
THIRD REPORT OF THE INDEPENDENT MONITORING GROUP

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INTRODUCTION

This Independent Monitoring Group (IMG) has been able to reflect on developments in the Permanent Defence Force since 2001 when the then Minister for Defence appointed an External Advisory Committee to research the extent of particular negative behaviours within the Organisation. On foot of the outcome the Minister appointed the first Independent Monitoring Group in 2002 to oversee the implementation of recommendations relating to harassment, bullying, discrimination and sexual harassment within the Defence Forces. The challenge to the Defence Forces in Ireland and on overseas missions was to assert a culture of a supportive and challenging workplace environment where individuality and diversity is respected by all personnel.

Cultural change in any workplace needs time, talented leadership or 'enlightened leadership' (Watkins, 2014), insightful management and administration, and willingness on the part of personnel and their representative bodies or unions. It is to the credit of the Permanent Defence Force (Army, Naval Service, and Air Corps) that so much has been achieved. In 2014 the policy and procedures are designed to deliver a 'preventative' approach to negative behaviour: this is based on careful selection of trainers and comprehensive training, continuing education and up skilling at all levels. A range of informal and formal complaint procedures (including an independent Ombudsman for the Defence Forces established by Statute, 2005) are in place. Transparent and objective systems for initial recruitment, selection and subsequent promotion have been introduced.

Since 2008 the Defence Forces experienced a trajectory of change and in particular from 2012 when further change resulted in the reduction from three Brigades to two all arms Brigades (1 Brigade, responsible for military operations in the southern region of the country; 2 Brigade, responsible for military operations in the northern region), and the

disestablishment of some existing units. In common with other elements of the public service the Defence Forces have experienced restrictions on promotion and induction, and cuts in pay and allowances at all levels. The economic reality in Ireland resulted in a 22.7% cut in the Defence budget (from €888 million in 2008 to €686 million in 2013). In such a context the development and maintenance of unit identity was and remains an even greater challenge to unit commanders and personnel and should be recognised as a key factor in the maintenance of morale, development of camaraderie and support to serving members, the wider military family and in encouraging new entrants including the "new Irish".

Workplace bullying and other potentially damaging behaviours are always a danger. Neither are they found only in military workplaces. Machines of themselves do not 'bully': we human beings have that capacity or power to abuse. The leadership of the Defence Forces and the Department of Defence must continue to be vigilant and caring of personnel. In 2014 the IMG agrees that this will remain the challenge for the Defence Organisation - in particular for its leaders.

Finally, despite budgetary restraints and inevitable organisational change the leadership of the Defence Forces and the Department of Defence has resolutely progressed the process of change in the move towards the Single Force concept (embracing the Reserve Defence Force), while continuing to implement the 2008 recommendations of that IMG.

In 2014 this IMG affirms such resolute leadership and management. We agree that the Department of Defence and the Defence Forces have set a benchmark of striving for excellence in delivering on the objectives of Government within the context of value for money for taxpayers.

2. Executive Summary of Conclusions and Main Recommendations

This Report of the Independent Monitoring Group (IMG) presents a review of progress made by the Permanent Defence Force since 2008. That year they were faced with a range of recommendations to improve human resource management, and training and education so as to root firmly dignity in the workplace from initial training and throughout the military career.

The Defence Forces has endeavoured to implement the main recommendations made six years ago. During that period there were considerable structural changes culminating in 2012 in the reduction to two Brigades and the disestablishment of some existing units. In common with other elements of the public service the Defence Forces have experienced restrictions on promotion and induction, and cuts in pay and allowances at all levels.

In 2014 the challenge remains (as in any workplace) to continue to improve human resource management and institutional culture including dealing with human issues of bullying, harassment, sexual harassment and discrimination. It is noteworthy that military leadership have clarified and enriched protocols for dealing with complaints. Acknowledging conflict and its resolution in any workplace is demanding. It is more complex in military organisations where the chain of command is paramount to ensure effective outcomes. The IMG is hopeful that the clarity of the informal and formal routes for dealing with complaints and in particular the introduction of mediation as an option (at the informal stage) will engender trust in the system and ensure the earliest resolution of issues at the most helpful level. The Personnel Support Service already includes qualified/ accredited mediators who will be available to personnel within the informal process.

While fully accepting the significant effort that has been expended in the development and implementation of best practice HR policies, IMG questions whether in all circumstances, across all barracks and formations, an effective verification process is in place to ensure the implementation of these best practice policies and whether these policies are being implemented on a consistent basis. This Report of the IMG identifies some gaps in adherence to these best practice policies.

Human Resource Management

In 2014 one of the hallmarks of improvements in human resource management is greater cohesiveness and collaboration across a wide range of activities throughout the Defence Forces. These personnel related practices and protocols are now organised within the new Human Resource Branch. The shift is logical and streamlined so as to make maximum use of resources of personnel and money.

Best practice Human Resource Strategies will be implemented across the Force in the areas of recruitment, selection, continuous development, retention, and exit and career management.

(Defence Forces and Department of Defence Strategy Statement, 2011-2014).

The incorporation of the Human Resource Strategy into this statement for the Department of Defence and the Defence Forces indicated the continuing leadership determination to introduce change in the pursuit of excellence and operability. The emphasis was on Defence Forces personnel as the greatest resource and on the responsibility of the leaders to implement best human resource practice from initial selection to training, further education, career development and exit from the Permanent Defence Force.

The Department of Defence and the Defence Forces have introduced significant changes in

the recruitment and selection of personnel for subsequent promotions across the Army, the Naval Service and the Air Corps. Psychometric testing of the highest international standard is now in use for selection of cadets and recruits and competency based interviews seek to ensure greater objectivity. Since circa 2004 Cadet School staff no longer interviews applicants and every effort is made to ensure transparency and fairness in selection.

The system for promotions has also been developed in keeping with best employment practice. The promotion system for Commissioned Officers has been revised. Seniority has been eliminated and a modern merit based approach introduced as part of the Croke Park Agreement. This is important at a time when the Permanent Defence Force is attracting more graduate entrants who now have better opportunities for advancement. External consultants have been appointed to review the competency framework for all ranks. Transparency and fairness are evident and substantial and positive change has been brought about by the new system in terms of how promotions are now made.

The new system for Non Commissioned Officer (NCO) promotions also includes specific competencies and related marking schemes. With the exception of senior NCO appointments, promotion boards now include two officers, one Senior NCO and one civilian. In 2013 there were 605 NCO promotions under this fairer and more transparent system. These developments are also important in the context of the higher education levels of recruits of this generation.

Human Resource Management – IMG Recommendations

The IMG recommends that a climate survey be conducted within 12 months and subsequently at reasonable intervals. The aim would be to identify trends to inform practice in HR and/or training and education.

The Representative Associations are to be engaged in the design and the findings of such surveys.

The IMG recommends that a module on human resource management be included in the various programmes that are externally accredited. In IMG's view this would ensure that personnel would keep up to date on relevant trends and developments.

The IMG recommends strategic succession planning in relation to key posts in the Human Resources Branch, Training and Education Branch and the Personnel Support Service on the basis of a minimum of three years in the post.

Gender Equality and Diversity in the Defence Forces

Ireland is one of only two countries (Finland being the other) of the 198 UN members that have a Military Action Plan on the Implementation of the United Nations Security Council Resolution (UNSCR) 1325. Such a commitment is clear in Chief of Staff, Lieutenant General Conor O'Boyle's statement in his foreword to the Action Plan: (The Permanent Defence Force)... "has taken great strides in gender awareness training and towards integrating a gender perspective into our operations especially in an overseas context ..." (2013). Such participation and collaboration is admirable and enhances the work of personnel overseas. The IMG emphasises the importance of the role of Personnel Support Service, the Human Resource Branch (J1) and Training and Education (J7) in inculcating and continually up skilling in this whole area – one that continues to change and develop.

In November 2012 as part of the re-organisation of the Defence Forces the position of Gender, Equality and Diversity Officer was established within Human Resource Branch (J1). Qualified Gender

Advisors are now in each of the Brigades and the IMG understands that the Naval Service and Air Corps are to be included in forthcoming courses. The plan is to have Gender Focal Points within units and training institutions by the end of 2014.

Between 2007 and 2011 the percentage of female representation in the Defence Forces had grown from 5.7% to 6%. At 31 December 2013 the percentage remained at 6% (552 women out of a total strength of 9,236). It is interesting to note that of 17,000 in the Danish Military the current female representation is 6.5%, notwithstanding that Denmark has been recruiting women to its Defence Forces since 1976.¹ Denmark, like Ireland, operates on the basis that all Defence Forces personnel, no matter their gender, are available to participate in all areas of operation.

The IMG agrees that the leadership and management of the Defence Forces and the Department of Defence have been particularly proactive in pursuing relevant aspects of equality since 2008.

The requirements of the Command and Staff Course and overseas service come at a time when parenting makes absence from home problematic on a number of levels. Similar problems may arise for personnel who may be carers. The IMG notes that the structure of the Command and Staff Course is currently under review and agrees with the aim of making it more accessible for *all* personnel.

New Entrants: Selection, Induction and Training

The Defence Forces continues to attract far more applicants than it could ever accept. The IMG noted that increasing numbers of applicants (cadets and recruits) are older, have further education and training and many

¹ Grievance procedures in the Danish Defence, Address to the IMG by Flemming Vinther, chairman of the Danish Association HKKF, 10 February 2014.

have been in employment whether part-time or full-time. This has obvious implications for the subsequent military career path for all personnel. The IMG in 2004 and 2008 emphasised the importance of enlisted personnel having greater access to courses. There has been progress in the past six years but in 2014 the IMG advises that the means of affording opportunities for enlisted personnel to become officers needs to be reviewed as a priority.

The IMG commends the military leadership for including the Unit Commanders and young officers in the review of the Standard Cadet Course Syllabus. The revised syllabus now incorporates additional challenges to equip young officers for daily work in barracks. The duration of the three syllabi (Army, Naval Service, and Air Corps) has been changed in keeping with the recommendation of IMG2 (see table below). The IMG compliments the Defence Forces on developing an academic partnership with NUI Maynooth, which since 2011 awards cadets the Leadership Management & Defence Studies (LMDS) Diploma.

The IMG recognises that changes have taken place in the selection, induction and training of cadets and recruits. These changes are impressive, transparent and a mark of respect for all applicants. Full use is now made of social media (including Facebook, military. ie, employment forums and sites) and online applications through the candidate manager system.

Moving to a situation of embracing other cultures, ethnicities and gender diversity requires a mindset within an organisation to create a welcoming and positive work environment. The IMG acknowledges that the attitude of the military management is positive to increasing gender, equality and diversity in the Defence Forces. This objective will be emphasised in the 2014 recruitment that has already begun for the Permanent Defence

Force and the Reserve (as a Single Force). Having regard to our experience, IMG is of the view that appropriate procedures must be in place to ensure that the changing population demographic can be embraced. In addition, the impact of the initiatives aimed at increasing diversity should be the subject of an after action review.

In 2013 a Realistic Job Preview pilot project was undertaken in the Curragh with forty potential general service recruits. The pilot enabled applicants to gain awareness of the range of challenges inherent in a military career. Moreover, 800 potential recruits (including 150 for the Naval Service) will have the opportunity of the Preview in 2014. The provision of such a Preview is demanding and the IMG appreciates the prescience of military leadership in providing it; moreover, it represents value for money.

The IMG commends the facility available for certified dyslexic applicants and the fact that feedback on the psychometric test is available to all cadetship candidates on request. All candidates are briefed about the availability of such feedback; in the 2013 competition feedback was requested by and provided to 88 candidates. While this puts pressure on the system, the IMG recognises the importance of such an opportunity for disappointed applicants including those who may have applied several times.

The concept of a 'soft landing' recommended in 2004 and again in 2008 was intended to allow time for the new cadet or recruit to begin to adapt from civilian to military life. The duration varied from two/three days (for cadets) to two weeks for general service recruits. Mindful of our consultations with instructors, cadets and recruits across the Defence Forces the IMG agrees that a more flexible approach is advisable given the significant developments in the current selection process.

Recruits commented to the IMG on the relevance of so much of the training syllabus to lifelong learning and coping with life in general.

The Defence Forces Handbook is available online and Recruit Platoons are given a copy along with the re-designed Dignity Charter. Some of the early days in training are devoted to the Defence Forces Dignity Charter (Appendix G). From its findings in 2014 the IMG is aware of the need to ensure that the principles of dignity etc. continue to be revisited throughout the training period whether the fifteen months for cadets or the seventeen weeks for recruits and indeed subsequently at unit level. It would therefore seem to be more logical that both Personnel Support Service *and* instructors would give the relevant briefings on this aspect of Administration Instruction A7 at the various phases of training.

The Cadet School has had a Student Counsellor for the past decade. The IMG in 2008 recommended its extension to all training institutions and in 2014 we are disappointed that this did not happen. However this important counselling/student support role is now to be provided. The IMG agreed that the title Student Liaison Officer be used in all training locations.

The traditional, very high standard of the Permanent Defence Force at home and overseas can only be maintained into the twenty-first century by basic training for cadets and recruits that is

- Disciplined
- Robust
- Challenging, and
- Humanly demanding in ways that are not normally asked of civilians in workplaces.

In 2004 and 2008 the IMG made recommendations in relation to corrective actions. In 2014 the IMG re-emphasises that corrective action must be appropriate, relevant, and fair. Moreover, the link between the behaviour that demanded corrective action and the form of the sanction must be clear to the cadet(s) or recruit(s) and indeed other training audiences. Corrective action must never degrade the person.

As in any training or educational institute worldwide, what may be modelled by teachers and instructors during *initial* training may be repeated in turn by the trainees in later roles. The likelihood is that young commissioned officers and enlisted personnel at subsequent stages in their careers may replicate corrective action that was experienced during initial training.

It is possible that there may always be issues around forms of corrective action. However from its deliberations the IMG in 2014 has reasons to be concerned – hence there are several recommendations in this regard.

Socialisation into a workplace connotes knowledge, skills, attitudes, and affective behaviours associated with carrying out the required (new) role as for example, inductees – and later, as officer/private whether in the Army, the Naval Service or the Air Corps. Many organisations focus on gender socialisation. The Permanent Defence Force avoids such an emphasis because all personnel are expected to be fit for the full range of military activity at home and overseas. Perhaps it is important to note here that research on empowerment programmes identifies that ‘identity formation’ can be more complex in the context of ethnicity.

The current rigorous recruitment and selection process of the Permanent Defence Force provides the platform for the subsequent socialisation process. The Realistic Job Preview for cadets, and its introduction

for recruits, is a further attempt to raise an applicant’s awareness of what to expect and is also part of socialisation.

The IMG recognises that socialisation can present challenges to new personnel whether they are cadets, recruits or apprentices, particularly in relation to confinement (especially during the initial weeks/months of training) when there is restricted/very limited access to family, friends, home, civilians, modes of transport, personal space and freedom. In some instances this can be quite intensive and the IMG makes relevant recommendations.

Training: The Importance of the Instructors

As a result of its deliberations the IMG in 2014 re-emphasises the importance of the selection, training, support and recognition of appropriate instructors for the maintenance of standards of excellence in the Defence Forces. The role of instructors continues to be challenging. It should not be viewed as a lifetime opportunity and there should be a healthy rollover of personnel in all training institutions. In fairness to instructors they need to be able to avail of other opportunities for further training and education for their career and such programmes are now available through Training and Education Branch (J7).

The IMG accepts that the leadership has invested significantly in the past six years in supporting personnel who are selected as instructors and every effort is made to ensure that they are appropriately trained. The IMG endorses the instructors’ regular interaction with their colleagues and the opportunity to share information and experience in relation to training methods. On the other hand the IMG agrees that even ONE ‘improper’ instructor can do reparable/irreparable damage to personnel. Initial training for cadets and recruits is the platform for personnel and for how they may determine their individual military career.

New Entrants – IMG Recommendations

The IMG recommends that the Department of Defence and the Defence Forces should review the opportunities available to enlisted personnel to become officers.

IMG recommends that the Cadet School continue the review of cadet training through a study of young officers (recommended by IMG 2008), done in 2010 and again in January 2014.

IMG recommends a review of the age span for entry to the Permanent Defence Force as a Cadet.

The IMG recommends that the process of reviewing training through a study of those who were trained should be extended to all categories of new entrants.

The IMG recommends the provision of a Student Liaison Officer (SLO) in all Brigades/ Formations.

The IMG recommends that SLOs should not be within the chain of command of the training institution.

The IMG recommends that all SLOs be located in a separate building to the training institution to further promote confidentiality.

The IMG recommends that SLOs should attend all course management meetings relevant to students whom they engage with so as to keep up to date with any issues that may arise with an individual or the class.

The IMG recommends that protocols on the use of appropriate corrective actions should be developed and monitored centrally. Specific instruction on corrective action to be included in TI 07/2011 (The Conduct and Administration of Authorised Courses in the Defence Forces) and transposed into Unit Standing Orders and included in the Handbook.

The IMG recommends that the training log be the unique record of any corrective action given to an individual and that the training log should be signed by the individual as well as by the instructor who gave the corrective action. The IMG also recommends that the student should certify on a weekly basis that all corrective actions have been recorded. A singular system of central recording of corrective actions is key.

The IMG recommends that the process of enabling instructors to get feedback via SLOs from those they instruct should be extended across all formations.

The IMG recommends the continuation of the pre-orientation courses for instructors (now co-ordinated by J7) and regular meetings throughout courses to review and co-ordinate action.

The IMG recommends that the pre-orientation course is used to ensure that all instructors participating on a particular course provide training on a uniform basis in relation to military skills.

The IMG recommends that a review is undertaken of how NCO instructors are appointed to training institutions to determine whether the current process of permanent appointments remains valid or should there perhaps be movement towards fixed period appointments for the future.

The IMG recommends that presentations on the interpersonal elements of A7 (including bullying etc) be given at the start of cadet and recruit training and that a refresher course be given during each further phase of training. The reality of individual learning styles might be recognised if the A7 training were provided by instructors as well as PSS.

The IMG recommends that a review of the socialisation process for cadets, recruits and

apprentices be carried out and that the review seek feedback from learners, instructors and SLOs in due course.

The IMG recommends that the Air Corps Apprentices' schedule needs to be re-designed urgently.

Personnel Support Services

The Personnel Support Service (PSS) is a central aspect of human resource management that provides a confidential information, training and education support and referral service. The Service is designed to give Defence Forces personnel access to information and services from within and outside the military community. There is a PSS office in every major installation, with one or more qualified Barrack Personnel Support Service Officer(s) (BPSSO(s)). A BPSSO is normally the rank of Sergeant; ideally, the understudy will be a Corporal. The IMG recognises the importance of the BPSSO at home or overseas and notes that training and up skilling is continual. Accessibility, careful selection, excellent training and preparation of BPSSOs have resulted in a service that is local and trusted by personnel. Both RACO and PDFORRA acknowledge the important contribution of the BPSSOs at home and overseas and the continuing relevance of continual professional development so as to keep up to date.

The IMG acknowledges that significant developments have taken place in this Service since 2008. The Defence Forces and the Department of Defence have enabled the PSS to develop a key service for all personnel at home and overseas and across an impressive range of human needs. Additional civilian Social Workers are now in place. The confidential external counselling service remains and access to it has been extended to include RDF personnel, members of the Civil Defence and civilian employees of the Department of Defence. Recommended

by the IMG in 2002 and introduced in March 2003 this external counselling service remains a courageous and positive contribution to the concept of dignity in the workplace.

An important outcome of the restructuring of HR since 2008 is the inclusion under PSS of the Designated Contact Persons (DCPs). In March 2003 the first IMG introduced the concept of the DCP as one *informal* route for dealing with incidents of alleged bullying etc. While in no way diminishing the issue of bullying, harassment, sexual harassment, or discrimination an informal approach can often resolve matters. The IMG understands that there are currently 274 DCPs across the Defence Forces. They are more active in some barracks than others and the IMG found an 'uneven' level of awareness, particularly in the Air Corps.

The ideal in any workplace is that an informal approach for dealing with a complaint would work. In the Defence Forces an informal approach could be through discussion with a trusted colleague/friend, a DCP, Officer, NCO, Private, PSS, Chaplain or a representative of PDFORRA/RACO. Thus a trusted, skilful and empathic listener may enable the complainant to identify behaviour in context and develop personal skills and courage to deal with an issue. This informal option might also involve making the perceived perpetrator aware that the behaviour was offensive or/and unwelcome. All the literature shows that the most powerful human and informal solution where offensive behaviour has occurred is an apology: this does not always happen so a complainant may decide to pursue a formal process – a route that is the individual's right to choose.

In 2014 the IMG agrees that the Redress of Wrongs, the second internal, formalised route of complaint, has the potential to become more effective and the review recommended by IMG2 is near completion. Currently an average of one third of Commandants

(approximately 100 personnel) act as Military Investigative Officers each year. The IMG appreciates that involvement in a Redress of Wrongs is time consuming, challenging and not easy for any personnel (whether complainant or investigator). In itself the process puts human and institutional skills to a robust test.

In 2014 the IMG acknowledges the unrecorded contribution of the DCPs since 2003 in supporting personnel in dealing with the impact of perceived negative behaviour experiences. By its nature this confidential service means that much of the time and support given by DCPs to colleagues is not known. At the same time its very existence has made a contribution to organisational culture and this was acknowledged by the Director PSS, RACO, PDFORRA and the military leadership during our exchanges.

A refresher course for DCP trainers and Senior DCPs was conducted by the Dublin Rape Crisis Centre in April 2014. Eleven personnel attended. The Gender, Equality and Diversity Officer has assumed responsibility for this function. It is intended that personnel who attended this course will conduct DCP training at Brigade /Formation level by the end of 2014 – a Training of Trainers' model for dissemination. These courses should also target younger serving members because of the recent influx of under twenty-five year olds and to plan for succession. New personnel would then have DCPs among peers and also among the longer serving and experienced soldiers.

Personnel Support Services – IMG Recommendations

In the context of the important role played by BPSSOs the IMG recommends that consideration should be given to ensuring that overseas missions have appropriate access to a BPSSO.

The IMG recommends there should be

sufficient number of trained DCPs to ensure that two or three might be available in each unit, but that at a minimum each Barracks/Formation should have DCPs available. Photographs of individual DCPs and their email and telephone contact details should be posted on unit information boards.

In order to ensure maximum access for personnel to this service IMG recommends that a full list of all DCPs should be available in each barracks, the advantage being that personnel would not be limited to a DCP based in their own units.

The IMG recommends regular re-skilling of DCPs, at least every 24 months. Personnel should have opportunities to upgrade skills through case studies and role play and should be briefed on relevant changes in the Code of Practice, S.I. No.208 of 2012 (Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2012) and any other relevant legislative or HR policy change.

In relation to the Redress of Wrongs, the IMG recommends the establishment of a Panel of Commandants and Senior NCOs to act as Military Investigative Officers. Objective criteria for selection of Panel members, relevant training, and a time limit for serving to be agreed.

The IMG recommends that access to the external counselling service should continue.

Training and Development: Defence Forces for the Future

IMG2 (2008) emphasised the need for a more strategic approach to training especially in relation to enlisted personnel and specifically to support the instructors. Military leadership recognises that training and education is a significant aspect of transformation for increasing effectiveness and operability. The Defence Forces will continue to prioritise the training of personnel in order to maintain

essential capabilities needed to face future challenges (*Strategy Statement, 2011-2014*). The aim is to add value to *all* personnel through course accreditation and communication across the Defence Forces in relation to available courses and certification so as to encourage participation. The IMG notes that successful Career Course completion is a prerequisite to promotion and therefore access to such courses is vital to the career ambitions of all Defence Forces personnel. The IMG notes that there are currently insufficient courses for enlisted personnel to allow them to qualify for promotion and this needs to be addressed.

In 2014 the IMG recognises that considerable progress has been made in the past six years in the development and accreditation of training. Moreover, the fact that such progress was made in the context of challenging economic pressure is worthy of note. Indeed, this work is a tribute to the leadership, collaborative planning and strategic management of the Defence Forces and the Department of Defence and to the calibre and competence of the participants.

This important work is located in the new Training and Education Branch (J7) whose role is to develop appropriate programmes, co-ordinate delivery across the Defence Forces, and monitor standards. The IMG appreciates that this work is in the context of Government policy for the highest levels of organisational capability, efficiency and effectiveness.

In 2014 Defence Forces interact with a range of programme providers: NUI Galway, Galway-Mayo IT, University of Limerick, NUI Maynooth, University College Cork, Cork IT, Carlow IT, Dublin Institute of Technology, and IPA. The IMG congratulates the Defence Forces on three important developments:

- NUI Maynooth accreditation for the Standard Cadet School course

- Accreditation of NCO training: this is now a Level 7 award from Carlow IT; the inclusion of an academic paper that enables NCOs to reflect on and analyse their individual experiential learning as soldiers is to be commended; such papers will contribute to wider dissemination of the experience and insight of these adult learners
- Level 7 (Accreditation by DIT) for the Air Corps Apprentices; the Defence Forces appreciates that the higher standard of entrant implies a higher standard of technician – essential because of the growth in the electronic component of the work.

The IMG endorses the decision of June 2013 (*Annual Report of the Defence Forces Academic Council*) to provide clear guidelines on 'external engagement by elements of the Defence Forces Training and Education function'. The IMG recognises that this is also a contributory factor to value for money in the public sector.

The revised Training Syllabus for the Reserve Defence Force in the context of the Single Force concept has now issued.

Training and Development – IMG Recommendations

The IMG recommends that increased places on the Standard NCO and Senior NCO Courses should be provided on an annual basis. Alternatively, increased numbers of courses should be organised on an annual basis.

The IMG recommends that every means of course provision (including online access) be explored in relation to personnel in the Naval Service.

The IMG recommends that the content of the Specialised Instructor Course should be integrated appropriately and mainstreamed into the relevant training syllabi.

Reserve Defence Force 2014: An organisation in transition

The seriousness of the issues facing the IMG in 2004 did not permit any focus on the Reserve Defence Force (RDF). In 2008 the IMG was cognisant of the fact that the RDF was already engaged in renewal and up skilling and therefore decided that it would not have been helpful to RDF to pursue any engagement at that time. In 2014 the IMG welcomed the opportunities to interact with members of the RDF and their Representative Association (RDFRA) in the context of the decision on the Single Force concept.

We appreciate the generosity of so many members of the RDF and RDFRA in giving their time to tease out with the IMG the challenge of the Single Force from the experience and perspective of the RDF. Those who have been long serving RDF personnel and those who serve today are part of an important, historic and community related service in Ireland. Over the past decade the RDF has shown its capacity for resilience in the face of change and re-organisation.

The IMG valued the openness with which personnel discussed the implications and potential of the Single Force and their contribution to it. While there were previous initiatives at integration, the coming together of the Reserve and Permanent Defence Force within the Single Force concept is a new chapter in the history of both organisations. The fusion into a Single Force will be challenging particularly during the early stages from mid-2014.

There was general enthusiasm and commitment among the RDF personnel for the Single Force concept. Understandably there were also varying levels of concern about such an innovation. For some the re-organisation and rationalisation of the RDF represents a loss of the heritage of a significant volunteer group that has touched many communities around Ireland. Others were concerned that the RDF had depleted in numbers in recent years and was finding it increasingly difficult to attract young people who are the life blood and future of any voluntary organisation. There was general agreement that the situation could not have continued as it was.

The IMG noted that the Naval Reserve seemed to be firmly rooted already within the Naval Service – perhaps because personnel have designated schedules and tasks that are an important contribution to the Naval Service.

Single Force – Reserve Defence Force – IMG Recommendations

IMG recommends that the reasons behind why such a high percentage of people who applied under the RDF recruitment campaign did not turn up for the physical assessment test should be explored by the Department of Defence and the Defence Forces before the next recruitment campaign.

The IMG recommends an after action review of the RDF recruitment process in its entirety to be jointly undertaken by the Department of Defence and the Defence Forces.

