

Shaping leadership in selected military academies

Witold PRUCHNICKI¹, Tomasz SMAL², Marek TOMASZYCKI³

Abstract: The aim of the study is to analyse and select the best practices and solutions used in the process of shaping leadership competencies in selected military academies. The research was carried out on the basis of the experts' reviews, analysis of the education programs, and the authors' own experiences. The main conclusions are that there are many similarities between the studied academies, however, differences were also identified that may have a significant impact on the shaping of leadership competencies at individual academies. As a result, in the next stage of the research, there were identified areas that should be improved at the General Tadeusz Kosciuszko Military University of Land Forces in Poland.

Keywords: education, training, management, leadership.

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Introduction

Leadership from the time of the first military expeditions had strong connections with command and was associated with the figure of a leader leading warriors to the site of the battle. Throughout history, it is easy to see a correlation between the set of qualities and skills of a leader and the outcome of individual battles and wars. We now have a living example of great leadership in the person of the President of Ukraine, Vladimir Zelensky, who bravely leads his people in a defensive war against Russia.

According to numerous historical sources, a true leader from birth had some ability to infect others with his vision and motivate them to achieve his goal. However, modern research shows that there are leaders of the so-called natural, but also that most leadership skills and competencies can be acquired through education and experience (Kotler, 2005; Drucker 2009).

¹ MA; Lt, Professional soldier in the Polish Armed Forces, Zielona Góra, Poland, e-mail: witoldpruchnicki@gmail.com. ORCID: 0000-0002-5134-4976

² Professor, Ph.D., Col. (ret.), WSB University in Wrocław, Faculty of Finance and Management, Fabryczna 29/31, 53-609, Wrocław, Poland, e-mail: tomasz.smal@wsb.wroclaw.pl. ORCID: 0000-0002-3237-5494

³ Adjunct, Ph.D., Maj. Gen. (ret.), The Gen. Tadeusz Kosciuszko Military University of Land Forces, Faculty of Management, Czajkowskiego 109, 51-147, Wrocław, Poland, e-mail: marek.tomaszycki@awl.edu.pl. ORCID: 0000-0001-7952-0954

The modern battlefield is characterized by high dynamism of actions and high variability of decisions; therefore, it becomes necessary to educate independent commanders, characterized by an innovative approach to their tasks. Another challenge today is the fact that young officers in most cases become the superiors of soldiers with many years of experience gained in military units, foreign missions and during numerous military exercises. This is a big challenge for newly promoted officers.

1. Literature review

One of the oldest theorists and practitioners of leadership who amassed and recorded his own experiences and reflections as well as the knowledge proclaimed by Socrates was Xenophon. It was then known what qualities and predispositions a true leader should have, and the key differences between leadership and leadership, management and leadership were noticed. Even then, only a few could be called leaders, that is, people who were able to instill in others the will and willingness to fight and carry out tasks, often at the risk of failure resulting in death, without compulsion.

Over time, the concept of leadership has been considered in many different ways and has been the subject of a huge number of theories and scientific studies. The understanding of the definition of leadership and the role of a leader has changed along with the development of sociology, management, political science, social psychology, organizational science, and many other fields of science (Sułkowski et al, 2020). The changing environment and new challenges faced by leaders forced the evolution of the theory, in which the descriptions so far were incomplete and required supplementing in accordance with the current realities.

Today's view of leadership is largely based on the results and analyses of research conducted in the last century. The issue of leadership, due to its enigmatic specificity, aroused enormous interest among scientific researchers, which resulted in the creation of thousands of recognized scientific papers by the end of the 20th century (Hogan & Kaiser, 2005).

Despite many years of research on leadership, experts have not been able to agree on a uniform definition and essence of leadership (Dusya et al, 2022). According to one of the greatest authorities in the field of management, Peter Drucker, there are almost as many definitions of leadership as people have tried to formulate them (Drucker, 2009). However, from the available descriptions it is possible to deduce aspects that are common to all:

- leadership is not a term and activity identical to management;
- leadership is a multi-faceted and complex concept;
- leadership attributes and personality traits of the person holding this function can be improved through training, gaining experience and analysing the past;
- leadership effectiveness depends on the level of cooperation and good relations between the leader and his followers and the situation in which they find themselves.

