Leadership Principles, Officer Like Qualities and the Selection System

Col(Retd) JP Singh [*], Dr. Deepika Tiwary [**], Dr. Ajeya Jha, [***], Brig (Dr) SN Mishra [****]

[*] Col JP Singh, Department of Management Studies, Sikkim Manipal Institute of Technology, India
[**] Department of Management Studies, Sikkim Manipal Institute of Technology, India
[***] HOD, Department of Management Studies, Sikkim Manipal Institute of Technology, India
[****] Hon'ble Vice Chancellor, Sikkim Manipal University, India

Abstract- A real leader must be an agent for change, an inspirer and developer who is able to show the way forward,integrate people and ideas and be prepared to instigate rapidly the most effective option. Particularly, in times of tension or war, an effective leader will have to be able to bring both colleagues and subordinates along in a way that is at once identified as pragmatic, meaningful and militarily cost-effective.

Index Terms- OLQs – Officer Like Qualities , SSB- Services Selection Board(s),PIQ- Personnel Information Questionnaire.

I. INTRODUCTION

1 It is reasonable to assume that most of society regards the military officer as a leader. This paper will provide an overview of the qualities of an officer considering both the pragmatic, hands-on opinion of the selector and trainer and also informed, scientific analysis taken from various studies over many years.In modern military organizations, the effective leader will also need sound management skills, particularly during the peacetime environment. Accordingly, leadership, in its broader sense, will also be discussed, along with the links and the differences between Leadership and Management.

2. Whilst the military officer will usually need to possess qualities both in leadership and in management, there will be occasions when such qualities will, to a certain extent, be rather peripheral to pre-requisite professional skills such as, for example, Legal and Medical. Specialist, professional requirements are not 'qualities' per se and, accordingly, they will not be discussed within the scope of this chapter. Officer qualities must be differentiated from other factors assessed at selection. Broadly defined, **these personal qualities (PQs) or Officer Like Qualities(OLQs) as they are called in Indian context refer to traits, states, needs, motives, goals, attitudes, interests, determining tendencies and general dispositions towards personal/social situations.** They are different from cognitive, intellectual factors and medical factors which will also be examined in that they usually form an intrinsic part of officer selection.

Nature of Future Warfare and Leadership

3. **Nature of Future Warfare**. Like the terrorism today, the likelihood of '**asymmetric wars**' taking the shape of warfare of tomorrow cannot be ruled out. Nonetheless, the fact that all countries continue to lay emphasis on preparedness for conventional war, underscores the predominant view that asymmetric wars cannot replace conventional wars, even though they can become an adjunct of and influence conventional wars themselves.

The future wars are likely to be characterized by emerging at short notice, being of short duration and being fought at high tempo and intensity. The conduct of operations would be non-linear with deeper and wider combat zones due to increased reach of integral fire power and surveillance resources including space-based systems. There would be added emphasis on all arms concept and need for increased jointmanship between the land forces, the Navy and the Air Force. Greater surveillance, improved accuracy, lethality and stand off capability coupled with ascendency of Network Centric Warfare, Information Warfare and conduct of operations under the glare of media along with rear area security will be the main concern.

4. **Leadership** Most officers lead a complex, technical life, with   many highly specialized duties to perform. These duties are his responsibilities as an individual, and as a highly-trained, responsible member of an exacting profession. In addition, he has to lead his men. An officer does not exist for his individual, personal value, but for his ability to show the way and make his men want to follow. This is indeed the core of the officer's existence and, without it no hope exists of grappling with the tasks of command. It is seen at its simplest in warlike operations, but the power to lead smoothes the way of every task in every branch of a military organization, whether in war or peace. It breathes that vitality into an organization that will take a collection of men,buildings and machines, and waken them to purposeful, effective life. How is it done? First, by force of character. Clearly, people are not all born with the same characteristics, and some from their earliest years have felt the power to show others the way, and to influence their minds. We call them born leaders, and they are just that; born with strong, independent, assertive minds just as some are born with a good natural physique. But this is not to say that the characteristics of effective leadership cannot be acquired, just as a good physique can be cultivated with suitable effort. In all of the words spoken and written about leadership, one fundamental point continually emerges; namely that, for most, the skills of leadership are not normally acquired instantly. The training of a leader, whether it be formal or through experiences, takes many years. Appropriate experiences are necessary, both to build and develop the leader's own force of character, and also to increase his ability to influence others.