The IMG recommends that up skilling of RDF personnel in the context of the Single Force concept should include developments in dealing with bullying etc. and the current options for dealing with complaints.

The Way Forward from May 2014

The IMG has given careful consideration as to how the Defence Forces in partnership with the Department of Defence in the global context might continue to progress continuing development along with best investment of personnel, training, and money while at the same time monitoring the human resource aspect in fairness to any man or woman who might seek to become part of the Single Force. Describing the resource challenge and implications for capability the *Green Paper on Defence* (2013) states:

Military capability is a combination of equipment, personnel, training and education, infrastructure, organisation, planning, leadership and military doctrine. The delivery of military capability requires the combined efforts of the Defence Organisation, both civil and military.

The foreword to the *Green Paper on Defence* noted the 'significant change and modernisation (in the Defence Forces) that continues to be a leader in public sector reform' (2013, p.6). The IMG appreciates that modernisation is particularly evident in the work of the Human Resource Branch (J1) and Training and Education Branch (J7) whose combined strategy will be fundamental in ensuring the capacity of personnel to deliver. The challenge from 2014 will be to widen access to training and education across the Permanent Defence Force with an increased

emphasis for enlisted personnel and in keeping with best practice in promoting dignity in the workplace for all.

IMG2 (2008) made many recommendations particularly in the area of human resource management etc. In 2014 this IMG makes fewer recommendations. However because of their nature they must therefore be vigorously pursued, beginning this year. In recommending the establishment of an Oversight Group the IMG advises that it should be in place at the earliest opportunity.-

The Way Forward: Continual Review of Progress

The IMG recognises that the military leadership has shown courage, determination and commitment during a period of significant change, re-structuring and modernisation. The IMG is confident that the Defence Forces with the Department of Defence will pursue the implementation of the recommendations of this report with similar vision, strategy and determination

Continual Review of Progress – IMG Recommendations

The IMG recommends the establishment of an Implementation Group comprising personnel from the Department of Defence and the Defence Forces to develop and manage an implementation plan for the recommendations made in this report. To ensure continued momentum this Group should have prepared a full implementation plan within three months of the publication of this Report. The Implementation Group should formally report to the Strategic Management Committee (SMC) every six months.

The IMG recommends the establishment of an 'Oversight Group' comprising senior personnel from the Defence Forces, the Department of Defence, RACO and

PDFORRA to monitor progress in the area of dignity at work. The Implementation Group's six monthly reports should be presented to the Oversight Group before these are submitted to the SMC.

The IMG recommends that a further independently chaired review of progress in the context of workplace dignity, bullying, harassment, sexual harassment and discrimination in the Defence Forces be conducted within a period of 60 months from the publication of this IMG Report.

3. Terms of Reference

Background

The Independent Monitoring Group (IMG) was established in May 2002 by the Minister for Defence to oversee the implementation of recommendations arising from a report on the extent of harassment, bullying, discrimination and sexual harassment within the Defence Forces.

The IMG published its first report (*Response to the Challenge of a Workplace*) in September 2004 and its second report in December 2008. The second report recommended that a further review of progress should take place before the end of 2013 and that the following should form the IMG:

- External Expert
- Representative of Defence Forces
- Representative of RACO
- Representative of PDFORRA
- Representative of Department of Defence.

The IMG also recommended that the review in 2013 should focus, appropriately, on how the Reserve Defence Force has developed. [The IMG did not include consideration of the Reserve in the 2008 review due to the process of re-organisation and phased improvement which was ongoing at the time].

Membership of IMG in 2013

1. External Expert and Chair – Dr Eileen Doyle
2. Representative of Defence Forces - Brig Gen Colm Campbell ACoS
3. Representative of RACO – Col. Brian O' Keeffe, General Secretary RACO*

4. Representative of PDFORRA - Mr. Simon Devereux, Deputy General Secretary,
5. Representative of Department of Defence – Mr Ciaran Murphy, Assistant Secretary
6. Secretary to the Group – Mr. Martin Luby, Department of Defence
*Replaced by Commandant Earnán Ó Neachtain, General Secretary RACO, February 2014

Remit of Review in 2013

The remit of this review is to:-

1. Report on progress since the publication of the *Second Report of the Independent Monitoring Group* (December 2008) as proposed in the recommendations of that report.
2. Take account of any relevant developments within the Defence Forces and developments in employment law and practice.
3. Make recommendations as appropriate.

Approach to the 2013 review

The IMG will address its terms of reference by:

- Examining the extent to which the recommendations of the IMG in 2008 have been implemented
- Examining all relevant reports, documents and instructions within the Defence Forces since 2008
- Identifying evidence of best practice by exploring the management of policies, procedures, programmes, levels of action and evaluation
- Seeking a variety of briefings from key personnel involved in

developments in the Defence Forces
Consulting individuals with specific roles
in relation to the Defence Forces

- Where appropriate, establishing new working groups to examine specific issues and/or consulting with individuals or existing working groups in relation to specific issues
- Deciding on necessary research to inform any recommendations that might be advisable.

4. Background to the work of the Independent Monitoring Group: 2008 – 2014

From 1996 there had been concern among senior management in the Permanent Defence Force about some level of unacceptable work practices, though the extent was unresearched and uncertain. As a result, new procedures for processing complaints were introduced. An internal circular to officers advised them of the need to be vigilant about harassment and bullying. These topics were then introduced in personnel training provided by the Personnel Support Service (PSS) that year and again in 1998. The Permanent Defence Force submission in 1999 to the first *White Paper on Defence* (2000) stated that ‘personnel ... have the right to perform their duties without fear of discrimination, harassment or bullying’.

On 24 August 2001 the Chief of Staff issued a special message to the members of the Defence Forces on discriminatory behaviour, harassment and bullying. At the same time a series of ‘Women’s Forums’ was held to support female members of the Defence Forces. At the tenth annual delegate conference of PDFORRA, the Representative Association for enlisted personnel, the Chief of Staff assured members that “no stone would be left unturned in creating a work environment that is totally intolerant of bullying”.

In September 2001 an External Advisory Committee was appointed by the then Minister for Defence. The task assigned to the Committee was to:

- Determine the nature and extent of any harassment, bullying, discrimination or sexual harassment within the Defence Forces
- Review existing policies and procedures on interpersonal relationships within the Defence Forces, specifically in regard to

harassment, bullying, discrimination or sexual harassment

- Make recommendations on strategies and programmes for the development of a culture based on the dignity of the individual and mutual respect.

In 2002 as a result of the research findings and recommendations of the External Advisory Committee (The Challenge of a Workplace, 2001, unpublished) the Minister for Defence appointed an Independent Monitoring Group to implement the recommendations. An important aspect of the new Group was the inclusion of the two Representative Associations, RACO and PDFORRA. The outcome was that the Department of Defence, Defence Forces, RACO and PDFORRA were united in their commitment to implementing the recommendations of the first Independent Monitoring Group (2004).

The *Report of the Independent Monitoring Group* (IMG) in 2004 demonstrated how the Permanent Defence Force had responded at organisational level to a range of workplace challenges including bullying, harassment, discrimination and sexual harassment that had been identified and researched between 2000 and 2002. The approach in 2004 was a problem-solving one. Indeed it was more: it was an activity to find solutions.

The second IMG (2008) recorded considerable progress by the Defence Forces, particularly in the area of human resources and personnel management. Inevitably as in any workplace, there were some concerns and room for further development.

In 2014 this third *Report* focuses on developments since 2008. In 2008 the IMG did not include the Reserve Defence Force (RDF) in its deliberations because a comprehensive process of re-organisation was already under way. In 2014 the RDF has formed part of the remit of the IMG in the

context of a Single Force. The background to developments across the Permanent Defence Force since 2008 comprises considerable changes in Irish society including the flux of a pressurised economy, changing demographics and developments in workplace legislation. Yet, the pace of change in the Defence Forces from 2008 has been impressive, particularly in relation to best practice in employment and continuing career development opportunities across all ranks.

5. Independent Monitoring Group, 2014: Methodology and Approach

Following an initial consideration of extensive documentation and many reports since 2008 this IMG decided to approach the work as an 'appreciative inquiry' (Head et al., 2000; Whitney & Trosten-Bloom, 2003). Justification for such a methodology was based on the

- Extent and depth of change that had been undertaken by the leadership of the Defence Forces and the Department of Defence since 2000
- Successful implementation of change in a number of key areas
- Transparency with which extensive and far reaching documentation was made available by the Defence Forces and the Department of Defence, and
- Emphasis in the Terms of Reference (2013) on examining the extent to which the 2008 recommendations had been fulfilled.

The composition of this IMG ensured a comprehensive corporate memory and knowledge, along with experience from continual interaction with the Defence Forces. The members included the two Representative Associations, RACO and PDFORRA, whose daily interaction was (and continues to be) with the individual men and women who comprise the Defence Forces in the Army, the Naval Service, and the Air Corps, at home and overseas.

The use of the appreciative inquiry goes far beyond an in-depth analysis of documents, reports and processes in an institution and for the IMG it also included the following:

- Extensive and in-depth presentations and interviews with individuals at all levels

- Meetings with individuals and groups across the Defence Forces, including recruits at differing stages of training, cadets, and recently commissioned officers (Appendix A)
- A detailed consideration of all reports, documentation and relevant legislation since 2008 (Appendix B).

Such an inquiry was a journey of trying to identify and understand how and to what extent the Defence Forces had developed since 2008. The process was one of listening, questioning, acknowledging, evaluating and above all, confirming in the light of what the IMG clearly perceived to have been either accomplished or/and achieved or otherwise by the Permanent Defence Force since 2008.

The process of an appreciative inquiry also involves identifying new questions and possibilities (Watkins et al., 2011). The approach of the IMG therefore was collaborative and system-wide in seeking to identify where the Defence Forces was achieving best practice especially in human resources.

This human interaction of the process was enriched by open access to:

- All internal reports, documents, regulations, handbooks etc. that had resulted from extensive work by the leadership of the Defence Forces and the Department of Defence since 2008
- Personnel at all levels
- Leadership/chairing of a variety of encounters with personnel across the Defence Forces including the Representative Associations (detailed list at Appendix A).

5.1. Acknowledgements

The IMG wishes to put on record the willingness and transparency of the Defence Forces and the Department of Defence in supporting our work. We appreciated the transparency and detail of the presentations, the trust communicated within individual and group interviews, group discussions and question sessions: common to all was readiness to discuss developments, innovations, awareness of gaps (where these were perceived to exist), and the challenges of further and impending change in the Defence Forces that by its nature cannot 'stand still'. Leadership and management at all levels showed insight about the extent of cultural development that has taken place in the Defence Forces since 2000 and awareness of further challenges and opportunities that may result from the forthcoming *White Paper on Defence* later in 2014 as well as continuing global developments.

5.2. Instructors, Cadets and Recruits: the Future of the Permanent Defence Force

Casual visits to any military training location risk a superficial impression because things 'look' well. The IMG therefore sought to prepare for and conduct a number of consultations with instructors, cadets and recruits (including the Naval Service and Air Corps). The IMG sought to listen in an open manner to the hopes, aspirations, concerns and suggestions of those who are effectively part of the future Defence Forces whether at home or overseas.

5.2.1. Methodology

Throughout its consultations with instructors (professional, both officer and enlisted personnel, working with future officers and enlisted personnel of the Army, Naval Service and Air Corps, including reservists), the IMG explored the following topics in column A

below. To ensure balance the IMG explored the topics in column B with cadets, recruits and young officers.

At an early stage the IMG decided to focus particularly (though not exclusively) on trainers and new or recently recruited personnel who would have recent experience of the effectiveness or otherwise of policies and procedures for inducting personnel into the Defence Forces. The IMG considered that this might be an indicator of how personnel are socialised into the military institution. The IMG are hopeful that the recommendations which flow from this process will help to identify whether what is undertaken during induction continues throughout the ongoing development of personnel including their 'introduction' into the unit to which they are assigned on completion of initial training.

A. Instructors	B. Members of the Defence Forces
Background to present military role	Previous education, work profile etc.
Experience & qualifications as instructor	Reasons/motivation for choosing the Defence Forces
Experience of cadets/recruits (who have come through the current rigorous selection process)	Realistic Job Preview in the context of reality of military training; usefulness of Preview; suggestions for improvement
Opinions on instructor participation on future interview boards	Perception of the military career (from this early stage)
Aspects of training syllabus that work well; suggestions for development	Experiences in training: learning/skills development to date and levels of personal/professional satisfaction
Challenges of current training; suggestions for improvement	Interaction with instructors; awareness of sequence of training syllabus; suggestions for development.
Corrective action: purpose, use and practice, records	Corrective action: purpose, use and practice, fairness of implementation; personal learning as a future officer/soldier etc. Suggestions for development.
'Dignity in the Workplace': implications for training; awareness of implications; dealing with bullying etc.	'Defence Forces Dignity Charter': awareness, experience, learning; awareness of what to do/how and where to get support re. bullying etc.
Supporting the instructor: practices; suggestions for improvement	Cadets only: experience of pro-forma feedback for individual instructors; Open Forums (with student counsellor); role of student counsellor; suggestions for development. Socialisation

5.2.2. Fact Finding: Instructors

The IMG acknowledges the willingness of the instructors in all training locations to talk honestly about their professional work and the challenge in 2014 of training young people from an Ireland that differs to a greater or lesser extent from that of individual instructor's experience.

The profile of instructors in recruit training included younger and first-time instructors, though they were within teams that always included more experienced instructors with longer military service, very often including overseas missions. Each Commanding Officer was very experienced with significant overseas service. The Cadet School instructors included senior officer instructors with an average of 22 years' military service, junior officer instructors' average individual service of 11 years and the Commanding Officer had 33 years' service. In addition, the officer instructors have served in a variety of roles across the Defence Forces including the Corps Schools, Units, Strategic Planning, Training and Education, HR, Brigade Training Centres, and Brigade HQ level. They have completed a wide variety of career courses and civilian programmes (from primary degree to other postgraduate accredited qualifications).

Senior Non Commissioned Officer (NCO) instructors in the Cadet School have completed 26 to 38 years of military service; the sergeant instructors have completed on average 15 years in the Defence Forces. The NCO instructors have extensive instructional /training experience that includes the Military College, the NCO Training Wing, the Infantry Weapons Wing (IWW), and training within units and on various weapon courses. NCO instructors had served in various appointments across the Defence Forces including an average of 4-5 overseas missions. These NCO instructors have specific training/expertise following qualification on a range

of other courses including: Specialist Search Course, Skill at Arms Instructor Course (UK), MOI Course, Battle Sergeants Course (UK), Sniper Instructor Course, Advanced Sniper Instructor Course (Canada) etc.

Officer instructors and NCO instructors in the Cadet School have completed a number of civilian courses, particularly in more recent years. These include postgraduate qualifications e.g. MA (Leadership Management & Defence Studies, LMDS) at NUI Maynooth, MSc Human Resource Leadership, MSc in Work and Organisational Psychology, MSc Security and Risk Management etc. A number of NCO instructors hold fitness related qualifications such as the National Certificate in Exercise and Fitness, Gym Instructors' Course, and one holds the BA (LMDS) and a Diploma in Training and Education.

Willingness to become an instructor along with experience in the Defence Forces forms a sound criterion for the role. The combination of experienced instructors with beginners enabled new instructors to learn from those who had previously done the job: this was valued by the new instructors in several venues.

The IMG broadly commends the instructor selection process. The ideal should be that only the best candidates are selected to fulfil the instructor role. This may be a challenge to a Commanding Officer when asked to provide an instructor and the IMG appreciates that no workplace manager will willingly lose their top staff. However the IMG emphasises the crucial role that instructors of the highest calibre can have on the Defence Forces as a whole and the fact that local needs will on occasion have to give way to the greater good of the wider organisation. The IMG acknowledged the positive energy, enthusiasm and focus of most instructors for a role that is always demanding. In the Cadet School the instructors have fifteen months

to complete their task. Instructors working with recruits have seventeen weeks. In both training situations the syllabus is laid down and monitored. The expected capability outcome from all training is well described in the *Green Paper* (2013, p.7): 'military capability is a combination of equipment, personnel, training and education, infrastructure, organisation, planning, leadership and military doctrine'. In essence, the desired outcome is a young officer or enlisted person who is 'fit for purpose' in the Defence Forces whether in the Army, the Naval Service or the Air Corps.

A profile of one group of recruits gives some idea of the challenge faced by instructors across the Defence Forces. In one location twenty-nine males ages 19 – 25 started (15 from the lists in 1 Brigade, 14 from 2 Brigade lists). Three requested their discharge at an early stage, thus enabling two replacements to be admitted. The group represented 11 counties, the majority (8) from Dublin. Formal education included 23 with Leaving Certificate/Junior Certificate, 1 Diploma, and 4 FETAC Levels 5/6. Although the majority had been in paid employment (some part-time) it was the first time away from home for most of these recruits. The ratio of instructors to recruits was 1 NCO : 3 recruits and included 1 Lieutenant, 1 Platoon Sergeant, 8 Section Corporals and 2 Private Runners. This ratio might appear high but the IMG appreciates that the training duration for recruits is necessarily intensive and often required one to one instruction whether for weapons handling or additional coaching where an individual experienced some difficulty in perfecting a skill.

The instructors in the Cadet School work with cadet classes of up to 32 individuals over the fifteen month period of intensive training. With 22 instructors/staff the ratio to cadets appears significant. However, this is more to do with the reduced intake of cadets and the broad spectrum of subjects to be delivered. In addition at particular stages instructors/

staff are working with more than one class which can mean their working with in excess of 70 individuals.

The role of any instructor is challenging and not everyone is suited to it. The endless challenge to the leadership of the Defence Forces is to ensure a steady supply of carefully selected, qualified, and continually up skilled instructors who are imbued with the aspirations of the Dignity Charter (Appendix G) and the ability to relate to a younger generation in a pressurised training environment. At the same time the instructor has a military career and will therefore need the appropriate level of mobility to satisfy that and also to avoid being too long in the instructor role. In any training or education institution there is a risk in leaving an instructor/educator/trainer in place for too long and an individual may 'become stale' or disillusioned or 'burnt out'. In 2004 the then IMG commented in some depth on what it called the 'Period before Mandatory Break from Instruction' (*Report*, pp. 24-25). Instructor mobility was still a concern in 2008 (*Report*, pp. 59-62) and remains the case in 2014.

In 2014 the challenge remains to the Defence Forces to proactively seek to increase mobility for instructors. The IMG appreciates that pursuing such balance is a considerable challenge to the military leadership. Nonetheless the IMG emphasises that the calibre of the instructors is at the heart of excellence in training and modelling workplace dignity for the next generation of the Permanent Defence Force. In any organisation one 'wrong' instructor/trainer in the right place is one too many.

The IMG repeats the recommendation made in 2008 regarding instructor mobility because it remains central in relation to instructors.

An immediate review of the staffing levels of the general training institutions with the aim

of creating sufficient capacity to facilitate the release of instructors for career courses and overseas service at stages consistent with the career profile norms for their ranks and service (p.12).

It is expected that implementation will be more possible in 2014 because of the revised strategic remit and additional resources in the Human Resource Branch (J1) and the Training and Education Branch (J7).

Instructors' Observations on their role with students

In nearly all cases the tone of instructors' observations on their central role was indicative of professionals with

- a positive and hopeful attitude about their young trainees (and a healthy and good humoured recall that each instructor had once been a trainee)
- a sense of realism about young people in 2014 – from a different Ireland and varying experiences
- sensitivity about the challenge of military self discipline for a new generation; at the same time the instructors were professionally robust about the importance of this aspect of the training
- enthusiasm and a belief in the importance of their role as instructors and awareness of their power in relation to new personnel
- the conviction that each instructor had to earn the respect of recruits and set high standards of interaction in a robust, fair and humane training environment
- confidence in their preparation and training in advance of meeting a new class and supported by close team work and regular meetings with other instructors; the use of case studies in the preparation was frequently cited as important.

In general instructors' satisfaction about their professional work was in seeing young recruits develop skills and ability to bond with others in a challenging environment. In all locations the instructors noted that this crucial bonding is taking longer than in previous years. This is interesting because international research on the impact of social media continues to explore a socialisation deficit among young people (Turkel, 2011; Carr, 2011). This is an emerging topic of research and somewhat controversial, especially in relation to the socialisation potential of Facebook (Lanier, 2013). Instructors in the Cadet School however consider that the wider age range and differing previous experiences of the cadets helped the bonding stage.

No training system in the world is perfect and the IMG admits that it was in one training location only in 2014 where very serious and worrying concerns were raised: there was a general unease, quite negative perception of the standard of trainees and the selection process, almost anger about how a few instructors perceived how they had been dealt with, and discontent among the general body of instructors. In a number of locations the IMG was struck by a seeming lack of understanding of the nature of bullying and how it can manifest itself and the potential negative implications arising from socialisation and indoctrination.

The IMG perceived some uncertainty and vagueness in relation to the applications of corrective action protocols and this is addressed in detail elsewhere in this *Report*.

The emphasis on health and safety in training was evident and it was reported to the IMG that there were fewer injuries among recruits in almost all locations.

Instructors' Concerns and Possible Solutions
A number of concerns and possible solutions emerged during sessions with instructors.

Given that the interview is an important part of the selection process instructors in a number of locations advocated including instructors on interview boards. The exception was the Cadet School where the instructors did not want a role in selection; their stated preference was to welcome the class that had come through a rigorous recruitment process, to treat them 'the same' and progress their military socialisation process and training.

The two week 'soft landing' was perceived as too long. Recruits were anxious to get on with the training and three days to one week was thought to be sufficient. Cadets were in uniform and into training by day three so the length of the 'soft landing' was not an issue.

Instructors who had completed the Specialised Instructor Course valued it and advocated that the course be run in the training locations for the benefit of all instructors. The IMG agrees that training and up skilling for instructors is essential and the highest possible standard should prevail across *all* training locations. This would ensure greater standardisation and enhance confidence in the system. As such the IMG recommends that the content of the specialised instructor course should be integrated appropriately and mainstreamed into the relevant training syllabi.

In one location the instructors agreed that the training syllabus was somewhat restrictive: some aspects had to be rushed and others might be better done later to enable sufficient time for particular sections and skills.

In the Naval Service a concern was that the older the recruit the more difficult it might be to retain individuals. The IMG noted that five of one group had applied for the Gardaí because of perceived uncertainty about career progression and the difficulty of 'getting on courses' as seamen; obviously, this is a potential loss of young personnel to the Permanent Defence Force.

Exit Challenges

The IMG noted a recurring perception among instructors that it was impossible to compulsorily discharge an ineffective recruit. This was also a concern for instructors in 2008. The exception in 2014 was the Cadet School where instructors seemed to be confident that a cadet who is unable to meet the requisite training standards could be let go and there had been two "leavers" in recent years; the student counsellor emphasised that it was not an easy process to help a cadet to see that the chosen military career was not best fit for her/him. The instructors were confident that accurate records of performance etc. helped such a difficult process. The IMG appreciates that these instructors have fifteen months (as compared with seventeen weeks for recruit instructors) to assess suitability. However the IMG considers that the possibility of an exit must be protected in fairness to individuals and the Defence Forces.

Despite significant improvements in the selection process for cadets and recruits since 2008 and the confidence of the instructors in it (with the exception of one training location) the IMG acknowledges that no recruitment system is perfect. The possibility remains that a person or persons unsuited to the military career may get through. The IMG repeats what was stated in 2008:

Identifying and facilitating the exit from the (Defence Forces) of a new entrant (cadet or recruit) who is unsuitable for a military career should be seen as a success of the training system and not as a failure. ... if military training is achieving its purpose, there will be an inevitable level of attrition of new entrants. Moreover, it is in the best interests of the new recruit or cadet or apprentice as a person and the Defence Forces as an organisation that those who find they are unsuitable or who are identified as unsuitable should find an alternative career path (p. 46).

In 2008 the IMG noted the occasional need for using ‘back platoon’ or ‘back class’ to enable a recruit or cadet to have another chance to prove suitability for a military career. That facility remains a useful one for instructor and inductee and represents admirable fairness.

The IMG is aware that the process of the exit of a cadet or recruit is not easy for the young person. Neither is it easy for instructors. It can be even more challenging where the inductee comes from a military family - a point that was made by two instructors. The military career calls for robust training for a demanding task and the wrong individual is no addition to a unit at home or overseas. Part of ensuring that personnel are ‘fit for purpose’ in the Defence Forces includes the necessity for instructors to keep accurate records throughout training. The maintenance of such comprehensive records is essential where the exit of an individual is under consideration.

5.2.3. Fact Finding: Cadets and Recruits and Young Officers

General Profile of Entrants

The IMG met several groups, including recruits, cadets, apprentices and young officers, at varying stages of training. The Naval Service and the Air Corps were included. There were recurring themes among the groups as might be expected since the training programmes for cadets and recruits are very specific.

The IMG met a class of 22 newly commissioned officers and a class of 32 cadets divided into two groups. The profile of the two groups of cadets differed somewhat from the recruits: ages 19 – 28, from varying counties in Ireland and two in each group from the Maltese Army, degrees (all levels) and some postgraduate achievements. The majority had been in paid employment (some part-time) including full-time permanent pensionable work. The minority were school leavers and the IMG noted that these were obviously exceptional candidates in that they had achieved entry in

the most rigorous selection process to date and on equal basis with their ‘older’ and more experienced classmates.

The majority of recruits had work experience prior to joining the Defence Forces. A number had post Leaving Certificate qualifications that varied from certificate to diploma to degree and a small number with postgraduate achievement.

A small number of both recruits and cadets had gained entry on a second or third (and one on the fourth) attempt. Small surprise then that one of the strongest themes voiced in the majority of locations was enthusiasm for the military career and a sense of realism about training. Despite their youth most of the recruits and cadets could verbalise awareness of their potential military career path. The recruits in particular valued the training they got in the Defence Forces. They compared their situation with that of many civilian friends who were unemployed.

Reasons for joining the Defence Forces

These varied from a small number who had a family connection to a greater number who had been in the Reserve or in Civil Defence to those who were involved in sports (from GAA to running to boxing etc.). A significant number sought to ‘do something different’ in life. Belonging to a respected organisation and group was important. The opportunity to get a good training and to travel the world was valued in a career that they perceived as ‘preferable to all others’ was a recurring observation.

The following were recurring themes in the meetings with recruits and cadets:

- The majority saw their military career as long term with opportunities for continuing training and education; however, the older cadets/young officers expressed concern about career progression and how long it might be before moving

- up the chain of command. They were alert to the possible impact of which branch they might be sent to and their promotional prospects in the context of the mandatory retirement ages at the various stages of the military career. This particular mandatory retirement is unique to the Defence Forces.
- Naval Service personnel were very confident of their choice and role. The specific nature of their work results in a unique sense of comradeship that they valued. Naval Service instructors are mindful of the fact that in a few months they might be sharing a cabin with their trainees: understandably, this leads to a different approach. The instructors readily acknowledged their educational achievements (engineers, medics etc.) in their military career. Their concerns were about access to further training and education courses and the demands on family life of a career at sea where one or both partners were in the Service.
 - All cadets and recruits valued their success in gaining entry to the Defence Forces – particularly in light of the very challenging selection process.
 - Recruits in particular expressed satisfaction with opportunities for developing vocational and professional skills and competencies – fitness, health and safety knowledge, first aid, opportunities for sport. It is worth noting that those who had been involved in sports/teams/clubs as civilians and who thought they were ‘fit’ expressed a new awareness that ‘sports fit is not Army fit’. They liked that ‘no two days are the same’ and that ‘there is always something (one) can do to advance – unlike other jobs’.
 - Recruits commented on the relevance of so much of the syllabus to lifelong learning and coping with life in general.
 - The fifteen/sixteen tests, each with a clear objective (see table at 7.2), were recognised as motivating and recruits valued the ‘two chances before failure’ and the generosity of instructors to give extra coaching in the evenings; they were motivated by ‘a sense of continually improving themselves through training’ and the encouragement of their peers and instructors.
 - In some locations recruits were alerted to each subsequent stage of the training and this was important to them – knowing what was coming. The IMG advocates that such a practice be adopted in all training locations.
 - Enthusiasm for getting and maintaining fitness was obvious in most locations and many recruits admitted comparing their fitness levels with their civilian ‘mates’ lack of fitness.
 - The ‘medical support’ available was appreciated by recruits in general.
 - Bonding as a group was valued by all (though it took time to develop) along with the ‘buddy-buddy system’ for support and the group interaction and good humour.
 - There was general awareness of access to PSS, DCP, and the chaplain along with the instructors.
 - Accessible instructors ‘encouraged and challenged’ (recruits), gave extra time in their own time to coach if a recruit was having difficulty with some aspect of training, ‘got us working as a Platoon – urged us along’ etc.
 - Army cadets and recruits all wanted opportunities for overseas missions.
 - The Cadet Class included three personnel with previous service in the Permanent Defence Force and along with

the 'senior cadets' these were valued for their experience, insight and helpfulness.