Leadership is usually defined as a process related to the management activity and as a specific quality resulting from the skills and personality traits of a manager. The process approach consists in using influence without the use of coercive measures in order to shape a common mission and vision of a group or a larger organization, and supporting behaviours that bring them closer to achieving these goals and support in creating the culture of a given group or organization. Leadership, seen as a quality, is the set of traits attributed to individuals that enable them to meet both the internal needs and external requirements of the group they lead (Evans, 2014).

Great leaders have a pattern of behaviour and traits, the sum of which is their individual style of leadership. Daniel Goleman has characterized six main styles, the use of which directly translated into financial gains (Rosemary, 2007):

- forced - "Do what belongs to you and what I tell you",
- visionary - "Follow me",
- affiliate - "People are the most important",
- democratic - "What do you think about it?",
- setting the pace - "I know you will do it better and faster",
- coaching - "Try it yourself".

The following four out of six styles have a positive impact on the atmosphere at the place of implementation of joint tasks and the achievement of better results: visionary, coaching, democratic, and affiliate. The compulsory style, based on formal authority and issuing orders, brings short-term benefits as the task is carried out immediately, in the manner indicated by the person giving the order. In a pace-setting style, there is a risk of rapid burnout, resulting in lower employee motivation and lower performance (Rosemary, 2007). The affiliate style builds relationships and encourages cooperation. The coaching style increases results and develops staff with a long-term perspective. Visionary style - the leader determines the goal of the action and the final result, while in the implementation of the task he gives the employee complete freedom and the necessary resources. The democratic style encourages the employee to get involved by jointly searching for solutions and applying the best solutions, not necessarily their own.

However, the leadership styles employed by managers and executives in organizations of all sizes and specificities cannot be uncritically copied to the military. The consequence of the wrong decisions of the manager may be material and financial losses, however, during the fight, the commander is also responsible for the life of his subordinates (Păceșilă & Colesca, 2019).

2. Research methodology

Shaping leadership competencies is currently a very popular topic of many not only military conferences. On the one hand, education and human capital development are of particular importance as they are the productive power of the knowledge economy (Gad, 2021). But, on the other hand, the reality at military academies does not always coincide with the ideals outlined in the latest studies in this field. Therefore, it was decided to take a closer look at this topic and verify the currently

used methods, forms and didactic tools in terms of shaping the competencies of leaders in selected military academies. This should make it possible to identify the best practices that will constitute a significant contribution in the next part of research in order to improve the currently functioning solutions at the General Tadeusz Kosciuszko Military University of Land Forces (MULF) in Poland.

The subject of the research was the process of shaping leadership competencies in two selected military academies, i.e., the United States Military Academy of West Point (USMA) and the Theresian Military Academy from Austria (TMA). The conditions, relationships and dependencies existing in academies, influencing the selection and shaping of leadership competencies, were examined, taking into account the issues of the recruitment process, study program, methods and techniques of education and training, and the reorganization of the education model. In the research process, the researchers tried to find answers to the following research questions: What key leadership competencies should each officer have? How does the selection process verify the predisposition and characteristics of candidates for the academy? What methods and solutions are used in the process of shaping the leadership competencies of cadets in selected military academies?

Among the research methods, the analysis of the scientific and normative documents was used, among others: training programs, methodologies, guides, and study regulations. It made it possible to conduct a quantitative and qualitative analysis of their content. This allowed us to identify key principles and assumptions directly influencing the effectiveness of training selected leadership competencies. Additionally, numerous interviews and talks with the command and teaching staff of the studied academies were carried out, which allowed for more accurate conclusions and recommendations. At each stage of the research, the collected material was confronted with the author's own experiences at various levels of command in the Polish Armed Forces, thus verifying its reliability and adequacy to the adopted assumptions and goals.