Leadership Defined

5. So, what is leadership? In the simplest of terms, leadership can be defined as "art of getting things done" or, perhaps, the combination of example, persuasion and compulsion that makes the military subordinate do what is wanted of him. Clearly, in a military environment, things have to be done, but leadership is not just getting things done, but getting them done in the way in which the leader wants them done, in all conditions, and with the consent of the team, however grudging that consent may be.Some, if not many, military leaders do not lead effectively. They hold a title and they are figureheads at the head of the pack. Their leadership is a facade and there is little of substance behind the mask of authority defined by the badge of rank. Clothes of authority, however, cannot in themselves generate either ability or effectiveness as a leader. Clearly also, the abilities and effectiveness of any leader are only as strong as are perceived by those who are led.

6. Most military organizations have a highly structured bureaucracy. Unfortunately, in peacetime, these bureaucracies are often able to develop and promote the 'Empty Suits', an appropriate Americanism which describes individuals who dress and present well, who are able to identify the right, vital progressive routes for themselves, but who have only limited raw and genuine skills of leadership, save for one essential facet, that of not putting their feet wrong. Such individuals are, in essence, light-weight 'polystyrenes'; they merely fill a place. However, they remain clean-coated and trouble free, and thus they progress, whilst those with more genuine substance depart, often out of frustration. Unfortunately, polystyrene cannot "rock a boat", it cannot step out of line, it cannot stimulate change, it does not take risks and, certainly, it cannot inspire. In times of peace, the 'polystyrene' empty suits remain the guardians of the status quo, the keepers of the book of rules and the stifles of energy and initiative. Their reliability is without question, but so is their predictability. Simply, their leadership is mundane. A real leader must be an agent for change, an inspirer and developer who is able to show the way forward, integrate people and ideas and be prepared to instigate rapidly the most effective option. Particularly, in times of tension or war, an effective leader will have to be able to bring both colleagues and subordinates along in a way that is at once identified as pragmatic, meaningful and militarily cost-effective.

7. Military and naval history is full of effective leaders such as Field Martial KM Cariappa,SHFJ Manekshaw, Washington, Wellington, Nelson, Bonaparte, Montgomery and Rommel who rose to the top, not by preferment or substantial support from acolytes, but simply because of their abilities, both strategic and personal, which enabled them to inspire their men and, most importantly, achieve military success.

8. In past conflicts, battles and wars were usually lengthy. Incompetent or irrelevant leaders could be, and usually were, identified, replaced and sometimes even shot! Inspirational leaders could develop their forte and earn recognition by success. However, most recent international wars have lasted for just a few weeks, and future wars can be expected to follow this trend. NATO planners are well aware that they will have to fight with the men and materiel that they have to hand and in stock. Perhaps even more significantly though, battles will have to be directed and fought by the leaders already appointed and in place. The 'polystyrene', empty-suit commander would be found wanting and no doubt would be identified in the aftermath during the soul-searching of 'Lessons Learned' – but at what cost? In war, a leader should not have to compromise. In war, it is unlikely that a real leader would accept compromise. Yet the 'Empty Suit', whose life and career had developed out of frequent compromise and assent, would probably find the transition to the warrior's outlook in times of conflict an impossible hurdle.

Leaders and Managers

9. The differentiation between a good leader and an effective manager are, to many, nebulous. Simply however, managers are usually measured by their performance within set, pre-determined parameters. Leaders should be judged by higher requirements, often not pre-set and, especially in times of conflict, usually surprising. That said, it is difficult to imagine that an effective manager would not have some skills of leadership within his persona. Similarly, it would be surprising to find an effective leader who was bereft of management skills. However, the fundamental, singular difference between Management and Leadership is that Leadership is about effective change-making and the single-minded application and enforcement of that change, however unpalatable the change may be.

10. Military leaders, overall, must have a breadth of long-term vision, be decisive and independent, act and stand firm, be a warrior, speak openly, plainly and frankly, learn quickly from defeats and mistakes, go forward with unswerving fortitude, and know and appreciate the requirements and interests of subordinates. The qualities and skills of a leader are unlikely to be totally intrinsic and they would have to be developed over many years and with much, appropriate experience. Yet, to a great extent, there would have to be an innate and solid foundation, coupled also with flair and charisma. Sometimes the qualities of leadership would be natural, but mostly they would metamorphose by effective, early nurturing and constant, later development.