Among the challenges mentioned by cadets and recruits across the training locations were:

- Being away from home for the first time; a positive observation in several locations was that those who had already lived away from home were sensitive to the school leavers' first experience away from family. In one cadet group a former PDF member noted that their colleagues from the Maltese Army were also 'away from home'.
- Physical aspects - being continually 'on the go' – lack of sleep and early mornings
- Missing family and friends – not being with them for events (birthdays etc.)
- Having so little time off (to visit family, see friends etc.). There was general agreement on the importance of remaining in the location during the early stages of training: it was agreed that bonding as a group and making the transition from civilian to military life demanded being cut off in a positive sense. However, there was a recurring theme among cadets, recruits and apprentices in the Air Corps that there should be greater flexibility
- Requirement to remain within the training institution was a particular concern of Air Corps Apprentices: there was general appreciation of its relevance in the early stages of training and during the period of preparation for 'examinations' etc. However, in between it appeared to the IMG that there was a risk of missed opportunities for that essential socialisation with non-Defence Forces friends and family.
- Kit inspections
- Having to be on time (they identified military punctuality as somewhat

different from their workplace/ study experience of being on time)

- Adapting from civilian to military life – the enormity of the difference between civilian and military life: 'nothing prepares you for it'
- Being without the mobile 'phone (in other words, not having it accessible day and night).

Observations on Corrective Action

The IMG notes the observations of cadets, recruits and newly commissioned officers on their experiences of corrective action. There was general acceptance that corrective action was a feature of military training. The cadets and recruits readily appreciated the need for corrective action and valued the relevance of various sanctions to the particular poor performance, mistakes in training etc. Those in some training locations could see that the forms of corrective action in use enabled them to improve a particular skill. However, the IMG noted that this was not the case in all training locations and consider the application of corrective actions as reported to it in some locations to be inappropriate.

Among the observations from instructors in a number of training locations regarding corrective action were the following – and the IMG in 2014 recognises that these remain fundamental:

- Corrective action **MUST** be SEEN by the trainee to be related to whatever the 'missing' behaviour whether in skills' acquisition or respecting requirements of a military institution etc. It is the job of the instructor to ensure that the trainee appreciates same. At the same time, if a trainee cannot accept same, the instructor must have access to supportive colleagues etc.
- Corrective action must be done in a timely fashion – the trainee should not be

'left to stew'; there is a need sometimes to explain what was 'wrong' within the block of training at that time. Moreover, all must be logged in the individual's log book – the mistake and what needs to be learned etc.

- As much consistency as may be humanly possible across all training locations is important. The corrective action should be educational for the inductee to the effect that such behaviour (hopefully) will not be repeated. Corrective action and the verbal warning (where relevant) should be recorded.

Observations on Desirable Changes in Training (instructors and inductees)

The IMG notes the willingness of cadets and recruits in all training locations to think about organisational developments. These beginners in a military career today belong to a generation that has had more opportunities for training and education than their forebears.

- More time off once the early stages of inculcation into the military were completed; while cadets and recruits accepted the importance of the bonding stage etc. in moving from civilian to military life, they were acutely aware of their need to maintain socialisation off the job – as the basis for work-life balance in the military career and to avoid institutionalisation.
- Air Corps Apprentices respected the need for confinement to the training location at the early stages of training and during the examination period – not at other times.
- Cadets recognised that the Realistic Job Preview provided opportunities for 'asking questions'.
- They recommended 'work experience' as part of the cadetship.

- The instructors also saw the inherent limitations of the Realistic Job Preview but they did not dismiss it as a waste of time and money. There were no suggestions from either cadets or instructors as to how it might be improved. However the IMG accepts that it has already facilitated choice of a military career or otherwise, thereby representing value for money.
- Naval Service personnel expressed a desire to have a realistic job preview. Time and opportunity for any type of Realistic Job Preview in the Naval Service presented particular problems and recruits were concerned. One suggestion was 'a day in the life of a naval recruit' blog as a way of communicating something of the reality.
- Another suggestion from the Naval recruits was that the fitness test should be similar for all personnel – particularly the running (no special allowance for female applicants); the view was that the individual 'had to be fit for the job' when training finished.
- The newly commissioned officers suggested that a module on the promotion system be delivered during cadetship. They also suggested that the student counsellor should not be part of the staff or within the Cadet School headquarters because the resultant perception of being in the chain of command weakened levels of trust by cadets. In addition, it was suggested that cadets should have access to PSS and DCPs. There was appreciation of the open forum for cadets run regularly by the counsellor (though some personnel seemed unaware of it). The forum enabled cadets to raise issues in a safe context and the young officers acknowledged that some desirable changes have resulted for the subsequent cadet class. One cadet group observed that they had not made proper use of the forum and that perhaps

they should have so done in their own interests. However the dominant mindset seemed to be reluctance to voice issues to somebody in the chain of command, including the counsellor – ‘better to sort it out among ourselves’. The IMG noted that in a training situation that might mean a lost learning opportunity.

- The IMG observed quite a differing dynamic in levels of awareness between two groups of the same class.
- The young officers and the cadet groups were ad idem on concerns about assessments for field training and tactics. They questioned the fairness of the assessments from their perception and they advocated external assessors. However, when the issue was explored with instructors it was very clear that they were operating to a very structured process set out in Standard Operating Procedures which have been externally validated. The IMG noted an obvious mismatch between the approach to field assessment by professional instructors and the perception of the young officers and the groups of cadets: these shared the view that the process was not objective to a large degree. This may simply be a matter of communication but it is important because of the damage of real or perceived unfairness. The flip side is favouritism and that can damage the best of workplace cultures. Moreover if favouritism is seen to have been accepted in training it will be more likely to be continued at unit level etc.
- The Cadet School instructors responded positively to IMG questions about the introduction of the ‘pro-forma feedback’ from cadets to individual instructors. There had been initial reluctance by instructors. The fact that the feedback was ‘filtered’ (through the cadet counsellor) in a professional manner helped to dissipate the resistance. A number of instructors chose to adjust their training/teaching methodology in response to the cadets’ observations and in the context of lifelong learning in any role. In fairness to the cadets these observations were acknowledged by the instructors as ‘showing what worked, what did not work, surprisingly detailed, showed insight, a high level of thought (by cadets), overall positive and very helpful’.
- Cadets recommended that standardisation in basic skills be highlighted so as to avoid confusion. The fact that such confusion could result in corrective action was mentioned. The IMG notes that such matters should be sorted during the preparatory days when officers and NCO instructors are planning their implementation of the training syllabus. This is important in terms of excellence in training and also in modelling to cadets/recruits the unified approach of the Defence Forces.
- The cadet groups included three personnel with previous service in the Permanent Defence Force. They observed that recruit training in 2014 would benefit from greater emphasis on ‘leadership and taking responsibility’; their view was that such topics would be helpful to ‘individual self confidence’ and ‘would be good for the Defence Forces’.
- A number of cadets admitted being uncertain about A7. They had been briefed during the first two weeks but ‘could do with a refresher course’. Other cadets seemed to have forgotten it - even though two weeks prior to the IMG visit they admitted to having had ‘a briefing’.
- In all but one training location personnel were clear on how to deal with perceived bullying etc. where it was recognised.

A worrying concern for the IMG in relation to one group was their obvious reluctance to recognise the issue of workplace bullying; the attitude presented was to ‘keep away from bullying’. The IMG emphasises the need to recognise and name what may constitute bullying, harassment, sexual harassment and discrimination in any workplace. If a worker or manager cannot recognise negative behaviour, disregard for individual dignity may grow, possibly ‘below the radar’. The Defence Forces Dignity Charter is a constant reminder to all personnel to be imbued with the concept of dignity in the workplace. In turn, this means being able and courageous enough to recognise workplace bullying (and harassment, sexual harassment, discrimination) – and to *name* unacceptable behaviour when necessary. Moreover officers may be likely to have to deal with such behaviour – hence the IMG’s concern. In 2004 and again in 2008 the then IMG *Reports* emphasised that one essential element of training of cadets and recruits was raising awareness about what might constitute bullying, harassment, sexual harassment and discrimination in the Defence Forces. The clear context was and remains the challenge to each individual, of whatever rank, to ‘dignity in the workplace’. This aspect of personnel training is still very important in 2014 and the IMG would emphasise that its effectiveness will need to be continually monitored.

Human Resource Management Issues

6.1 Context: Dignity Charter for the Defence Forces

The behaviour challenge to all Defence Forces personnel at home and overseas is well stated in the Dignity Charter for the Defence Forces (Appendix G). The experience of communicating and implementing the Dignity Charter in the past decade has informed the revised format (2013). Placing the Charter alongside the Oath/Declaration taken by intending Defence Forces members is a powerful image that communicates the seriousness with which the Defence Forces views human dignity. The core challenge remains: to respect the dignity of each individual albeit in the context of the continual demands of military life whether in Ireland or overseas. The behavioural issues of bullying, harassment, sexual harassment etc. that led to the adoption (and adaptation) of the first Defence Forces Dignity Charter in 2004 will always exist.

At times no matter how effective leadership and management may be, bullying, harassment etc. can happen in a workplace (Samnani et al., 2013) and may even include 'corporate bullying'². The IMG appreciates that the Defence Forces strives for a proactive and preventative approach to bullying etc. and policies, procedures, training and up skilling are all in place. Moreover these are communicated in various ways and accessible by all personnel from cadets and recruits through to the highest level. The unending challenge will always remain: 'Do the procedures work?' and 'Are they being effectively monitored and acted upon?' This requires that personnel fully understand and embrace the principles of Defence Forces HR policies and procedures.

The first objective in dealing with negative

² Marguerite Bolger, SC. Litigating Bullying and Stress in the Workplace. 10 April 2014. Lecture at the Honorable Society of King's Inns, Dublin.

behaviour is to investigate with integrity, honesty and transparency. Ideally, the informal route should help and in this regard the voluntary work of the Designated Contact Persons is important. There is substantial evidence of a positive culture in the Defence Forces and this is a tribute to the leadership of the Defence Forces, the Department of Defence and the continuing effectiveness of RACO and PDFORRA.

6.2 Human Resource Branch

The *Defence Force Human Resource Management Strategy, 2006-2010*, began a period of increasing change aimed at creating "a HRM system that gains and retains a high level of trust and awareness of our internal culture and ethos of our employee relations' procedures and of dignity in the workplace" (p.9). In any workplace organisational effectiveness depends on appropriate human resource policies and procedures and the personnel who are responsible for their implementation; in the Defence Force the junior and senior leaders are the key. The "Your-Say" climate survey at the end of 2008 emphasised this relationship between leaders at all levels and the level of trust in the Defence Forces.

Since 2008 the Defence Forces has designed, developed and implemented significant changes, particularly in human resource management, training and education. The IMG in 2014 acknowledges that such progress (in an era of budgetary restraints) was made possible by the commitment and support of the military leadership and the Department of Defence. In turn, the well established record of the Defence Forces for delivering high level goals and projects through strategic management and teamwork has been central to the discourse about cultural development.

Best practice Human Resource Strategies will be implemented across the Force in the areas of recruitment, selection,

continuous development, retention, and exit and career management.

(Defence Forces and Department of Defence Strategy Statement, 2011-2014).

The incorporation of the Human Resource Strategy into this statement for the Department of Defence and the Defence Forces indicated the continuing leadership determination to introduce change in the pursuit of excellence and operability. The emphasis was on Defence Force personnel as the greatest resource and on the responsibility of the leaders to implement best human resource practice from initial selection to training, further education, career development and exit from the Permanent Defence Force.

The IMG notes the decision to give the Director Human Resource Branch (J1) responsibility for 'A' Administration Section, the Regulation Section, the Regulatory Review Group, and Personnel Support Service (PSS). This is logical and emanates from Strategic Human Resource Management. The Director / strategy planner is involved at the higher end of decision making. This management move means that all the key areas that impact on personnel are now focussed under the one directorate. This considerable shift and streamlining means that the Director is now chief advisor to the General Staff on human resource matters including:

- Recruitment/competitions
- Enlistments and discharges
- Career planning and management
- Selection for overseas service
- Promotions
- Postings
- Annual appraisal
- Maintenance of personal records

- Grievance system administration – Ombudsman for the Defence Forces
- Civilian personnel
- Freedom of Information
- 'A' Regulations and Administration Instructions
- Personnel Support Service
- Equality and gender
- State ceremonial

Communicating this new role of the Human Resource Branch (J1) and the changes in human resource management includes an ongoing series of presentations to various career courses including:

- Junior Command and Staff Course
- Senior Command and Staff Course
- Senior NCO Course
- Unit Adjutants Course
- Orderly Room Sergeant Course
- Standard NCO Course
- Reserve Defence Force: Defence Forces HQ Summer Camp

These presentations help to ensure that the message spreading across the Defence Forces at all levels is that issues relating to personnel are important and to the fore in the thinking of senior management and leadership. At the core of that message is dignity in the workplace whether at home or on overseas missions; this is clearly stated in the Dignity Charter of the Defence Forces (See Appendix G). The IMG notes that this continuing work from the Human Resource Branch (J1) should ensure that personnel at all levels will be alert to unacceptable behaviour such as bullying, harassment, discrimination

and sexual harassment. Continuing vigilance and proactive action through education and communication is good workplace practice. Successful organisations ensure that human resource personnel have the skill to identify issues and trends in the workplace (often through climate surveys) and the ability to interpret these in a balanced manner. In 2014 the Defence Force has identified the structure, policies and processes that are necessary for continuing development. The IMG recognises that there will always be the challenge to –

- (a) Maintain an organisational culture that includes the pursuit of fairness, equality and transparency in recruitment, selection, training and education of personnel
- (b) Plan for succession in key roles so as to support the culture.

6.1.1 Organisational Climate Survey

Instead of a mid-career survey (recommended in 2004) a more comprehensive climate survey was carried out by the Human Resource Management Section late in 2008. The aim of this first “Your-Say Survey” was to ascertain “the effectiveness of the Defence Forces from the perspective of individual Defence Force members” with a view to evaluating existing and proposed policies, procedures and programmes. The IMG in 2008 noted that the findings indicated ‘a high level of satisfaction in relation to developments within HR’ since 2004.

However, there were ‘issues in the Climate Survey above and beyond the remit of the IMG’ (p.35). These included ‘considerable concern about promotion, performance appraisal, and complaints procedures’. In 2014 it is clear that the current model of Defence Forces human resource management is informed by the principle of the relationship between policies, procedures and leadership actions as well

as members’ perceptions of organisational fairness. Developments since 2008 in selection and promotion procedures at all levels and in access to training and education are relevant and merit recognition. In 2014 the IMG accepts that such developments are ongoing.

Climate surveys are useful for informing leadership and HR about aspects of the workplace and organisational trends. Well designed and resourced surveys can assist HR in forward planning. The IMG observes that the Defence Forces “Your-Say Survey” remains a sound internal research instrument that could be re-visited in part or in its entirety and with little adjustment or expense. Moreover, this would facilitate comparing and contrasting with the results of the 2008 climate survey and in turn could inform further development.

Recommendation

The IMG recommends that a climate survey be conducted within 12 months and subsequently at reasonable intervals. The aim would be to identify trends to inform practice in HR and/or training and education. The Representative Associations are to be engaged in the design and the findings of such surveys.

Recommendation

The IMG recommends that a module on human resource management be included in the various programmes that are externally accredited. In IMG’s view this would ensure that personnel would keep up to date on relevant trends and developments.

6.3. Selection of Personnel for Promotion

Commenting on future trends in the complex area of human resource management, the Irish Business and Employer Confederation (IBEC) stated that selecting the right person would remain central to individual and

organisational wellbeing (2013). Changes within the Defence Forces in selection and promotion competitions since 2008 have been extensive. While the Competency Framework (recommended in 2008) is not yet complete, progress is evident with the recent appointment of consultants for the development of competencies for all levels of the Defence Forces.

The IMG respects that it has no role in Conciliation. However, we are aware that in 2012 a new promotion agreement for enlisted personnel was agreed at Conciliation (*Conciliation Council Report, 448*). The following outcomes are relevant to the task of the IMG:

- A total of twenty-seven boards were convened (18 for Line, Technical 1 and Technical 2; 9 for Technical 3 to 6 – 3 each Army, Naval Service, Air Corps)
- The Army technical boards are centralised in Defence Forces Training Centre
- An order of merit (for the subsequent eighteen months) was established – from which current and future vacancies were to be filled.

Transparency and fairness are evident and substantial and positive change has been brought about by the new system in terms of how promotions are now made. Changes which have been implemented include the

- move from individual competitions to panel competitions
- introduction of specific competencies into promotion competitions
- introduction of a specific marking system for each competency, showing the distribution of marks for each competency
- inclusion of external civilian member on all promotion boards

- fact that candidates must certify that their promotion file is in order.

All NCO promotion boards have three military personnel (two officers and one senior NCO) and one civilian. To help ensure fairness, no more than one military member of each board may come from the same formation for Army interviews. In the case of Air Corps and Naval Service Boards, at least one military board member must be from the Army. The number of NCO Promotions in 2013 to Sergeant or higher under the new agreement was 336. Furthermore there were 269 promotions to Corporal in 2013, giving a total of 605 NCO promotions.

In any workplace the individual who is *not* promoted is likely to be dissatisfied. In August 2013 an 'After Action Review' was initiated to review the process. Adjustments/ amendments were identified so as to improve subsequent competitions. The IMG understands that the resulting document has been agreed and this will be implemented. This should further develop the fairness of the system as well as the perception of fairness and transparency.

With regard to commissioned officer promotions the IMG notes that revised merit based systems were a key action of the Defence Sector Action Plan under the Croke Park Agreement. In this regard the IMG understands that new competency based promotion systems that reflect modern HR standards (including the elimination of seniority and the introduction of a revised merit based systems of promotion) have been agreed (*CCR 447*) and implemented for the following:

1. Generals (competitions held and appointments made)
2. Officers up to the rank of Colonel (competitions held and promotions have taken place).

The revised promotion scheme (CCR 447):

- Eliminates length of service marks (seniority)
- Opens up the competition to a wider candidature
- Advances the existing performance assessment system to embrace the competency based promotion system, and
- Provides improved opportunities for advancement for more junior officers.

It is understood that transitional arrangements were agreed, pending the completion of a review of the competency framework in co-operation with external consultants who have now been appointed (May 2014).

6.3.1. Succession Planning: Defence Forces

Effective organisations plan for succession in key roles so as to ensure long-term survival of good work practice, safeguard corporate memory and manage the talents of employees. In the literature on human resources the current term is 'human capital strategy' and best practice is identified as forward planning of five to ten years. The evidence shows that such longer term succession planning rarely occurs. The literature continues to grow but to date, there is little evidence that the practice of strategising human capital to ensure effective succession is common in any organisation (Ingham, 2006; Cunningham, 2007; CIPD, 2008; Matthews, 2008; Chuai, Preece, & Iles, 2008; Collings & Mellahi, 2009; Iles, Xin & Preece, 2010; Iqbal, 2010; Mello, 2011; Wright & McMahan, 2011; Hassi, 2012). The need for an effective process of preparation to hand over to new leadership or management in any organisation is not disputed. The design and implementation of such a smooth adjustment tends to get lost in the immediate challenges of the present (Ingham, 2006; CIPD, 2008; Wright & McMahan, 2011).

The individual who may lead or manage any key area that relates to personnel or human resources sets the tone of delivery. The Director PSS is alert to planning for succession because of impending retirements in the coming four to six years. The IMG also has some concern about succession planning for PSS personnel in the Naval Service and Air Corps. The position is that in these two arms of the Defence Forces the officer post is not provided for in Defence Force Regulations CS4 but the NCO posts are; the officer is typically the 'Manpower Officer'. In 2014 the IMG agrees that succession planning for the Director PSS should continue to be a focus. In addition, given the pace of change across the Defence Forces and the demands of overseas service, the IMG suggests that forward planning, on the basis of a minimum of three years, needs to be in place for officer positions within the PSS.

Recommendation

The IMG recommends strategic succession planning in relation to key posts in the Human Resources Branch, Training and Education Branch and the Personnel Support Service on the basis of a minimum of three years in the post.

6.4. Gender, Equality and Diversity in the Defence Forces

6.4.1. Context

In 2002 the first IMG established an Equality Steering Group to examine the implications of equality legislation for the Defence Forces in the wake of the 1998 Act (*Report*, 2004, p.35).

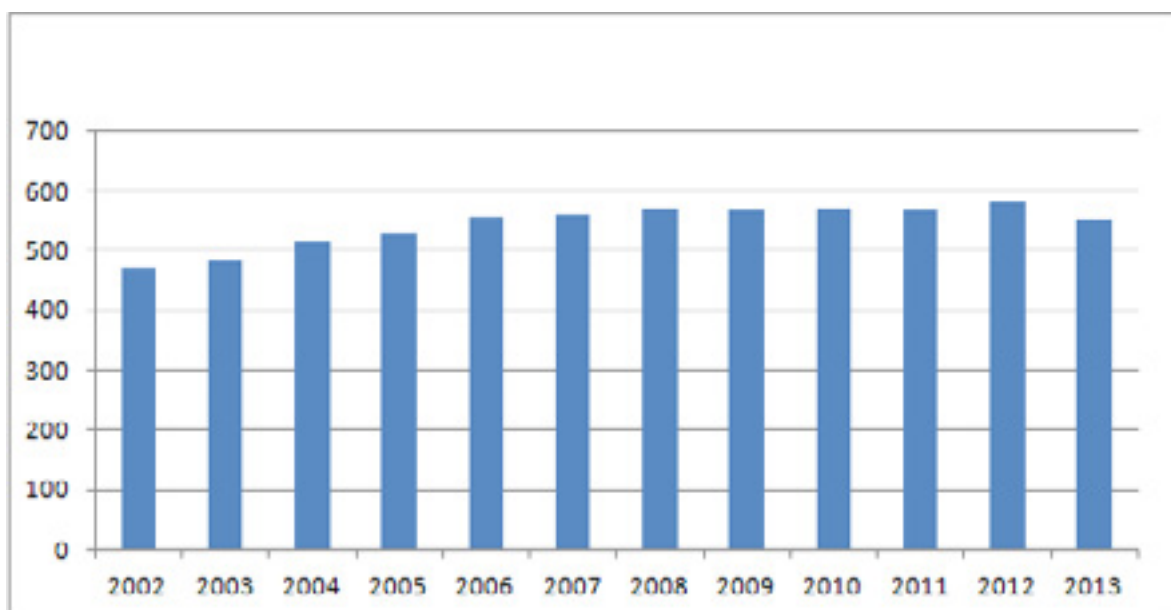
The Group's recommendations included: greater transparency in the process of selection for courses, an appeals procedure, the encouragement of commissioning from among enlisted personnel, and the appointment of an Ombudsman for the Defence Forces. An Equality Officer was appointed in 2004 and in December, 2006 an internal Defence Forces document, 'Equality, Diversity and Equal Status Policies' set the agenda for significant change. The subsequent IMG *Report* in 2008 found that much had been accomplished by the Defence Forces in relation to equality. This IMG in 2014 has reflected on the 2008 *Report* and emphasises the following points:

- Equality should never result in any lowering of standards or retention of recruits or cadets who are under-performers or unsuited to military life

- Equality requires consistency in the commitment to perform the full range of duties, irrespective of gender
- Training must result in personnel who are 'fit for purpose' in terms of fulfilling the demands of a role whether in the Army, the Naval Service, or the Air Corps, at home or overseas
- There is no place for inequality in the performance of security duties, seagoing duties or overseas service.

In November 2012 as part of the re-organisation of the Defence Forces the position of Gender, Equality and Diversity Officer was established within Human Resource Branch (J1). Gender Advisors are currently qualified in each of the Brigades and the IMG understands that the Naval Service and Air Corps are to be included in forthcoming courses. The plan is to have Gender Focal Points within units and training institutions by the end of 2014.

The IMG notes that the number of female personnel in the Permanent Defence Force grew by over 17%, from 472 in 2002 to 552 in 2013 as this table shows.



Between 2007 and 2011 the percentage of female representation in the Defence Forces had grown from 5.7% to 6%. At 31 December 2013 the percentage remained at 6% (552 women out of a total strength of 9,236). It is interesting to note that of 17,000 in the Danish Military the current female representation is 6.5%, notwithstanding that Denmark has been recruiting women to its Defence Forces since 1976.³ It is also interesting to note that Denmark, like Ireland, operates on the basis that all Defence Forces personnel, no matter their gender, are available to participate in all areas of operation. A detailed breakdown of the ranks of females serving in the years 2008-2013, across the Army, Air Corps and Naval Service, is contained in the tables at Appendix C.

In 2014 the Permanent Defence Force remains predominantly male (particularly in the Air Corps) although the selection process does not discriminate against female applicants. The IMG supports the current recruitment drive to promote awareness of the Defence Forces as a potential career for women. Moreover, the IMG notes that allowance is made for the physical variation between males and female applicants in the context of the physical fitness test that all applicants must undergo. In this regard female applicants are allowed to complete a modified version of the push up and they are allotted additional time for the completion of the one and a half mile run.

³ Grievance procedures in the Danish Defence, Address to the IMG by Flemming Vinther, chairman of the Danish Association HKKF, 10 February 2014.

6.4.2. Gender, Equality and Family

It may be argued that the requirements of the Command and Staff course and overseas service come at a time when parenting makes absence from home problematic on a number of levels. In addition, the IMG agrees that similar problems may arise for personnel who may be carers. Two recent studies by officers in the Defence Forces highlight requirements of the Command and Staff Course and overseas service as particular difficulties (Heneghan, 2012; Carroll, 2013). Another study focussed on the impact of overseas service on both parents (Martin, 2010). The IMG notes that overseas service is also required for promotion to senior ranks across most of the Defence Forces. Thus all personnel may find that postings away from home stations affect their home/domestic reality whether as parents, carers, or partners.

International research on gender and leadership or/and management in the workplace continues to emerge (Hakim, 2000; 2012; Beck, 2011; Eagly & Lau Chin, 2010). The IMG appreciates that since 2008 a number of male and female personnel have chosen to write dissertations or theses on human resources including gender issues within the military. The potential for a mentoring role in advancing female officers in the Naval Service was also the subject of research (Gleeson, 2013). Such research by Defence Forces personnel is likely to represent value for the money invested in education and training and contribute to raising awareness about gender and diversity.