3. Research results and discussions

3.1. Shaping leadership at the USMA

The direct participation of US troops in the Vietnam War led to a situation in which they were significantly weakened after 1973, and the public's trust in them was at an exceptionally low level. The lack of discipline during the war led to low mission efficiency and heavy losses, and these problems did not disappear immediately after the end of the war. Drug problems, lack of discipline and competent commanders, especially in the lower echelons of command, were nothing unusual.

One of the key solutions to improve this situation was the implementation of the philosophy of innovative leadership and the willingness to experiment with new solutions. It was then that the importance of modern leadership was understood and doctrines and training for the preparation of effective leaders were implemented. The military doctrines, academic textbooks, and normative documents of the US Army

are now full of examples of eminent American leaders who have achieved success through a combination of experience and relevant knowledge, skills, and competencies acquired in college. The best confirmation is the figures of outstanding generals, such as Joshua Lawrence Chamberlain, H. Norman Schwarzkopf or Admiral Arleigh Burke. The awareness of the key importance of leadership in command is formed in the United States from the first days in the army and at all levels of command. This obviously has a huge impact on cadet training as it is assumed that a US Army officer should: be aware that he is serving the public; place interests of service ahead of his own; have a high level of knowledge and skills; constantly expand his knowledge and skills; prefer group interests over individual interests; show honour and courage; to be faithful to superior and to the Constitution; be loyal to your subordinates; represent high personal culture and be an example for others.

In view of the above, leadership competencies in the US Army are considered to be the foundation of the effective functioning of future commanders, and this is precisely reflected in the table created on the basis of the Field Manual 22-100, Military Leadership. Table 2 identifies the most important competencies a military leader should have. It is a roadmap for military academies and the main goal of training leadership competencies in candidate officers (FM 22-100, 1990).

Table 2. Leadership in action

As a leader, you have to be	Examples
Honorary and have a strong character	determination; initiative; compassion; self-discipline; Flexibility; being a role model; consistency
Dedicated to the ethics of the professional army	loyalty to the nation and the army; righteousness; selfless service; obligatory
An example of a unit value	courage; commitment; competencies; honesty
Capable of solving complex ethical problems	interpreting the situation; analysis of factors and forces; choosing the type of action best for the nation
As a leader, you have to know	Examples
The four factors of leadership and their influence on each other	leader; situation; leadership; communication
Standards	sources of military standards; their relation to combat
Yourself	personality and conduct; strengths and weaknesses; knowledge, skills and attitudes
Human nature	potential for right and wrong behaviour; how depression and sadness contribute to fear, and panic; how fear influences action
Your job	efficiently plan and communicate; supervise, advise, exercise; develop subordinates; demonstrate technical and tactical competence; make the right decisions accepted by soldiers
Your branch	possibilities and limitations of a unit

Shaping leadership in selected military academies

As a leader, you have to	Examples
Indicate the target	explain what the task is for; explain your intentions
Show the direction	plan; meet standards; set goals; make decisions and solve problems; supervise, evaluate, teach, train; to train soldiers as a team
Motivate	take care of soldiers; set an example; develop coherent military teams, give meaning to service; reward activities above standards; punish soldiers who intentionally violate standards or fail to obey orders

(Source: FM 22-100, 1990)

West Point is the United States Military Academy, founded in 1802. Its mission is to educate, train and inspire cadets so that each graduate is a leader of character and is prepared to constantly improve and serve the state as an officer in the US Army. The academy's vision is to be the world's most important leadership development institution. USMA is one of the most famous leadership laboratories in the world, benefiting from over 200 years of experience and experimentation by excellent commanders. The ranks of the greatest leaders to graduate from USMA range from President Ulysses Grant and Dwight Eisenhower to General Douglass MacArthur and George Patton (Spungin, 2017).

