Deviation	1,867734382	Standard Deviation	1,615739519
Sample Variance	3,398986285	Sample Variance	3,3836613	Sample Variance	3,486285033	Sample Variance	3,488431723	Sample Variance	2,610614192
Kurtosis	-1,091234875	Kurtosis	-1,174549373	Kurtosis	-1,121832329	Kurtosis	-1,179751046	Kurtosis	2,205732759
Skewness	0,12219823	Skewness	0,01034331	Skewness	0,062477965	Skewness	0,043369884	Skewness	-1,594041183
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	457	Sum	456	Sum	465	Sum	463	Sum	730
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,319922257	Confidence Level(95.0%)	0,319200226	Confidence Level(95.0%)	0,324004614	Confidence Level(95.0%)	0,324104352	Confidence Level(95.0%)	0,280376168

At which degree do you believe that the following factors affect the career of a member of the C.N.G.									
Political Acquaintances		**Non-military knowledge**		**Luck**		**Military schools and training**		**Sex**	
Mean	6,215384615	Mean	3,246153846	Mean	3	Mean	3,438461538	Mean	4,130769231
Standard Error	0,131040793	Standard Error	0,154465064	Standard Error	0,153278619	Standard Error	0,152108554	Standard Error	0,198500179
Median	7	Median	3	Median	3	Median	4	Median	4,5
Mode	7	Mode	1	Mode	1	Mode	4	Mode	1
Standard Deviation	1,494094916	Standard Deviation	1,7611727	Standard Deviation	1,747645149	Standard Deviation	1,734304347	Standard Deviation	2,263250258
Sample Variance	2,232319618	Sample Variance	3,101729278	Sample Variance	3,054263566	Sample Variance	3,007811568	Sample Variance	5,122301729
Kurtosis	5,759695533	Kurtosis	1,084277515	Kurtosis	0,544688388	Kurtosis	1,024069561	Kurtosis	1,521786634
Skewness	2,458185985	Skewness	0,20550074	Skewness	0,628338259	Skewness	0,141362238	Skewness	0,148400139
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	808	Sum	422	Sum	390	Sum	447	Sum	537
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,259267414	Confidence Level(95.0%)	0,305612908	Confidence Level(95.0%)	0,303265498	Confidence Level(95.0%)	0,300950494	Confidence Level(95.0%)	0,39273746

At which degree do you believe that the following factors affect the career of a member of the C.N.G.			
Ranking of graduation of Military school.		**Performance appraisal ratings**	
Mean	4,553846154	Mean	2,969230769
Standard Error	0,198702271	Standard Error	0,168807407
Median	5	Median	2
Mode	7	Mode	1
Standard Deviation	2,265554464	Standard Deviation	1,924700567
Sample Variance	5,13273703	Sample Variance	3,704472272
Kurtosis	-1,268279415	Kurtosis	-0,919761718
Skewness	-0,467318664	Skewness	0,574320011
Range	6	Range	6
Minimum	1	Minimum	1
Maximum	7	Maximum	7
Sum	592	Sum	386
Count	130	Count	130
Confidence Level(95.0%)	0,393137305	Confidence Level(95.0%)	0,333989584

At which degree do you believe that the following factors should affect the career of a member of the C.N.G.									
Military knowledge		**General ability**		**Experience**		**Discipline**		**Military Acquaintances**	
Mean	6,530769231	Mean	6,553846154	Mean	6,3	Mean	6,338461538	Mean	2
Standard Error	0,080389972	Standard Error	0,069978733	Standard Error	0,080731598	Standard Error	0,07289388	Standard Error	0,137270435
Median	7	Median	7	Median	7	Median	7	Median	1
Mode	7	Mode	7	Mode	7	Mode	7	Mode	1
Standard Deviation	0,916586704	Standard Deviation	0,797880316	Standard Deviation	0,920481842	Standard Deviation	0,831118105	Standard Deviation	1,565123766
Sample Variance	0,840131187	Sample Variance	0,636612999	Sample Variance	0,847286822	Sample Variance	0,690757305	Sample Variance	2,449612403
Kurtosis	19,04526092	Kurtosis	17,79825358	Kurtosis	7,32246197	Kurtosis	1,278150101	Kurtosis	2,00137957
Skewness	-3,711410416	Skewness	-3,29430343	Skewness	-1,967275874	Skewness	-1,200212247	Skewness	1,65102505
Range	6	Range	6	Range	6	Range	4	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	3	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	849	Sum	852	Sum	819	Sum	824	Sum	260
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,159053526	Confidence Level(95.0%)	0,138454635	Confidence Level(95.0%)	0,159729442	Confidence Level(95.0%)	0,144222325	Confidence Level(95.0%)	0,271592914

At which degree do you believe that the following factors should affect the career of a member of the C.N.G.									
Political Acquaintances		Non-military knowledge		Luck		Military schools and training		Sex	
Mean	1,423076923	Mean	5,523076923	Mean	1,984615385	Mean	6,1	Mean	1,653846154
Standard Error	0,109678005	Standard Error	0,119737033	Standard Error	0,147725598	Standard Error	0,090615072	Standard Error	0,132725899
Median	1	Median	6	Median	1	Median	6	Median	1
Mode	1	Mode	7	Mode	1	Mode	7	Mode	1
Standard Deviation	1,250521656	Standard Deviation	1,365212223	Standard Deviation	1,68433096	Standard Deviation	1,03317078	Standard Deviation	1,513308089
Sample Variance	1,563804413	Sample Variance	1,863804413	Sample Variance	2,836970781	Sample Variance	1,06744186	Sample Variance	2,290101371
Kurtosis	10,42017288	Kurtosis	0,921853853	Kurtosis	1,731962557	Kurtosis	1,670724538	Kurtosis	4,912707351
Skewness	3,305770086	Skewness	-0,958871184	Skewness	1,675467222	Skewness	-1,188187651	Skewness	2,433453545
Range	6	Range	6	Range	6	Range	5	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	2	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	185	Sum	718	Sum	258	Sum	793	Sum	215
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,217000616	Confidence Level(95.0%)	0,236902649	Confidence Level(95.0%)	0,292278709	Confidence Level(95.0%)	0,179284136	Confidence Level(95.0%)	0,262601439

At which degree do you believe that the following factors should affect the career of a member of the C.N.G.			
Ranking of graduation of Military school.		**Performance appraisal ratings**	
Mean	4,446153846	Mean	5,5
Standard Error	0,168497354	Standard Error	0,144156709
Median	5	Median	6
Mode	4	Mode	7
Standard Deviation	1,921165419	Standard Deviation	1,643639373
Sample Variance	3,690876565	Sample Variance	2,701550388
Kurtosis	-0,945249136	Kurtosis	0,487560477
Skewness	-0,329563355	Skewness	-1,053199172
Range	6	Range	6
Minimum	1	Minimum	1
Maximum	7	Maximum	7
Sum	578	Sum	715
Count	130	Count	130
Confidence Level(95.0%)	0,333376136	Confidence Level(95.0%)	0,285217576

Would you like more control over your career so that it is more aligned with your personal and family life?		What do you believe has catalytically affected your career path until today?	
Mean	1,046153846	Mean	4,738461538
Standard Error	0,018473461	Standard Error	0,170779491
Median	1	Median	5
Mode	1	Mode	7
Standard Deviation	0,210629859	Standard Deviation	1,947185789
Sample Variance	0,044364937	Sample Variance	3,791532499
Kurtosis	17,42382465	Kurtosis	-1,288180472
Skewness	4,376753636	Skewness	-0,155602004
Range	1	Range	6
Minimum	1	Minimum	1
Maximum	2	Maximum	7
Sum	136	Sum	616
Count	130	Count	130
Confidence Level(95.0%)	0,036550194	Confidence Level(95.0%)	0,337891401

APPENDIX 5.5-B

JUDGMENT PROCESSES FOR OFFICERS BELOW THE RANK OF LIEUTENANT COLONEL.

