

Features of the Formation of an Officer of the Armed Forces as the Sole Leader (Manager) of a Military Organization

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Abstract:*Purpose: The aim of the study is to investigate the development of leadership and military management as the basis of effective management of the military organization. Methodology: The methodological basis of the study was the principles of historicism, objectivity and reliability. Main Findings: The authors have suggested three groups of elements of the leader's image in relation to the political leader are outlined, namely, personal characteristics – physical, psycho-physiological features, his character, type of personality, individual style of decision making; social characteristics – the status of a leader associated with the official position, as well as related to the origin, wealth. Applications: The research findings can be used by lecturers and graduate students of universities, military educational institutions and business management institutions. Novelty/Originality: In the paper for the first time it is singled out the main psychological and pedagogical properties of the military commander and his functions in modern military management.*

Keywords: military organization, leader, officer.

I. INTRODUCTION

The realization of the task of organizing rational military management depends on the maturity of an officer (military commander) as a leader; it is due to the need for victory in military operations and hostilities, confrontation. The basis for winning is the understanding of the goals of leadership by the officer himself in the practice of military management. The need for the effective establishment of a commander as the leader of a military organization in modern realities is taking into account practical military combat experience, scientific substantiation of the becoming, development and formation of the leadership qualities of the military man. The problem of leadership in a military team has always been highly relevant. Currently, scholars studying it indicate that an officer, due to his status, is the formal leader of his unit, but this is often not enough to effectively guide the subordinates in a difficult environment that imposes

additional requirements on the professional personal qualities of the officer.

The purpose of the article is to substantiate the theory of leadership, the leadership skills of the head of a military organization (unit) for effective management of the military organization; to substantiate practically and to define in qualitative indicators the significance of the managerial qualities of a modern military commander as the leader of a military organization (unit).

II. LITERATURE REVIEW

The problem of military leadership has had a scientific approach for ages and has been defined by such commanders as: Sun Tzu, Alexander Suvorov, Mikhail Kutuzov, Moltke the Elder, management scholars and philosophers A. Cottey [1], M. Armstrong [2], B. Horn [3], M. Weber [4], N. Berdyaev, F. Taylor [5] H. Emerson, and others. Modern scholars I. Bakhov [6], Ye. Yegorova-Gantman [7], N. Maheshwari [8], M. Matthews [9], V. S. Pokalishin [10], S. Yu. Polyakov, V. V. Stasyuk [11] and others, explore the problem of leadership, organization of military management in modern socio-economic realities.

We have chosen the field of military-political activity and military-political leadership not accidentally, because the history of mankind has witnessed a fruitful synthesis of the activities of prominent generals, military and political leaders of states, empires, republics in the persons of Persian kings Cyrus and Darius, Indian king Ashoki (Asoki), Roman leaders Gaius Marius, Mark Anthony, Julius Caesar, Russian emperor and commander Peter I, Ukrainian hetman B. Khmelniisky, Napoleon Bonaparte in modern times and D. Eisenhower, Ch. de Gaulle in contemporary ones.

A military manager – commander – is, for the subordinates, an undoubted, definite leader. A military manager is a professional administrator, a person with special knowledge, talent and some information on the latest technology in the field of organization of the combat use of weapons and management of a military organization [6].

Taking into account scientific and practical analysis of literary sources as well as our own practical research, as far as defining the qualities of a military leader (manager) as a team leader, we believe that a military manager can be a leader when he is oriented toward spirituality: love, faith, hope, goodness, justice, freedom, dignity, which become the principles of his professional activity.

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According to the analysis of the questionnaire: "How do you see your commander (leader)?", for cadets – future officers – he is a mentor, senior associate, adviser, bearer of knowledge, culture, morals, who can and wants to understand, to help; he is also an authority that cannot be "bypassed," who is as demanding of himself as he is of them; he is an organizer who appreciates not only his own opinion, but also the opinions of others.

Leadership is the appearance of a special status in the leader or some other member of a group. This status is characterized by relationships based on trust, authority, recognition of a high level of qualification, readiness to support in all endeavors, personal likes, the ability to learn and adopt experience. Leadership is an objective phenomenon that characterizes the relationship between people in a group. It is generated by the needs and practices of informal management. Leadership can be manifested differently, but in a group, there always is a person who has special authority and trust with most of his members. This trust arises as a result of his human qualities, qualification, attitude toward the cause and people. A person who has this status in a group is called a leader. Thus, when an informal leader comes to power, his power is significantly strengthened, tasks are accomplished faster, the efficiency of the organization increases, and managing his team becomes much simpler [12].