At one end of the spectrum of females in the military the United States has set a 2016 deadline for women participating in full combat roles. US Congressman and Democrat, Tulsi Gabbard, who served in Iraq, comments that full participation in combat 'is long overdue'. Here in Ireland the Defence Forces has no restrictions regarding the assignment of men or women to the *full range* of operational

and administrative duties, unlike many other national armed forces. In addition, all promotions and career courses are open and on merit: gender is not an issue or a criterion. In 2014 the IMG is of the view that these facts demonstrate the progressive nature of the Defence Forces in relation to gender equality. The work of the Defence Forces overseas as peacekeepers and where necessary, as peace enforcers, demands a range of human *skills* that are important in military service. Challenges include working with victims of ‘weapons’ of war that include violence, rape of women, men, and children. The IMG reiterates the statement in the *2008 Report*:

In the Defence Forces there is no place for inequality in terms of performing security duties, seagoing duties or overseas service. In a workplace where one gender dominates or is almost the majority, effective human resource management needs to examine both the dominant gender and the numerically smaller one. It is possible for the minority group to dominate the majority (2008, p.28).

The IMG notes that the Defence Forces leadership has been considering the implications for the family of such aspects as overseas service, seagoing service, the requirements of some courses for absence from home, and the implications for some families of the continuing reorganisation into two brigades. The context of these explorations is that of a family friendly workplace. The IMG supports the Training and Education Branch (J7) review of the structure of the Senior Command and Staff Course from a family friendly practice perspective, with a view to possible modularisation as an option for personnel.

6.5. Equality Legislation

Equality in the workplace in Ireland is supported and challenged by relevant legislation that continues to grow because

of our EU membership. The *Employment Equality Acts, 1998-2011* outlaw direct, indirect discrimination and discrimination by association at work and in all aspects of employment on the grounds of gender, civil and family status, sexual orientation, religion, age, disability, race and membership of the Traveller community (Appendix D). The Defence Forces is exempt from two of those grounds – age and disability.

The IMG is aware that equality is an issue that continues to develop within the EU and consequently in Ireland: in that sense, it remains a human reality still in transition. For example, what the Defence Forces has traditionally called ‘interpersonal relationships’ is only one aspect of equality in 2014.

The IMG appreciates that the Defence Forces as an organisation is committed to principles of equal opportunities in its employment policies, procedures, processes and regulations.

In the context of the Defence Forces the *Employment Equality Acts, 1998-2011* aim to:

- Promote equality
- Ban discrimination across the relevant grounds
- Ban sexual and other harassment
- Ban victimisation
- Allow positive action to ensure everyone gets full equality across the relevant grounds.

Positive action means that the employer can take steps that are *not* required under the law to promote equality for all in the workplace. For instance, it could be a positive action on behalf of an employer to provide some level of childcare facility. This might give some employee (male or female) with a young family the same opportunity of employment as an employee without a family. In this context the IMG appreciates the initiative by military

leadership in currently exploring family friendly policies.

Because of the importance of equality legislation the IMG reiterates here those aspects of employment that are covered by the Acts:

- Job advertising
- Equal pay
- Access to employment
- Vocational training and experience
- Terms and conditions of employment
- Promotion or re-grading
- Classification of posts
- Dismissal
- Collective agreements.

The IMG agrees that the leadership and management of the Defence Forces and the Department of Defence have been particularly proactive in pursuing those aspects of equality since 2008.

The IMG notes a number of substantive changes under employment equality legislation between the previous Code of Practice and the New Code. Some of those changes simply refer to new sections of the *Employment Equality Acts*; others are new/ revised definitions or clauses that have been inserted as a result of best practice and social change. *Statutory Instrument Number 208 of 2012*, (published 19 June 2012), referring to the *Employment Equality Act, 1998 (Code of Practice) (Harassment) Order 2012*, looks at formalising a code of practice on Harassment and Sexual Harassment in the workplace. It also aims to give practical guidance to employers and employees on what is meant by harassment and sexual harassment, how such may be prevented and what steps

to take if same occurs. A careful study of such Codes is always useful within human resource management in any workplace. The IMG in 2014 advises continual alertness by Defence Forces Human Resource personnel (J1) to these developments. In a recent lecture on 'Litigating Bullying and Stress in the Workplace', at The Honorable Society of King's Inns, Dublin, Marguerite Bolger, SC stated:

While Codes of Practice are not legally binding as they are more like indications of best practice, they can be admitted in legal proceedings and an employer's failure to have regard to them can assist in making a case (10 April, 2014).

6.5.1. Diversity and a Changing Population

To date the considerable change in the population in Ireland has not impacted the Defence Forces. Since May 2004 nationals of the EU Member States may live and work in Ireland without work permits; thus, Estonia, Latvia, Lithuania, Czech Republic, Hungary, Malta, Cyprus, Slovakia, Slovenia, and Poland were included. Since July 2012 the Irish Government waived the work permit for Bulgarian and Romanian nationals. Growth in the numbers of Polish and UK residents is strong as the table below shows. Between 2006 and 2011 Polish nationals increased by 93.7% from 63,276 to 122,585, overtaking UK nationals as the largest non-Irish group living in Ireland.

Country of origin	2002	2006	2011
Poland	2,124	63,276	122,585
UK	103,476	221,600	112,259
Total non-Irish nationals	224,261	419,733	544,357

The IMG recognises the changing profile of the population demographic of Ireland in 2014 (*Census, 2011*). The figures for the “new Irish” are indicative, especially the two largest groups, Poland and the UK. The most recent statistical data from the Central Statistics Office (CSO, 2013) on the population (4,588,252, or approximately 4.5 million) shows a total of 199 different nationalities in Ireland. The CSO data also shows that the profile of the immigrants to Ireland is younger and better educated than their Irish counterparts: a technical/vocational qualification was held by 8.3% of Irish nationals compared with 16.2% of non-Irish nationals. At third level 27.1% of Irish nationals had a degree (or higher) compared with 31.3% of non-Irish nationals.

While nobody can predict the future, the CSO provides certain statistical projections of population patterns that are relevant to workplaces in Ireland. The composition of the Defence Forces as a national institution should continue to reflect that of Irish society in the future. The IMG simply raises this matter in relation to any relevant planning that might be needed while noting the inclusion of ‘multiculturalism’ and ‘racism’ on the Cadet Syllabus (Appendix F).

In the near term it would be important to have a process whereby the “new Irish” may be informed of the opportunities and challenges of a career in the Defence Forces. The citizenship ceremony is one such conduit (ECRI, 2013) and the Minister for Defence took the opportunity at the recent ceremonies in Waterford (March, 2014) and Dublin (April, 2014) to highlight the societal importance of a military career and the potential for the “new Irish” to contribute.

The IMG acknowledges that the attitude of the Defence Forces management is positive to increasing gender, equality and diversity in the Defence Forces. This objective has been emphasised in the 2014 recruitment for the Permanent Defence Force and the

Reserve (as a Single Force). The IMG is of the view that the Department of Defence and the Defence Forces should ensure that the appropriate policies and procedures continue to address the potential challenges from the changing population demographic of the Defence Forces.

6.6. Gender Awareness

Ireland is one of only two countries (Finland being the other) of the 198 UN members that have a Military Action Plan on the Implementation of the United Nations Security Council Resolution (UNSCR) 1325 Defence Forces Action Plan. Such a commitment is clear in Chief of Staff, Lieutenant General Conor O’Boyle’s statement in his foreword to the Action Plan: (the Permanent Defence Force)... “Has taken great strides in gender awareness training and towards integrating a gender perspective into our operations especially in an overseas context ...” (2013). Such participation and collaboration is admirable and enhances the work of personnel overseas. The IMG emphasises the importance of the role of Personnel Support Service, the Human Resource Branch (J1) and Training and Education (J7) in inculcating and continually up skilling in this whole area – one that continues to change and develop.

There is another aspect to equality in any workplace: it relates to the moral and legal requirement to promote gender awareness. The IMG appreciates the wisdom of the leadership in appointing a Gender Advisor at Defence Forces HQ. Training in gender awareness is now on the cadet syllabus, other course syllabi, and in Unit briefings. The fact that approximately 94% of the Permanent Defence Force is male could be an argument for gender awareness training for recruits and cadets. The reality is that any or all personnel on overseas missions may be confronted with challenges around gender equality - hence the relevance of gender awareness in terms of effectiveness and operability.

Modern parlance suggests ‘mainstreaming equality’ though the underlying philosophy and implementation process will take time to be realised. The aspiration of ‘mainstreaming’ might begin by implementing effective processes and procedures to get rid of *inequality* in relation to the ‘nine grounds’ in Irish legislation (*Employment Equality Acts, 1998-2011; Equal Status Acts, 2000-2011*; see Appendix E). The challenge is more basic i.e. to question existing reality and to integrate an equality *perspective*. IMG therefore discussed the reality of the predominance of males in the Permanent Defence Force and in the Reserve, bearing in mind the Single Force in 2014. The challenge around ‘equality’ often relates to changing attitudes and behaviours as the composition of a workforce becomes more inclusive and therefore may also be likely to mirror society. In fairness, the IMG is aware that there may be other workforces in Ireland in 2014 that might be so challenged.

7. New Entrants: Selection, Induction and Training

The IMG recognises that changes have taken place in the selection, induction and training of cadets and recruits. These changes are impressive, transparent and a mark of respect for all applicants. Full use is now made of social media

(including Facebook, military.ie, employment forums and sites) and online applications through the candidate manager system.

7.1. Defence Forces Information Handbook

The Defence Forces Dignity Charter (Appendix G) and the Handbook are core documents that apply to all personnel in the Army, the Naval Service and the Air Corps. In this context IMG is of the view that the changes resulting from the new Code of Practice under the *Employment Equality Acts 1998-2011*, merit inclusion in the Handbook as appropriate. *Statutory Instrument (SI) No.208 of 2012* (published 19 June 2012) refers to the *Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2012* and must be included in the next Handbook. This *SI* looks at formalising two separate codes of practice for Harassment and Sexual Harassment in the workplace. In other words, legislation requires two distinct codes for the unacceptable behaviours. In addition, the *SI* gives practical guidance to employers and employees on meanings and preventative approaches.

As in 2008 there is a two week induction stage during which recruits are fully briefed on the mission and ethos of the Permanent Defence Force. The Defence Forces Handbook is available online and Recruit Platoons are given a copy along with the re-designed Dignity Charter (Appendix G). The IMG commends the sections in the Handbook on all aspects of social media in the context of human behaviour, the Defence Forces

commitment to cadets and recruits and the reciprocal expectation.

7.2. The Military Career: Two Pathways

The following outlines the two pathways for entry into the Defence Forces that include the Army, the Naval Service and the Air Corps. The duration of training varies between the Army, the Naval Service and the Air Corps because the subsequent roles vary. Below please find an analysis of the various timelines with a specific example of the Army Cadetship and Army/Air Corps Recruit Syllabus.

The New Entrant: Induction and Training: Two pathways to a military career

Cadet School

Army Cadet: 15 months
Naval Service: 2 years (Stage 1 in Cadet School; remainder in Naval College)
Air Corps: (Stages 1 & 2 in Cadet School – 10 months; a further 18 months approximately in Baldonnel)

Standard Army Cadet Course Syllabus

Objective:
The core objective of the cadet Course is to develop leaders of character and competence.

Stage 1 : Induction (Three Months)

The purpose of this Stage is to master the basic skills required of a member of the Defence Forces. Training will be instructional in nature. Students will be trained in small groups, Infantry Squads and Sections, concentrating on character development and personal competencies.

Stage 2: Foundation (Six Months)

The purpose of this Stage is to develop the leadership skills of the student and master fundamental collective military skills. The Infantry Section and Platoon in conventional operations will be used as the vehicles for development, concentrating on increasing character development and developing small group competencies. Training will be instructional/directional in nature.

Stage 3: Core Stage (Six Months)

The purpose of this stage is to expand the leadership skills of the student and to master core collective military skills. Reinforcing character development and increasing group competencies will be paramount. The training will be directional in nature with students empowered increasingly during this stage.

Recruit Training

Army/Air Corps Recruit : Seventeen weeks
Naval Service Recruit: Eighteen weeks

Standard Recruit Training Syllabus

Objective:
The core objective of the Recruit Training Syllabus is to produce a physically fit, disciplined & motivated Two Star Soldier with basic military skills.

Phase 1: Recruit Induction Period (Two Weeks)

The purpose of this period is to facilitate the induction of the new recruit into the structured and regimented environment of the Defence Forces.

Phase 2: Basic Training Period (Six weeks)

The main instructional focus will centre on the following key areas:

- Foot/Arms Drill
- Rifle and GPMG Marksmanship
- Physical Fitness

Phase 3: Field Training (Six weeks)

The main instructional focus during this phase will be on developing an awareness of tactics and tactical training and culminates with a five (5) day Tactical Exercise.

Phase 4: Final Training (Three weeks):

The main emphasise during this phase is in preparing the Recruits for Final Approval and Passing Out.

7.3. Selection: Cadet School

The following table shows the number of applications for the Cadet School in the years 2008-2013:

	2008	2009	2010	2011	2012	2013
Army	790	1851	1455	1455	1289	1419
Equitation School	98	-	-	-	123	149
Total	888	1851	1455	1455	1412	1568

The IMG acknowledges that variations in the numbers may reflect the economy. The profile of the applicants has changed from a preponderance of school leavers to a majority of graduates. The groups include a mix of those with Leaving Certificate, males and females with initial degrees or/and a variety of postgraduate qualifications and experience in the workplace. The resultant age span is from 18 to 27 years.

Enlisted personnel continue to avail of the opportunity to progress to commissioned officer rank (recommended by IMG1 in 2004 and again by IMG2 in 2008) as the following numbers show:

Permanent Defence Force Entrants to the Cadet School

	2008	2009	2010	2011	2012	2013
85th Class	86th	87th	88th	89th	90th	
0 (34)*	3 (30)	0 (21)	2 (19)	3 (21)	3 (20)	

***Figure in brackets shows the total number commissioned from that Class**

The IMG observes that while in percentage terms the number of cadets with previous

PDF experience may be high the fact is that the numbers of enlisted personnel who qualify to become officers is in fact very low. One possible solution is to increase the number of “commissioning from the ranks” competitions. IMG understands it is seven years since such a competition took place and in light of this, and having regard to the untapped potential amongst enlisted personnel, the IMG makes a number of recommendations below.

Since circa 2004 the Cadet School has now no direct involvement in the selection of cadets. The former preliminary interview has been replaced by online psychometric tests to identify the first round of selection. This psychometric testing is currently outsourced. Competency based interviews are in place for all applicants and detailed advance information is provided. The IMG commends the facility available for certified dyslexic applicants and the fact that feedback on the psychometric test is available to all cadetship candidates on request; all candidates are briefed about the availability of such feedback; in the 2013 competition, this opportunity for feedback was requested by and provided to 88 candidates. While this puts pressure on the system, IMG recognises the importance of such an opportunity for disappointed applicants. The experience was described by the Student Counsellor as “very successful, particularly for those who had tried a few times”.

The IMG noted the importance of ensuring that the expectations of all entrants to the Defence Forces through the cadet competition are managed appropriately. Those cadets who commenced their military career in their mid to late twenties were clearly concerned at the possibility of career limitation. While the IMG sought to highlight the openness of the current promotion system it is possible that concerns remain.

Recommendation

The IMG recommends that the Department

of Defence and the Defence Forces should review the opportunities available to enlisted personnel to become officers.

Recommendation

IMG recommends that the Cadet School continue the review of cadet training through a study of young officers (recommended by IMG 2008), done in 2010 and again in January 2014.

Recommendation

IMG recommends a review of the age span for entry to the Permanent Defence Force as a Cadet.

7.3.1. Realistic Job Preview

The Realistic Job Preview was introduced about ten years ago in the context of the cadet competition because people were leaving due to inadequate understanding of what they had signed up for in the Defence Forces. An individual applicant could be a high achiever prior to entry but may not always be best in the military context. The Realistic Job Preview enables applicants for cadetships to spend a day and night in the Curragh. They are briefed by the cadets, 'warts and all', the good and otherwise of the military life. They also meet a newly commissioned officer who shares details of his or her work as a new member of the Defence Forces. As a result of the process some applicants withdrew from the process. The Realistic Job Preview continues to prove its worth for the Defence Forces. The IMG noted the view of the newly commissioned officers that the Preview did not give a full flavour of military life though they valued the opportunity to talk to personnel. It is probable that even the best introductory experience may not adequately prepare people for the full reality of a new training experience or career.

In 2013 a Realistic Job Preview pilot project was undertaken in the Curragh with forty potential general service recruits. The pilot enabled applicants to gain awareness of

the range of challenges inherent in a military career. Moreover, 800 potential recruits (including 150 for the Naval Service) will have the opportunity of the Preview in 2014. The provision of such a Preview is demanding and the IMG appreciates the prescience of military leadership in providing it; moreover, it represents value for money.

7.4. Selection: Recruits

In 2014 the selection of recruits for the Defence Forces is similar to that of cadet selection: public advertisement, psychometric testing, fitness tests, interview and final selection.

7.5. Psychometric Testing

External specialists were retained by the Department of Defence to provide internationally recognised assessments. A number of military personnel are now qualified to conduct the tests under the supervision of the Defence Force psychologist. All members of the various interview boards are required to attend relevant training that is conducted by the psychologist. Thus, every human effort is made to ensure equivalence of standards in the interpretation and use of the varying competency criteria.

7.6. The 'Soft Landing': Cadets and Recruits

The concept of a 'soft landing' advised in 2004 and reiterated in 2008, was

A genuine attempt to realise the Dignity Charter, to be sensitive to the sea-change from life as a civilian to that of a military person where even the requirement to wear boots, not sneakers or runners was indicative of two very differing worlds. The intention was to provide a 'soft landing' for the individual and reduce the degree of culture shock experienced. In practice, the new entrants are introduced to the Permanent Defence Forces and given

briefings on a range of subjects from interpersonal relationships to pensions. They are told what to expect in their training, what the Defence Forces offer them and what is expected of them. There is no formal military training during this period (IMG, 2008, pp.39-40).

Given the significant developments in the current selection process and mindful of the varying views of instructors and recruits in 2014, the IMG suggests a flexible approach to the duration of the 'soft landing'. This flexibility was evident in the Cadet School in 2008: cadets were in uniform within days and training commenced. In 2014 this pattern prevails.

In 2014 a number of instructors expressed a concern that training time was being lost in travelling for kit. The IMG is aware that Logistics Branch (J4) is considering the process in terms of streamlining procedures.

7.7. Standard Cadet Course Syllabus

The duration of the Standard Cadet Course Syllabus was changed from twenty-one to fifteen months in 2005. The academic element of the syllabus content was reviewed in 2006 (Hannigan & O'Rourke). A further review in 2010 was informed by interviews with Unit Commanders to ascertain their views on the newly commissioned officers arriving in their units and to cater for a broader intake of cadets. Young officers were also surveyed for their input on changes that might be beneficial for future cadets. The IMG commends the military leadership for including the Unit Commanders and young officers in this review. The revised syllabus now incorporates additional challenges to equip young officers for daily work in barracks. The duration of the three syllabi (Army, Naval Service, and Air Corps) has been changed in keeping with the recommendation of IMG2 (see table at 7.2). The IMG compliments the Defence Forces on developing an academic partnership with NUI

Maynooth, which since 2011 awards cadets the Leadership Management & Defence Studies (LMDS) Diploma.

7.8. Training Syllabus: Recruits

The Recruit Training Syllabus is designed to produce a physically fit, disciplined and motivated Two Star Infantry soldier with basic military skills. Recruit training is foundation military training. It is followed by Three Star training and at a later stage by trained soldiers' specialist training courses. The Recruit Training Syllabus was reviewed in 2012 and covers a period of seventeen (17) weeks broken into four distinct phases in the Army: Recruit Induction Phase, Basic Training Phase, Tactical Training Phase and Final Training Phase (see table at 7.2).

The IMG acknowledges the review of the recruit training syllabus in 2012 and supports the next one scheduled for 2016 to ensure that the syllabus continues to meet the needs of the Defence Forces and recruits so as to ensure operability at home and overseas.

As first recommended in 2008 IMG in 2014 again recommends that the process of reviewing training through a study of those who were trained should be extended to all categories of new entrants.

Recommendation

The IMG recommends that the process of reviewing training through a study of those who were trained should be extended to all categories of new entrants.

7.9. School Commandant Selection: Cadet School

The IMG acknowledges that the recommendation from IMG (2008) in relation to the appointment of the School Commandant Cadet School has been implemented by the Defence Forces. This means that all officers of Lieutenant Colonel rank are invited to submit

expressions of interest, which the Chief of Staff then considers. The role is challenging and complex and the fact that the successful applicant *wants* it is important.

7.10. Student Counsellor

Since 2004, a student counsellor is an appointment to the Cadet School to provide advice and assistance to cadets about personal or training related difficulties. The pace of cadet training is gradually increased during the first two weeks and cadets are in uniform within a few days. The student counsellor works with cadets during week two to ensure a clear understanding of what may constitute appropriate/inappropriate behaviour (including bullying in its many forms, harassment, sexual harassment and discrimination). The counsellor re-visits this topic two weeks later to allow for any questioning or discussion that may have resulted from the earlier sessions.

In 2014 it is the hope of the IMG that the emphasis on A7 by the PSS and instructors can be complemented by the work of the Student Liaison Officers (SLOs) in this area.

7.10.1 Developments in the role of the Student Counsellor

IMG noted with interest the use of Peer Assessment where cadets assess the performance of the weekly Cadet Company Orderly Sergeant on a written pro-forma that is anonymous and confidential. IMG notes the professional manner in which these are managed by the student counsellor who is a qualified and experienced psychologist. This process has potential to enable the individual cadet to become more self-aware and to develop leadership insight and skills. However, the IMG notes the potential for negative impact on cadets, given their youthfulness, vulnerability and lack of experience. The role of the qualified student counsellor in this regard is important and should continue.

The introduction of a number of 'open forums' with the student counsellor during cadet training enables the class to highlight any issues or concerns in relation to standardisation, corrective action etc. The counsellor may then conduct targeted training on specific issues.

The IMG appreciates that these sessions can only be managed by an experienced military person who has the ability to listen, to empathise, to encourage, and maintain a focus on the demands of life in the military where self-discipline, moral courage and humour are important.

The IMG is of the view that a skilful and experienced student counsellor - currently only available to cadets - can provide a voice for the inductee, whether cadet or recruit. In the past an inductee may have felt too vulnerable and insecure to report questionable instructor practices for fear of recrimination. An instructor might have felt invulnerable in the knowledge that inductees would not question or report. A student counsellor can enable inductees to report unacceptable behaviour without having to use or confront the chain of command at the initial stage of their career. Moreover, this can be done in a way that does not highlight an individual or an incident.

In 2014 a student counsellor based in the Cadet School continues to be available to support cadets and staff as required. Modern approaches to leadership training and development emphasises the importance of self awareness (Van Knippenberg, 2004; Avolo et al., 2005; Reidy, 2011). In essence the literature highlights the connection between the leader's and the manager's self awareness and the ability to fulfil the role in a proactive and inclusive manner. Inevitably, some form of peer assessment is important to grow and deepen levels of self awareness. The work of Reuven Bar-On on emotional intelligence (popularised by Daniel Goleman) is relevant

to leadership training in any organisation. The more refined the individual's ability to recognise, appreciate, evaluate and critique personal emotions and those of others, the more effective will he or she be in managing personal emotions and those of others. An effective counsellor can support inductees in such personal development.

The changes that have been introduced by the student counsellor for cadets have been carefully and sensitively managed. In itself that approach is a role model for future officers. The IMG notes that the student counsellor also contributes to other courses in the Curragh, including Command and Staff programmes.

7.10.2 Future Role: Student Liaison Officer

In 2008 the IMG recommended that the student counsellor service should be extended to the various recruit training centres. To date this has not happened. In 2014 the IMG views with some concern the fact that the service has not been extended beyond the Cadet School. The IMG is still of the view that the appointment of a designated person to support cadets and recruits in the training locations is essential. A more generic title should replace 'counsellor' and the IMG agrees with 'Student Liaison Officer' as suggested by Human Resource Branch (J1).

The IMG notes in June 2014 that provision has been made (under Training and Education, J7) for the training of a Student Liaison Officer (SLO) for all formations. The IMG is aware that providing six SLOs means that military management will have personnel gaps elsewhere. Nonetheless the IMG agrees that such a service is central to cadet/recruit support and should enrich the socialisation process. The IMG notes that the service will benefit from appropriate review that will include students and instructors.

From exploring the role in depth with the current cadet counsellor the IMG agrees that identifying 'the right person' for such work is central to its effectiveness. While qualifications may help, of themselves they will not make up for human qualities of sensitivity, the ability to be dispassionate, focused, resilient, encouraging and challenging. At this stage it is the view of the IMG that the Student Liaison Officer should be a military person. A number of NCOs suitable for such work might be identified. They need not necessarily be counsellors – just 'the right individuals' who would be given appropriate training in self awareness, mentoring, understanding the use /abuse of power in human interaction etc.

The role of the Student Liaison Officer (SLO) is 'to provide advice and assistance ... about personal or work related difficulties' (IMG, *Report*, 2008, p.45). In 2014 informed by its deliberations with the cadets and young officers (who had experienced the service during cadetship) the IMG endorses the provision of the SLO service in all formations and makes the following recommendations.

Recommendation

The IMG recommends the provision of a Student Liaison Officer (SLO) in all Brigades/ Formations.

Recommendation

The IMG recommends that SLOs should not be within the chain of command of the training institution.

Recommendation

The IMG recommends that all SLOs be located in a separate building to the training institution to further promote confidentiality.

Recommendation

The IMG recommends that SLOs should attend all course management meetings relevant to students whom they engage with so as to keep up to date with any issues that may arise with an individual or the class.

7.11. Corrective Action

IMG2 (2008) acknowledged the relevance of corrective action in a military organisation so as 'to correct mistakes... and to clarify the standards of behaviour expected' (p.43). In 2014 the IMG continues to view corrective action as an essential aspect of military training. The traditional high standard of the Permanent Defence Force at home and overseas can only be maintained into the twenty-first century by basic training for cadets and recruits that is

- Disciplined
- Robust
- Challenging, and
- Humanly demanding in ways that are not normally asked of civilians in workplaces.

That said the IMG re-emphasises that corrective action must be appropriate, relevant, and fair. Moreover, the link between the behaviour that demanded corrective action and the form of the sanction must be clear to the cadet(s) or recruit(s). Given the residential nature of military training there will always be jobs to be done that contribute to the smooth operation of the formation. It is important that instructors differentiate between such chores and corrective action.

As in any training or educational institute worldwide, what may be modelled by teachers and instructors during *initial* training may be repeated in turn by the trainees in later roles. There is a risk therefore that young commissioned officers and privates at subsequent stages in their careers might replicate inappropriate corrective actions that may have been experienced during initial training.

More emotionally intelligent characters (not inevitably a feature of years of age) tend to learn even from negative experiences. Less insightful individuals, officer or enlisted

person, might simply repeat their initial experience because of a sense of commitment to the workplace. It is at least possible that some personnel may perceive anything done or experienced during initial training as at best, excellent and important for the Defence Forces, and therefore worthy of replication in practice. Any use of unfair/discriminatory treatment (the flipside of 'favouritism') may encourage such behaviour.

The ripple effect of robust training and corrective action based on human dignity is powerful. The use of inappropriate corrective action by even one instructor may both damage the target and create a negative effect where future officers or enlisted personnel may repeat the inappropriate action with another generation.

The IMG takes a very serious view of this matter and repeats here that it is essential that all aspects of training, including corrective action, are imbued with the dignity that is so well expressed in the Defence Force Dignity Charter (Appendix G). There is no longer room for ambiguity or interpretation at local level in relation to the forms that corrective action may take or their appropriate application. These should be centrally laid down. Once a corrective action has been logged (along with the reason for it) it should also be seen and signed by the cadet /recruit who merited the specific action.

The IMG agrees that much has been done by the Defence Forces in the past six years to ensure that Training Instructors are aware of appropriate and modern approaches to the use of corrective action in the context of human dignity. Nonetheless, in 2014 it is clear that more needs to be done. Above all, the IMG agrees that it is essential that appropriate monitoring and validation of training is carried out and include corrective action as administered during training.