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┌─────────────────────────────────┐
│ THE MINISTER OF DEFENCE ORDERS  │
│ THE ASSEMBLY OF THE             │
│ PROMOTIONS COUNCIL.             │
└─────────────────────────────────┘
                │
                ▼
┌─────────────────────────────────┐
│ THE COUNCIL IS ASSEMBLED AND    │
│ JUDGE THOSE OFFICERS OR NCOS    │
│ THAT ARE ELIGIBLE FOR           │
│ PROMOTION.                      │
└─────────────────────────────────┘
                │
                ▼
       ◇ DECISIONS OF COUNCIL ◇
```

ELIGIBLE FOR PROMOTION BY ELECTION

DECISIONS OF COUNCIL

NOT ELIGIBLE FOR PROMOTION

ELIGIBLE FOR PROMOTION DUE TO SENIORITY

CONSTRUCTION OF PROMOTION TABLES

APPROVAL OF PROMOTION TABLES BY THE MINISTER OF DEFENCE. ANY DIFFERENT OPINIONS BY THE MINISTER ARE SENT TO THE RE-EVALUATION COUNCIL

DECISIONS OF RE-EVALUATION COUNCIL

OFFICERS CAN MAKE AN OBJECTION TO THE RE-EVALUATION COUNCIL

CONSTRUCTION OF FINAL PROMOTION TABLES

OVERRULE THE OBJECTION – THE INITIAL DECISION STAYS THE SAME

RE-ASSESS THE OFFICER FOR A FINAL DECISION

ACCEPTANCE OF THE OBJECTION – ELIGIBLE BY ELECTION

JUDGMENT PROCESSES FOR OFFICERS OVER THE RANK OF COLONEL.

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┌─────────────────────────────┐
│ THE MINISTER OF DEFENCE      │
│ ORDERS THE ASSEMBLY OF THE   │
│ SUPREME PROMOTIONS COUNCIL.  │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ THE COUNCIL IS ASSEMBLED AND │
│ JUDGE THOSE OFFICERS OR NCOS │
│ THAT ARE ELIGIBLE FOR        │
│ PROMOTION.                   │
└─────────────────────────────┘
              │
              ▼
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ELIGIBLE FOR PROMOTION BY ELECTION ◄─── DECISIONS OF COUNCIL ───► NOT ELIGIBLE FOR PROMOTION

ELIGIBLE FOR PROMOTION BY DEFINITE ELECTION

CONSTRUCTION OF PROMOTION TABLES

THE MINISTERS' CABINET APPROVES THE TABLES AND CAN MAKE ANY MOVEMENTS OF OFFICERS BETWEEN TABLES

OFFICERS ARE NOTIFIED ABOUT THE DECISIONS

APPENDIX 5.5-C

JUDGMENT PROCESSES FOR NCOs.

THE MINISTER OF DEFENCE ORDERS THE ASSEMBLY OF THE PROMOTIONS COUNCILS.

THE COUNCILS ARE ASSEMBLED AND JUDGE THOSE OFFICERS OR NCOS THAT ARE ELIGIBLE FOR PROMOTION.

ELIGIBLE FOR PROMOTION DUE TO SENIORITY

DECISIONS OF COUNCILS

NOT ELIGIBLE FOR PROMOTION

CONSTRUCTION OF PROMOTION TABLES

APPROVAL OF PROMOTION TABLES BY THE MINISTER OF DEFENCE. ANY DIFFERENT OPINIONS BY THE MINISTER ARE SENT TO THE RE-EVALUATION COUNCIL

DECISIONS OF RE-EVALUATION COUNCIL

NCOs CAN MAKE AN OBJECTION TO THE RE-EVALUATION COUNCIL

CONSTRUCTION OF FINAL PROMOTION TABLES

OVERRULE THE OBJECTION – THE INITIAL DECISION STAYS THE SAME

ACCEPTANCE OF THE OBJECTION – ELIGIBLE BY ELECTION

APPENDIX 5.5-D
THE RETIREMENT PROCESS OF THE U. S. ARMED FORCES

Current - Validated: Retirement - Active & AGR

APPENDIX 5.6-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT SECTION OF THE QUESTIONNAIRE

I believe that performance appraisals mainly aim at:	
Mean	2,938461538
Standard Error	0,040500515
Median	3
Mode	3
Standard Deviation	0,461776921
Sample Variance	0,213237925
Kurtosis	11,61536838
Skewness	-1,670374047
Range	4
Minimum	1
Maximum	5
Sum	382
Count	130
Confidence Level(95.0%)	0,08013126

At which degree do you believe that performance appraisals really affect promotions?		At which degree do you believe that performance appraisals really affect lay-offs?		At which degree do you believe that performance appraisals really help personnel improve?	
Mean	2,630769231	Mean	3,138461538	Mean	2,376923077
Standard Error	0,139484724	Standard Error	0,15395941	Standard Error	0,120258807
Median	2	Median	3	Median	2
Mode	1	Mode	2	Mode	1
Standard Deviation	1,590370546	Standard Deviation	1,755407354	Standard Deviation	1,371161363
Sample Variance	2,529278473	Sample Variance	3,081454979	Sample Variance	1,880083482
Kurtosis	-0,700661166	Kurtosis	-0,66250622	Kurtosis	-0,295352474
Skewness	0,626241926	Skewness	0,562600679	Skewness	0,720124168
Range	6	Range	6	Range	5
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	6
Sum	342	Sum	408	Sum	309
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,275973939	Confidence Level(95.0%)	0,304612459	Confidence Level(95.0%)	0,237934992

At which degree do you believe that performance appraisals should affect promotions?		At which degree do you believe that performance appraisals should affect lay-offs?		At which degree do you believe that performance appraisals should help personnel improve?	
Mean	5,438461538	Mean	5,223076923	Mean	5,815384615
Standard Error	0,119631638	Standard Error	0,137819022	Standard Error	0,107990048
Median	6	Median	5	Median	6
Mode	5	Mode	5	Mode	6
Standard Deviation	1,364010538	Standard Deviation	1,571378621	Standard Deviation	1,231275984
Sample Variance	1,860524747	Sample Variance	2,469230769	Sample Variance	1,516040549
Kurtosis	0,962847098	Kurtosis	0,758238111	Kurtosis	2,248200052
Skewness	-0,94826549	Skewness	-1,021877206	Skewness	-1,361760594
Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7
Sum	707	Sum	679	Sum	756
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,236694123	Confidence Level(95.0%)	0,272678307	Confidence Level(95.0%)	0,213660951

APPENDIX 5.6-B

PERFORMANCE APPRAISAL FORMS FOR OFFICERS AND NCOs

NOTES FOR FILLING PERORMANCE APPRAISAL FORMS

Note a

General qualifications (1 to 14) are not rated in any way. Scores are only provided for the qualifications under one general qualification category e.g. 1a, 1b, 1c, 1d, 2a, etc.

Note b

If the officer or NCO for the period under examination received medical leave or was hospitalized for any reason should receive a score below 10, unless the illness is considered as usual and seasonal and does not affect in any way his/her general health status.

Performance in any physical ability tests is taken into account

Any officers or NCOs performing office duties only due to health issues should be scored accordingly.

Note c

This qualification is rated only if the officer or NCO was tested in the right conditions in order to justify a score.

Note d

If this qualification is scored then a written justification should be provided

Note e

This qualification is rated only if the officer or NCO really commands or manages over 10 subordinates.

Note f

This rating should be the same or less than the score provided for 10a

Note g

This rating should be the same or less than the score provided for 10b

Note h

This rating should be the same or less than the score provided for 14a

Note i

Yes or No for officers and Not Applicable for NCOs

PERFORMANCE APPRAISAL FORM FOR OFFICERS

OF

(NAME)…………………………………………………………………

…………..

CONDUCTED BY (NAME) …………………………………………**COMMANDER OF**

(POSITION)……………

FOR THE PERIOD FROM	(DATE DD/MM/YYYY)	**UNTIL** (DATE DD/MM/YYYY)	**(No OF DAYS**: …….**)**

DUTIES PERFORMED	**FROM**	**UNTIL**	**MONTHS**	**DAYS**	**TIME AS COMMANDER**	
					MONTHS	**DAYS**
1.						