The Academy provides comprehensive four-year education, focused on the comprehensive development of cadets, starting from shaping the character appropriate for a leader, through acquiring academic and military knowledge and ending with achieving an appropriate level of physical fitness. Each cadet participates in a four-year process of shaping leadership competencies, which aims to equip each graduate with the necessary qualities and skills to take a position and serve the country in the corps of officers. Cadets at West Point follow the Code of Honour which states that "a cadet will not lie, cheat, steal or tolerate those who do". Severe penalties for non-compliance with the Code are shaping the standard of conduct for a U.S. Army officer, with the goal of transforming cadets into true leaders

The excellence of the officers is shaped by applying a proven program consisting of four main areas of development: character, academic, physical, and military. The combination of knowledge, practical skills, and personality traits creates a holistic image of an effective leader. The whole process is called Developing Leaders of Character, the aim of which is to create a uniform and understandable for all cadets, teaching staff and staff, way of implementing the Academy's mission (USMA, 2018).

Character Development at USMA begins on the first day of Basic Training and continues until graduation from the Academy. A Character Development Strategy was implemented in order to better integrate and synchronize many programs and all those who have an impact on the education of cadets. It is a document that describes the ways and methods of educating leaders in all programs and levels of study. An integral part of the strategy is an assessment plan that allows you to compare the

current level of training with your intentions and on that basis determine if the mission is being fulfilled properly. The three overarching goals of the Character Development Strategy are (USMA, 2018):

1. Teaching staff and cadets understand that as they develop and acquire knowledge, the motivation to serve changes. Therefore, at the beginning, the principles contained in the Honorary Code of Cadets and other documents referring to honorary service to the state are implemented.
2. Create a sensible model of personality and character development, describing the necessary activities in the cadet formation process and periodically assessing the effectiveness of strategy implementation.
3. Determining the conditions under which integration and synchronization of the assessment of the level of individual and collective development implementation at the organizational level are to take place.

The consequence of implementing the provisions of the Strategy was the implementation of the West Point Academy Leader Development System (WPLDS). It is a 47-month program that shapes the character of each participant, in order to inculcate the moral signpost that every American soldier should follow: Service, Honour and the Fatherland. The goal of the WPLDS program is to implement the academy's mission by developing and working on the character of cadets so that each graduate has personality traits, knowledge, and the character of a leader. United academic program consists of integrated courses covering the basics of a given field in terms of technical as well as humanities, in a balanced manner. Cadets can choose from over 40 academic fields of study on a diverse range of subjects and make their choice based on their preferences. Completion of the project is usually expressed in the form of an interdisciplinary and team project, and upon its completion, the cadet graduates receive a bachelor's degree.

The curriculum for training candidates for officers has been structured in such a way that the entire training staff intentionally strives to educate future officers in a holistic way, by integrating learning and improving leadership competencies along with individual development. Implementation of the program begins with getting acquainted with the requirements and defining the detailed rules and principles of conduct in force during the studies so that the candidates understand from the very beginning what is expected of them and what needs to be done to graduate from the academy and become an officer.

The next stage is to confront the participants of the basic training with various challenges that test and improve their character traits at the same time. The character development process is continuous and covers a longer period of time, it is not a single event, because the evaluation of the participants' behavior would not be reliable.

The individual development of a leader consists of acquiring individual knowledge, skills and abilities by cadets. The individual development of cadets consists in strengthening the knowledge, strength, and abilities in a way that directly translates into increasing the range of abilities and knowledge of the leader. For example, it is studying English literary works, solving an interdisciplinary case study, swimming

training, running with obstacles, learning the safe use of weapons and other weapon systems, and learning public speaking (www.westpoint.edu).

The military program includes instructional classes, summer training sessions, classes deepening the knowledge of the development of the armed forces, analysis of experiences and drawing experience from various types of military operations, and an officer course. During the program, in addition to substantive knowledge, the cadets also receive support and inspiration from experienced lecturers and instructors. The military program consists of: the basics of military craftsmanship, pursuing a military career course, and practical extracurricular activities. The program culminates in a specialist course and periodic evaluation.

The physical fitness program is about developing basic motor skills and endurance in cadets so that they are able to carry out tasks under various conditions. Each cadet is required to participate in physical education classes, fitness tests and additional classes at a higher level of advancement.