As in 2008 the forms of corrective action continue to include physical exercise, essay

writing, and reduction of time off. The IMG noted the current practice of the instructors to limit the length of the essay and to strive to ensure that the individual in training would benefit from it. In addition, the IMG appreciated the limitation on access to the mobile 'phone among sanctions. The recruits' observations were given with good humour and a positive attitude to the military career. This was testament to the professionalism of the instructors.

The IMG commends the continuation of regular meetings among instructors to facilitate sharing of professional experience and concerns. The importance and relevance of the use of a range of case studies was acknowledged by the instructors.

In 2004 and again in 2008 the IMG *Reports* noted concerns about corrective action. Again in 2014 this IMG came across some inappropriate corrective actions: in general these bore no relationship to what had caused its use. We are therefore putting on record that

- it is regretful that corrective action remains a concern in 2014.
- disparity in practice/type of corrective action in some instances. Digging holes is not corrective action. Emptying a store is not corrective action. If such a task needs to be done, then it should simply be given as part of life in a military unit where one is being trained and paid during that training and where everyone needs to contribute to workplace organisation.
- focussing unduly/unfairly/in a discriminatory manner on any one or more inductees (cadets or recruits) is not using corrective action in the manner and spirit of the Defence Forces or the Dignity Charter or the law of the land.
- cadets and recruits are acutely alert to perceived discrimination and unfairness in terms of corrective action. Like many

young people in training or learning institutions they tend to have a high sensitivity to perceived unfair treatment or /and favouritism whether in the academic or training areas of the syllabus.

- if corrective action is meant to result in a positive response then it too has to be positive in emphasis; one example: an essay topic, "Why am I so dirty?" would be more respectful of human dignity if re-worded as "The importance in military life of presenting a neat appearance".
- the statement by one experienced officer about instructors is insightful: 'The wrong person in the right place is all that is needed to unbalance and undo all the work that has been done in the Defence Forces since 2002' (in relation to dignity etc.).

The IMG noted that in most training locations the instructors were clear on the appropriate use of corrective action, the necessity for fairness and dignity in its use and the need to log detail in the action book and training diary. They were also aware that as inductees become fitter certain corrective actions (specifically push-ups) could become less meaningful.

Finally, the IMG agrees that the instructor is the key to preparing the future officers and enlisted personnel of the Permanent Defence Force in the context of its Dignity Charter, operability and morale. Instructors are potentially significant agents of socialisation. Robust training is part of the challenging professional work of all instructors. The IMG is confident in the leadership of the Defence Forces that a balance will be found. The IMG fully recognises that the need for fairness and ethical use of corrective action during training will necessitate supporting instructors and inductees by inspection and monitoring on a regular basis.

Recommendation

The IMG recommends that protocols on the use of appropriate corrective actions should be developed and monitored centrally. Specific instruction on corrective action to be included in TI 07/2011 (The Conduct and Administration of Authorised Courses in the Defence Forces) and transposed into Unit Standing Orders and included in the Handbook.

7.11.1. Corrective Action: Records

The keeping of a log of corrective actions is essential for effective management in any training location, civilian or military. The simpler the format of such a log the more likely it is to be used and monitored.

The Cadet School introduced Corrective Action Cards that each cadet was required to carry at all times. The IMG accepts that this pilot card was an attempt to remind cadets of their responsibilities. The IMG considered these individual cards and recommends that only the training log be used in future as is clear in the following recommendation. As a general principle the more user-friendly this log is for instructors (in the context of their very busy schedules) the more likely it is to be effective.

Recommendation

The IMG recommends that the training log be the unique record of any corrective action given to an individual and that the training log should be signed by the individual as well as by the instructor who gave the corrective action. The IMG also recommends that the student should certify on a weekly basis that all corrective actions have been recorded. A singular system of central recording of corrective actions is key.

7.12 The Importance of the Instructors

In 2002 the Defence Forces and the Department of Defence highlighted the

importance of the instructors particularly in relation to the issues of bullying, harassment, sexual harassment and discrimination. In 2008 the then IMG stated:

Instructors (Officers and NCOs) play a very important role in every area and level of their work.... However, when operating at the *ab initio* level (with recruit, apprentice, and cadet), instructing new entrants ... their role is critical (p.59).

The IMG recognises that the work of instructors will always be challenging. We endorse the solid procedures that are in place to support them in the important work of training new personnel. These procedures include:

- Weekly meetings with the Company (Coy) Commander
- Weekly meetings with Training Staff
- Progress Reports/Training Diaries
- Corrective Action Log: Corrective Actions are discussed weekly
- Evaluation:
 - * Star Tests (1 – 5)
 - * Continuous Assessment: Individual performance and work rate
 - * Working within the section
 - * Suitability to life in the Defence Forces.

In 2014 the IMG appreciates that since 2008 there has been considerable change in the Defence Forces. Moreover this is a workplace without the option of industrial action or withdrawal of labour: as such it is almost unique in Ireland.

In any workplace when much has been achieved through the change process there is the human tendency to relax vigilance and proactive human resource management. Because inappropriate behaviour is not

reported does not necessarily mean it may not happen. As a result of its deliberations the IMG in 2014 re-emphasises the importance of the selection, training, support and recognition of appropriate instructors for the maintenance of standards of excellence in the Defence Forces. The role of instructors continues to be challenging. It should not be viewed as a lifetime opportunity. Instructors need to avail of other opportunities for further training and education for their career, now available through Training and Education Branch (J7).

The IMG accepts that the leadership has invested significantly in the past six years in supporting personnel who are selected as instructors and every effort is made to ensure that they are appropriately trained. The IMG endorses the instructors' regular interaction with their colleagues and the opportunity to share information and experience in relation to training methods. On the other hand the IMG agrees that even ONE 'improper' instructor can do reparable/irreparable damage to personnel. Initial training for cadets and recruits is the platform for personnel and for how they may determine their individual military career. The IMG re-iterates the 2008 (p.59) view that each instructor –

- Is a role model for young officers/soldiers/sailors/air corps personnel
- Introduces new entrants to the culture of the Defence Forces
- By his/her own attitude and behaviour, influences the young person's attitude to duty, to colleagues, to superiors, to the Defence Forces
- Has the power of influence and can therefore ensure the maintenance of a positive culture into the future
- Teaches/imparts the specific skills and behaviours required, through a rigorous and robust training as befits the nature of military life.

In 2014 at the end of its comprehensive interaction with all levels of the Defence Forces, the IMG agrees that instructors who contribute to any individual's military career must continue to be chosen with care, insight and transparency. In 2014 the IMG emphasises that all instructors must be supported by relevant training and education. This includes providing opportunities to up skill in relevant areas that include externally accredited programmes. Such an approach for all instructors in the Defence Forces will further enhance the role and encourage best suited personnel to serve for a limited term.

The units continue to conduct staff training on a regular basis. High performance can be significantly improved by feedback. The principle of regular feedback is recognised in literature as an important aspect of leadership development. The IMG commends the opportunity given to instructors to benefit from the cadets' feedback on their instructional skills. Clearly, the instructors' openness indicates their awareness of possible differing perceptions about training between themselves and cadets. An anonymous and confidential pro-forma is used, responses collated by the student counsellor, and feedback given individually to instructors. This practice has been extended to two other schools in the Military College. When appropriately used the process of feedback can enable the learner to reflect on training, to appreciate the role of instructors/tutors, and encourage further development.

Recommendation

The IMG recommends that the process of enabling instructors to get feedback via SLOs from those they instruct should be extended across all formations.

Recommendation

The IMG recommends the continuation of the pre-orientation courses for instructors (now co-ordinated by J7) and regular meetings throughout courses to review and co-ordinate action.

Recommendation

The IMG recommends that the pre-orientation course is used to ensure that all instructors participating on a particular course provide training on a uniform basis in relation to military skills.

Recommendation

The IMG recommends that a review is undertaken of how NCO instructors are appointed to training institutions to determine whether the current process of permanent appointments remains valid or should there perhaps be movement towards fixed period appointments for the future.

Recommendation

The IMG recommends that presentations on the interpersonal elements of A7 (including bullying etc) be given at the start of cadet and recruit training and that a refresher course be given during each further phase of training. The reality of individual learning styles might be recognised if the A7 training were provided by instructors as well as PSS.

The IMG appreciates that the training of Cadet School instructors is ongoing and individuals continue to be released for a wide range of relevant courses including the

- Platoon Commanders Battle Course (PCBC)
- Platoon Sergeants Battle Course (PSBC) (in UK)
- Recce Course
- Survival Evasion Resistance and Escape (SERE) Course
- Senior NCO Course
- Logs Accountancy Course
- Certificate Programme in Adult Education and Training (NUI Galway).

The IMG recognises that formal links at instructor level have now been established between general training institutions in the Defence Forces. Thus, Cadet School instructors now contribute to such courses as All Arms Live Fire Tactical Training (LFTT), Public Order etc. in other training establishments.

7.12.1. Instructors: Pre-Orientation Course

The IMG emphasises the importance of the pre-orientation course for all instructors. The instructors value this time because it enables them to work together and glean from more experienced colleagues. The following are the topics explored and planned before beginning the work of training new recruits:

- Block Programme and Weekly Programme: significance
- Conflict Resolution
- Corrective Action – including a range of case studies
- Interpersonal Skills
- Military Codes of Practice
- Motivation
- Performance Management
- Student Evaluation.

7.12.2. Socialisation in the Defence Forces: Cadets and Recruits

Anyone who has worked in an organisation will have experienced the socialisation process peculiar to that workplace or institution or club or association (Turner & Haslam, 2001). To a greater or lesser extent that process enables the newcomer (of whatever age) to learn 'what we stand for here – our values', 'how

things are done here', 'what is not acceptable here' etc.

Socialisation is the result of actions by the 'agents of socialisation' and may also include levels of indoctrination (Goffman, 1960, 1964; Pfeffer, 1998; Gronke et al., 2001) as part of the social system in particular organisations. Class and gender are relevant and therefore the concept of 'role socialisation' is important – though in some workplaces more than others.

There is normally a period of transition from a past experience whether familial, educational, previous workplace, other country, language, club or association etc. (Johnson, 2001). That transition may be associated with the contract of employment and therefore insecure or time-bound or it may bring the individual into a training or education process, paid or unpaid, the success of which is conditional on achievement and further progression. The literature on workplace socialisation shows that unless the leadership (of whatever organisation) is insightful and proactive, the outcome may be constrictive at best, if not actually damaging (Goffman, 1960, 1964; Guimond, 1995; Volker, 1998, 2000; Gronke et al., 2001).

The process of socialisation includes opportunities for adaptation to a new role, new identity and new culture. In general the literature to date suggests that experiences in organisations are most likely to influence the individual's attitudes, values and behaviour as a result of indoctrination and socialisation – and both terms are applied. Socialisation helps to shape and define how we human beings act (through education, training etc.) and therefore shapes the thoughts, feelings and attitudes that lead to our actions. The socialisation *process* has the potential for both positive and negative outcomes.

Much of the relevant sociological literature agrees that workplace socialisation is a *process* whereby the new employee/member/

cadet/recruit becomes aware of, experiences and learns the social roles and mores of the new environment. Basically, socialisation in the context of a military organisation is the *process* of inculcating the new (potential) member into another context, specifically from the civilian into the military context.

Military organisations, particularly in the United States since the 1950s, have researched the socialisation process from the level of high school applicants through recruitment and selection criteria, subsequent initial training and beyond. Since the late fifties the concept of trainee empowerment programmes developed with an emphasis on how the socialisation process may influence personnel by seeking to transform them from the civilian state into the military reality although the process still remains somewhat blurred (Lord & Hutchinson, 1993; Bachman et al., 2000; Turner & Haslam, 2001; National Research Council, US, 2003). The literature highlights that the cadet/recruit transition challenge is to find an identity at a stage of adolescence/young adulthood in a very differing environment from that of civilian workplaces or clubs. This search may be complicated or otherwise if the individual is in an all male/female environment – though truthfully, there is insufficient relevant research to date.

In any group of cadets/recruits there are likely to be individuals at various stages of what German-American developmental psychologist Eric Erikson (1902-1994) called 'psychosocial identities' that (hopefully) lead to 'identity achievement' though usually only into later adulthood. His theory that continues to be followed and challenged by sociologists, psychologists and organisational researchers, presents eight stages of development, each with an accompanying 'crisis' or challenge (Erikson, 1959; 1968; 1987; Giddens, 1991; Kindlon et al., 2000; Bar-On & Parker, 2000). What may be most relevant in this exploration of socialisation within the Defence Forces may

be Erikson's 'identity formation'. That in short is what the work of instructors with cadets/recruits is about – and the IMG recognises that it presents a significant challenge because of the nature of military life and the developmental stage of the student.

Socialisation into a workplace connotes knowledge, skills, attitudes, and affective behaviours associated with carrying out the required (new) role as for example, inductees – and later, as officer/private whether in the Army, the Naval Service or the Air Corps. Many organisations focus on gender socialisation. The Permanent Defence Force avoids such an emphasis because all personnel are expected to be fit for the full range of military activity at home and overseas. Perhaps it is important to note here that research on empowerment programmes identifies that 'identity formation' can be more complex in the context of ethnicity.

Developing the required knowledge, skills, attitudes, and affective behaviours is another descriptor for internalising Defence Forces values and behaviours, internalising professional roles whether as future officer or soldier. In addition, there is the challenge in human terms to be able to 'fit' the 'new' socialisation reality with one's basic or original life-role. In other words, the challenge is to 'fit' the military socialisation with one's original and more fundamental social role as a man or woman or transgender (adolescent/young adult/experienced enlisted person).

The IMG is impressed that the Cadet School introduced an empowerment programme in 2006 with a view to supporting the psychological wellbeing of cadets at their varying transition stages from civilian to military life. The programme for cadets focuses strongly on self-directed learning (SDL), in itself an aspect of leadership development (Carré & Cosnefroy, 2010; Carré, 2012). The IMG supports the continuation of such a contribution to socialisation and suggests that some aspects of the programme might

be introduced to recruit training, given the observations of enlisted personnel (already noted in this report) within the Cadet School. The IMG acknowledges the readiness of cadets and recruits in all locations to suggest possible developments for future groups. This is a tribute to the fact that these young people have reflected on their training experiences. It also suggests something positive about the socialisation process in the Defence Forces because their observations and suggestions were given in measured terms and at times with good humour. Perhaps inevitably, many observations were about time off, time for family and friends and the IMG recognises the importance of the broader concept of socialisation for balance in any career.

Informal groups such as study groups, interest groups, team sports, opportunities for access to individual sports etc. and living arrangements are sometimes part of the workplace. The Defence Forces encourages participation in sports and fitness activities in general and as in other workplaces this contributes to socialisation to a greater or lesser extent.

7.12.3. Socialisation, 2014: The challenge

The current rigorous recruitment and selection process of the Permanent Defence Force provides the platform for the subsequent socialisation process. The Realistic Job Preview for cadets, and its introduction for recruits, is a further attempt to raise an applicant's awareness of what to expect and is also part of socialisation.

The 'agents of socialisation' for cadets and recruits are mainly the instructors whether in the Cadet School or in the varying training institutions. For the past ten years the cadet counsellor has been an additional agent of socialisation to the extent that this service sought to support the new cadet in dealing with the reality of a chosen career in a workplace that differs from civilian workplaces. From the

end of 2014 the IMG hopes that the SLO will contribute to socialisation across the training locations.

The challenges to cadets and recruits in terms of socialisation include:

- Confinement (particularly during the initial weeks /months of training) with restricted/very limited access to family, friends, home, civilians, modes of transport, personal space and freedom
- Uniform – therefore, no choice in attire including footwear, hairstyle, makeup, jewellery etc.
- Daily schedule set – no choice in rising time, meals, relaxation, access to ‘new media’ etc.
- Diet and exercise regime laid down
- Becoming familiar with the ‘language of the military’ (terminology, kit, practices etc.)
- Developing and protecting individual identity in the context of being one (adolescent/young adult) within the group of cadets/recruits – what the literature calls individuation or self-differentiation
- How to exercise the right to question workplace culture and context.

Recommendation

The IMG recommends that a review of the socialisation process for cadets, recruits and apprentices be carried out and that the review seek feedback from learners, instructors and SLOs in due course.

Recommendation

The IMG recommends that the Air Corps Apprentices’ schedule needs to be re-designed urgently.

7.13. The Unit: Destination of Cadets and Recruits

Given recent Defence Forces re-organisation it is timely for the IMG to highlight the role of the unit in relation to an individual’s military career. On completion of training the new officers and soldiers are assigned to a unit. Ideally the unit is where the young officer/soldier/sailor/airman begins to develop his or her military career and experience the challenge of service that may take them overseas on few or many missions. An effective and forward looking unit will be a source of encouragement to all personnel to avail of the increasing number of training and education courses that have developed very significantly since 2008. The IMG encourages a proactive approach to ensure that all personnel (Army, Naval Service, and Air Corps) are aware of training and education opportunities.

Unit identity in the military sense is most often defined as a military group from which relationships manifest ‘a group identity’ that in turn can affect unit cohesion and combat effectiveness (Kaurin, 2006). Unit identity combines individual and social identities: these are significantly shaped or defined not only by the uniform worn, but by how these units are trained, and by how these factors affect what personnel do, how they do it and why they do it (Kaurin, 2006).

By extension, the military family (spouses, partners, children, extended family, retired personnel and veteran associations) who support serving Defence Forces personnel contribute to this social identity that is peculiar to service in the armed forces. This ‘spirit of camaraderie’ closely linked to ‘Unit identity’ is even more dominant where units are located in communities that foster, support and contribute to military service.

The nature of Defence Forces service, 24/7/365, deploying nationally and globally, necessitates prolonged periods of absence

from family and home. This is a condition of service that is unique to the Defence Forces and one that should be recognised by the provision of support services consistent with Public Service Family Friendly Policies and individual organisation support mechanisms. During the work of the IMG where effective and responsible leadership (at all levels) was demonstrated, it provided for personnel a strong sense of unit cohesion combined with a strengthened individual identity and therefore of positive socialisation. This cohesive unit identity appeared to foster a positive climate for acceptance of individuals and engendered an intolerance of conduct contrary to the Dignity Charter of the Defence Forces (Appendix G). Unit personnel of all ranks were educated on policies that identified acceptable and unacceptable behaviours along with procedures for support and redress where actions were deemed inappropriate. The IMG agrees that unit leadership has the power to 'set the tone' that supports individual dignity. Effective leadership brings the best out of people and does not shy from dealing with bullying, harassment, discrimination, sexual harassment etc. when such may arise.

The military unit also has the power to contribute to attitudes towards health and wellbeing. International research has highlighted the relevance of military culture and the influence of the unit on attitudes to seeking help. If there is a tendency to stigmatise mental health treatment in general the individual officer or soldier may not look for help (McFarling et al., 2011; Vogel, Wade & Hackler, 2007). In that sense one measure of the unit is how it may choose to deal with a vulnerable member. It is at unit level that the supports of the PSS, DCPs, Chaplaincy service, and the external counselling service are highlighted for what they are – the response of the leadership of the Defence Forces and the Department of Defence to 'the duty of care' that is incumbent on all employers.

8. Personnel Support Service

8.1. Framework

The Personnel Support Service (PSS) is a central aspect of human resource management that provides a confidential information, training and education support and referral service. The Director holds the rank of Lieutenant Colonel which is indicative of the importance attached to the role. The Service is designed to give Defence Forces personnel access to information and services from within and outside the military community.

8.1.1. Barrack Personnel Support Service Officers (BPSSO)

There is a PSS office in every major installation, with one or more qualified Barrack Personnel Support Service Officer(s) (BPSSO(s)). A BPSSO is normally the rank of Sergeant; ideally, the understudy will be a Corporal. Thus, PSS seeks to ensure succession in a key role.

Once selected, the more usual training period for a BPSSO is three years. Variations may occur due to prior and relevant qualifications, training, experience and expertise. The range and depth of the training of BPSSOs is impressive. BPSSOs have significant skills across a variety of human and work related needs and related skills. Up skilling is continuous and there is a strong, professional support network among the BPSSOs themselves and within the PSS and always under the vigilance and leadership of the Director, PSS.

Accessibility, careful selection, excellent training and preparation of BPSSOs have resulted in a service that is local and trusted by personnel. Both RACO and PDFORRA acknowledge the important contribution of the BPSSOs at home and overseas and the continuing relevance of up skilling personnel.

The role of the BPSSO includes providing information, assistance and counselling on a range of matters including:

- Interpersonal problems
- Stress in many forms (personal, due to family and/or financial problems etc.)
- Bereavement (in its many forms, including family breakup)
- Housing (including stress from mortgages, inability to sell property to relocate family nearer the military workplace etc.)
- Education
- Taxation
- Social welfare (including personnel who have to access the Family Income Supplement)
- Retirement

In addition to the comprehensive service above, civilian Social Workers (full-time or part-time) are available to support Defence Forces personnel and their families.

Given the economic climate of recent years (albeit now improving), it will come as little surprise that much of the work of the BPSSOs relates to financial and relationship issues or the levels of stress that may come from either or both.

The IMG acknowledges that the BPSSOs are soldiers *first*: their PSS roles are additional, various and include the family day prior to overseas departure, briefings on the challenges of overseas, preparation for re-entry to home service etc.

8.1.2. PSS and Pre-deployment Training

The work of the PSS includes collaboration

in Pre-deployment Training for overseas missions. Briefings on stress management are mandatory for overseas contingents and include:

- Types of stress
- Culture shock
- Ethnic differences
- Separation and reunion difficulties
- Death of a comrade
- Incidents involving abuse of alcohol
- Coping techniques
- Breathing and relaxation
- Cognitive methods
- Self help and peer support.

Compliance with the terms of Administration Instruction A7 including the role of the Designated Contact Person is covered in detail.

The IMG recognises that considerable developments have taken place in the PSS since 2008. The reorganisation of the Defence Force necessitated changes to ensure that personnel have the fullest access to PSS. At the time of writing the strength of the PSS is thirty-three. This comprises seven Officers, nineteen NCOs and seven civilian Social Workers.-

The IMG notes that PSS has extended the range of services in keeping with emerging workplace needs. PSS continues to develop a comprehensive strategy of communication with personnel through the BPSSOs, supported by the intranet and a range of internal publications. One very impressive example is the booklet about *Stress* that accentuates the importance of recognising 'stress signals' and reminds all personnel about the many available supports within the

Defence Forces. The IMG notes the wisdom of PSS in providing this particular booklet in 'tac-aide' format for ease of access by personnel at home or overseas. The PSS publication, *Guidelines on Suicide* is comprehensive and sensitive to a sad reality in Irish society, especially among young males. However, PSS (through the STORM programme, a Skills-based Training on Risk Management) ensures that personnel have appropriate knowledge and awareness of the issue that they may encounter through family, friends, or on overseas service. There are four addiction counsellors trained in the SAOR programme and the Director PSS has access to a range of outside and localised programmes, some of these through pro bono exchanges. The IMG acknowledges that issues and services relating to bereavement have also been extended and enhanced through further training so as to include the most up-to-date approaches in dealing with the experience of loss whether through death or separation or divorce.

Recommendation

In the context of the important role played by BPSSOs the IMG recommends that consideration should be given to ensuring that overseas missions have appropriate access to a BPSSO.

8.2 Designated Contact Persons

8.2.1 Origins

In March 2003 the first IMG introduced the concept of the Designated Contact Person (DCP) as one *informal* route for dealing with incidents of alleged bullying or harassment. While in no way diminishing the issue of bullying or harassment, an informal approach can often resolve matters. This was confirmed by Flemming Vinther in his address to the IMG in February 2014. The Danish Military use 'very competent and well trained local advisors (military /civilian – no commanders), who voluntarily give their time as what are now

called in English speaking countries, DCPs. The objective in introducing the DCPs was to address an allegation of negative behaviour as quickly as possible by means of an agreed informal procedure that was in keeping with the law (then, *IR Code of Practice, S.I. No.17 of 2002*).

Following best workplace practice at that time, the Permanent Defence Force leadership put the DCPs in the context of Annex D of Administration A7, thereby giving the new provision status and ensuring that all personnel would be made aware of it.

A Consultative Team was established within Defence Forces HQ and chaired by the Director of HRM. The Team included a representative of RACO, a representative of PDFORRA, the Head Chaplain, two trained DCPs, and an external HR specialist, Ms. Bernadette Kinsella, who had first introduced the DCP concept to the IMG in 2003. The terms of reference of the Consultative Team were to

- Support the DCP trainers
- Evaluate the training programme
- Monitor the DCPs
- Review the DCP service
- Respond to DCP training requirements
- Provide feedback to the Chief of Staff and General Staff, RACO and PDFORRA.

The provision of this informal service is in keeping with the *Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work, 2007* (See Appendix D of this Report). Given much more comprehensive legislation to date, the IMG in 2014 can confirm that a service such as the DCPs is fundamental under the legislative requirement for a workplace to have an *informal* provision in place. It is

therefore an important support. However, a complainant cannot be obliged to use any informal procedure.

The IMG wishes to put on record that the Defence Forces was one of the first workplaces in Ireland to introduce this provision. In addition, as the process developed under the Consultative Team, appropriate procedures were tested and revised regarding: selecting personnel for the confidential role, training, up skilling, monitoring and evaluating. Moreover, the IMG appreciates that the Defence Forces enhanced the DCP role by including it in Administration Instruction A7, the document that encompassed military and civil law and outlined Defence Forces policy and procedures for dealing with discrimination, sexual harassment, harassment and bullying. HR Section retained a database of personnel who were trained as DCPs.

In 2014 the IMG acknowledges the unrecorded contribution of the DCPs to date in supporting personnel in dealing with the impact of perceived negative behaviour experiences. By its nature this confidential service means that much of the time and support given by DCPs to colleagues is not known. At the same time its very existence has made a contribution to organisational culture and this was acknowledged by the Director PSS, RACO, PDFORRA and the military leadership during our exchanges.

It is timely also to acknowledge the contribution of Ms. Bernadette Kinsella and her employer, the Joint Managerial Body. Her considerable expertise in human resource management was contributed *pro bono* from 2003 throughout the process of the introduction, design, selection, training, and implementation, monitoring and evaluating until the last meeting of the Consultative Team in February 2011. The Team had reviewed the training syllabus in 2010 and the DCP service was re-launched in 2012.

8.2.2 Making a Complaint: DCPs and the Informal Process

The voluntary work of the DCPs is confidential and part of the informal support for personnel who may be a target of bullying or harassment. (See diagram in section 8.3.1 which sets out the informal and formal ways of dealing with a complaint). In essence, the DCP enables the individual to identify the nature of the perceived bullying etc. and to be aware of ways to deal with the behaviour. It is co-worker support (Sloan, 2012) that might also be described as a form of mentoring. DCPs need to be supported by appropriate training and up skilling as necessary (Einarsen, 2011). They also need to be clear on the formal procedures whereby a member of the Defence Forces may make a complaint.

Currently there are 274 DCPs distributed across the Defence Forces. Informal feedback received from DCPs suggests that in some barracks they are utilised on a regular basis and are very useful for parties in conflict and for Commanders at all levels. However, in other barracks the DCPs are not utilised to the same extent. This tends to depend on how proactive the DCPs may be and also on the awareness of the chain of command regarding the role. There is no formal process in place to measure how active DCPs are and this is due to their use in the informal complaints process where no records are kept.

The IMG found an uneven level of awareness of DCPs, particularly in the Air Corps.

The IMG emphasises

- The legal requirement in workplaces to provide for formal and informal complaint procedures – though the individual is free to skip the informal in favour of the formal process of complaint
- The importance of early intervention in conflict situations/perceived bullying etc.

- The potential of the voluntary, carefully selected, well trained and up skilled DCP in the informal process
- That DCPs need to be clear about their role in the informal process; this is a one step process and in no way related to any formal process
- That DCPs must have the overview of the formal process.