Thinkers from the East and the West have long tried to reveal the secrets of military and state leadership. It is noteworthy that ancient Chinese political and military thinker Sun Tzu set forth his well thought-out and experienced personally ideas on military-political leadership in the book "The Art of War." Researchers of the Chinese spiritual tradition believe that each of the prominent thinkers had in his life some misfortune, which turned into a source of creative inspiration - "fen." Thus, ZuoQiu lost the "the world of eyes" and wrote "The Wise Men's Speech on Different States," Han Fey was in prison and wrote "How Difficult it is to Teach," and Lao Tzu was expelled from his homeland and left to mankind as a legacy the collection "Tao Te Ching." Sun Tzu was mutilated (his legs were cut off) on orders of the rulers, and he crystallized his thoughts in prison.

Irony of circumstances: academician M. Conrad a well-known orientalist, translated into the Russian language military works by Sun Tzu and Wu Tzu also in exile in Siberia at the beginning of the Second World War [13].

War, according to ancient Chinese thinker Sun Tzu, is the most important thing for the state; it is a matter of life and death; it is either the continuation of state existence or the death. "A commander who understands the essence of war," he wrote, "governs the fate of the people and is the lord of state security" [14].

In his reflections, Sun Tzu (Sun Bin) proceeded from the principle of the dominant role of politics and political activities in relation to war and its management, of the supremacy of political leadership over military one. "A usual rule of war, - the ancient Chinese theorist wrote, - is as follows: a commander, having received an order from the (political) ruler, gathers the army and concentrates forces" [14].

Wu Tzu was another prominent ancient Chinese theorist of war, who, in the V - IV centuries BC, in his treatise "On the

Conduct of War" [14] (published in the translation of acad. M. Conrad for the first time in Russian in 1950) [13], emphasized the importance of studying military history by statesmen as a precondition for victory in wars of the future. Political and state leaders should be "militarily prepared," they should pay attention to the development of military affairs. Victory - according to Wu Tzu - depends on managing the state, on the combat training of troops. Army wins through organization and discipline as well as through skillful leadership.

As Stasyuk, V. V. remarks, "A commander, who enjoys the authority of his subordinates, positively influences them. The decisions of an authoritative and those of a non-authoritative commander are perceived by the subordinates differently. In the first case, an instruction is perceived without any internal resistance, readily; it is executed, as a rule, without any additional administrative pressure. Orders of an unauthorized commander always provoke anxiety, and distrust of such a leader turns into distrust of his decisions" [11].

The division of powers between military and civilian leadership was a generally accepted phenomenon in ancient China. Preparation for a war was carried out by the ruler and his surroundings, but their role ended with drawing up the plan. After this, Sun Tzu notes, "the ruler acts in his council and engages in affairs of management, and the warlord is fully responsible for the war" [13]. There was a kind of division of functions: the ruler reserved to himself all the affairs of internal management, and the conduct of the war was handed over to the commander.

In another military treatise authored by renowned military leader Wu Tzu, we read: "A wise ruler... necessarily develops civilian foundations in his country, and keep his military force ready against his enemies" [15]. That is, Wu Tzu, just like Sun Tzu, also highlights two foundations of civil life – the civilian one and the military one [16].

III. PROPOSED METHODOLOGY

The transformation of the Ukrainian military higher education system in accordance with the principles proclaimed in the Bologna Declaration suggests the possibility of comparing the results of its impact on leadership features formation with similar indicators of higher education systems in countries within the global educational space. Meanwhile, a special methodology is required for a meaningful comparison of the educational levels of respondents with due account for the current national specifics.

In the current research the main applied research methods are: a retrospective analysis and literature review, an observation, a questioning, conversations, an interviewing, a design, a modelling, a monitoring. The theoretical methods have also been applied: analysis, synthesis, generalisation and systematisation of scientific sources, theoretical analysis, synthesis, comparison,

methods of logical abstraction (induction and deduction) contributing to implementation of historical-pedagogical analysis of military preparatory schools and pre-university military education development in Ancient China and Medieval Europe in order to define notions of the research, outline peculiarities of leadership features formation, specify leadership structure.

The analysis of scientific sources shows that at present in university practical activity the target pedagogical affirmations, which meaning is to form a competent-developed creative personality of future officers, acquire an integrative character and contribute to the effective and economical use of the pedagogical tools in achieving the goals.

When organizing an integral pedagogical process in a military education institution (officers' training and upbringing), we based on a combination of the following methodological approaches: humanistic, cultural, axiological, competence, communicative, person-oriented, system-activity, professionally-oriented, creative and integrative. All of them are used more often in combination bearing in mind a topic, a purpose and a direction of a research, based on the following principles: humanization, creativity (the ability to creativity), unity of the theory and practice, integration, steadiness and continuity.

In order to define notions of the research, outline peculiarities of leadership features formation, specify leadership structure were used empirical-diagnostic methods (discussions, questionnaire, testing, pedagogical observation, expert questionnaire) to study results of the educational activity and determine students' future officers' level.