11. Conversely, management skills can be taught and they can also be learned. That said, management is not necessarily a routine process. Management problems vary considerably and a pre-set formula for effective management would rarely work. However, management can be effective without flair or charisma; genuine leadership, particularly at higher levels, cannot. De facto, leadership has to be flexible and imaginative with positive and often urgent, effective reaction to the unexpected.

12. **In sum**, leadership requires extraordinary attributes above and beyond those of management and the simple, efficient organization of the status quo. However, that is not to suggest or infer that management is easy and leadership is necessarily difficult. The required capabilities, however, are different and can be summed up by the following list:

THE LEADER	THE MANAGER
Controls	Controls
Does	Does
Organizes	Organizes

Adjusts to change	Adjusts to change
Accepts current practice	Accepts current practice
Administers	Administers
Reacts	Reacts
Responds to circumstance	Responds to circumstance
Follows through	Follows through
Implements decisions	Implements decisions
Gets results	Gets results
Concentrates on procedure	Concentrates on procedure
Coordinator	Coordinator
Methodical	Methodical
Back stage	Back stage
Motivated by discipline	Motivated by discipline
Involved with others	Involved with others
Depends on organization	Depends on organization

The assessment of leadership qualities for selection

13. Over the years, every military organization concerned with leadership training and development has developed its own list of 'Leadership Qualities'. The following lists are just 5 examples from many:

Indian Army
Factor – I (Planning and Organising)
(a) Effective Intelligence
(b) Reasoning Ability
(c) Organising Ability
(d) Power of Expression
Factor – II (Social Adjustment)
(e) Social Adaptability
(f) Co-operation
(g) Sense of Responsibility
Factor – III (Social Effectiveness)
(h) Initiative
(i) Self Confidence
(j) Speed of Decision
(k) Ability to Influence the Group
(l) Liveliness
Factor – IV (Dynamic)
(m) Determination
(n) Courage
(o) Stamina

FACTOR I : PLANNING AND ORGANISING

1.   **Effective Intelligence**. Is the intelligence utilized in coping with practical situations of varying complexity. It is different from basic intelligence which is the capacity to perceive relations or to do abstract thinking. Basic intelligence is assessed by the use of intelligence tests may be verbal or non verbal effective intelligence includes the following:

(a)   **Practical intelligence**. The capacity to evolve independent solutions of practical problems and situations.

(b)   **Resourcefulness.** The capacity to use the available means for the desired end with the help of improvisation of resources and finding a solution when in a tight corner.

* Generally students with higher effective intelligence are bright, mentally sharp, penetrating, innovative and inventive.

2.   **Reasoning ability**. The ability to grasp the essentials well and to arrive at conclusions by rational & logical thinking. It includes receptivity, inquiring attitude, logical reasoning and seeing essentials of a problem.

(a)   **Receptivity.** The ability to understand and absorb new impressions. It involves interest, attention and grasping power.

(b)   **Inquiring attitude**. Healthy curiosity resulting in an urge to increase one's general knowledge and experience in life.

(c)   **Logical reasoning**. The ability to arrive at conclusion or judgment based strictly on a presses of rational thinking and excluding emotional factors.

(d)   **Seeing essentials of a problem**. The ability by which the individual is not only clear in his knowledge of the situation at hand, but also is able to analyses various factors, shift them in order of importance and make best use of them towards achieving a solution.

* Students with higher reasoning ability are exceptionally sharp, analytical, highly imaginative, logical & practical.

3.   **Organising ability**. The ability to arrange the resources in a systematic way so as to produce effective results. It can also be defined as the ability to put to the best use of the available means for attainment of a desired objective.

* Students with higher organising ability are very meticulous in planning est dealing with complex issues without over looking details, use commonsense, original in actions and quick in comprehension.

4.   **Power of expression**. This is the most important tools of personality where his/her ability to put across ideas adequately with ease and clarity are assessed.

* Students with this quality are more eloquent, forceful, lucid, precise & effective in their expression.