In 2008 the IMG noted the contribution of DCPs on overseas missions and the intention of PSS to continue such provision. In 2014 the service is formally part of PSS and this will ensure up skilling. PSS plans to see that photographs of available DCPs are displayed in barracks as a reminder of the service.

8.2.3 Supporting the DCPs from 2014

In light of the restructuring of HR and Training and Education Branches it makes sense that responsibility for the DCPs comes within the remit of the Human Resource Branch (J1) and specifically within the PSS.

A refresher course for DCP trainers and Senior DCPs was conducted by the Dublin Rape Crisis Centre in April 2014. Eleven personnel attended. The Gender, Equality and Diversity Officer has assumed responsibility for this function. It is intended that personnel who attended this course will conduct DCP training at Brigade /Formation level by the end of 2014 – a Training of Trainers' model for dissemination. These courses should also target younger serving members because of the recent influx of under twenty-five year olds and to plan for succession. New personnel would then have DCPs among peers and also among the longer serving and experienced soldiers.

The IMG recognises that at times it may be necessary to avail of relevant external courses for DCPs. However, it remains central that this informal way of dealing with complaints requires that DCPs are fully aware of what may

constitute bullying etc. and what is *not* bullying etc. In addition, DCPs' training must ensure that they have a clear understanding of the overall framework for dealing with complaints (informal *and* formal) in the Defence Forces. Such clarity includes alertness to the time aspect of the process.

The restructuring of the Permanent Defence Force in recent years means that battalions have larger numbers of personnel. Formerly NCOs were dealing with smaller numbers. Research on workplace bullying and harassment highlights size of organisation and the impact of change among the contributing factors (Hodson et al., 2006; Salin & Hoel, 2012; Sloan, 2012). Bullying may always be a problem in any workplace and therefore a challenge to leadership (Hodson et al., 2006; Sloan, 2012; Branch et al., 2012). Issues related to bullying and harassment can be addressed in a positive way through a range of strategies and processes that all personnel are aware of and know how to use. While prevention is the aspiration the reality involves managing unwanted behaviour as well as healing (Einarsen et al., 2011).

Recommendation

The IMG recommends there should be sufficient number of trained DCPs to ensure that two or three might be available in each unit, but that at a minimum each Barracks/ Formation should have DCPs available. Photographs of individual DCPs and their email and telephone contact details should be posted on unit information boards.

Recommendation

In order to ensure maximum access for personnel to this service IMG recommends that a full list of all DCPs should be available in each barracks, the advantage being that personnel would not be limited to a DCP based in their own units.

Recommendation

The IMG recommends regular re-skilling of

DCPs, at least every 24 months. Personnel should have opportunities to upgrade skills through case studies and role play and should be briefed on relevant changes in the Code of Practice, S.I. No.208 of 2012 (Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2012) and any other relevant legislative or HR policy change.

8.3 Complaints

Defence Forces personnel have access to integrated processes and procedures for dealing with complaints. There are two forms of complaints outlined in Administration Instruction A7:

- Chapter 1 - Complaints of Unacceptable Behaviour – concerns interpersonal relations in the workplace and includes bullying etc.
- Chapter 2 - Complaints under Section 114 (1) and (2) of the Defence Act 1954 and is referred to as Redress of Wrongs.

The preferred HR practice is that complaints of bullying, harassment, discrimination, sexual harassment etc. would be dealt with speedily, effectively, in a fair manner and at the lowest level. The longer it takes to resolve such issues the greater the potential for damage to individuals and organisations. The damage to individuals may be incalculable. Potential damage to a workplace may be reputational, affect organisational culture and morale, and cost a lot of money through litigation. Any suspicion of bias about the investigators or the process is likely to affect a complainant's perception of fairness. While training and upskilling in conflict resolution and/or conflict management is relevant, the people skills and experience of those dealing with complaints are fundamental. Anticipating or/and dealing effectively with workplace disputes is a complex human activity that is often time consuming and demands skilled people.

Complaints made under Chapter 1 Admin Instruction A7: Unacceptable Behaviour

Year	Complaints	Upheld	Upheld as a % of total applications	Not upheld	Withdrawn
2008	-	-	-	-	-
2009	2	0	0%	0	2
2010	3	1	33.33%	1	1
2011	2	0	0%	0	2
2012	3	1	33.33%	1	1
2013	1	0	0%	1	0

Flemming Vinthner of the Danish Military (referred to earlier) expressed a concern that bullying etc. 'may have gone under the radar' and be unreported. Recent comments on the British Army highlighted a similar concern even though complaints accounted for 43% of all Army allegations there in 2012 (CIPD, 2014). The IMG notes that procedures in the Defence Forces are much more advanced than provision for the British Military where legislation to establish an independent ombudsman is only now being introduced (by Dr. Susan Atkins).

In 2014 the IMG emphasises that the Defence Forces must remain vigilant in relation to organisational culture and the reality that a member of any rank could be the target of bullying etc.

8.3.1 Process of making a Complaint: Informal and Formal: Administrative Instruction A7

The ideal in any workplace is that an informal approach for dealing with a complaint would

work. In the Defence Forces an informal approach could be through discussion with a trusted colleague/friend, a DCP, Officer, NCO, Private, PSS, Chaplain, Representative of PDFORRA/RACO (see Flowchart below). The IMG appreciates that a trusted, skilful and empathic listener may enable the complainant to identify behaviour in context and if necessary, develop personal skills and courage to deal with an issue. This informal option might also involve making the perceived perpetrator aware that the behaviour was offensive or/and unwelcome. Personnel who have a complaint that they feel needs to be addressed have an inherent right to have that complaint dealt with by the chain of command. The IMG is aware that the essential respect for the chain of command may make such an approach quite complex or even not feasible in certain circumstances. All the literature about organisations in general shows that the most powerful human and informal solution where a wrong has been established is an apology: this does not always happen, so a complainant may decide to pursue whatever formal process may be available.

The IMG notes the clarity of the revised 'A' Administration Instruction A7, chapter 1, October 2013 of the Defence Forces:

Complaints of unacceptable behaviour should, where practicable, be resolved by initiating action at the lowest level possible. Accordingly, a complainant who considers that he/she has been subjected to such behaviour should:

- Endeavour to resolve the incident by making clear to the offending person that the behaviour is offensive and unwelcome. (It may be the case that the offending person does not realise the effect of his/her behaviour).
- Keep a record of any further incidents as they happen and request witnesses, if any, to note them also.

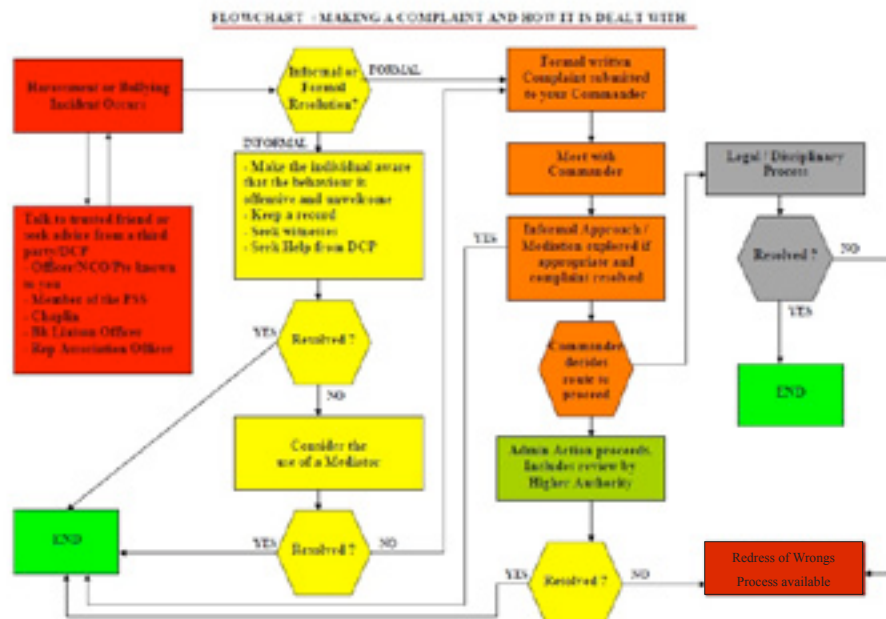
Endeavour to resolve the incident informally by seeking the assistance of a third party/DCP/PSS mediator. In any such informal intervention it should be made clear to the person complained of that any explanation offered will not be subsequently used in evidence against him/her in support of disciplinary charges.

- c. If the behaviour persists, proceed with the Formal Approach by reporting the matter in writing to his/her Commander.

Section 7 clearly states the procedure to be followed by the Commanding Officer and is the first formal opportunity to find a resolution. The Redress of Wrongs offers a second formal route to deal with a complaint. As soon as practicable after a Redress has been sought, the Defence Forces must notify the Ombudsman for the Defence Forces that a Redress has been sought. The Ombudsman has an oversight role in relation to any Redress of Wrongs. After 28 days if the complainant is not satisfied with the progress or, the outcome (once the Chief of Staff has made a decision), he/she can formally submit the complaint to the Ombudsman.

The IMG is aware that an individual in any workplace may only become aware of complaint procedures when in a perceived difficulty. Nonetheless, given the robust strategic approach of the Defence Forces leadership at home and overseas, the IMG underlines the importance from 2014 of ensuring familiarisation at *all* levels of the available processes for dealing with complaints. The IMG is of the view that this is particularly important in relation to the DCPs and PSS. They are part of the *informal* route for dealing with a complaint and need to be clear on all available complaint procedures.

The IMG notes the provision of mediation as an option under the *informal* procedure for dealing with complaints (see flowchart). This new provision is to be welcomed. A number of PSS are already trained mediators and the intention is that these will be available. Effective mediators can make significant progress in resolving workplace issues and the military leadership is to be congratulated on this development. The process of mediation in relation to bullying etc. can be time consuming and the IMG is aware that it may add to the work of PSS. Availability of properly qualified mediators will therefore need to be ensured through succession planning.



8.3.2 Review of the Redress of Wrongs: IMG Recommendation, 2008

The Department of Defence, in line with a recommendation made by the IMG in 2008, is currently undertaking a review of the process of the Redress of Wrongs. The IMG understands that work on this review is advanced though not scheduled to be completed within the timeframe of the work of the IMG. It is understood that once completed the review will be considered in detail by senior management within the Department before being referred to the military authorities and subsequently to both RACO and PDFORRA so the views of both Representative Associations on any proposals that might emerge can be ascertained.

8.3.3 The Redress of Wrongs: Internal Formal Process, March 2014

In 2014 the IMG agrees that the Redress of Wrongs, the second internal, formalised route of complaint, has the potential to become more effective. Approximately one third of Commandants (circa 100 personnel) act as Military Investigative Officers each year. The IMG appreciates that involvement in a Redress of Wrongs is time consuming, challenging and not easy for any personnel (whether complainant or investigator). In itself the process puts human and institutional skills to a robust test. In the context of the new NCO promotion competition the following statistics in relation to the Redress of Wrongs are relevant:

Applications for promotions across the Permanent Defence Forces	Redress of Wrongs submitted	Resolved (November 2013)
1,684	73	29

The IMG notes the relatively small number of complaints submitted under the process (4.3%) compared with the number of promotion applications across the Defence Force under the revised promotion scheme;

we extrapolate from this a high level of satisfaction with the new selection process.

The IMG agrees that the Redress of Wrongs could develop into a modern process for dealing with grievances of all types so that complaints may be dealt with at the lowest possible level. This could mean identifying a clearance procedure whereby a complaint would be directed towards the most appropriate level for investigation.

Every effort should be made to avoid possible perceptions of bias or unfairness. Such perceptions could result in avoidance of the Redress process in favour of the next formal option. The inclusion of senior NCOs (CQMS, CS, BQMS and BSM) to be called upon by a General Officer Commanding, if necessary, is welcomed. Delay in resolving workplace issues may be ultimately very costly for personnel and budgets. The IMG emphasises the following as relevant to a more user-friendly and effective process:

- Criteria for the selection of Military Investigators
- A Panel comprising Commandants and Senior NCOs, with relevant training
- A time limit for serving on the Panel
- An up-dated template for the written report
- Criteria whereby the appropriate level of investigation is identified
- The pace of the process needs to be geared to as speedy an outcome as feasible
- Once above adjustments are made the Redress of Wrongs process should be re-launched so as to enhance confidence in the new developments and ensure awareness throughout the Defence Forces.

8.3.4 Redress of Wrongs: Statistics

The following statistics relating to the Redress of Wrongs are relevant:

1. NCOs and Privates

Year	Total ROW applications	Bullying/ Harassment Complaints	RoW Applications %	Upheld	Not Upheld	Withdrawals	*Other
2008	115	4	3.48%		1		3
2009	59	5	8.47%		2	2	1
2010	53	3	5.67%		1	2	
2011	73	3	4.11%		1		2
2012	110	7	6.36%	1	2	3	1
2013	95	3	3.16%				3

* (Direct Referral - no ruling, closed time lines)

2. Officers

Year	Total ROW applications	Bullying/ Harassment
2008	119*	0
2009	18	0
2010	08	0
2011	11	1
2012	10	0
2013	10	1

*Over 132 of the complaints made between 2007 and 2009 were made by one individual and were not investigated by the ODF under Sec 4(3) of the Ombudsman for the Defence Forces Act 2004.

The IMG notes that as a percentage of the overall complaints made under the Redress of Wrongs process in the period covered by this report, the number of complaints relating to bullying/harassment is generally low.

B. ODF cases referred to the Minister

Ministerial Determinations by category 2008 – 2013						
	2008	2009	2010	2011	2012	2013
Acting appointments	2		1	1	2	
Bullying and Harassment	2	4	1		2	
Eligibility for Courses/promotions/overseas	10	1	1	1	1	
Non selection for career course	4	5	7	3	5	2
Non selection for overseas service		1	1	1	3	
Non selection for promotion	12	7	2	16	9	
Other	8	6	4	7	2	1
Pay & Allowances	2	1	3	2		
Transfers / Assignments				4		1
*Total	40	25	20	35	24	4

*Sourced from Department of Defence database. In the case of 2013 the number of cases referred to the Minister by the ODF was severely curtailed due to an ongoing Judicial Review of his appointment

As of March 2014 the IMG understands that there are circa 77 cases for consideration by the Ombudsman for the Defence Forces, of which 'two or three' may relate to interpersonal issues.

Recommendation

In relation to the Redress of Wrongs the IMG recommends the establishment of a Panel of Commandants and Senior NCOs to act as Military Investigative Officers. Objective criteria for selection of Panel members, relevant training, and a time limit for serving to be agreed.

8.4. Cyberbullying

The definition of bullying remains as it was in 2001 (Health & Safety Authority, 2013). Changes in equality legislation are reflected in the definitions of harassment and sexual harassment (See Appendix D).

Cyberbullying and identity-based bullying (such as homophobic bullying and racist bullying) was not current in society when DCPs were first introduced. Cyberbullying is not confined to children and adolescents. It is a growing phenomenon that may be found among adults in the workplace and is made possible by access to social media. It has been defined as:

An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself (Smith et al., 2008, p.376).

Cyberbullying has been described as 'the new face of workplace bullying' (Privitera & Campbell, 2009). Cyberbullying may take place day or night, from any distance, from an anonymous source and does not involve face to face or physical confrontation. It is another way of showing disrespect for a human being (Sloan, 2012). The forms of cyberbullying whether via text, social network sites, apps, instant messaging e-mail, gaming sites, chat-rooms etc. may include:

- Sending offensive messages, symbols, images on a social network, profile or blog belonging to the target or the perpetrator
- Posting rumours or gossip to damage another's reputation or relationships
- Publicising embarrassing information, photographs, or secrets about another
- Impersonating another so as to cause reputational damage or harm to relationships

- Uploading manipulated images or other images taken without another's knowledge or consent
- Using the public forum to damage a person's reputation
- Tricking someone into sharing personal data and then publishing this to others
- Systematically harassing a person through threats of whatever kind.

The possible serious consequences of cyberbullying were recently debated in Dáil Éireann (24 January 2014) on presentation of the 'Report of the Joint Committee on Addressing the Growth of Social Media and Tackling Cyberbullying'. In March 2014 the first EU wide research on physical, sexual and psychological violence against women found that 20% of young women (18 – 29 years) had experienced cyber harassment. Of the 42,000 participants across the 28 Member States 11% had experienced inappropriate advances on social websites or had been subjected to sexually explicit emails or SMS messages (FRA, 2014).

The IMG notes the clarity and comprehensive nature of the Defence Force 'Internet, E-mail and Intranet Acceptable Usage Policy' (Administration Instrument A7, 2004, Chapter 4). Nonetheless, the pace of development in technology today is such that by the time one problem is addressed, another that was not anticipated may present. This emphasises the importance of training, education, and up skilling for Defence Forces personnel, including the DCPs.

8.5. External Counselling Service

The Challenge of a Workplace (2002, unpublished) under the Department of Defence and the military leadership resulted in the establishment in March 2003 of the first Independent Confidential Helpline and

Counselling Service for Permanent Defence Force personnel. In 2014 this IMG is satisfied that such an independent service continues to be available through a new provider. In addition, since 2013 this independent and confidential service was extended to the Reserve Defence Force, Civilian Employees of the Department of Defence and Civil Defence Personnel.

The service is available to members of the Reserve Defence Force and members of Civil Defence where the presenting issue is Defence Forces related or related to Civil Defence activities as appropriate. Thus accessibility to this confidential counselling service has been widened. Moreover, a broader range of services is now available, including family and couple counselling etc. For accountability purposes only, the new provider (Carecall NI) gives the Director (PSS) *statistical* information on the *overall* number of calls (therefore, *not localised in any way*) and the nature of issues raised. Knowledge of the *broad* nature of concerns is important in guiding the PSS to provide even more relevant support services.

In 2014 the IMG acknowledges the positive approach of the Department of Defence and the Defence Forces in maintaining a *confidential* and *external* service for all personnel. As a model of best human resource practice their leadership is to be admired and hopefully, followed by other workplaces.

Recommendation

The IMG recommends that access to the external counselling service should continue.

8.6 Chaplaincy Service

In 2008 the then IMG viewed the Chaplaincy service in the Defence Forces as 'the other side of the coin' of the PSS (p.53). IMG subscribes to that view in 2014. Moreover, we note the closer links with PSS through joint provision of training for dealing with

bereavement in particular. All chaplains are trained in Critical Incident Stress Management (CISM). They work in collaboration with PSS on the ground. Both RACO and PDFORRA recognise the importance of such work particularly on overseas missions.

A number of groups put significant value on access to the Chaplain because 'he was external to the chain of command, independent, not on the staff, confidential and always around'.

Catholicism is currently the majority faith in Ireland (and in the Defence Forces) and all full-time Chaplains are Catholic. IMG appreciates that through their contact with chaplains from other churches /beliefs in Ireland and overseas the Chaplaincy Service (including the Church of Ireland) continues to contribute to the welfare of all Defence Forces personnel.

The chaplains are in a unique and valued position in that they are within the Defence Forces and yet not of them; they are not strictly part of the chain of command yet uphold and respect it. Given their commitment to the individual member of the Defence Forces, along with their close understanding and appreciation of the challenges of military life, the confidential service that each and all chaplains provide is a significant ministry and not one that can be measured (2008, p.53).

The leadership of the Defence Forces, PDFORRA and RACO emphasised to the IMG the significant contribution made by the Chaplaincy Service on overseas missions where they also engage with local clergy of whatever denomination or grouping. In addition Defence Forces chaplains continue to contribute to the welfare of personnel overseas and often support through linking with loved ones at home.

The IMG in 2014 acknowledges the contribution of the Head Chaplain to its

deliberations. The Head Chaplain sensitively emphasised:

- The impact of earlier and continuing economic realities on soldier morale – for officers and enlisted personnel
- The possible effect on military families of choosing/not choosing to access Family Income Supplement (under Social Welfare)
- The positive effect on morale of the new educational opportunities for NCOs and the importance of their continuance
- The positivity of the new promotion system for NCOs
- The positivity of the re-vamped PSS in its interaction with the Chaplaincy Service.

9. Training and Development: Defence Forces for the Future

9.1. Context

IMG2 (2008) emphasised the need for a more strategic approach to training especially in relation to enlisted personnel and specifically to support the Instructors. Military leadership recognises that training and education is a significant aspect of reorganisation for continuing effectiveness and operability. The Defence Forces will continue to prioritise the training of personnel in order to maintain essential capabilities needed to face future challenges (*Strategy Statement, 2011-2014*). The aim is to add value to all personnel through course accreditation and communication across the Defence Forces in relation to available courses and certification so as to encourage participation. IMG notes that successful Career Course completion is a prerequisite to promotion and therefore access to such courses is vital to the career ambitions of all Defence Forces personnel.

In 2014 the IMG recognises that considerable progress has been made in the past six years in the development and accreditation of training. Moreover, the fact that such progress was made in the context of challenging economic pressure is worthy of note. Indeed, this work is a tribute to the leadership, collaborative planning and strategic management of the Defence Forces and the Department of Defence and to the calibre and competence of the participants.

The vision that has informed the provision of further education and training was the challenge of cultural change. The re-named Training and Education Branch (J7) is charged with developing appropriate programmes, co-ordinating delivery across the Defence Forces, and monitoring standards. Ultimately, this work is in the context of Government policy for the highest levels of organisational capability, efficiency and effectiveness.

The Defence Forces is to be congratulated on its strategic human approach to training development in the past six years. Training Instruction 07/2011 formalised these developments with a clear structure for education, development and evaluation. The fact that the Director of Training holds the rank of Colonel is indicative of the importance of the role. Military leadership supports strategic collaboration between Human Resource Branch (J1) and Training and Education (J7). Monthly meetings between personnel from both foster such cooperation and this was evident to the IMG during a number of meetings. Such collaboration is logical and more likely to result in effective provision for all personnel and greater value for money.

9.2 Progress

In 2014 Defence Forces interact with a range of programme providers: NUI Galway, Galway-Mayo IT, University of Limerick, NUI Maynooth, University College Cork, Cork IT, Carlow IT, Dublin Institute of Technology, and IPA.

IMG congratulates the Defence Forces on three important developments since 2008:

- NUI Maynooth accreditation for the Standard Cadet Course
- Accreditation of NCO training: this is now a Level 7 award from Carlow IT; the inclusion of an academic paper that enables NCOs to reflect on and analyse their individual experiential learning as soldiers is to be commended; such papers will contribute to wider dissemination of the experience and insight of these adult learners;
- Level 7 (Accreditation by DIT) for the Air Corps Apprentices; the Defence Forces appreciates that the higher standard of entrant implies a higher standard of technician – essential because of the

growth in the electronic component of the work.

- The White Paper (2000) had provided that
- All personnel will be provided with the opportunity for personal development and associated professional experience in order to realise their full potential during their service in the Defence Forces ... and to ensure ... that members ... have qualifications which will enhance their job prospects on leaving the Defence Forces (Para 455 & 462).

Within inevitable budgetary constraints the Defence Forces since 2008 has provided an impressive range of career courses for enlisted personnel. The fact that courses are accredited is important in terms of the individual's career development and possibilities on exit. Courses in place for enlisted personnel include:

- Bespoke programmes for Trainers (Level 6, Advanced /Higher Certificate for Brigades; Level 7 for Training Centres)
- BA (Leadership Management & Defence Studies, LMDS) aimed at NCOs
- Air Corps Apprentice Training, Level 7 (Accredited by DIT)
- Availability of masters programmes.

There is a strong emphasis on reflection on the individual's work based learning. The focus in the academic and experiential learning at all levels is on applicability in the military profession. The learner's military tutor /supervisor ensure that course work is aligned to the military career, the objective being to enhance operational effectiveness. The tutors are selected with care and have Level 8 (Honours Degree /Higher Diploma) or Level 9 (Masters/Post Graduate Diploma)

in addition to their military experience. The Director, Training and Education (J7) is alert to the student-supervisor potential strength or weakness in terms of motivation for learning and course completion.

The IMG notes in particular the accreditation (Level 7) of NCO education in conjunction with Carlow Institute of Technology. The focus in the academic paper on the soldier's experience is impressive and the dissertation topics to date have direct relevance to the military career. A random selection includes:

- Analysing Leadership Styles of Potential Senior NCOs (Mc Keown, 2013)
- "Candidate Manager" and General Service Recruitment (Fitzgerald, M., 2013)
- How effective is current Training Inspection as a means of monitoring and maintaining training standards in the Defence Forces? (Fitzgerald, W., 2013).

Current pressures on the third level providers in Ireland have resulted in a proliferation of programmes, courses and modules in an endless range of topics. IMG is mindful of impending changes among the very large group of colleges and universities in Ireland: already certain liaisons have been declared and mainly for economic reasons. The Defence Forces Academic Council will scrutinise these developments in the context of any future accreditation partnerships or initiatives. Again, keeping abreast of the ebb and flow of impending third level changes will necessitate continuity of personnel in Training and Education (J7) and in the position of the military Registrar.

The IMG in 2014 recognises the wisdom of Training and Education (J7) that has required any Service/Formation/Training Institution that may be considering external engagement for provisions. The IMG

endorses Training and Education Branch in requiring prior authorisation from J7 (under TI 05/2014, External Engagement – Training and Education) before any ‘outside’ course is undertaken. The IMG supports this also in terms of value for money.

9.2.1 The Role of the Registrar

The Director of J7 (Training and Education) is supported by a Registrar whose role includes responsibility for academic quality assurance policies, procedures and processes. Thus the Registrar has overall responsibility to ensure that the Defence Forces’ *Academic Regulatory Framework* is adhered to (in consultation with the Director of Training and Education - J7). In March 2014 internal and external reviews have been completed as part of the BA (Leadership, Management, Defence Studies) programme in collaboration with Carlow Institute of Technology. Since 2011 the Defence Force Registrar conducts syllabus and programme reviews for all courses completed as part of the BA programme. The IMG agrees that this is important to maintain the military focus of the programme and to make necessary adjustments in keeping with modern military techniques. An important aspect of the Registrar’s role is that of liaison with external course accreditation / awarding bodies and collaborating partners in education and training. IMG recognises that the Registrar is currently an ex-officio member of a number of external academic councils (NUI Maynooth, IT Carlow and the IPA Education Committee).

As the Military College continues to develop Defence Forces programmes of training and education that merit accreditation by the university system (whether in Ireland or abroad) the role of the Registrar will grow in significance. Over the decades within the university system the Registrar role has become increasingly complex in terms of meeting the demands of accreditation, the

sourcing of skilled lecturers and researchers and the prime focus on the student body.

IMG appreciates the centrality of the role of Registrar as the Military College continues to identify the most appropriate academic linkages for Defence Forces programmes. Continuity in the role is important to ensure the development of knowledge, skills and strategies.

Moreover in 2014 the IMG noted that for all personnel of the Defence Forces, the DF Registrar can accredit all career courses completed when personnel seek such through this office. Thus the transition from military employment to civilian life/employment is facilitated now that military career courses via the Recognition of Prior Learning (RPL) route are now accredited with HETAC (now QQI) grades. An individual submits a signed AF43A via his/her OIC to the DF Registrar and this office accredits the courses completed in partnership with IT Carlow.

Ireland is a highly respected contributor to peace keeping and peace enforcing in a world where demands on military organisations continually change. The principle of training and education must be embedded in the individual’s military career so as to ensure that personnel at all levels are capable of undertaking the roles assigned to them, whether at home or on overseas service. Given the opportunities and challenges for Ireland to contribute at an international level, the IMG supports increased access to career development programmes for both enlisted personnel and officers in the Army, Naval Service and Air Corps. There are additional challenges in facilitating such access for the Naval Service.

Despite the very positive progress made in having training for enlisted personnel accredited, an enduring challenge is increasing the numbers that qualify through career courses on an annual basis.