Analysis of factors which influence the process of officers' leadership formation, pedagogic paradigms and methodological approaches have been revealed in the "Discussion" section of the manuscript as our work is both theoretical methodological and practical in character.

IV. RESULT AND DISCUSSION

Our research suggests that the current leader of a military organization acts as: a manager conferred with power and guiding the team of a military organization, a leader, a diplomat, a mentor, and an innovator.

Military activity requires initiative and creativity, which is due to the novelty and non-standard nature of tasks to be solved, new situations that arise constantly and that cannot be programmed and predicted in advance with all the careful prediction. In addition, this activity is round-the-clock normalized and tightly controlled vertically. The activity is carried out with significant social, material, legal, moral (under military conditions, the activities and relations between military personnel are regulated more strictly) and physiological restrictions [17].

M. Dragomirov, a famous military and political figure, infantry general in 1889 – the commander of the troops of the Kiev district remarked that "Individuals can adapt to masses, but masses cannot adapt to individuals: only the awareness of this truth gives individuals the power to control masses and inspire them with their thoughts" [18].

A military commander (manager) is a person who has deep knowledge and various abilities, has a high level of

culture, a resolute character, resistance to stress, who is honest, brave, etc., and, at the same time, prudent, able to be a model in everything [19].

The relevant opinion of general Dragomirov, M. I. "When a subordinate is afraid that he will be scolded, he feels an irresistible urge to scold his subordinate [18].

He who is accustomed to be afraid of his commander is thereby accustomed to be afraid of the enemy, for the commander asserts his demands on pain of punishment, and the enemy – on pain of death." is also relevant today for the formation of a commander in the Armed Forces as the leader of a military organization.

In the course of a questionnaire survey conducted by us among officers and cadets of military educational institutions, the teaching component of a military leader was noted; it was also noted that a military leader is the commander in a military team. Respondents added in questionnaires such a component as the pedagogical or educational one. They noted, and it was one third of the respondents, that a military commander needs the teaching component. Therefore, we conducted an appropriate questionnaire taking into account the psychological and pedagogical abilities inherent in a military commander. From analysis of scientific literature and our own practical research, we single out the following basic psychological and pedagogical abilities of a military commander (defined in weight categories on a 100 point scale):

- objective perception of reality (95);
- a mentor who knows his business (100);
- perception of oneself and others as they are (90);
- highly developed creative abilities (85);
- moral and psychological endurance (90);
- correctness in his own actions (75);
- personal example of an officer in all spheres of life (95);
- mastering pedagogical culture in his own professional activities of an educator (70);
- moral criteria of behavior, action (70);
- orientation to spiritual values (75);
- relative independence from the social environment (70);
- appreciation and practical understanding of the goals of the educational process in the armed forces (85);
- significance and possibility of using advanced psychological and pedagogical advances in the formation of the personality of a military man (85);
- respect for the intentions and wishes of others (70);
- the ability to self-examine his own teaching and educational day-to-day practice of a military commander (85);
- defending and implementing his beliefs (90).

Psychological and pedagogical abilities:

- to conduct tactical-theoretical and practical training as close as possible to battle conditions (95);
- to organize constructive business communication in the unit (80);
- to conduct dialogical interaction with "others", both with the subordinates and with the colleagues and opponents (80);
- to manage the subordinates, to overcome all obstacles, difficulties and problems that come with power and responsibility (80);
- to resolve conflicts and relieve stress (90);

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- the ability to effectively process and evaluate information (95);
- the ability to make non-standard managerial decisions in the presence of vague or questionable alternatives, information, and goal (90);
- the ability to find the best option in the context of limited time and lack of other types of resources (95);
- the ability to self-examination (90).

It is necessary to note such an important component of a military commander as the teaching one, which we call the *Pedagogical and Managerial Component*, which is responsible for the development of managerial skills. It ensures the most effective management activity of a future officer as a commander.

The *Pedagogical and Managerial Component* as the pedagogical component of a military commander can be implemented through the psychological support of the educational and training process. This form of work belongs to group psychological work. Advantages of the group form of psychological work are as follows:

- group experience counteracts alienation, helps resolve interpersonal problems; a person sees that his problems are not unique, that others also experience similar feelings - for many people, this kind of discovery is a powerful psychotherapeutic factor in itself;
- a group reflects the society in miniature, makes obvious such hidden factors as partner pressure, social influence and conformism; in essence, in a group, the system of interrelations and interconnections typical of the real life of the participants is modeled, which gives them the opportunity to see and analyze in the context of psychological security the psychological regularities of the communication and behavior of other people and of themselves that are not evident in life situations;
- an opportunity to receive feedback and support from people with similar problems; in real life, by no means all people have a chance to receive sincere, non-evaluative feedback that allows them to see their reflections in the eyes of other people who understand very well the essence of their experiences, since they themselves experience almost the same things;
- an opportunity "to look" in a whole gallery of "living mirrors," which is, perhaps, the most important advantage of group psychological work that is not achievable in any other way;
- in a group, a person can learn new skills, experiment with different styles of relationships among equal partners; if in real life such an experiment is always associated with the risk of misunderstanding, rejection and even punishment, training groups act as a kind of "psychological testing area", where one can try to behave differently than usual, "try on" new models of behavior, learn to treat oneself and other people in a new way - and all this in an atmosphere of benevolence, approval and support;
- in a group, participants can identify themselves with others, "play" the role of another person for a better understanding of the latter and of oneself as well as to discover new effective ways of behavior used by other people; as a result of this, an emotional connection (empathy, compassion) appears and promotes personal growth and the development of self-consciousness;

- the interaction in a group creates tension that helps clarify the psychological problems of everyone; this effect does not arise during individual psycho-corrective and psychotherapeutic work;

- creating additional difficulties for the leader, psychological tension in a group can (and should) play a constructive role, nourish the energy of group processes; the task of the leader is not to let the tension to get out of control and destroy the productive relations in the group;

- a group facilitates the processes of self-unfolding, self-exploration and self-cognition; otherwise than in a group, otherwise than through other people, these processes cannot be implemented to the fullest extent; opening oneself to others and revealing oneself to oneself allows to understand oneself, to change oneself and to increase self-confidence [20].

It is also necessary to dwell on the psychological and managerial readiness of an officer as a military commander and the sole leader of a military team (unit) which is subordinate to him.

The components of the psychological and managerial readiness of a military commander as the leader of a military organization are the goal one, the professional skill one, the physical one, the theoretical one, the moral and psychological one and the organizational one.

The goal component in the system of psychological and pedagogical readiness of a military commander as the sole leader of a military organization is decisive in choosing the content, methods, forms and means of psychological and pedagogical preparation for the formation of leadership orientation in future officers. It determines the design of the process of leadership orientation in accordance with requests, requirements for the professional competence of an officer of the Armed Forces as a military commander for the successful completion of combat missions, the specificity of the professional activity of a military man being connected with weapons and real threats to his own life.

The professional skill component determines the necessary set (system) of knowledge, professionally meaningful skills, value orientations. Its implementation envisages the development of such professional skills of the leader of a military organization as work with military machinery, equipment, work while carrying respiratory organ and vision protection equipment and practicing schemes of prompt response to enemy's actions.

The physical component involves the development of physical abilities at the level of standard program requirements to the agility, speed, endurance, muscular strength of an officer of the Army Forces. Its implementation is ensured by the use of adequate forms (morning exercises, training and circle activities, self-training), methods (strength exercises) and facilities (simulators, special equipment) for the development of physical qualities.

The theoretical component includes the selection of programs that ensure the professional development of future officers in the process of forming the system of theoretical knowledge, skills and abilities during the study of professional disciplines that meet the current requirements of

qualification characteristics of officer training, future practical activities taking into account the standards of higher military education, a holistic intellectual-scientific and moral-personal development of a serviceman for the future professional field of activity, the hygiene of footwear and clothing, hygienic rules.

The theoretical component of the psychological professional readiness of future officers is considered as the main determinant of the general orientation of an individual, its complex property having a system of motives, determining the activity of the subject of learning and represents a set of values, needs, motives that encourage the person to engage in one or another activity.

The moral and psychological component is oriented to forming a military officer's readiness to perform his official duties in difficult conditions and is implemented through discipline, the study of the positive aspects of a defeat, the development of cognitive mental processes, the harmonization of physical and spiritual development, the motivation to engage in physical activity and discarding bad habits.

The organizational component acts as the mover of the process of professional and physical strength-related training, ensures planning, organization and control over the professional activity of an officer as a military commander in a combat environment. Its implementation is ensured due to author's methodology and the creation of appropriate organizational and methodological conditions, namely: thought-out methodological support; the availability of equipment for training in professional activities; equipment of training complexes and practice of using methods of combat at a training area

V. CONCLUSION

Specific features and requirements of military activity necessitate the purposeful formation of leadership abilities in future officers, starting from the period of their training at a higher military educational institution and military training units of higher educational institutions. And in the process of professional psychological selection of candidates for study, one should necessarily take into account the need for the presence of personal characteristics which are a prerequisite for the formation of such abilities.

The formation of the teaching component in a future officer is a prerequisite for military education when he is formed as the future commander of a military unit. The teaching component of a military commander can be implemented through psychological support of the educational and educational process. This form of work belongs to group psychological work. The group psychological form of educational work in a military unit helps solve interpersonal problems, facilitates the processes of self-unfolding, self-exploration and self-cognition, a person can learn new skills, experiment with different styles of relations among equal partners

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