2.						
3.						
4.						
5.						
TOTAL TIME						

SCORES FOR SUBSTANTIAL QUALIFICATIONS

1.	**PHYSICAL QUALIFICATIONS (Note a)**	/	4.	**CHARACTER (Note a)**	/
a.	General health status (Note b)		a.	Honour	
b.	Poise		b.	Honesty	
c.	Tolerance and stamina in making efforts for long periods of time (Note c)		c.	Scrupulousness	
			d.	Decency	
e.	General health status (Note b)		e.	Modesty	
			f.	Straightforwardness	
2.	**PSYCHIC QUALIFICATIONS (Note a)**	/	g.	Impartiality	

a.	Power of will		h.	Consistency and credibility	
b.	Courage against natural dangers (Note d)	NT	i.	Sensibility for fairness	
c.	Determination and stoutness				
d.	Confidence		**5.**	**DEDICATION TO DUTIES (Note a)**	/
e.	Psychic stability		a.	Concern for duties and the Service	
f.	Self-control and self-command		b.	Diligence and punctuality in performing duties	
g.	Persistence and endurance				
3.	**INTELLIGENCE (Note a)**	/	**6.**	**RESPONSIBILITY (Note a)**	/
a.	Ability to judge correctly		a.	Responsibility	
b.	Ability to apprehend reality		b.	Courage for expressing own opinion	
			c.	Undertaking of responsibility	
c.	Ability to judge correctly		d.	Stability in opinions and decisions	

7.	**DISCIPLINE (Note a)**	**/**	c.	Forehandedness	
a.	Accurate execution of orders		d.	Strenuosity	
b.	Observance of law and order		e.	Concern for lifting morale and subordinate performance (Note e)	
8.	**LEADERSHIP QUALIFICATIONS (Note a)**	**/**	f.	Ability to create a spirit of cooperation	
a.	Prestige				
b.	Enforcement efficacy over subordinates (Note e)		**10.**	**PROFESSIONAL QUALIFICATIONS (Note a)**	**/**
c.	Ability to lead and inspire (Note e)		a.	Level of knowledge in the present rank	
			b.	Level of knowledge for further advancement (Note f)	
d.	Ability to sufficiently utilize subordinates (Note e)		c.	Ability to assimilate and adapt in new developments	
e.	Ability to take initiative		d.	Ability to communicate orally and in writing	
f.	Ability to delicately cooperate with subordinates and supervisors				
9.	**MANAGERIAL QUALIFICATIONS (Note a)**	**/**	**NOTE** Providing scores for qualifications 10a and 10b requires taking into account the Officer's performance in various schools, inspections and evaluations for the period under examination. Every official document that supports the scores provided and reveals the overall performance should be attached to the performance appraisal form.		
a.	Ability to manage, organize, coordinate and supervise (Note e)				
b.	Orderliness				

11.	**SPECIAL QUALIFICATIONS:**
12.	**NAVAL QUALIFICATIONS: (only applicable for Navy officers and NCOs)**
13.	**FLYING QUALIFICATIONS: (only applicable for Air Force officers and NCOs)**

Disciplinary Punishments	Leaves
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
14. General Evaluation (Note a)	
a. General ability in present rank (Note f)...……..……	
b. General ability for further advancement (Note g, Note h)…………………………………	
c. Do you wish to have him/her as a subordinate commander in wartime or peace time? (Note i)……………………………………	
d. Do you wish to have him/her as a staff member in wartime or peace time? (Note i)……………………………………..	

Justify every score for qualifications from "good" and below (for officers with the rank of Colonel and above justify scores from "very good" and below). Record any additional qualifications and advantages or any disadvantages, weaknesses and deficiency that may not be mentioned on this Performance Appraisal form. Additionally, write any evidence that provide proof for the scores you provided.

WRITTEN JUSTIFICATION OF SCORES BY COMMANDING OFFICER

DATE:

COMMANDING OFFICER'S NAME

SIGNATURE

POSITION:

SUPERIOR'S OFFICER'S REVIEW:

(WRITTEN REVIEW AND OPINION FOR THE SCORES GIVEN BY THE COMMANDING OFFICER)

DATE:
SUPERIOR'S OFFICER'S NAME
SIGNATURE
POSITION:
RATEE'S SIGNATURE AND ACCEPTANCE OF RATINGS
DATE ……………………………… SIGNATURE …………………………
SUPERIOR OFFICER'S DECISION AFTER A RATEE'S WRITTEN OBJECTION FOR RATINGS:
(GENERAL REPORT OF THE DECISION OF THE SUPERIOR OFFICER)
DATE:
SUPERIOR'S OFFICER'S NAME
SIGNATURE
POSITION:
MINISTER'S OF DEFENSE OPINION:
DATE …………………………………
SIGNATURE ……………………..

PERFORMANCE APPRAISAL FORM FOR NCOs

OF

(NAME)…………………………………………………………………

…………..

CONDUCTED BY (NAME) ………………………….……………**COMMANDER OF**

(POSITION)……………

FOR THE PERIOD FROM   (DATE DD/MM/YYYY)   **UNTIL** (DATE DD/MM/YYYY)   **(No OF DAYS:** …….**)**

DUTIES PERFORMED	FROM	UNTIL	MONTHS	DAYS	TIME AS COMMANDER	
					MONTHS	DAYS
1.						
2.						
3.						
4.						
5.						
TOTAL TIME						

SCORES FOR SUBSTANTIAL QUALIFICATIONS

1.	PHYSICAL QUALIFICATIONS (Note a)	/	4.	CHARACTER (Note a)	/
a	General health status (Note b)		a	Honour	
b	Poise		b	Honesty	
c	Tolerance and stamina in making efforts for long periods of time (Note c)		c	Scrupulousness	
			d	Decency	
d	General health status (Note b)		e	Modesty	
			f	Straightforwardness	

2.	PSYCHIC QUALIFICATIONS (Note a)	/	g	Impartiality	
a	Power of will		h	Consistency and credibility	
b	Courage against natural dangers (Note d)	NT	i	Sensibility for fairness	
c	Determination and stoutness				
d	Confidence		5.	DEDICATION TO DUTIES (Note a)	/
e	Psychic stability		a	Concern for duties and the Service	
f	Self-control and self-command		b	Diligence and punctuality in performing duties	
g	Persistence and endurance				
3.	INTELLIGENCE (Note a)	/	6.	RESPONSIBILITY (Note a)	/
a.	Ability to judge correctly		a.	Responsibility	
b.	Ability to apprehend reality		b.	Courage for expressing own opinion	
			c.	Undertaking of responsibility	
c.	Ability to judge correctly		d.	Stability in opinions and decisions	

7.	**DISCIPLINE (Note a)**	**/**	c.	Forehandedness	
a.	Accurate execution of orders		d.	Strenuosity	
b.	Observance of law and order		e.	Concern for lifting morale and subordinate performance (Note e)	
8.	**LEADERSHIP QUALIFICATIONS (Note a)**	**/**	f.	Ability to create a spirit of cooperation	
a.	Prestige				
b.	Enforcement efficacy over subordinates (Note e)		**10.**	**PROFESSIONAL QUALIFICATIONS (Note a)**	**/**
c.	Ability to lead and inspire (Note e)		a.	Level of knowledge in the present rank	
			b.	Level of knowledge for further advancement (Note f)	
d.	Ability to sufficiently utilize subordinates (Note e)		c.	Ability to assimilate and adapt in new developments	
e.	Ability to take initiative		d.	Ability to communicate orally and in writing	
f.	Ability to delicately cooperate with subordinates and supervisors				
9.	**MANAGERIAL QUALIFICATIONS (Note a)**	**/**	**NOTE** Providing scores for qualifications 10a and 10b requires taking into account the Officer's performance in various schools, inspections and evaluations for the period under examination. Every official document that supports the scores provided and reveals the overall performance should be attached to the performance appraisal form.		
a.	Ability to manage, organize, coordinate and supervise (Note e)				
b.	Orderliness				

11.	**SPECIAL QUALIFICATIONS:**
12.	**NAVAL QUALIFICATIONS: (only applicable for Navy officers and NCOs)**
13.	**FLYING QUALIFICATIONS: (only applicable for Air Force officers and NCOs)**

Disciplinary Punishments	Leaves
6. 7. 8. 9. 10.	6. 7. 8. 9. 10.