9.2.2 The Academic Council

IMG welcomes the establishment of the Defence Forces Academic Council whose primary function is to assist Deputy Chief of Staff (Operations) by setting and monitoring appropriate academic standards for all authorised courses. Training and Education Branch (J7) is responsible for delivery. The functions that are laid down for the Council suggest its key influence on current and future training and education available to personnel at all levels. This is a serious and demanding task where corporate memory and continuity would be important so as to protect the focus on the *military* aspect of developments. As the work of training and education for all personnel within the Defence Forces progresses, the role of the Academic Council will be enhanced by the experience specific to a military organisation whose focus is on operational effectiveness and military capability to fulfil the roles assigned by Government.

The challenges for the Academic Council include the continual development of initial training of personnel for the twenty-first century, retraining at all levels and preparation and training for overseas. The practice of establishing working groups for specific tasks has the advantage of ensuring that programmes are monitored for effectiveness; where necessary it also frees the Council to include a civilian with some specific expertise. The changing demographic profile of Irish society includes many language groups. Inevitably, this new global profile of the population of Ireland will be reflected within the Defence Forces in the near future. Moreover, as the Defence Forces continues to move towards the Single Force concept, there is the additional opportunity consequent on the re-organisation of the Reserve Defence Force in 2013. The IMG notes the strategic planning already done by the Director of Training and Education. The focus is on Tactics, Techniques and Procedures and

integrating for competence so as to ensure that Reservists can be embedded in Defence Forces Units under the Unit Commander. In turn, this will necessitate careful scrutiny by the Academic Council so as to ensure the appropriate standards of training and education.

The IMG acknowledges the provision of appropriate support for personnel with learning difficulties including the challenge of pursuing study after a gap of some time. The pursuance of a comprehensive range of teaching and learning methodologies that include best use of social media is a valuable aspect of the work. Of particular note is the opportunity for learners to reflect on and record work-based experience as part of academic activity (Carlow IT).

9.2.3 Quality Assurance (QA)

IMG is satisfied that collective institutional responsibility for the quality of programmes delivered by Defence Forces is already provided for through TI 07/2012 and TI 06/2004. The military Academic Council already monitors those programmes and modules that are currently accredited by an external third level provider and delivered by Defence Forces so as ensure standards of excellence appropriate to the mission of the Defence Forces. IMG supports the Academic Council in this vital task.

In 2013 the Defence Forces conducted a total of 1,324 courses for 15,952 students. These courses incorporated the retraining and up skilling of personnel following the re-organising of the Defence Forces.

The availability of a range of seminars for military instructors is an important development. The IMG understands that the Academic Council established a Table of Experts in 2012 to explore the role of the military instructor across the Defence Forces. Comprehensive terms of reference include

areas that have been under consideration by the IMG such as the Specialised Instructor Course, selection, duration of tenure, and supporting instructors in their important work. The results of the focus on supporting instructors should contribute to equivalence of standards of delivery and training across the Defence Forces by mainstreaming the specialised course content into the relevant training syllabi.

The following table is indicative of growth in provision and access:

Permanent Defence Force Career Courses 2012 and 2013

Course Name	Number of Courses 2012	Total of Students 2012	Number of Courses 2013	Total of Students 2013
Potential NCO			5	240
Potential NCO (NS)	1	32	1	44
Logistics Accountancy Course	1	20	1	20
A/Seaman to L/Seaman	1	16		
L/Seaman to PO/Seaman	1	8	1	5
Standard NCO Course (NS)	1	19	1	28
Standard NCO Course (All Corps)	5	39	3	28
Infantry Platoon Sergeants Course	1	56	1	18
All Arms Standard	1	80	1	38
Senior NCO Course (NS)	1	10		
Senior NCO Course	1	31		
Young Officers Courses (All Corps)	7	40	3	30
Junior Command and Staff Course	1	25	1	23
Senior Command Operations Course (NS)	1	8	1	7
Senior Command and Staff Course	1	26	1	20
TOTAL	24	410	20	501

The IMG understands that a total of 545 personnel attended 46 instructor training courses during 2013. In addition, 184 enlisted personnel received awards at levels 6 and 7 in October 2013 – the LMDS programme with IT Carlow. The option to participate in this programme was taken up by 100% of students on the Senior NCO and logistics Accountancy Course, 90% of students on the All Arms Standard Course and 80% of students on the Potential NCO courses conducted by the Army and Air Corps in 2013.

Recommendation

The IMG recommends that increased places on the Standard NCO and Senior NCO Courses should be provided on an annual basis. Alternatively, increased numbers of courses should be organised on an annual basis.

Recommendation

The IMG recommends that every means of course provision (including online access) be explored in relation to personnel in the Naval Service.

Recommendation

The IMG recommends that the content of the Specialised Instructor Course should be integrated appropriately and mainstreamed into the relevant training syllabi.

10 Reserve Defence Force 2014: An Organisation in transition

10.1 Context

The seriousness of the issues facing the IMG in 2004 did not permit any focus on the Reserve Defence Force (RDF). In 2008 the IMG was cognisant of the fact that the RDF was already engaged in a form of renewal and up skilling and therefore decided that it would not have been helpful to RDF to pursue any engagement at that time. In 2014 the IMG welcomed the opportunities to interact with members of the RDF and their Representative Association (RDFRA) in the context of the decision on the Single Force concept.

We appreciate the generosity of so many members of the RDF and RDFRA in giving their time to tease out with the IMG the challenge of the Single Force from the experience and perspective of the RDF. Those who have been long serving RDF personnel and those who serve today are part of an important, historic and community related service in Ireland. Over the past decade the RDF has shown its capacity for resilience in the face of change and re-organisation.

The IMG valued the openness with which personnel discussed the implications and potential of the Single Force and their contribution to it. While there were previous initiatives at integration, the coming together of the Reserve and Permanent Defence Force within the Single Force concept is a new chapter in the history of both organisations. The fusion into a Single Force will be challenging particularly during the early stages from mid-2014.

There was general enthusiasm and commitment among the RDF personnel for the Single Force concept. Understandably there were also varying levels of concern about such an innovation. For some the re-organisation and rationalisation of the

RDF represents a loss of the heritage of a significant volunteer group that has touched many communities around Ireland. Others were concerned that the RDF had depleted in numbers in recent years and was finding it increasingly difficult to attract young people who are the life blood and future of any voluntary organisation. There was general agreement that the situation could not have continued as it was.

The IMG noted that the Naval Reserve seemed to be firmly rooted already within the Naval Service – perhaps because personnel have designated schedules and tasks that are an important contribution to the Naval Service.

10.2 RDF: Current Position

The Reserve Defence Force is comprised of the

- First Line Reserve
- Army Reserve
- Naval Reserve.

The First Line Reserve includes former members of the Permanent Defence Force, either volunteers or on contract for a specified time. The Single Force concept involves the Reserve Defence Force being embedded in Permanent Defence Force units under the command of the Defence Forces Unit Commanders. Thus, Defence Forces policies, procedures and practices will be replicated in the Reserve. The IMG appreciates the significance and scope of this change both for the Permanent Defence Force and the Reserve Defence Force.

10.3 Recruitment from 2014

A new training plan has been prepared by the Defence Forces Training and Education Branch (J7) and recruitment for new RDF personnel is currently ongoing. The intention is

to recruit on an annual basis so as to reach the full complement of this part-time component within the Single Force. Similar to the PDF, the IMG noted the desirability of a better ethnic, gender and diversity spread in the coming years to reflect the population demographic. The current practice in the Defence Forces of reviewing the recruitment process would be applied. The challenge of attracting people to the RDF is reflected in the fact that of the 2146 individuals who applied to join the RDF, 1211 did not turn up for physical assessment test. While these individuals have been given a second opportunity to undertake a physical assessment test, it would be important that the reasons behind this be explored by the Department of Defence and the Defence Forces before the next recruitment campaign.

During the meetings with Reserve personnel and RDFRA a number of concerns regarding current personnel, recruitment, training and retention emerged. The IMG appreciated that these were presented in the context of challenges and possible solutions. An important aspect was that the Reserve leadership understood the demands on members who are not full-time military personnel.

Current Personnel

As at 31 May 2014 the effective strength of the RDF was 2,337, comprising 2,199 Army and 138 Naval Service personnel. The number of serving females amounted to 363, representing 15.5% of the effective strength of the Reserve Defence Force on that date.

The membership profile is exacerbated by the fact that many young people move from home to attend college etc. Other former Reservists have moved away or emigrated for work. Some students would be available for Reserve duties at weekends but the reality is that travel and financial implications impede their availability. This is not dissimilar to other volunteer organisations. So from Monday to Friday the availability of young personnel in particular is uncertain at best. This has

implications for membership, training and up skilling and participation within the Single Force.

Travel distance and costs were also frequently cited in relation to Reserve personnel who are still serving. Examples were given: several hours of travel for one day's training that could result only in a four hour training credit. The IMG noted that some of the Reserve in Finner had developed car pool arrangements. However that might not be feasible in every location.

Interactions with the relevant Permanent Defence Force unit varied from very close and collaborative where the support and services of the Reserve were clearly welcomed and seen to contribute, to locations where there was less clarity in the interaction, sometimes due to tradition and inherited attitudes. Perceptions of being welcomed within the unit also varied. In some locations Reservists were aware that they were seen as an important body, had opportunities for training and up skilling and had no problem seeking and getting support from the Permanent Defence Force personnel. Concern was expressed occasionally that Reservists' experience elsewhere was not so positive: a perceived 'them and us' attitude was described. At the same time the Reservists were able to see how such an attitude might prevail between Defence Forces personnel who are required to be available 24/7/365 and effectively part-time volunteers whose availability is constrained by the realities of family, work and at times travel costs.

Recruitment, Training, Retention

There was general agreement that training and the Reserve contribution in this area would be important for the success of the new Single Force. The IMG was concerned however that the extent of training and up skilling might be underestimated by the RDF.

Concerns identified during the explorations with the RDF and RDFRA included –

- Fitness tests for all and specifically the challenge this presents for longer serving personnel and the over 40s; in addition a number of younger people were somewhat scared of the fitness aspect. At the same time the RDF acknowledged the centrality of fitness in the context of the Single Force.
 - Timely access to the medicals. A number of RDF instructors observed that 'the issue of medicals will be a big one'. The IMG noted that part of the problem was access to medicals due to a lack of medical officers.
 - In one location it was suggested that 2014 should focus on preparation and up skilling of trainers; that would imply that their role as trainers would not commence until 2015.
 - Developments in the use of corrective action in recent years in the Permanent Defence Force training were mentioned as an area for up skilling. Some RDF instructors were alert to the challenges in this aspect of training; others viewed it as simply a communication matter. Given the experience of the IMG in 2004, 2008 and again in 2014 the area of corrective action will always be a challenge to the Defence Forces and is more than simply an exercise in communicating a document. Perhaps understandably there was inadequate awareness of the development/advances in recruit selection and training that have become part of the Defence Forces since 2008 and which are now being applied to the RDF - and the implications of same.
 - It seemed to the IMG that very significant involvement of Permanent Defence Force NCOs /trainers was anticipated by the Reserve in all locations. However, there also seemed to be some confusion between the PDF and the RDF on the structure of the training component and whether it would be delivered by the PDF or the RDF or both. The IMG noted that this has implications for the leadership of the Permanent Defence Force at unit level.
 - Preparation of trainers was emphasised and the reality that personnel cannot be mandated to present for training. However short notice was often the issue in that employers might be unable to free an individual. The two week Specialised Instructor Course was mentioned. A possible solution offered was that the course be run over a three month period on a type of modularised basis.
 - The RDF emphasised the impossibility of members being available for four weeks' training though the possibility of a two week session was stated. Their solutions included weekend training, breaking courses into shorter sessions, and planning the training on an eight month/twelve month basis. Again the IMG is alert to the implications of such a protracted delivery of training and up skilling
 - The suggestion that training would be the focus of a year planner that 'would allow family life to go on as well as RDF'.
 - In relation to attracting younger recruits it was suggested that more open days might offer insights on the opportunities for training and contributing to the community within the Single Force.
- Access to courses was identified as a motivator and likely to attract and retain members. Among courses mentioned were the public order course, tactics and weapons training.
- The IMG gave careful consideration to the observations of RDF personnel regarding the

Single Force development and its inherent challenges for personnel and the Permanent Defence Force. In light of the preparation done by Training and Education Branch (J7) the IMG accepts that modularisation of all training is probably not possible in all circumstances. The IMG is confident in the system that is now in place but it does not underestimate the demands on the Permanent Defence Force. The transition period into the Single Force concept may last longer in some units than others and it is possible that considerable demands may be experienced in places.

In April 2014 Training and Education Branch (J7) clearly identified the Training Syllabus in accordance with the Army Reserve All Arms Recruit Training Syllabus (TS RDF 16/2014). The training consists of

- Four Training Weekends
- Four Field Training Nights
- Two weeks Full Time Training

The Defence Forces already have the training system in place along with procedures to ensure training standards. A Permanent Defence Force officer will be assisted by PDF NCOs (appointed by the relevant Unit Commander). Their work is to guide, and where necessary, assist RDF Sub Unit and Platoon Commanders. Formation G7 staff with the assistance of Brigade Training Centres, will conduct training inspections and checks to ensure that the training is being done in accordance with prescribed criteria that include the Defence Forces Dignity Charter and all aspects of Administration Instruction A7. In addition, provision has been made for Pre-Course Orientation and Training for Instructors – Towards a Single Force concept.

Recommendation

IMG recommends that the reasons behind why such a high percentage of people who

applied under the RDF recruitment campaign did not turn up for the physical assessment test should be explored by the Department of Defence and the Defence Forces before the next recruitment campaign.

Recommendation

The IMG recommends an after action review of the RDF recruitment process in its entirety to be jointly undertaken by the Department of Defence and the Defence Forces.

Recommendation

The IMG recommends that up skilling of RDF personnel in the context of the Single Force concept should include developments in dealing with bullying etc. and the current options for dealing with complaints.

11 The Way Forward from 2014

The IMG has given careful consideration as to how the Defence Forces in partnership with the Department of Defence in the global context might continue to progress continuing development along with best investment of personnel, training, and money while at the same time monitoring the human resource aspect in fairness to any man or woman who might seek to become part of the Single Force. Describing the resource challenge and implications for capability the *Green Paper on Defence* (2013) states:

Military capability is a combination of equipment, personnel, training and education, infrastructure, organisation, planning, leadership and military doctrine. The delivery of military capability requires the combined efforts of the Defence Organisation, both civil and military.

The foreword to the *Green Paper on Defence* noted the 'significant change and modernisation (in the Defence Forces) that continues to be a leader in public sector reform' (2013, p.6). The IMG appreciates that modernisation is particularly evident in the work of the Human Resource Branch (J1) and Training and Education Branch (J7) whose combined strategy will be fundamental in ensuring the capacity of personnel to deliver. The challenge from 2014 will be to widen access to training and education across the Permanent Defence Force with an increased emphasis for enlisted personnel and in keeping with best practice in promoting dignity in the workplace for all.

IMG2 (2008) made many recommendations particularly in the area of human resource management etc. In 2014 this IMG makes fewer recommendations. However because of their nature they must therefore be vigorously pursued, beginning this year. In recommending the establishment of an 'oversight group' the IMG advises that it should be in place at the earliest opportunity.-

Recommendation

The IMG recommends the establishment of an Implementation Group comprising personnel from the Department of Defence and the Defence Forces to develop and manage an implementation plan for the recommendations made in this report. To ensure continued momentum this Group should have prepared a full implementation plan within three months of the publication of this Report. The Implementation Group should formally report to the Strategic Management Committee (SMC) every six months.

Recommendation

The IMG recommends the establishment of an Oversight Group comprising senior personnel from the Defence Forces, the Department of Defence, RACO and PDFORRA to monitor progress in the area of dignity at work. The Implementation Group's six monthly reports should be presented to the Oversight Group before these are submitted to the SMC.

Recommendation

The IMG recommends that a further independently chaired review of progress in the context of workplace dignity, bullying, harassment, sexual harassment and discrimination in the Defence Forces be conducted within a period of 60 months from the publication of this IMG Report.

Appendix A

IMG3 meetings

25 09 13	Plenary Meeting
21 10 13	Plenary Meeting
	Presentation Director of Human Resources (J1)
26 11 13	Plenary Meeting
	Presentation by Director Personnel Support Service
	Presentation by Defence Forces Gender, Equality and Diversity Officer
	Presentation by Defence Forces Head Chaplain
12 12 13	Plenary Meeting
	Presentation by Director of Training (J7)
	Presentation by OC 3 Infantry Battalion
18 12 13	Meeting with Robert Mooney, Department of Defence, (Chair and Secretary only)
10 01 14	Visit to Stephen's Barracks Kilkenny
	Meeting with OC
	Meeting with Recruits
	Meeting with Instructors tasked with training recruits
	Meeting with RDF personnel
	Meeting with PDF "RDF cadre" personnel
16 01 14	Plenary Meeting
	Presentation by RDFRA
	Presentation by School Commandant, Cadet School
21 01 14	Meeting with Ms Bernadette Kinsella, Deputy General Secretary, Joint Managerial Body, external/civilian member of the DCP Management Team since 2003, (Chair only)
29 01 14	Meeting with Brian O'Keeffe, RACO, (Chair and Secretary only)
	Meeting with Student Counsellor, Cadet School, (Chair and Secretary only)
04 02 14	Meeting with Ciaran Murphy, DoD, (Chair and Secretary only)
10 02 14	Plenary Meeting
	Presentation by Mr. Flemming Vinther, Chairman of the Danish Association HKKF
19 02 14	Meeting with ODF, (Chair and Secretary only)
25 02 14	Plenary Meeting
28 02 14	Meeting with Director Personnel Support Service, (Chair and Secretary only)
04 03 13	Meeting with crew of LÉ Róisín
11 03 14	Meeting with Chief of Staff, (Chair only)
	Meeting with Deputy Chief of Staff /Support, (Chair only)
	Meeting with Deputy Chief of Staff /Operations, (Chair only)
13 03 14	Visit to Air Corps HQ, Baldonnel
	Meeting with recruits
	Meeting with apprentices
18 03 14	Plenary Meeting
	Visit to Military College
	Meeting with recently commissioned officers

- 01 04 14 Visit to Air Corps HQ, Baldonnel
Meeting with Instructors tasked with training recruits
Plenary Meeting
- 08 04 14 Visit to Finner Camp
Meeting with OC
Meeting with 2* to 3* trainees
Meeting with Instructors tasked with training the trainees
Meeting with RDF personnel
Meeting with PDF "RDF cadre" personnel
- 09 04 14 Plenary Meeting
- 24 04 14 Meeting with Ms Bernadette Kinsella, Deputy General Secretary, Joint Managerial Body, external/civilian member of the DCP Management Team since 2003, (Chair only)
- 02 05 14 Meeting with Instructors in Cadet School
Meeting with cadets
- 16 05 14 Meeting with General Secretary, PDFORRA, (Chair and Secretary only)
- 23 05 14 Plenary meeting
- 29 05 14 Plenary meeting
- 03 06 14 Plenary meeting
- 12 06 14 Plenary meeting
- 25 06 14 Plenary meeting
- 30 06 14 Final Plenary meeting

Appendix B

HUMAN RESOURCE MANAGEMENT REPORTS, DOCUMENTS AND INSTRUCTIONS WITHIN THE DEFENCE FORCES SINCE 2008

Strategy Documents

Green Paper on Defence July 2013
Department of Defence and Defence Forces
Strategy Statement 2011 -2014
Defence Forces Annual Plan 2012
Defence Forces Annual Plan 2013

Reports

Department of Defence and Defence Forces Annual Report 2012
Department of Defence and Defence Forces Annual Report 2011
Department of Defence and Defence Forces Annual Report 2010
Department of Defence and Defence Forces Annual Report 2009
Department of Defence and Defence Forces Annual Report 2008

Orders/Regulations and Admin Instructions

DFR A11 – Leave
DFR CS4 – Organisation of the Defence Forces March 2013.
Admin Instr Part 10 (5 amendments since 2008)
Admin Instr A11 – Leave
Admin Instr CS5 – Overseas
Admin Instr A3 – Cadets
Admin Instr A7 - Chapter 1 (Draft Amendment)
Admin Instr A7 – Chapter 3 (CRDT)
ADMINO 2 of 2012 – Reorganisation of PDF
ADMINO 1 of 2013 – Reorganisation of RDF
GRO 1 of 2010 – Defence Forces Health and Safety Risk Management
Army Order 02/2013 – Chief of Staff’s Risk Management Policy for the Defence Forces

Conciliation Council Reports

CCR 416 Competition for the award of Cadetships in the Defence Forces 2009
CCR 425 Update of Undertakings
CCR 432 Competition for the award of Cadetships in the Defence Forces 2010
CCR 436 Rewrite of DFR A11 and associated Admin Instructions
CCR 437 Rewrite of the existing leave arrangements in order to ensure that officers suffer no loss arising from overseas service.
CCR 438 Term of Service for Post 94 Enlisted Personnel
CCR 441 Rewrite of Defence Forces Regulations A11 and associated Admin Instructions.
CCR 442 Review of Study Leave, Exam Leave and Leave to attend Seminars/Courses during normal working hours.
CCR 446 Undertakings
CCR 447 Promotion System for Officers up to and including the Rank of Colonel (and NS Equivalents).
CCR 448 NCO Promotion Agreement.

Other Publications

Defence Forces Action Plan on the Implementation of UNSCR 1325

Defence Forces Information Handbook, January 2011

Defence Forces Information Handbook, April 2014

Terms & conditions and general information regarding Officer Cadetships in the Defence Forces 2013

Conditions governing the appointment of Medical Officers in the Defence Forces Medical Corps 2013

Terms & conditions and general information regarding Aircraft Mechanic Apprenticeship (Bachelor of Engineering in Military Aviation Technology) in the Air Corps - 2013

Terms and conditions governing the enlistment of Engine Room Artificers in the Naval Service in 2013

Defence Forces Trainee Technician Scheme 2013 Information Booklet

Conditions governing the enlistment of instrumentalists in the Defence Forces School of Music in 2012

Appendix C

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-08

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL	PTES	CADETS	TOTAL
ARMY	1				21	48	41	111	3	1	32	108	144	200	13	468	
AIR CORPS						2	2	4	1		3	10	14	13	1	32	
NAVAL SERVICE					2	10	11	23			9	9	9	35	3	70	
TOTAL	1				23	60	54	138	4	1	35	127	167	248	17	570	

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-09

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL	PTES	CADETS	TOTAL
ARMY	2				19	43	47	111	3	1	32	109	145	194	12	462	
AIR CORPS						4	1	5	1		4	10	15	12	1	33	
NAVAL SERVICE					2	10	11	23			9	9	9	34	6	72	
TOTAL	2				21	57	59	139	4	1	36	128	169	240	19	567	

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-10

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL	PTES	CADETS	TOTAL
ARMY					1	18	41	51	111	2	1	33	109	145	200	11	467
AIR CORPS							4	2	6	1		4	9	14	12		32
NAVAL SERVICE						2	10	14	26			8	8	8	34	2	70
TOTAL					1	20	55	67	143	3	1	37	126	167	346	13	569

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-11

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL	PTES	CADETS	TOTAL
ARMY					2	19	46	45	112	2	1	35	119	157	194	4	467
AIR CORPS							2	3	5	1		4	13	18	7	1	30
NAVAL SERVICE						3	13	12	28				11	11	28	1	68
TOTAL					2	22	61	60	145	3	1	39	143	186	229	5	565

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-12

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL PTES	CADETS	TOTAL	
ARMY					2	26	43	43	114	2		33	120	155	209	4	482
AIR CORPS							2	2	4	1		4	13	18	8		30
NAVAL SERVICE						6	12	10	28			2	10	12	28	2	70
TOTAL					2	32	57	55	146	1	2	39	143	185	245	6	582

TABULAR STATEMENT
STRENGTH OF FEMALES IN THE PERMANENT DEFENCE FORCE
31-Dec-13

	LT	MAJ	BRIG	COL	LT	COM- DT	CAPT	LT	TOTAL SM	BQMS CS	CQMS	SGTS	CPLS	TOTAL PTES	CADETS	TOTAL	
ARMY					2	27	35	42	106	1	1	43	119	164	182	3	455
AIR CORPS							5	2	7	1		6	11	18	7		32
NAVAL SERVICE						6	9	11	26			2	10	12	26	1	65
TOTAL					2	33	49	55	139	1	1	51	140	194	215	4	552

Appendix D

The 'nine grounds' or areas of discrimination for which an individual can make a complaint under the *Employment Equality Acts, 1998-2011*

Gender

You are entitled to equal treatment at work whether you are:

A man, a woman or a transgender person.

Special protection is provided for pregnant employees and in relation to maternity leave.

Civil Status

You are entitled to equal treatment at work whether or not you are:

Single, married, separated, divorced or widowed, or, in a civil partnership, or formerly in a civil partnership that has ended by death or been dissolved. *

Family Status

You are entitled to equal treatment at work whether or not you are:

A parent of a person under 18 years, or,

The resident primary carer of a parent or a person with a disability.

Sexual orientation

You are entitled to equal treatment at work whether or not you are:

Gay, lesbian, bisexual or heterosexual (straight).

Religion

You are entitled to equal treatment at work no matter what your religious beliefs are or even if you hold no religious beliefs.

Age: (EXEMPT: DEFENCE FORCES)

You are entitled to equal treatment at work if you are any age over the legal school-leaving age.

Race

You are entitled to equal treatment at work no matter what your race, skin colour, nationality or ethnic origin is.

Traveller community

You are entitled to equal treatment at work if you are a member of the Traveller community who are identified both by Travellers and others as people with a shared history, culture and traditions, identified historically as a nomadic way of life on the island of Ireland, and share the traditions and culture of Travellers in Ireland.

Disability: (EXEMPT: DEFENCE FORCES)

You are entitled to equal treatment at work if you have a disability, for example physical, intellectual, learning, cognitive or emotional. Disability could also mean that you suffer from a particular medical condition.

*Note: Changes to the Marital Status Ground took place following the enactment of *Civil Partnership and Certain Rights and Obligations of Cohabitants Acts* in January 2011; Section 2(1) of the Act of 2000 was amended as above by deleting 'marital status' and by inserting in the definition, 'near relative', 'or civil partner within the meaning of the Civil Partnership and Certain Rights and Obligations of Cohabitants Act 2010', after 'spouse'. The Act of 2000 is amended by substituting 'civil status' for 'marital status' wherever it appears.

Appendix E

Definitions: Harassment, Sexual Harassment

New Code of Practice: S.I. No.208/2012 – Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2012

Harassment

Harassment is defined in section 14A(7) of the Employment Equality Act as any form of unwanted conduct related to any of the discriminatory grounds which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

Sexual Harassment

Sexual harassment is defined in section 14A(7) of the Employment Equality Act as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

Definition: Workplace Bullying

Note: In Ireland workplace bullying is defined under the *Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work, 2007*. This Code comes under the *Safety, Health and Welfare at Work Act, 2005*.