5.   **Social adaptability**.   The ability of an individual to adapt himself to the social environment and adjust well with persons and social groups, with special reference to superiors, equal and subordinates. Social adaptability includes social intelligence, attitude towards others, tact, and adaptability.

(a)   **Social Intelligence**.   It is the intelligence ability applied in social field. It is the ability to understand people & adjust well in new surroundings.

(b)   **Attitude towards others**.   The ability to put oneself into the other man's position so as to appreciate justifiable difficulties, to enable rendering help in a proper way.

(c)   **Tact.** Skillful management of the feelings of the persons dealt with.

(d)   **Adaptability**. The ability to adjust to the environment with special reference to the social situations in that environment. When considering service aspect it involves not only a resilient nature shown by and accommodative tendency but also keenness and interest in service life.

* Persons with higher adaptability are genial, very spontaneous in adjusting well in short time, outgoing, amiable, accommodative, flexible understanding, friendly & sympathetic.

6.   **Cooperation**. The attitude of an individual to participate willingly in harmony with others in a group, in achieving the group goal. This implies a belief in the collective effort being more productive than the individual effort. Cooperation includes the element of joint effort and team spirit.

Team spirit indicates loyalty to the aims and objects of the group to the extent of subordinating individual aim to the group aim.

    *   Such persons are altruistic, selfless, volunteers workers with tremendous esprit – de corps. They are also humane, warm hearted, spontaneous and group minded people.

    7.   **Sense of Responsibility**: It enable a person to be dependable and to willingly discharge his obligation. It includes sense of duty but is much more comprehensive in meaning and scope. It implies:

    (a)   **Sense of duty** Faithfully and firmly doing what one is ordered to do.

    (b)   **Discipline**.   A trained sense of acting strictly in accordance with rules, regulations and conventions. This factor promotes development of self control and keeps one within bounds of social and normal standards.

Sense of responsibility therefore means:-

    (a)   A through understanding of the values of duty, social standard, and of what is required of an individual and then to give it his energy and attention of his own accord.

    (b)   Doing one's best, carrying out even unspecified and probably unforeseen duties and obligations rather than faithfully carrying out what one is told to do. It demonstrates moral willingness to bear the consequences.

    *   Persons with higher sense of responsibility are exceptionally dutiful, faithful and respectful to authority. They are very conscientious and go out of the way to soldier responsibilities.

FACTOR SOCIAL EFFECTIVENESS

    8. **Initiative.**   The ability to originate purposeful action. It has the following aspects:-

    (a)   Ability to take the first steps in an unfamiliar situation.

    (b)   In the right direction.

    (c)   Sustain it, till the goal is achieved.

    *   Persons with higher initiative display plenty of originality in thoughts & actions. Persons with positive initiative never get stuck, they are pushing, enterprising , persistent and will come out with numerous fresh idea.

    9. **Self confidence**. It is the faith in one's ability to meet stressful situations particularly those that are unfamiliar.

    *   People with higher self – confidence are totally composed, rationally active, have abundant faith in their abilities, self reliant and constructive in difficulties.

    10. **Speed of decision**.   The ability to arrive at workable decisions expeditiously. It comprises:-

    (a)   Then appropriateness and cost effectiveness.

    (b)   Feasibility & practicability.

    (c)   The quickness in arriving at the decision.

    *   Persons with this ability are Infallible, prompt, judicious and take sound decisions with considerable sense of

urgency. They are never wavering, impulsive, hesitant, erratic in their decisions.

    11.   **Ability to influence the group**.   The ability which enables an individual to bring about willing effort from the group for achieving the objective desired by him. This influence is the prime cause of cooperative and willing effort of a group towards the achievement of a set objective.

    *   Persons with this quality are highly inspiring with magnetic charm, in dispensable, impressionable, assertive, persuasive, firm & have considerable capacity to over come opposition.

    12**.**   **Liveliness.**   The capacity of an individual to keep himself buoyant when meeting problems and bring about a cheerful atmosphere.

FACTOR DYNAMISM

    13.   **Determination**. A sustained effort to achieve objectives in sprite of obstacles and set backs. It implies fixedness of purpose: mental concentration and strength of will. It includes:-

    (a)   **Application to work**. The capacity of physical application to work.