14. General Evaluation (Note a)	
e. General ability in present rank (Note f)...…	
f. General ability for further advancement (Note g, Note h)………………………………	
g. Do you wish to have him/her as a subordinate commander in wartime or peace time? (Note i)………………………………………	
h. Do you wish to have him/her as a staff member in wartime or peace time? (Note i)……………………………………..	

Justify every score for qualifications from "good" and below (for officers with the rank of Colonel and above justify scores from "very good" and below). Record any additional qualifications and advantages or any disadvantages, weaknesses and deficiency that may not be mentioned on this Performance Appraisal form. Additionally, write any evidence that provide proof for the scores you provided.

WRITTEN JUSTIFICATION OF SCORES BY COMMANDING OFFICER

DATE:

COMMANDING OFFICER'S NAME

SIGNATURE

POSITION:

SUPERIOR'S OFFICER'S REVIEW:

(WRITTEN REVIEW AND OPINION FOR THE SCORES GIVEN BY THE COMMANDING OFFICER)

DATE:
SUPERIOR'S OFFICER'S NAME
SIGNATURE
POSITION:
RATEE'S SIGNATURE AND ACCEPTANCE OF RATINGS
DATE …………………………… SIGNATURE ………………………
SUPERIOR OFFICER'S DECISION AFTER A RATEE'S WRITTEN OBJECTION FOR RATINGS:
(GENERAL REPORT OF THE DECISION OF THE SUPERIOR OFFICER)
DATE:
SUPERIOR'S OFFICER'S NAME
SIGNATURE
POSITION:
MINISTER'S OF DEFENSE OPINION:
DATE ………………………………
SIGNATURE ……………………..

APPENDIX 5.6-C

COMPLEMENTARY DOCUMENTS OF PERFORMANCE APPRAISAL FORMS

TRAINING TABLE

RANK:………………………………………………………………………...

**FULL
NAME:**……………………………………………………………………..

**PERSONAL REGISTRATION
NUMBER:**…..………………………………………...

No	DATE	TRAINING MILITARY SCHOOLS MILITARY EXERCISES	RATING	SIGNATURE OF COMMANDING OFFICER
1.				
2.				
3.				
4.				
5.				
6.				

INCIDENTS AND EVENTS TABLE

RANK:………………………………………………………………………………...

**FULL
NAME:**………………………………………………………………………...

**PERSONAL REGISTRATION
NUMBER:**…..………………………………………...

No	DATE	INCIDENTS AND EVENTS	AFFECTED QUALIFICATIONS	SIGNATURE OF COMMANDING OFFICER
1.				
2.				
3.				
4.				
5.				
6.				
7.				

TABLE OF GENERAL INFORMATION

RANK:…………………………………………………………………………...

FULL NAME:………………………………………………………………………..

PERSONAL REGISTRATION NUMBER:…..…………………………………...

DUTIES:……………………………**FROM:**…………….**UNTIL:**…………………

………………………………………………………………………………………

………………………………………………………………………………………

FAMILY STATUS:……………………………………………………………………..

OFFICER OR NCO CATEGORY:……………………………………………………

GENERAL INFORMATION REGARDING LEAVES AND SICK LEAVES

No	DATE	DETAILS REGARDING LEAVES	SIGNATURE OF COMMANDING OFFICER
1.			
2.			
3.			
4.			
5.			
6.			
7.			

PUNISHMENTS TABLE

RANK:…………………………………………………………………………...

FULL NAME:…………………………………………………………………...

PERSONAL REGISTRATION NUMBER:…..………………………………...

No	DATE	PUNISHMENTS WITH JUSTIFICATION AND DESCRIPTION OF OFFENCE	AFFECTED QUALIFICATIONS	SIGNATURE OF COMMANDING OFFICER
1.				
2.				
3.				
4.				
5.				
6.				
7.				

TABLE REGARDING PERSONAL APPRAISALS AND INSPECTIONS

RANK:………………………………………………………………………...

FULL NAME:………………………………………………………………...

PERSONAL REGISTRATION NUMBER:…..………………………………...

No	DATE	FORM OF INSPECTION AND APPRAISAL	RATING	AFFECTED QUALIFICATIONS	SIGNATURE OF COMMANDING OFFICER
1.					
2.					
3.					
4.					
5.					
6.					
7.					

TABLE REGARDING PERSONAL MORAL AWARDS

RANK:………………………………………………………………………...

**FULL
NAME:**………………………………………………………………………..

**PERSONAL REGISTRATION
NUMBER:**…..……………………………………...

No	DATE	MORAL AWARD	AFFECTED QUALIFICATIONS	SIGNATURE OF COMMANDING OFFICER
1.				
2.				
3.				
4.				
5.				
6.				
7.				

TABLE REGARDING RANGE SHOOTING RESULTS

TABLE REGARDING RANGE SHOOTING RESULTS			
RANK	**FULL NAME**		**PERSONAL REGISTRATION NUMBER**
MILITARY UNIT/BRIGADE/DIVISION			
KIND OF RANGE SHOOTING	**DATE**	**SCORE**	**SIGNATURE OF COMMANDING OFFICER**

TABLE REGARDING PHYSICAL ABILITY TESTING RESULTS

TABLE OF RESULTS		
RANK	**FULL NAME**	**PERSONAL REGISTRATION NUMBER**

DATE OF TESTS	
MILITARY UNIT/BRIGADE/DIVISION	

PHYSICAL ABILITY TEST	**TIME**	**SCORE - RATING**
1610 METERS RUNNING TEST FOR MEN		
1000 METERS RUNNING TEST FOR WOMEN		
8000 METER WALK FOR MEN AND WOMEN WITH FULL BATTLE EQUIPMENT		
HEIGHT – WEIGHT RATIO	HEIGHT:………….. WEIGHT:………….	
	TOTAL SCORE	

-THE-

COMMANDING OFFICER

(SIGNATURE AND STAMP OF COMMANDING OFFICER)

APPENDIX 5.6-D
THE PERFORMANCE APPRAISAL PROCESS OF THE CNG

PERFORMANCE APPRAISAL PROCESS

CONDUCTED ONCE EVERY YEAR AT THE END OF THE YEAR AND IF THE SUBORDINATE OR SUPERVISOR IS TRANSFERRED.

THE SUBORDINATE IS INFORMED ABOUT THE RESULTS

INADEQUATE P.A. RESULTS

THE SUBORDINATE EXPRESSES IN WRITING HIS/HER OPPOSITE OPINION.

ADEQUATE P.A. RESULTS

THE SUBORDINATE SIGNS THE P.A. FORM.

THE SUPERVISOR RESPONDS AND EITHER CHANGES THE INITIAL RATINGS OR KEEPS THE RATINGS.

THE P.A. FORM IS PLACED WITHIN THE PERSONAL FILE OF THE SUBORDINATE.

THE SUBORDINATE AGREES

THE SUBORDINATE IS INFORMED ABOUT THE RESULTS

THE SUBORDINATE DISAGREES

THE SUBORDINATE SIGNS THE P.A. FORM.

THE SUBORDINATE IS INFORMED ABOUT THE RESULTS

THE NEXT COMMANDING OFFICER IN THE LINE OF COMMAND REVIEWS THE ISSUE AND PLACES THE FINAL RATING.