Bullying

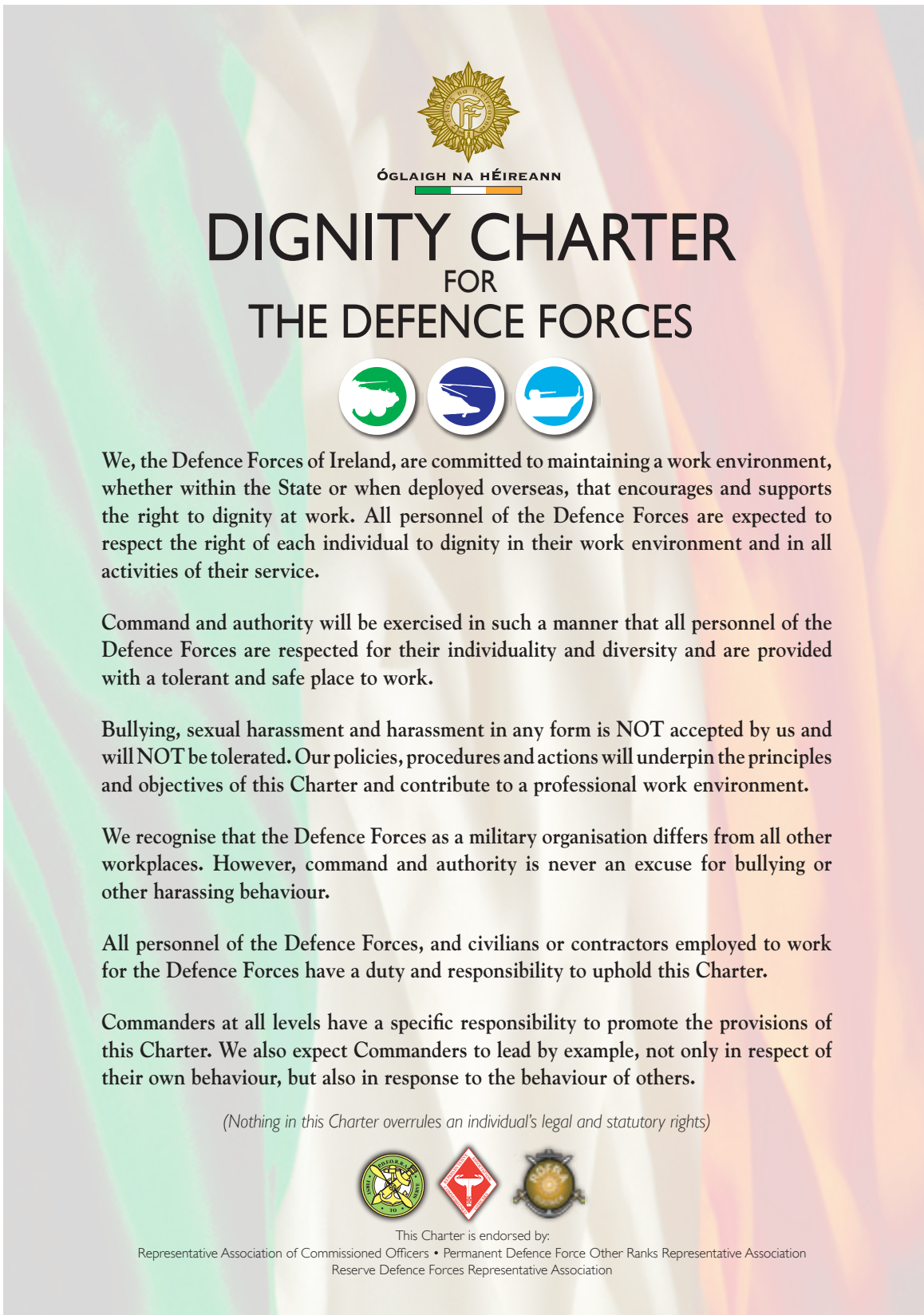
Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once off incident is not considered to be bullying.

Appendix F

Cadet School: Irish Culture, Heritage and Social Studies

Subject	Context	Hours
Celtic roots	Celtic inheritances Ireland's cultural & cultural legacy	2
Culture & a changing society	Transitions & transformations Old indigenous Irish life versus new more ambiguous, transitional, increasingly urban Irish reality	5
Collision culture	Unanticipated consequences of accelerated modernisation (2) An understanding of Irish suicides: Durkheim's theory Impact of suicide on the individual, family, system & culture (1) Irish male masculinity in crisis (2) The role of women (1) Feminism, masculinity and equality (1) Relationships, family & marriage in the 21st Century (1)	10
Is Catholicism dead?	The changing nature of religion in Irish culture	3
Addiction & related issues	Alcoholism & the addiction cycle (2) Adult children of alcoholics (ACOA) (2) Drug use, abuse & dependency (2) Modern Man's Search for Meaning: Victor Frankl's philosophy of logotherapy Coping & resiliency factors (1) Self evaluation & reflection: Andrew Weil (1)	10
Towards an understanding of multicultural Ireland & a multicultural Island future	Monoculturalism & multiculturalism Cultivating pluralism: Psychological, social & cultural perspectives on a changing Ireland	3.5
Racism & social change in the Republic of Ireland	The psychology of racism; racism & social change in Ireland	3.5
Ireland's cultural & heritage legacy	Works of nature & imagination Illuminations on Ireland & the Irish in songs, poems, sports, food, music & mythology	3
Cadet research time	At the School Commander's discretion	10


Appendix G



The cover page features a background of the Irish flag. At the top center is the Defence Forces crest, a gold sunburst with a shield containing the letters 'DF'. Below it is the text 'ÓGLAIGH NA HÉIREANN' with a small Irish tricolor bar. The main title 'DIGNITY CHARTER FOR THE DEFENCE FORCES' is centered in large, bold, black letters. Below the title are three circular icons: a green one with a white silhouette of a person, a blue one with a white silhouette of a hand, and a white one with a blue silhouette of a ship. The text of the charter is arranged in several paragraphs, followed by a disclaimer in italics. At the bottom, three logos are displayed: the Representative Association of Commissioned Officers (a green circular logo), the Permanent Defence Force Other Ranks Representative Association (a red diamond logo with a white 'T'), and the Reserve Defence Forces Representative Association (a gold circular logo). Below these logos is the text 'This Charter is endorsed by:' followed by the names of the three associations.

ÓGLAIGH NA HÉIREANN

DIGNITY CHARTER FOR THE DEFENCE FORCES



We, the Defence Forces of Ireland, are committed to maintaining a work environment, whether within the State or when deployed overseas, that encourages and supports the right to dignity at work. All personnel of the Defence Forces are expected to respect the right of each individual to dignity in their work environment and in all activities of their service.

Command and authority will be exercised in such a manner that all personnel of the Defence Forces are respected for their individuality and diversity and are provided with a tolerant and safe place to work.


Bullying, sexual harassment and harassment in any form is NOT accepted by us and will NOT be tolerated. Our policies, procedures and actions will underpin the principles and objectives of this Charter and contribute to a professional work environment.

We recognise that the Defence Forces as a military organisation differs from all other workplaces. However, command and authority is never an excuse for bullying or other harassing behaviour.

All personnel of the Defence Forces, and civilians or contractors employed to work for the Defence Forces have a duty and responsibility to uphold this Charter.

Commanders at all levels have a specific responsibility to promote the provisions of this Charter. We also expect Commanders to lead by example, not only in respect of their own behaviour, but also in response to the behaviour of others.

(Nothing in this Charter overrules an individual's legal and statutory rights)



This Charter is endorsed by:
Representative Association of Commissioned Officers • Permanent Defence Force Other Ranks Representative Association
Reserve Defence Forces Representative Association

Appendix H

REVIEW OF RECOMMENDATIONS OF SECOND REPORT OF THE INDEPENDENT MONITORING GROUP

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
1	<p>Changing Culture</p> <p>The focus on driving responsibility for HR beyond the HRM Section to those with command of men and women throughout the Organisation should continue.</p>	DHRM	Implemented	D HRMS proactively involved in providing briefing and HRM related training as part of all Defence Forces Career Courses for both officer and NCO. The focus of these briefings and training is to devolve the responsibility for HR to unit and sub unit level.	Currently scheduled to Brief Orderly Room Cpls (13 Mar 14) and C&S Cse (31 Mar 14).
2	<p>The importance of regulatory reform should continue to be reflected in the allocation of necessary resources to this area of work.</p>	DHRM DLS	Implemented	<p>A Defence Forces Regulatory Review Group, consisting of two senior officers, has been working from the Military Administration School, The Military College, since June 2006.</p> <p>In April 2007, the Deputy Chief of Staff (Support) issued the "Review and Amendment Framework Instruction", which prescribes, in detail, the regulatory process.</p> <p>The Director of Administration and Principal Officer, Legislation Branch, co-chair coordination meetings on a regular basis. The Defence Forces Regulatory Review Group works closely with the Legislation Branch, Department of Defence, in the formulation of both the Defence Force Regulations (New Series) and the Administrative Instructions (New Series).</p>	<p>Amdt and promulgation of DFRs and Admin Instrs ongoing by SO A Admin, DJI as required.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
3	The Dignity Charter and New Entrant's Handbook should be redesigned from time to time to guard against dilution. *See Ser 10 also	DHRM	Implemented	Dignity Charter has been updated. The revised Charter was distributed to all units in Q2 2010. A new Information Handbook was finalised in Q2 2011 and has been distributed to all personnel	
4	The existing exit questionnaire be discontinued and that resources be concentrated on further exploration of mid-career issues in the context of career development and retention of personnel.	DHRM	Implemented	Exit Questionnaire discontinued Feb 09 'Your Say' Climate Survey Report 'Well-being in the Defence Forces' Report completed.	A revised Defence Forces Information Handbook was published in April 2014 and is being circulated to all members.
The New Entrant - Induction and Training					
5	The duration of the cadetship for each of the three services varies in length the period of training of each of the respective syllabi should be of fixed duration.	DDFT	This is an on-going process	Army Cadetship- 15 Months approved. Naval Service Cadetship- 36 Months approved. AC Cadetship- Board Report submitted. The review of this report to be finalised by end of Q1 2013.	AC Cadetship Board Report -Recommendations regarding the selection process are being implemented in the 2014 Cadetship. Recommendations regarding selection criteria: age, duration of cadetship remains under review. Army Cadetship – 15 months (TS 129/10). NS Cadetship – 36 months (TS 74/07) AC Cadet Pilot Wings approved. (TS 57/13) – 24 Months

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
6	An overall review of the apprentice-training scheme	DDFT	This is an on-going process	Relevant technical Corps Directors have been consulted with regard to their respective training schemes and the focus on on-the-job training that is in place. Initial submissions received at the end of Q1 2012.	Review Complete – TI Drafted covering both TTS and Apprenticeships.
7	All apprentices should be made aware of the details of criteria for assessment and marking schemes for ongoing assessment.	DDFT	Implemented	All Defence Forces Apprentices schemes are in compliance with Public Service FÁS schemes.	SOLAS replacing FÁS.
8	The inclusion of psychometric testing should be considered for recruit selection.	DHRM	Implemented	Psychometric Testing now standard element of recruit selection process.	Psychometric Testing remains a standard element of recruit selection process.
9	The “soft landing” period should last from three days to a maximum of one week with some elements (career progression, pension etc) moved to later in the training course.	DDFT	Implemented	Recruitment & Selection Review Group Report recommendation implemented by end of Q1 2013.	TS 29/12 incorporates a two week ‘soft landing period’.
10	*See ser 3 also The planned publication for versions of the New Entrant’s Information Handbook for the Air Corp, the Naval Service and the RDF should be proceeded with ASAP.	GOC AC FOCNS	Implemented	A new Information Handbook has been distributed to all personnel.	2011 & 2014 versions of the Defence Forces Handbook incorporate all three services Army, Air Corps & Naval Service.

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
11	The appointment of a student counsellor to be extended to all Institutions involved in Recruit training and the title counsellor to be replaced.	DHRM DDFT	Implemented	A qualified officer has been posted to the appointment at DFHQ level, located in External Education DDFT and is available to provide counselling where required.	The title Student Counsellor will be replaced by "Student Liaison Officer (SLO)". It is proposed that there will be a SLO available in all locations where training is taking place and that SLOs at local level will be supported by a Chief SLO.
12	The point at which Final Approval is programmed in recruit training should be reviewed.	DHRM	Implemented	Review complete. Paragraph 22 of Defence Forces Regulation A10 amended to reflect extension of period of Final Approval from three to four months.	
13	The current process of reviewing cadet training through a study of officers when they have taken up duty should be extended to all categories of new entrant training and continued on an ongoing basis	DHRM	Implemented	Statement of Policy in Annual Training Directive. Covered in Training Instruction on Quality Assurance in Training.	Both internal and external review now completed as part of the BALMDS programme in collaboration with ITC. The DF Registrar conducts syllabus and programme review for all courses completed as part of the programme. TI 07/2011 outlines the internal review procedure and completion of the 725 (Course Report).

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
	<p>Robust Training & Corrective Action (CA)</p>				
14	<p>Greater emphasis should be placed during initial training, through review measures, on ensuring that new entrants understand what is and is not bullying & harassment and inappropriate behaviour.</p>	DDFT DHRM	Implemented	<p>Syllabi for induction courses have been revised.</p>	<p>TS 29/12 Recruit Training induction period over 2 weeks includes the issue of an information pack to each recruit which includes:</p> <ul style="list-style-type: none"> • A7 Chapter I <ul style="list-style-type: none"> – Interpersonal relationships in the DF • Dignity Charter for DF • Duty, dignity, respect booklet • Drugs awareness booklet • Military code of practice for instructors & students in the training environment <p>The Coy Comdr/ Pl Comdr & NCOs deliver lectures on Dignity Charter & codes of conduct as above.</p>
15	<p>The Training Directive (TI 06/2004) and the workshop on corrective action, that is conducted as part of pre-orientation course for instructors should be reviewed.</p>	DDFT	Implemented	<p>Training Syllabus INF 56/2006 – Pre Course Orientation for Instructors is now mandatory for all career courses</p> <p>Corrective Action is included as part of the annual seminar for Cadet School/Brigade Training Centres including Air Corps & Naval Service scheduled annually.</p>	<p>No change</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
16	Training establishments should regulate for their own corrective action guidelines in Unit Standing Orders.	DDFT	Implemented	The new TI07/2011 on the Conduct and Administration of Authorised Courses in the Defence Forces stipulates the necessary items for inclusion in training institutions' Standing Orders. This includes guidelines for corrective action, Positive Reward System, Dignity Charter, Re-Testing Policy, Codes of Practice for Instructor and Student, Complaints Procedure, Pre-Course Briefings, Standing Orders, Codes of Practice and Corrective Action prior to the commencement of a course. Pre-Course Training for attached instructors is necessary in order to familiarize them with the ethos and standards of the Unit.	
17	Wider use of case studies in the area of corrective action; these case studies should be used in training and should form part of the pre-course orientation workshops on corrective action.	DHRM	Implemented	Instructor seminars focus on corrective action.	No change. The Defence Forces Academic Council has representatives from all DF Schools and Colleges. It offers a forum for all training and education related matters including corrective action.
18	Training establishments should regularly discuss and assess the corrective action in force.	DDFT	Implemented	Instructor seminars focus on corrective action.	No change. The Defence Forces Academic Council has representatives from all DF Schools and Colleges. It offers a forum for all training and education related matters including corrective action.

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
19	Training establishments should regulate for their own corrective action guidelines in Unit Standing Orders.	DDFT	Implemented	The new TI07/2011 on the Conduct and Administration of Authorised Courses in the Defence Forces stipulates the necessary items for inclusion in training institutions' Standing Orders. This includes guidelines for corrective action, Positive Reward System, Dignity Charter, Re-Testing Policy, Codes of Practice for Instructor and Student, Complaints Procedure, Pre-Course Briefings, Standing Orders, Codes of Practice and Corrective Action prior to the commencement of a course. Pre-Course Training for attached instructors is necessary in order to familiarize them with the ethos and standards of the Unit.	
20	The Training Diary should be amended to include a separate section for recording corrective action.	DHRM	Implemented	Adding a Corrective Action Log to the Training Diary is not considered practical. The new TI 07/2011 on the Conduct and Administration of Authorised Courses in the Defence Forces stipulates the necessary actions to be taken to record corrective actions. This is considered as meeting the intention of the recommendation.	

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
	<p>Supporting the Individual and the Organisation</p>				
21	<p>The work of the Consultative Committee in guiding, supporting and monitoring Designated Contact Persons should continue.</p>	DDFT	Implemented	<p>The Consultative Committee completed a review of the Designated Contact Persons (DCP) training syllabus in 2010 following which a number of amendments were agreed and are now incorporated in all DCP Training Courses. Existing DCPs have been briefed regarding the new amendments.</p>	<p>. In 2012 the DCP course and DCP Trainers' course were entered onto the DF Training Management System, thereby capturing the skill and qualification on the individual's personal record.</p>
22	<p>Designated Contact Persons to receive continued support from Unit Commanders.</p>	DHRM	Implemented	<p>Progress in this area is discussed and monitored at twice yearly conference with Formation Special Staff Officers.</p>	<p>A refresher course for DCP Trainers and senior, active DCPs will be held in the near future. Personnel who avail of this course will then be used to conduct DCP courses at Bde / Fmn level by the end of 2014.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
23	Continued monitoring of Personnel Support Services to ensure sufficient expertise and resources.	DHRM	Implemented	<p>OIC Personnel Support Services engages with CISM Network Ireland and participates in courses in NUJM.</p> <p>3 leaflets published and distributed to all PSS Offices on Suicide, Personal Crisis and Stress Management.</p> <p>CISM Booklet issued to all personnel.</p> <p>Head Social Worker appointed</p>	<p>STORM (Skills-based Training on Risk Management) has been rolled out.</p> <p>OIC Personnel Support Services continues to engage with CISM Network Ireland and participates in courses in NUJM. OIC PSS is the PRO for CISM Network Ireland.</p> <p>Suicide Booklets published and distributed to all PSS Offices. CISM Booklet issued to all personnel.</p> <p>Two new part-time Social Workers appointed in Finner and Galway/Limerick.</p> <p>New GRO published on CISM.</p> <p>Benefits and Taxes poster issued after the budget issued.</p> <p>Working Group on Bereavement established by OIC PSS.</p> <p>New Stress Debriefs prior to and on return from overseas being developed.</p> <p>PSS restructured in the DF re-organisation.</p> <p>Appointment of Deputy OIC PSS in DFHQ.</p> <p>Continue to provide pre-retirement courses each year.</p> <p>17 Mediators trained in the PSS.</p> <p>Continue to engage and provide training on CISM for other Departments.</p> <p>Planning for the replacement of OIC PSS in progress.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
23	Continued monitoring of Personnel Support Services to ensure sufficient expertise and resources.	DHRM	Implemented		<p>PSS continue to attend external training for validation.</p> <p>PSS keep abreast with contemporary knowledge in the field of EAP.</p> <p>PSS continue to receive appropriate training and support to cope with traumatic events.</p>
24	Distribution of Tac Aide with contact details of support services to resume.	DHRM	Implemented	TacAide has been issued to all personnel.	
25	Review of the internal redress system and procedures.	DOD	This is an on-going process.	<p>Review commenced by Litigation Branch in Q4 2012 and the context of that Branch's Business Plan for 2013 is scheduled for completion in Q2.</p>	Review Ongoing
26	Brigade/Formation training monitoring teams similar to Eastern Brigade model to be established throughout Defence Forces.	DDFT	Implemented	<p>D DFT have developed a Training Instruction to standardise the implementation and composition of Brigade/Formation Training</p> <p>Monitoring Teams to monitor all training activities and courses with particular emphasis on implementing strict procedures and guidelines for all courses and to provide support and advice for all personnel involved in training.</p>	<p>Brigade/Formation training monitoring Teams established. Formally inserted into Brigade SOPs. 11 inspections took place in 2013 and 3 in Q1 2014. Will be an ongoing process.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
27	Company Sergeants should be considered priority in relation to interpersonal relationship training and leadership development.	DDFT DHRM	Implemented	Interpersonal relationship training and leadership development is included in Senior NCO Leadership Seminars which are run on an annual basis Training on interpersonal relationships and leadership development is now incorporated in Senior NCO career course. Senior NCOs attend leadership courses and seminars in international settings	No change
28	Potential NCO syllabus to devote particular attention to developing self awareness, managing/mentoring, understanding how attitudes are developed and the power of example & influence as NCOs.	DDFT	Implemented	A revised syllabus dealing with issues such as developing self awareness, managing/mentoring, understanding how attitudes are developed and the power of example & influence, has been authorised and is in place across the Defence Forces.	

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
29	<p>Supporting the Instructor</p> <p>With effect 01 Jan. 2009, minimum of one Specialised Instructor Course (SIC) to be run in each quarter year and to be provided for in Annual Training Directive.</p> <p>Permanent instructors posted to an institution without having completed a SIC but must complete the next quarterly SIC.</p> <p>Only SIC qualified instructors should be employed as temporary instructors in general training institutions</p> <p>Recommendations of the IMG in 2004 re 'Instructor' badge be implemented.</p>	<p>DDFT</p> <p>DHRM DDFT</p> <p>DHRM DDFT</p> <p>DHRM</p>	<p>Not Implemented</p>	<p>SIC courses are scheduled and completed each quarter.</p> <p>Permanent instructors required to complete next available SIC courses.</p> <p>The concept of an 'Instructor' badge has been explored and it is felt that the awarding of a Specialised Instructor Allowance is sufficient reward and recognition for DF Instructors. The awarding of badges for courses completed is not part of Defence Forces culture and the awarding of an 'Instructors' badge would set an unwelcome precedent.</p>	<p>Ongoing as required.</p> <p>The DF Academic Council is developing an options paper for consideration by the General Staff on the issue of Instructors.</p> <p>An instructor badge is not awarded.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
30	Criteria (Desirable & Essential) for selection of instructors should be standardised for similar institutions across the Defence Forces.	DDFT DHRM	Implemented	Proposals and recommendations of the Academic Council are being converted into a paper for consideration by the General Staff. It is anticipated that the initial draft of this paper will be ready in Q2 2014.	Proposals and recommendations of the Academic Council are being converted into a paper for consideration by the General Staff. It is anticipated that the initial draft of this paper will be ready in Q2 2014.
31	Procedures for selection of Officer Commanding Cadet School to be revised inviting all officers of Lt Col Rank to apply.	DDFT	Implemented	Expressions of interest will be invited from Lt Cols before the vacancy arises and Chief of Staff will select Officer Commanding Cadet School.	Appointment filled through this method in May 2013.
32	Access to suitable accredited external courses should be made available to all instructors on an ongoing basis.	DDFT DHRM	Implemented	In 2008/2009 D DFT arranged for a Training and Education Cse delivered by NUIG for Officers and NCO instructor representatives from all of the Defence Forces Authorised Training institutions. This course is accredited at Level 6 on the National Framework of Qualifications (NFQ). All Defence Forces personnel also have access to other external education programmes e.g. Personnel abroad on courses, USAC Scheme, TI 5/200 – Cse Specific to DF requirements, Training Instruction 4/200 - Refund of Fees Scheme, Trainee Technician Scheme.	In 2008/2009 D DFT arranged for a Training and Education Cse delivered by NUIG for Officers and NCO instructor representatives from all of the Defence Forces Authorised Training institutions. This course is accredited at Level 6 on the National Framework of Qualifications (NFQ). All Defence Forces personnel also have access to other external education programmes e.g. Personnel abroad on courses, USAC Scheme, TI 5/200 – Cse Specific to DF requirements, Training Instruction 4/200 - Refund of Fees Scheme, Trainee Technician Scheme.

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
33	Immediate review of staffing levels of general training institutions with the aim of facilitating the release of instructors for career courses and overseas service.	DDFT DSPO DHRM	Implemented	The staffing levels of general training institutions set out in the new CS4 reflect the requirement to facilitate the release of instructors for career courses and overseas service.	
34	Regular seminars for instructors at both institution and Defence Forces level should be included in Annual Training Directive from 2009 onwards.	DDFT	Implemented	Ongoing training for instructors (Officers and NCOs) from the Cadet School, Brigade Training Centres and (Air Corps and Naval Service equivalents) takes the form of seminars to be conducted at two levels; the institution and the Defence Forces. The scheduling of the Defence Forces level seminars is included in the Annual Training Directive. This facilitates a standardised approach to 'training trainers' across the organisation.	No change

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
35	Model for recruit training in use in 2 Eastern Brigade, if not already, should be adopted Defence Forces wide.	DDFT	Implemented	The new TI 07/2011 on the Conduct and Administration of Authorised Courses in the Defence Forces is designed to standardise training procedures and ensure quality training across the organisation. The model in 2 E Bde has formed the basis for elements of TI 07/2011.	TI 07/11 (amended 02 April 13) has standardised training procedures across the DF and it has been amended as required.
36	Formal links at instructor level to be established between general training institutions to aid standardisation.	DDFT	Implemented	Instructor Seminars are held annually in the Defence Forces where much of the focus is devoted to the issue of standardisation across Defence Forces training institutions.	No change

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37	<p>Career Development</p> <p>The agreed procedure governing the performance appraisal system should be strictly adhered to.</p>	DHRM	This is an ongoing process.	<p>With the move to a competency based promotion system having taken place during 2012, a new competency based performance appraisal document is being developed and is scheduled for completion in 2013. In addition, procedures governing performance appraisal is an agenda item at twice yearly Bde/ Fmn SSO Personnel Conference & Operational Commanders Conference.</p>	<p>A Competency Framework for the DF will be developed during 2014 in conjunction with External Consultants. RFT in relation to external consultancy ongoing.</p>
38	<p>Career progression courses for junior officers should provide increased instruction in the area of performance appraisals and appraisal interviews specifically.</p>	DDFT	Implemented	<p>Instruction on performance appraisal and appraisal interviews is now included on the Junior Command & Staff Course.</p>	<p>TS 64/12 (amended 11/13) to include Instruction on performance appraisal and appraisal interviews.</p>

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
39	The review of the NCO Performance Appraisal System should now take place.	DHRM	Implemented	A review of the NCO promotion system and performance appraisal mechanisms has taken place. Recommendations of the review are currently on hold as a competency based promotion and performance appraisal system is being introduced.	A Competency Framework for the DF will be developed during 2014 in conjunction with External Consultants. As part of the role out of the Competency Framework a redesign of the NCO Performance Appraisal System will be conducted.
40	Continued monitoring of the cadetship competition to ensure it remains effective as a means of providing enlisted personnel with access to the commissioned ranks.	DHRM	Implemented	Continued monitoring of numbers of applicants and successful candidates from Enlisted personnel ranks. 2009: 2 Successful O/Rank Candidates. 2010: 1 Successful O/Rank Candidate. 2011: 2 Successful O/Rank Candidates.	2012: 3 Successful O/Rank Candidates. 2013: 3 Successful O/Rank Candidates.
41	Human Resource Management section to undertake an awareness campaign once new promotion selection system for enlisted personnel is agreed.	DHRM	Implemented	A new competency based promotion system for enlisted personnel was introduced in 2012. An awareness campaign was conducted and included a briefing document for candidates and training for all interview boards.	

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
42	Human Resource Management Section to undertake awareness campaign once the finalised procedures for selection of enlisted personnel for career courses and overseas service are agreed.	DHRM	Implemented	Procedures governing selection of enlisted personnel for career courses and overseas service is an agenda item at twice yearly Bde/Fmn SSO Personnel Conference & Operational Commanders Conference.	In Q3 2013 the new CS 5 was promulgated. This instruction includes detailed procedures for the selection of personnel for overseas service. A group of Bde / Formation Reps were briefed on CS 5 in Q4 2013.
43	Appeals procedure governing selection for career courses and overseas service for enlisted personnel to be changed to ensure the appeals process can be exhausted before a Redress of Wrongs is pursued.	DHRM	Implemented	Appeals procedure is included in the document on selection of enlisted personnel for career courses and overseas service.	Appeals process continues to be included in CS 5.
44	Further development of a system for providing career advice to personnel.	DHRM	Implemented	Military Career Planning Office has been established in Human Resource Management Section (H).	Human Resources Branch (H) continues to provide the necessary resources and guidance to GOCs and Formation Commanders.

SER	2008 RECOMMENDATION	Section Tasked	Status	Action Taken	Update April 2014
45	<p>Continual Review of Progress</p> <p>Follow up review to take place before end of 2013.</p>	DOD	This is an ongoing process.	Review commenced September 2013.	Review expected to be complete in Q2 2014.
46	The review undertaken in 2013 should focus appropriately on the progress made by the RDF.	DOD	This is an ongoing process.	Review commenced September 2013.	Review expected to be complete in Q2 2014.

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*Note: Since 6 November 2012 this organisation has been re-constituted as Quality and Qualifications Ireland (QQI).

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