    (b)   **Drive.** The inner motive power at the disposal of an individual. It is the capacity to force oneself along when under pressure and urgency, towards the achievement of the object. It may inspire energetic action in others towards the achievement of a common goal.

    *   They are highly resolute, un– wavering, advent, industrious, firm and steady, persevering and persistent .

    14. **Courage**: The ability to appreciate and take purposive risks willingly. It includes:-

    (a)   Ability to meet appreciated dangers.

    (b)   Spirit of adventure, and enterprising spirit and a willingness to dare or risk a hazard.

    (c)   Capacity to keep oneself composed in adverse situations enabling to be steady in facing and handling such situations.

    *   They are doubtless risk takers, daring, aggressive, creative, bold & plucky with tremendous physical & moral courage.

    15**.**   **Stamina.** The capacity to withstand protracted physical and mental strain. It emphasizes endurance.

    *   such persons posses Herculean physical & mental capabilities & can withstand plenty of physical & mental stress. They are indefatigable, calm & are very tough individuals.

14. OFFICER LIKE QUALITIES IN THE US ARMY
1.Bearing
2. Courage (Physical and Moral)
3. Decisiveness
4.Endurance
5.Initiative
6.Integrity
7.Judgement
8.Justice
9. Loyalty
10. Tact
11. Unselfishness

15. OFFICER LIKE QUALITIES IN THE ROYAL AIR FORCE COLLEGE

1. Confidence
2. Determination
3. Initiative
4. Awareness
5. Effective Intelligence
6. Decisiveness
7. Manner
8. Self-analysis

16. OFFICER LIKE QUALITIES IN THE CANADIAN ARMED FORCES

1. Professional Competence
2. Courage
3. Loyalty
4. Honesty
5. Common Sense
6. Good Judgment
7. Confidence
8. Initiative
9. Tact
10. Self Control
11. Humour
12. Personal Example
13. Energy
14. Enthusiasm
15. Perseverance
16. Decisiveness
17. Justice

17. OFFICER LIKE QUALITIES IN THE US MARINE CORPS

1. Integrity
2. Knowledge
3. Courage
4. Decisiveness
5. Dependability
6. Initiative
7. Tact
8. Justice
9. Enthusiasm
10. Bearing
11. Endurance
12. Unselfishness
13. Loyalty
14. Judgement

18. Pakistan Armed Forces, Nepalese Armed Forces, Sri Lankan Forces and Bangladesh Armed Forces have OLQs similar to Indian Armed Forces.

19. None of the lists are complete, yet none of the lists are inadequate. Opinions vary as to qualities needed by a military leader and the particular emphasis placed on them. Clearly, the 'great' leader would have most of the qualities in substantial strength, perhaps out of an amalgam from the lists above. However, most leaders will be short of some of them. It can be seen that some qualities are common to nearly all lists, and they are the fundamental requirements for the military leader, to a certain extent regardless of rank. Significantly, none of the lists include flair, although initiative, perhaps in this case meaning the same, is in all of them. Similarly, none of the lists include charisma, sometimes difficult to define, but an easily identifiable quality seen in so many great leaders. Confidence, a vital quality in a leader, is omitted from some of the lists. Not that this is necessarily significant however, because it would be easy to argue that any leader with a substantial number of the qualities within any of the lists would, inherently, possess appropriate self-confidence. Confidence, however, has to be a vital quality and one promoted more by the leader than by anybody else. If he is certain of his own ability to lead, and this facet can certainly can be developed and strengthened by training and confirmed by experience, then the leader will also be able to generate confidence within the team, which is so vital to success.

20. In recognizing and accepting that no list of leadership qualities is likely to be complete, lists could probably be reduced without losing too much in the way of positive effect. Field Marshal Lord Harding, a British commander in World War 2, listed the qualities he regarded as essential in a leader in the simple, following terms:
1. Absolute Fitness
2. Complete Integrity
3. Enduring Courage
4. Daring Initiative
5. Undaunted Willpower
6. Knowledge
7. Judgment
8. Team Spirit

21. In general, leadership qualities can be structured into 3 main areas: 'approach to people', 'approach to task', and 'individual orientation'. The figure below highlights this model of officers leadership structure. Each circle represents an important aspect of military officers' roles and some of the PQs that are relevant to each of those aspects. Of course, many of the PQs can be related to more than one area; this model is just a guide.