APPENDIX 5.7-A

STATISTICAL ANALYSIS AND DATA FOR EACH QUESTION FOR THE COMPENSATION AND BENEFITS SECTION OF THE QUESTIONNAIRE

Choose the degree that the following characteristics affect compensation and benefits.									
Rank		Years of service		Personal effort		Personal performance		Specialty	
Mean	1,676923077	Mean	2,484615385	Mean	5,930769231	Mean	5,892307692	Mean	5,684615385
Standard Error	0,120234012	Standard Error	0,172751632	Standard Error	0,159825658	Standard Error	0,160962428	Standard Error	0,160884042
Median	1	Median	2	Median	7	Median	7	Median	7
Mode	1	Mode	1	Mode	7	Mode	7	Mode	7
Standard Deviation	1,370878656	Standard Deviation	1,969671658	Standard Deviation	1,82229288	Standard Deviation	1,835254049	Standard Deviation	1,834360313
Sample Variance	1,879308289	Sample Variance	3,87960644	Sample Variance	3,320751342	Sample Variance	3,368157424	Sample Variance	3,364877758
Kurtosis	7,360776403	Kurtosis	0,809482992	Kurtosis	1,260183427	Kurtosis	1,053219888	Kurtosis	0,20666921
Skewness	2,766722874	Skewness	1,451274476	Skewness	-1,613266124	Skewness	-1,55063985	Skewness	-1,222242799
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	218	Sum	323	Sum	771	Sum	766	Sum	739
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,237885934	Confidence Level(95.0%)	0,341793331	Confidence Level(95.0%)	0,316218975	Confidence Level(95.0%)	0,318468102	Confidence Level(95.0%)	0,318313014

Choose the degree that the following characteristics affect compensation and benefits.									
Number of specialties		**Danger**		**Military training**		**Non military training**		**Military test results.**	
Mean	5,992307692	Mean	5,353846154	Mean	5,538461538	Mean	5,892307692	Mean	5,838461538
Standard Error	0,147931939	Standard Error	0,179065866	Standard Error	0,182461094	Standard Error	0,161701653	Standard Error	0,16446507
Median	7	Median	6	Median	7	Median	7	Median	7
Mode	7	Mode	7	Mode	7	Mode	7	Mode	7
Standard Deviation	1,686683613	Standard Deviation	2,041664993	Standard Deviation	2,080376554	Standard Deviation	1,843682504	Standard Deviation	1,87519031
Sample Variance	2,84490161	Sample Variance	4,168395945	Sample Variance	4,327966607	Sample Variance	3,399165176	Sample Variance	3,5163387
Kurtosis	1,516791757	Kurtosis	-0,578553505	Kurtosis	0,600973545	Kurtosis	-0,89763158	Kurtosis	0,537973157
Skewness	-1,631777992	Skewness	-0,918232783	Skewness	-1,017974801	Skewness	-1,490158725	Skewness	-1,402514975
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	779	Sum	696	Sum	720	Sum	766	Sum	759
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,29268696	Confidence Level(95.0%)	0,354286196	Confidence Level(95.0%)	0,361003738	Confidence Level(95.0%)	0,319930675	Confidence Level(95.0%)	0,325398164

Choose the degree that the following characteristics affect compensation and benefits.									
Combat exercise results		**Family size**		**Physical condition**		**Performance of military unit**		**Sex**	
Mean	6,053846154	Mean	5,507692308	Mean	6,092307692	Mean	5,923076923	Mean	5,546153846
Standard Error	0,14826025	Standard Error	0,176849172	Standard Error	0,146290304	Standard Error	0,158110257	Standard Error	0,180144889
Median	7	Median	7	Median	7	Median	7	Median	7
Mode	7	Mode	7	Mode	7	Mode	7	Mode	7
Standard Deviation	1,690426938	Standard Deviation	2,016390796	Standard Deviation	1,6679661	Standard Deviation	1,802734291	Standard Deviation	2,053967756
Sample Variance	2,857543232	Sample Variance	4,065831843	Sample Variance	2,782110912	Sample Variance	3,249850924	Sample Variance	4,218783542
Kurtosis	1,678053023	Kurtosis	-0,53727888	Kurtosis	1,893785677	Kurtosis	1,181088745	Kurtosis	-0,159173846
Skewness	-1,699254678	Skewness	-0,990917939	Skewness	-1,756818935	Skewness	-1,568527114	Skewness	-1,124700022
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	787	Sum	716	Sum	792	Sum	770	Sum	721
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,293336532	Confidence Level(95.0%)	0,349900413	Confidence Level(95.0%)	0,289438946	Confidence Level(95.0%)	0,312825011	Confidence Level(95.0%)	0,35642107

Choose the degree that the following characteristics should affect compensation and benefits.									
Rank		**Years of service**		**Personal effort**		**Personal performance**		**Specialty**	
Mean	1,946153846	Mean	1,876923077	Mean	2,007692308	Mean	1,861538462	Mean	3,253846154
Standard Error	0,108829923	Standard Error	0,083894036	Standard Error	0,133971114	Standard Error	0,126299493	Standard Error	0,169643612
Median	2	Median	2	Median	1	Median	1	Median	3
Mode	1	Mode	1	Mode	1	Mode	1	Mode	3
Standard Deviation	1,240852036	Standard Deviation	0,95653918	Standard Deviation	1,527505713	Standard Deviation	1,440035778	Standard Deviation	1,934234774
Sample Variance	1,539713775	Sample Variance	0,914967203	Sample Variance	2,333273703	Sample Variance	2,073703041	Sample Variance	3,741264162
Kurtosis	6,310434464	Kurtosis	2,186858929	Kurtosis	3,566070416	Kurtosis	4,812192058	Kurtosis	-0,654411129
Skewness	2,279248647	Skewness	1,329772268	Skewness	1,974962601	Skewness	2,223771736	Skewness	0,65858783
Range	6	Range	4	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	5	Maximum	7	Maximum	7	Maximum	7
Sum	253	Sum	244	Sum	261	Sum	242	Sum	423
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,215322665	Confidence Level(95.0%)	0,165986402	Confidence Level(95.0%)	0,265065126	Confidence Level(95.0%)	0,249886636	Confidence Level(95.0%)	0,335644037

Choose the degree that the following characteristics should affect compensation and benefits.									
Number of specialties		Danger		Military training		Non military training		Military test results.	
Mean	2,992307692	Mean	1,553846154	Mean	2,530769231	Mean	2,9	Mean	2,446153846
Standard Error	0,164353472	Standard Error	0,095242551	Standard Error	0,140782574	Standard Error	0,149676654	Standard Error	0,132433549
Median	3	Median	1	Median	2	Median	3	Median	2
Mode	1	Mode	1	Mode	1	Mode	2	Mode	1
Standard Deviation	1,873917895	Standard Deviation	1,085932161	Standard Deviation	1,605168307	Standard Deviation	1,706576427	Standard Deviation	1,509974785
Sample Variance	3,511568277	Sample Variance	1,179248658	Sample Variance	2,576565295	Sample Variance	2,912403101	Sample Variance	2,280023852
Kurtosis	-0,372070845	Kurtosis	9,630663929	Kurtosis	1,073994568	Kurtosis	0,537303657	Kurtosis	1,36318559
Skewness	0,829677827	Skewness	2,810606121	Skewness	1,234150693	Skewness	1,070558336	Skewness	1,236679621
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	389	Sum	202	Sum	329	Sum	377	Sum	318
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,325177365	Confidence Level(95.0%)	0,188439717	Confidence Level(95.0%)	0,278541766	Confidence Level(95.0%)	0,296138922	Confidence Level(95.0%)	0,262023017

Choose the degree that the following characteristics should affect compensation and benefits.									