The aim of the whole program is to implement the academy's mission through the development and work on the character of its students. Each graduate, becoming a second lieutenant, should have personality traits, knowledge and the character of a leader. The education of the elite of leaders takes place in a comprehensive and continuous manner, the rules of study and classes with instructors and lecturers shape the appropriate character traits, often even unconsciously for the trainees.

The Advanced Individual Development Program is a separate program and it is dedicated to the extension of all programs implemented within the main areas of cadet development. It is an introduction to a higher level of leadership education. It includes the following programs:

- Physical Individual Advanced Development (PIAD) provides methods and ways to maximize the effectiveness of the basic program and includes: extreme sports, diving and mountain climbing;
- Military Individual Advanced Development (MIAD) includes training in US military training centres offered to soldiers and commanders;
- Academic Individual Advanced Development (AIAD) is a summer military exercise lasting about three weeks, designed to enrich intellectual enrichment beyond the standard university classes and develop critical thinking skills.

In the first stage of individual development, cadets develop the key qualities of good subordinates, which include: reliability, honesty, loyalty and moral courage (Hollander & Webb, 1995). Future commanders must first learn to follow leaders, so they are all subordinates during their basic training and their first year of college. Basic training is conducted by cadets from older years, also during the four-week, intensive training of military craft Cadet Field Training (CFT), cadets are trained by cadets from the third year.

The leadership practice is the next step in the leadership development process. After completing the module of being a subordinate, each cadet is required to perform a command function in various situations and over a longer period of time. During the internship, they carry out standard tasks related to managing other students. In the

second year, a team of about ten cadets is led by a junior squad leader, a peer whose supervisor is a third-year student. During the second academic year, command functions are performed on a rotational basis and everyone has the opportunity to gain experience by leading peers.

Commanders, or designated cadets, are responsible for health, well-being, morale, and guidance in all four programs, as well as for the grades obtained by their subordinates during the internship. Second-year supervisors lead and supervise the first-year cadets each semester while imitating and learning from their commanders. At the beginning of the third academic year, most cadets have a second opportunity, usually as squad leaders, assistant commanders, or First Sergeants.

During the last two stages of the summer military exercises and the second, third and fourth academic years, cadets act as commanders, leading others in demanding practical tasks. The main internship programs are implemented during Cadet Basic Training (CBT) and exercise carried out in the field of Cadet Field Training (CFT), but also as part of shorter training sessions. These can be Summer Leadership Experience, Cadet Candidate Basic Training, Cadet Leader Development Training. During all these leadership practices, leaders are responsible for providing support and concern for the health, well-being and performance of their subordinates.

The basic tool for assessing the development of a cadet is the Periodic Development Review, the purpose of which is to provide support in the form of suggestions and recommendations regarding strengths and weaknesses through direct dialogue with the commander. It is not a typical assessment tool as it focuses more on development, while assessment is only complementary and allows the degree of development to be captured within a certain formal framework. The second purpose of the periodic evaluation of development at the institutional level is to facilitate the evaluation and evaluation of the results of the four-year cadet education process. Cadets are judged on leadership qualities that the US Army and USMA consider being a priority for the officer. The advantage of the periodic assessment system are criteria for assessing competencies and leadership qualities similar to those applied in a professional army. Since the system is to provide a comprehensive assessment of the cadet's development in the education process, it is only formal feedback, thanks to which everyone receives a subjective opinion about how he is perceived by others, what he is already able to do and what he should still work on. The periodic development assessment system has a 5-point scale, which is commonly used at the academy and one of its advantages is the possibility of supplementing the assessment with an additional description. The scale includes the following grades: 1 - unsatisfactory development, 2 - development below expectations, 3 - development at an average pace, 4 - development above average, and 5 – outstanding (The William E. Simon Center, 2014).

If the grade is 1 (no development), it is imperative that the tactical team and observer develop a skill improvement program, and then implement and reassess it. Receiving a grade of 2, 3 and 4 means representing a level comparable to other cadets of the same year. A rating of 5 (outstanding) means that the cadet has demonstrated excellence in carrying out the assigned tasks and thus obtained the highest rating.