It would be an understandable misconception if all military officers were expected and required to be genuine leaders. Whilst true leadership, for some officers, is a paramount pre-requisite, in other officers, raw leadership skills are much less important. As the roles of the officer vary enormously, so does the preferred list of qualities required by the individual.

22. However, the closer the officer is to the battle, with the consequent, greater risk to life, then the more dynamic and decisive the leader will need to be. Even in times of war, the rear echelons and the support staff, because of their comparatively, risk-free existence, will not usually need quite the abundance of raw qualities required by the warrior under fire. It follows therefore that, when identifying officer potential during the selection process, due regard should be given to the individual's planned future employment as an officer. The quality requirements for instance for the potential platoon commander, fighter pilot or submariner will probably be different to those pre-requisite qualities for the engineer or logistician. Whilst the differing roles of an officer will usually require a different

emphasis on qualities most, if not all NATO officer selection systems can aim to identify generic potential only. Later, professional training will then identify and develop the specific qualities to type. The word potential is significant. A selection system, by its very nature, has to have a programme which, at best, runs for just a few days. Whilst some true qualities in a candidate may possibly emerge and be identified during the selection process, an effective assessment system has to be geared to look more for potential in a candidate than inherent attributes.

23. **Officer qualities for the generic candidate**

No selection process can ensure a substantial, guaranteed end-product. The period of examination will invariably be short and it will sometimes provide only a snapshot of the candidate's potential. However, past history, and the candidate's record of development, will also be a very useful initial guide. Aptitude testing can give notice of the candidate's suitability for an aptitude-dependant branch and then further assessment, by interview and additional exercises, will help to ascertain the candidate's overall profile. At interview, close examination should reveal the following qualities and traits:

a. **Appearance and Bearing**. The candidate's appearance, bearing, grooming, distinguishing features and general presentation should be readily apparent within the first impressions formed at interview.

b. **Manner and Impact**. The candidate's conduct throughout the interview, along with his courtesy, tact, confidence, force of personality, presence, poise, polish, humour and alertness will add to the overall impact.

c**. Speech and Powers of Expression**. Dialogue with the candidate will elicit his ability to communicate. The quality of grammar, vocabulary, diction, general fluency, logic, projection and animation will all indicate the overall effectiveness of expression.

d. **Activities and Interests**. The well-rounded candidate should have had a varied, interesting and fulfilling lifestyle. Whilst it is important to bear in mind the individual's background (that is, general opportunities and financial limitations) the range and extent of spare-time activities are important to indicate signs of commitment, depth of involvement, achievement, level of responsibility, spirit of adventure, determination, initiative, enterprise and self-reliance within an overall balance of interests and pursuits.

e. **Academic Level and Potential**. Whilst minimum levels of academic qualifications will be set, the manner and east of obtaining qualifications, together with the level of commitment, diligence and attitude towards study will all give indications of the individual's further academic potential.

f. **Breadth and Depth of Outlook**. The candidate's general awareness of military matters and current affairs should confirm a maturity of outlook and a general ability to reason, giving also some indications of general intellect.

g. **Motivation**. The candidate's determination towards his military goals should be ascertained. Sometimes the motivation will have previous substantiation. It will be important to ascertain that the candidate is clear about, and would relish, the commitment and dedication demanded of the officer corps. Quality assessment of a selection system

Need for Assessment of OLQs

24. The quality of any officer selection system needs to be assessed. There are two good reasons for this. Firstly, one needs to know, rather than believe or hope, that the right applicants are selected and assigned to jobs for which they are best suited. This is of paramount importance to the military commanders since the quality of the officer corps is vital for the conduct of military operations which can have dramatic consequences both for the military and their country as illustrated in Norman Dixon's book On the Psychology of Military Incompetence. Failure to conduct a good professional selection for officers is an unforgivable error. The second reason for the continuous evaluation of the quality of a selection system, is the increasing demand to justify selection decisions made concerning individual applicants or specific groups. In the end, such justification cannot be sustained unless there is verifiable evidence of the predictive validity of the selection system.