Combat exercise results		Family size		Physical condition		Performance of military unit		Sex	
Mean	2,753846154	Mean	3,015384615	Mean	3,038461538	Mean	3,115384615	Mean	6,053846154
Standard Error	0,156001597	Standard Error	0,155972191	Standard Error	0,150294422	Standard Error	0,169405504	Standard Error	0,15262034
Median	2	Median	3	Median	3	Median	3	Median	7
Mode	1	Mode	3	Mode	3	Mode	1	Mode	7
Standard Deviation	1,778691874	Standard Deviation	1,778356594	Standard Deviation	1,713620068	Standard Deviation	1,931519928	Standard Deviation	1,740139612
Sample Variance	3,163744782	Sample Variance	3,162552177	Sample Variance	2,936493739	Sample Variance	3,730769231	Sample Variance	3,028085868
Kurtosis	0,151199674	Kurtosis	-0,283276173	Kurtosis	-0,089732853	Kurtosis	-0,594931343	Kurtosis	1,883378834
Skewness	1,000790492	Skewness	0,774365297	Skewness	0,793690603	Skewness	0,692910581	Skewness	-1,760278038
Range	6	Range	6	Range	6	Range	6	Range	6
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	7	Maximum	7	Maximum	7	Maximum	7	Maximum	7
Sum	358	Sum	392	Sum	395	Sum	405	Sum	787
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,308652977	Confidence Level(95.0%)	0,308594796	Confidence Level(95.0%)	0,297361191	Confidence Level(95.0%)	0,335172934	Confidence Level(95.0%)	0,301963077

Regarding your specialty, knowledge, duties rank, working hours and danger select the option that represents you most.							
In relation with other public officials within the same salary band.		**In relation with the personnel of other public safety sectors. (fire-fighters, police)**		**In relation with the other branches of the C.N.G.**		**In relation with other corps within the same branch.**	
Mean	4,646153846	Mean	4,307692308	Mean	3,676923077	Mean	3,576923077
Standard Error	0,061642726	Standard Error	0,079388054	Standard Error	0,073433052	Standard Error	0,073148288
Median	5	Median	5	Median	3	Median	3
Mode	5	Mode	5	Mode	3	Mode	3
Standard Deviation	0,702835216	Standard Deviation	0,905163087	Standard Deviation	0,837265618	Standard Deviation	0,8340188
Sample Variance	0,49397734	Sample Variance	0,819320215	Sample Variance	0,701013715	Sample Variance	0,695587358
Kurtosis	3,036820184	Kurtosis	0,17108603	Kurtosis	-1,173039556	Kurtosis	-0,878459598
Skewness	-1,963725791	Skewness	-1,09715988	Skewness	0,590641801	Skewness	0,851367852
Range	3	Range	3	Range	3	Range	3
Minimum	2	Minimum	2	Minimum	2	Minimum	2
Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	604	Sum	560	Sum	478	Sum	465
Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,121961642	Confidence Level(95.0%)	0,157071208	Confidence Level(95.0%)	0,145289091	Confidence Level(95.0%)	0,144725677

Regarding your specialty, knowledge, duties rank , working hours and danger select the option that represents you most.					
In relation with colleagues of the same specialty.		In relation with colleagues of the same specialty but of lower performance, effort and knowledge.		In relation with the real working hours per month.	
Mean	3,392307692	Mean	4,253846154	Mean	4,607692308
Standard Error	0,065063754	Standard Error	0,072695392	Standard Error	0,067757463
Median	3	Median	4	Median	5
Mode	3	Mode	5	Mode	5
Standard Deviation	0,741840931	Standard Deviation	0,828854991	Standard Deviation	0,772553943
Sample Variance	0,550327967	Sample Variance	0,687000596	Sample Variance	0,596839595
Kurtosis	0,911769822	Kurtosis	-0,738506775	Kurtosis	6,445441159
Skewness	0,956485667	Skewness	-0,672187117	Skewness	-2,365496986
Range	4	Range	3	Range	4
Minimum	1	Minimum	2	Minimum	1
Maximum	5	Maximum	5	Maximum	5
Sum	441	Sum	553	Sum	599
Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,128730229	Confidence Level(95.0%)	0,143829611	Confidence Level(95.0%)	0,134059798

Select the degree of desirability of the following behaviours.									
Obeying orders		Respect towards authority		Taking Initiative		Positive cooperation with colleagues		Good spirit and mood during working hours.	
Mean	1,792307692	Mean	1,646153846	Mean	2,053846154	Mean	1,784615385	Mean	1,915384615
Standard Error	0,080023963	Standard Error	0,070657141	Standard Error	0,085510525	Standard Error	0,074855946	Standard Error	0,081015186
Median	2	Median	1,5	Median	2	Median	2	Median	2
Mode	2	Mode	1	Mode	2	Mode	2	Mode	2
Standard Deviation	0,912413563	Standard Deviation	0,805615355	Standard Deviation	0,974969993	Standard Deviation	0,853489103	Standard Deviation	0,923715243
Sample Variance	0,832498509	Sample Variance	0,6490161	Sample Variance	0,950566488	Sample Variance	0,728443649	Sample Variance	0,853249851
Kurtosis	3,230727431	Kurtosis	3,80844203	Kurtosis	0,299992406	Kurtosis	2,391168928	Kurtosis	1,329341241
Skewness	1,607383952	Skewness	1,635797	Skewness	0,859463655	Skewness	1,342540358	Skewness	1,069034906
Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	233	Sum	214	Sum	267	Sum	232	Sum	249
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,158329369	Confidence Level(95.0%)	0,139796882	Confidence Level(95.0%)	0,169184666	Confidence Level(95.0%)	0,148104321	Confidence Level(95.0%)	0,160290528

Select the degree of desirability of the following behaviours.									
Increased productivity		Increased effort despite any negative outcome.		Fewer mistakes.		Maintaining good physical condition.		Creative thinking.	
Mean	1,784615385	Mean	2,130769231	Mean	2,007692308	Mean	2,276923077	Mean	2,069230769
Standard Error	0,083158157	Standard Error	0,082005615	Standard Error	0,086332658	Standard Error	0,083894036	Standard Error	0,088846354
Median	2	Median	2	Median	2	Median	2	Median	2
Mode	1	Mode	2	Mode	2	Mode	2	Mode	2
Standard Deviation	0,948148873	Standard Deviation	0,935007868	Standard Deviation	0,98434375	Standard Deviation	0,95653918	Standard Deviation	1,013004293
Sample Variance	0,898986285	Sample Variance	0,874239714	Sample Variance	0,968932618	Sample Variance	0,914967203	Sample Variance	1,026177698
Kurtosis	1,729192511	Kurtosis	0,734609746	Kurtosis	1,089261228	Kurtosis	0,070030991	Kurtosis	1,04299901
Skewness	1,332227539	Skewness	0,832805189	Skewness	1,074069423	Skewness	0,496409818	Skewness	1,086551495
Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	232	Sum	277	Sum	261	Sum	296	Sum	269
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,164530449	Confidence Level(95.0%)	0,162250115	Confidence Level(95.0%)	0,170811276	Confidence Level(95.0%)	0,165986402	Confidence Level(95.0%)	0,175784685

Select the degree of desirability of the following behaviours.											
Helping colleagues even though I do not have to.		**Finding ways to reduce costs**		**Finding ways to reduce time for completing a task.**		**More time at work. (Overtime not paid)**		**Gain non-military knowledge.**		**Acting individually and not as a team member.**	
Mean	2,0384615 38	Mean	2,0230769 23	Mean	2,0307692 31	Mean	3,2538461 54	Mean	2,5692307 69	Mean	3,1615384 62
Standard Error	0,0834582 34	Standard Error	0,0827849 95	Standard Error	0,0824045 76	Standard Error	0,1126000 72	Standard Error	0,0994549 62	Standard Error	0,1040640 18
Median	2	Median	2	Median	2	Median	3	Median	3	Median	3
Mode	2	Mode	2	Mode	2	Mode	3	Mode	3	Mode	3
Standard Deviation	0,9515702 74	Standard Deviation	0,9438941 65	Standard Deviation	0,9395567 28	Standard Deviation	1,2838383 49	Standard Deviation	1,1339610 31	Standard Deviation	1,1865123 55
Sample Variance	0,9054859 87	Sample Variance	0,8909361 96	Sample Variance	0,8827668 46	Sample Variance	1,6482409 06	Sample Variance	1,2858676 21	Sample Variance	1,4078115 68
Kurtosis	1,3453598 38	Kurtosis	0,2370054 84	Kurtosis	0,3791911 25	Kurtosis	-1,1540504 9	Kurtosis	-0,4391186 31	Kurtosis	-0,9014733 08
Skewness	1,0737757 99	Skewness	0,7399967 33	Skewness	0,7924657 23	Skewness	0,0035453 55	Skewness	0,3604427 99	Skewness	-0,0073427 38
Range	4	Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	265	Sum	263	Sum	264	Sum	423	Sum	334	Sum	411
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0 %)	0,1651241 58	Confidence Level(95.0 %)	0,1637921 37	Confidence Level(95.0 %)	0,1630394 7	Confidence Level(95.0 %)	0,2227819 97	Confidence Level(95.0 %)	0,1967740 75	Confidence Level(95.0 %)	0,2058932 05

Select the degree of reward or punishment for the following behaviours.									