3.2. Shaping leadership at the TMA

TMA was founded in 1752 by Empress Maria Theresa on the historic site of the 12th-century Babenberg Castle in Wiener Neustadt. It is certainly one of the oldest and thus has many years of experience and well-established organizational solutions. The Academy trains cadets as officers for the land forces and the air force. The education lasts three years and ends with obtaining a professional bachelor's degree and promotion to the first officer rank. The mission of the Academy is to provide the Austrian Armed Forces with highly qualified military commanders.

An interesting element of the training process at TMA is the recruitment process. It begins with a certificate competition. The proper recruitment begins with checking the physical fitness and mental capacity, which lasts about 4 hours and are assessed on an ongoing basis. In the afternoon of the same day, English language skills and two additional foreign languages are checked. After completing this stage, each candidate writes a cover letter. The most difficult stages are tests of endurance and physical and mental endurance.

On the second day of recruitment are taking place the interviews, self-presentation of candidates, checking the predispositions of candidates during their participation in a simulation game and practical exercises, putting participants in crisis situations and observing the way of solving problems, attentiveness and perceptiveness test.

In the next stage, the candidates perform tests and tasks on the computer to determine their personal characteristics. On the third day, recruitment projects are carried out in the following order: computer intelligence tests, diagnosis of predispositions, emotional competencies, time management skills, and competence diagnostics based on 64 competence areas.

After the successful completion of the first stage of the recruitment process, candidates for the professional service are admitted to basic training at the training center. This training is de facto a follow-up to the recruitment process, where candidates are assessed on their leadership competencies and suitability for military service. The training period is over 6 months and it is not included in the studies at the military academy. Basically, it teaches the necessary military skills that every soldier needs, especially squad or platoon commander. The scope of the training covers basic military skills (shooting, tactics, and drills); however, classes are organized in such a way as to force teamwork and get participants to show initiative, which is also assessed and selects informal leaders from the team.

After completing the training with a positive result, candidates have a choice of two development paths - officer or non-commissioned officer. The decisive factor is the result of the examination, which is carried out in accordance with a special admission procedure - "Durchführung des Aufnahmeverfahren" (TMA, 2016). The main goal of this undertaking is the maximum diagnosis of candidates and an objective assessment of their predispositions and possibilities to serve in the Austrian army. The key role in the whole process is played by the behavior of the selected participants, which is monitored and assessed on an ongoing basis by teams composed of teaching and research, and administrative staff of the academy. Based

on their response to unexpected and stressful situations in which human nature is actually exposed, volunteers are either admitted to the academy or informed of the non-classification. The monitoring team assesses the following personality traits: willingness and willingness to act; ability to make decisions; communication skills; comradeship; mental and physical endurance and a high level of discipline. On the basis of the intensity of these competencies, the ability of candidates to serve in particular command positions is determined.

According to the TMA leadership model, after completing the recruitment process, the learning stage begins, i.e., the intellectual preparation of students carried out in the form of lectures on the basics of management, leadership, team and platoon level leadership and time management. The next stage is to use the acquired theoretical knowledge in practice by participating in workshops, tactical exercises and simulation games.

Theoretical classes are carried out within various programs, and the academic subjects include law, economics, physiology, political science, sociology, pedagogy, philosophy and psychology. Both during theoretical and practical classes as well as tactical exercises, cadets are prepared to take up their first job positions after graduating from the academy. The basic direction of educating future officers is strengthening mental strength, and physical fitness, as well as intercultural education (www.miles.ac.at).

The bachelor's degree in military leadership lasts three years and is implemented on the basis of the "Theresian Model of Leadership Education", which aims to equip cadets with the necessary competencies needed in the service of each leader. The current education system is adjusted to the requirements set for young officers in the first command positions. Classes are conducted in 14 modules, in German and English. Cadets also participate in the international winter semester, where classes are conducted only in English. After the fourth semester, military students have the opportunity to go to specialist military classes at partner institutions and universities, such as the USA, France, Germany, Poland, and the Czech Republic.