25. One critical decision concerning the quality assessment is the choice of external criteria defining who is a 'good officer' and who is performing less well. In many cases, the choice will be a trade-off between relevance, timeliness and measurement quality. Training results for instance, have the advantage of being pretty well standardized and available shortly after the selection. This ensures that feedback loops are kept short but they are usually of very little relevance because they often over-emphasize academic skills. Since the choice of the external criteria will in the end determine what kind of applicants will be accepted, it is normal that the choice of these criteria should be made by the overall personnel policy makers. It is obvious, but not always that evident, that the chosen criteria should be quantified as a sound measurement and that such data needs to be made available to the persons in charge of the selection system quality assessment. A system should not rely on a single external criterion since none is perfect but rather it ought to consider a series of quality indicators. These should include both quality indicators independent of officer performance assessments and a representative set of indicators of the performance of the officers. Whatever the result of the quality assessment, one should always consider ways to improve the selection system. This needs to be done by trying alternatives for the different selection tools and for the use of those tools in the decision making process. In doing so, one has always to remember not to use a new tool in the decision making process before its quality has been proven.

All Officer Like Qualities are Not Equal

26. There have been a constant debate whether all fifteen OLQs in the Indian Armed Forces Selection Process are equal. The Defence Institute of Psychological Research, New Delhi also subscribes to this. However, as a ground soldier one knows that 'Power of Expression' cannot be equated to 'Courage.' The ingredient qualities differ as proved during actual battle or war

like situations. It should be clearly understood that all qualities are not equal and cannot be compared to each other. While assessing candidates, the military assessors who have actual on ground experience and their civilian counter-parts differ in perception. It is clear that only those who have experience of operations or their simulations, must spell out qualities more important than the others and select candidates accordingly.

The fairness of the selection process

26. A recent concern related to selection in general is that of fairness for the applicants. This is especially relevant for officer selection, since the government organizes selection and the relevance of the officer corps for the general population is often questioned. Special interest is devoted to the adverse impact of elements in the selection process for females and ethnic minorities. In this area, two different situations need to be identified, one in which different groups have the same level of abilities bur different scores due to biased measurement tools and the second in which different groups indeed have different levels of ability. The first deals with the situation in which different groups are known, or at least supposed to have similar aptitudes or characteristics but different measurement scores, because of inadequate measurement-tool design. In such situations, better measurement tools should be designed. As a short-term solution, one could at least take group differences into account when estimating individual performance. A totally different situation occurs when different groups are known to have dissimilar aptitudes or characteristics. For instance, if the height of an individual is considered, it will be noted that the male population is, on average, taller. This is not due to inadequate measurement tools. The scientific approach to such a situation is to start from the occupational analysis (assuming this analysis was not biased!) and select the best fitting person independently of gender or minority membership. Another approach that often prevails against the scientific one is based on ethical, philosophical, societal or political grounds. That approach states that females, or persons belonging to certain minorities, must have fair chances of being selected despite the possibility of lower scores. Such policies can lead to a specific quota for females or minority members. Although such an intention would be praiseworthy, one should realize that this is realized at the expense of optimal selection and classification. An attempt to avoid quotas without having adverse impact would be to focus on competency profiles and incorporate in them the aptitudes for which females or minority members are known to perform equally or better (such as physical agility versus strength, sustained attention, etc).

Cost & benefit concerns

27. Some will look at an officer selection system from a purely cost and benefits point of view. This makes some sense. Cost and benefits issues are important. Selection and classification decisions are based upon a limited set of observations and measures. It therefore can be argued that a better assessment can be done during training. Naturally, this is provided that all applicants would be allowed to start the training. In situations where the selection ratio is close to one, this might be considered: there would no selection, and all applicants would start the training and suitability would be assessed during training. This is the situation that occurs in Austria where compulsory military service exists and where officer candidates are assessed while performing their training as draftees. This system is worthy of comment. First, imagine what would happen if there is no medical screening and, for instance, there are medical problems during the physical training such as back-injuries or cardio-vascular accidents. What would be the consequences for the applicant and for the Forces?