Obeying orders		Respect towards authority		Taking Initiative		Positive cooperation with colleagues		Good spirit and mood during working hours.	
Mean	2,8	Mean	2,738461538	Mean	2,823076923	Mean	2,846153846	Mean	2,9
Standard Error	0,060212306	Standard Error	0,063258607	Standard Error	0,063175164	Standard Error	0,040067829	Standard Error	0,044827903
Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,686525913	Standard Deviation	0,721259086	Standard Deviation	0,720307693	Standard Deviation	0,456843543	Standard Deviation	0,511116728
Sample Variance	0,471317829	Sample Variance	0,520214669	Sample Variance	0,518843172	Sample Variance	0,208706023	Sample Variance	0,26124031
Kurtosis	1,682086066	Kurtosis	1,69932142	Kurtosis	-0,071517545	Kurtosis	4,078878736	Kurtosis	3,576161953
Skewness	-0,157669567	Skewness	0,062517241	Skewness	0,152620173	Skewness	-1,57720455	Skewness	-0,162739309
Range	4	Range	4	Range	4	Range	3	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	4	Maximum	5
Sum	364	Sum	356	Sum	367	Sum	370	Sum	377
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,11913152	Confidence Level(95.0%)	0,125158701	Confidence Level(95.0%)	0,124993607	Confidence Level(95.0%)	0,07927518	Confidence Level(95.0%)	0,088693102

Select the degree of reward or punishment for the following behaviours.									
Increased productivity		**Increased effort despite any negative outcome.**		**Fewer mistakes.**		**Maintaining good physical condition.**		**Creative thinking.**	
Mean	2,776923077	Mean	2,838461538	Mean	2,807692308	Mean	2,892307692	Mean	2,823076923
Standard Error	0,047933298	Standard Error	0,053280959	Standard Error	0,048955889	Standard Error	0,03662271	Standard Error	0,04940358
Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,546523681	Standard Deviation	0,607496402	Standard Deviation	0,558183014	Standard Deviation	0,417563138	Standard Deviation	0,56328748
Sample Variance	0,298688134	Sample Variance	0,369051878	Sample Variance	0,311568277	Sample Variance	0,174358974	Sample Variance	0,317292785
Kurtosis	1,989507142	Kurtosis	1,536452055	Kurtosis	3,736567296	Kurtosis	7,19144271	Kurtosis	2,45830776
Skewness	-0,085409801	Skewness	-0,118714909	Skewness	-0,855047029	Skewness	-2,008213465	Skewness	-0,288764443
Range	4	Range	4	Range	4	Range	3	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	4	Maximum	5
Sum	361	Sum	369	Sum	365	Sum	376	Sum	367
Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0%)	0,094837202	Confidence Level(95.0%)	0,105417681	Confidence Level(95.0%)	0,096860424	Confidence Level(95.0%)	0,072458927	Confidence Level(95.0%)	0,097746192

Select the degree of reward or punishment for the following behaviours.											
Helping colleagues even though I do not have to.		**Finding ways to reduce costs**		**Finding ways to reduce time for completing a task.**		**More time at work. (Overtime not paid)**		**Gain non-military knowledge.**		**Acting individually and not as a team member.**	
Mean	2,8	Mean	2,7384615 38	Mean	2,7692307 69	Mean	2,7538461 54	Mean	2,9461538 46	Mean	3,0461538 46
Standard Error	0,0399761 41	Standard Error	0,0518631 36	Standard Error	0,0529831 17	Standard Error	0,0568099 89	Standard Error	0,0367290 17	Standard Error	0,0510609 43
Median	3	Median	3	Median	3	Median	3	Median	3	Median	3
Mode	3	Mode	3	Mode	3	Mode	3	Mode	3	Mode	3
Standard Deviation	0,4557981 33	Standard Deviation	0,5913307 31	Standard Deviation	0,6041004 79	Standard Deviation	0,6477335 38	Standard Deviation	0,4187752 25	Standard Deviation	0,5821843 19
Sample Variance	0,2077519 38	Sample Variance	0,3496720 33	Sample Variance	0,3649373 88	Sample Variance	0,4195587 36	Sample Variance	0,1753726 89	Sample Variance	0,3389385 81
Kurtosis	1,7186816 19	Kurtosis	1,4780526 13	Kurtosis	2,4447971 13	Kurtosis	2,6482339 24	Kurtosis	9,0460108 27	Kurtosis	3,3939226 55
Skewness	-1,2371688 54	Skewness	0,0868945 9	Skewness	0,1496107 11	Skewness	-0,4082872 45	Skewness	-0,3564670 8	Skewness	-0,0026630 82
Range	3	Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	4	Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	364	Sum	356	Sum	360	Sum	358	Sum	383	Sum	396
Count	130	Count	130	Count	130	Count	130	Count	130	Count	130
Confidence Level(95.0 %)	0,0790937 73	Confidence Level(95.0 %)	0,1026124 83	Confidence Level(95.0 %)	0,1048283 93	Confidence Level(95.0 %)	0,1123999 54	Confidence Level(95.0 %)	0,0726692 59	Confidence Level(95.0 %)	0,1010253 24

APPENDIX 5.7-B

TABLE OF CLASSIFICATION OF ORGANIC CIVIL SERVICE POSITIONS ACCORDING TO SALARY BANDS AND SCALES OF 2009 AS FOUND IN THE 2009'S GOVERNMENTAL BUDGET (LAW 29 (II) / 2008)

A. Combined Table of Organic Positions for Armed Forces' personnel

2009's GOVERNMENTAL BUDGET		OFFICERS	NCOS	SUM
1	Positions of Salary Scales	1438	2200	3638
2	Positions of Combined Salary Bands	2	603	605
3	Positions with Fixed Salary	2	0	2
	SUM FOR 2009	1442	2803	4245
	SUM FOR 2008	1442	2803	4245

B. Table of Positions According to Scale and Rank

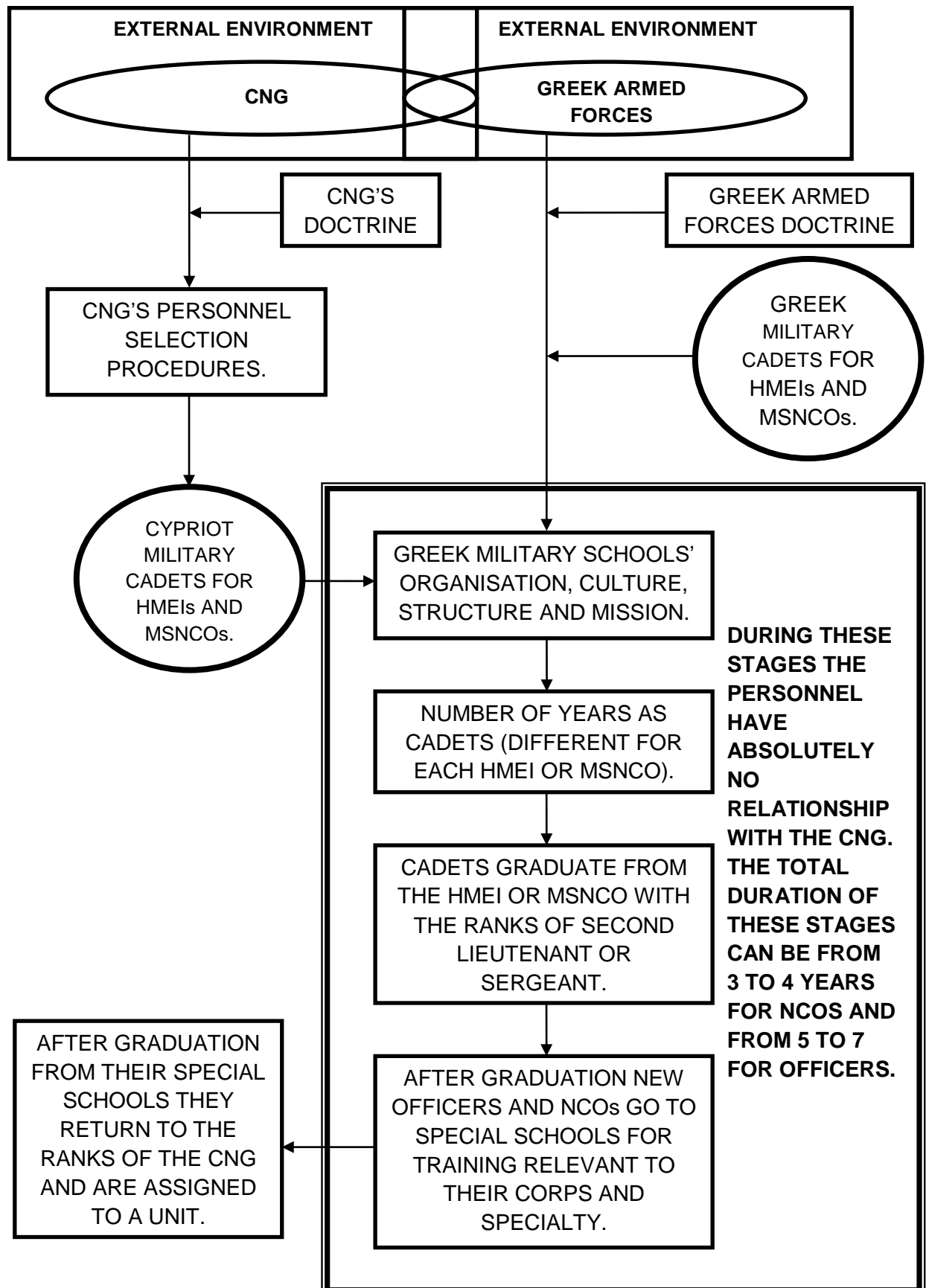| POSITIONS OF SALARY SCALES			
SCALE	CATEGORY	RANK	NUMBER OF POSITIONS
A1	NCO	SOLDIER	1313
A7	NCO	STAFF SERGEANT	601
A8	NCO	PLATOON SERGEANT	286
A8	OFFICER	SECOND LIEUTENANT	261
A9	OFFICER	FIRST LIEUTENANT	283
A10	OFFICER	CAPTAIN	342
A12	OFFICER	MAJOR	280
A13	OFFICER	LIEUTENANT COLONEL	212
A14	OFFICER	COLONEL	52
A15	OFFICER	BRIGADIER	8
POSITIONS OF COMBINED SALARY BANDS			
BAND	CATEGORY	RANK	NUMBER OF POSITIONS
A4-A6	NCO	SERGEANT	535
A8-A9-A10	NCO	WARRANT OFFICER	68
A15-A16	OFFICER	MAJOR GENERAL	2
POSITIONS WITH FIXED SALARY			
AMOUNT	CATEGORY	RANK	NUMBER OF POSITIONS
€65135	OFFICER	LIEUTENANT GENERAL	1
€70685	OFFICER	LIEUTENANT GENERAL (CHIEF OF CNG)	1

C. Monetary Value of Salary Scales and Bands

(Data from the 2014 report of the Treasury of the Republic)

SCALE	INITIAL SALARY	MAXIMUM SALARY	YEARLY INCREMENTS
POSITIONS OF SALARY SCALES			
A1	€10800	€12544	€73
A7	€16591	€26539	€829
A8	€17946	€28470	€877
A9	€22276	€31951	€1075
A10	€25112	€35921	€1201
A12	€32947	€46807	€1540
A13	€39013	€51333	€1540
A14	€41810	€56218	€1801
A15	€47406	€58920	€1919
POSITIONS OF COMBINED SALARY BANDS			
BAND	**INITIAL SALARY**	**MAXIMUM SALARY**	**YEARLY INCREMENTS**
A4-A6	€11170 €14686	€17346 €23794	€176 €759
A8-A9-A10	€17496 €22276 €25112	€27593 €30876 €35921	€877 €1075 €1201
A15-A16	€47406 €52026	€57001 €61621	€1919 €1919
POSITIONS WITH FIXED SALARY			
AMOUNT	**INITIAL SALARY**	**MAXIMUM SALARY**	**YEARLY INCREMENTS**
€65135	€65135	€65135	-
€70685	€70685	€70685	-

APPENDIX 6.5-A

THE CNG's TRAINING PHASE

EXTERNAL ENVIRONMENT		EXTERNAL ENVIRONMENT
CNG		GREEK ARMED FORCES

CNG'S DOCTRINE

GREEK ARMED FORCES DOCTRINE

CNG'S PERSONNEL SELECTION PROCEDURES.

GREEK MILITARY CADETS FOR HMEIs AND MSNCOs.

CYPRIOT MILITARY CADETS FOR HMEIs AND MSNCOs.

GREEK MILITARY SCHOOLS' ORGANISATION, CULTURE, STRUCTURE AND MISSION.

NUMBER OF YEARS AS CADETS (DIFFERENT FOR EACH HMEI OR MSNCO).

CADETS GRADUATE FROM THE HMEI OR MSNCO WITH THE RANKS OF SECOND LIEUTENANT OR SERGEANT.

DURING THESE STAGES THE PERSONNEL HAVE ABSOLUTELY NO RELATIONSHIP WITH THE CNG. THE TOTAL DURATION OF THESE STAGES CAN BE FROM 3 TO 4 YEARS FOR NCOS AND FROM 5 TO 7 FOR OFFICERS.

AFTER GRADUATION FROM THEIR SPECIAL SCHOOLS THEY RETURN TO THE RANKS OF THE CNG AND ARE ASSIGNED TO A UNIT.

AFTER GRADUATION NEW OFFICERS AND NCOs GO TO SPECIAL SCHOOLS FOR TRAINING RELEVANT TO THEIR CORPS AND SPECIALTY.

APPENDIX 6.6-A

THE PARTICIPATION OF FAMILY DURING THE RETIREMENT PROCESS OF U. S. ARMED FORCES PERSONNEL

G-1 Retirement Services Office
Preparing For Military Retirement
(Family Participation)

Provides a synopsis of the importance of Family participation in the retirement preparation process.

1. The Family served as a unit on active duty and will serve as a unit in retirement. Therefore, the retirement process, from start to finish, should be a Family affair.

2. In accordance with AR 600-8-7, Installation Retirement Service Officers (RSOs) are charged with the responsibility of conducting preretirement orientations. They report that almost 80 percent of Soldiers attending preretirement orientations do so without Family members. These orientations are not solely for the Soldier. Like new arrival orientations, preretirement orientations are designed and presented for the Family.

3. Information on retirement processing, movement of household goods, selection of a retirement location, issuance of new ID cards, TRICARE, Survivor Benefit Plan (SBP), VA benefits, retired pay, and other benefits and entitlements are complex. When only the Soldier attends the preretirement orientations, the information received cannot be fully relayed to the Family. This prevents the Family members from taking full advantage of their benefits and entitlements. When Soldiers and Family members do not attend preretirement orientations together, they approach the military retirement phase of their lives unprepared and uninformed.

The more a Family understands military retirement, the less stressful will be the transition from military to retired life. This will result in a more pleasant and successful military retirement.

When is the next preretirement orientation at your installation? Click here for contact information for your RSO.

January 2011