28. Can the Forces be sued? If that is the case, this throws a new light to the cost-benefits topic. Second, there are social aspects that need to be considered. While it is acceptable to ask an applicant to spend a few hours to a couple of days for the officer selection process, it would be hard to require them to spend weeks or even months and may be even quit another job before being sure that they are accepted.In the more frequently occurring situation in which the number of vacancies is set in advance and the number of applicants is significantly larger, the cost-benefits discussion needs to be addressed. The zero-costs approach would consist of accepting the first candidates who apply until all positions are filled or, alternatively, randomly select the required number from amongst the applicants. Clearly these solutions would yield very poor results. Beyond the zero-costs approach, selection tools will be added to the procedure. The addition of each tool implies costs, additional burden on the applicants and the increased loss of applicants if the tool leads to rejection.

29. On the benefit side, good selection tools reduce the risks of diverse problems after enlistment. How far should one go then with adding selection tools? Let us consider an example in the medical selection area and use two well-known movies to illustrate the point. The first is 'Schindler's List'. There is a scene in which one can see the 'medical selection' of hundreds of persons in a prisoner camp in Poland. They have to undress and are quickly screened by a person in the white outfit of a doctor. The 'doctor' decides, in a matter of seconds, whether the person is fit for labor or not. This selection is probably much better than random selection; it is very cheap but obviously not very accurate. The other extreme is shown in the movie 'The Right Stuff'. A good portion of that movie is devoted to the medical selection of the first astronauts. This selection is very sophisticated, expensive and time consuming and puts a lot of strain on the applicants. The result is that the selected astronauts are 'guaranteed' to be very healthy. When we consider officer selection, we will probably want a medical selection somewhere in between the two extremes. It is important to realize that there is an optimum balance between very unsophisticated, cheap and quick selection procedures and the highly sophisticated, expensive and time-consuming one. Moving from the cheap end to the expensive one is not linear however. For instance, a nurse who asks the applicant to read characters on a wall-chart and performs a simple color perception test can do the assessment of the visual perception. Alternatively, an ophthalmologist can perform the same assessment using a set of sophisticated tools. Here, it is quite doubtful whether the increase of assessment quality would compensate for the tremendous increase in costs when using the specialist in considering the overall purpose of officer selection. Also, the increase of selection accuracy yield by the addition of a selection tool is dependent on the other tools

already present in the procedure. In technical terms, we speak of the incremental validity of a selection tool, or of the usefulness of a selection tool.

30. As put by Blum and Naylor, "The utility of a selection device is the degree to which its use improves the quality of the individuals selected beyond what would have occurred had that device not been used."15. Note that we took an example in the medical selection area, but the same phenomena occur in all fields of selection.If an acceptable external criterion exists, and the statistical relations between the selection data and that criterion are known, it becomes possible to use statistical techniques to determine what selection tools are worth while adding to a selection procedure. Regression models allow the construction of a selection battery step-wise for instance, only adding a tool when it increases the multiple correlation with the external criterion. It is then up to the selection system manager to evaluate whether the increased predictive validity compensates for the additional costs resulting from the use of the extra selection tool.

II. CONCLUSIONS

31. Given that each officer selection system is deeply embedded in its general legal, societal, political and military context, it is unrealistic to pursue the implementation of a single, universal optimal selection system. Yet, a number of rules and methods are invariably required in order to ensure that a particular officer selection system is sound and appropriate. The respect of these rules and methods can only be guaranteed by professional specialists because of the complexity involved. In one of the first accounts of selection for the military16, it was God himself who dictated the selection process. But since He doesn't appear to be involved in this area any more, a whole set of specialists have to do their best to replace Him! These include the personnel needed to assess the different competencies (nurses, medical doctors, psychologists, sports monitors, and teachers) and the personnel involved with setting up and managing the overall system (I/O psychologists, operations research specialists, legal advisers, statisticians, computer specialists and personnel policy makers). The ultimate decisions concerning any selection system have to be made by the personnel policy makers, not by the personnel in charge of selection or training, since any selection system is only a - very powerful - tool placed at the disposal of the Human Resource Managers.

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AUTHORS

First Author – Col(Retd) JP Singh, Col JP Singh, Department of Management Studies, Sikkim Manipal Institute of Technology, India

Second Author – Dr. Deepika Tiwary, Department of Management Studies, Sikkim Manipal Institute of Technology, India

Third Author – Dr. Ajeya Jha, HOD, Department of Management Studies, Sikkim Manipal Institute of Technology, India

Fourth Author – Brig (Dr) SN Mishra, Hon'ble Vice Chancellor, Sikkim Manipal University, India