The philosophy of education on which the system of educating future officers is based emphasizes the importance of a balance between the development of competencies:

- personal, such as commitment and willingness to learn,
- technical, including specialist knowledge,
- leadership abilities.

Based on experience, it is known that we learn the most during the practical performance of activities, and therefore students are put in various crisis situations, so that they consciously, under the supervision of professional staff, improve their leadership competencies and are able to act in conditions of physical and mental stress (Gell, 2011).

Leadership competencies are also developed with the use of the "Steel Beasts" simulation system. Special simulations are created in the electronic visualization system, enabling the performance of various tasks in accordance with the procedures and command rules of the Austrian Armed Forces. Students are put in realistic

situations in which they must make decisions, communicate information, and take command. The system enables the creation of unusual situations and battlefield scenarios that facilitate the improvement of leadership skills in a non-standard and innovative way.

The next stage of learning military leadership involves the use of acquired knowledge and skills during the training of leaders in field conditions, carried out in the form of service in a military unit. Cadets take command during a simulated attack, and their role is to use a previously known command procedure, which is a substitute for the tasks carried out by the commander during military operations.

4. Comparison of shaping leadership competencies

The systems of educating candidates for officers, used in two selected foreign military universities, result mainly from many years of experience in a given country and conclusions from tasks carried out in various situations, and above all in military operations. As a standard in both academies, the officer should have the knowledge and skills to lead people and think creatively, thanks to which he will be able to make more rational decisions. Depending on the university, the mere completion of the education process does not result in obtaining an officer degree but is preceded by additional examinations confirming the fulfillment of the criteria contained in the study regulations and other documents.

Based on the analysis carried out, it can be concluded that there are common stages in the recruitment process at the universities compared, and these include the submission of documents containing the results of the equivalent of the secondary school-leaving certificate, exams after high school, medical examinations and physical fitness tests. A comparison of the recruitment process in terms of verification of selected features and predispositions in people applying for military studies is presented in Table 3. The recruitment criteria were compared to the key leadership competencies that are required during training at both academies.

Table 3. Selected features, skills, and attitudes, verified during the recruitment process at researched foreign academies

Features	USMA	TMA
Self-discipline	✓ physical fitness test, interview	✓ physical fitness test, detailed recruitment
Initiative	x	x
Intelligence	✓ entrance exams, interview	✓ entrance exams, interview
Rationality	x	✓ behavior observation, personality trait tests
Responsibility	x	✓ personality trait tests
High physical fitness	✓ physical fitness tests	✓ physical fitness tests
Creativity	x	x

Shaping leadership in selected military academies

Features	USMA	TMA
Willingness to self-improvement	✓ interview	✓ motivation letter, interview
Enthusiasm	x	✓ personality trait tests, observation
Resistance to stress	✓ all recruiting elements	✓ all recruiting elements
Empathy	x	x
Tolerance	x	x
Skills	USMA	TMA
Influencing others	x	x
Inspire	x	x
Problem solving	x	✓ detailed tests and observation of participants
Making decisions	✓	✓
Teamwork	x	x
Creating a vision	x	x
Motivating colleagues	x	x
Attitudes	USMA	TMA
Honesty	x	x
Care	x	x
Consequence	✓ all recruiting elements	✓ all recruiting elements
Flexibility	x	x
Communicativeness	✓ interview	✓ interview and detailed tests
Openness to suggestions	x	x
Responsibility and taking care of the team	x	x
Definitely	x	✓ detailed tests
✓ - specific competencies are shaped X - specific competencies are not shaped at all or this fact cannot be clearly stated		

Basic training in the considered academies differs in terms of length and implemented projects. In USMA, Cadet Basic Training lasts 6 weeks and includes daily physical exercises to prepare for long marches, climbing, shooting, and tactical activities carried out as part of an intensive program. At the TMA, basic training is regarded as another element of the recruitment process and is attended by candidates applying for service as non-commissioned officers or officers. It is a 6-month military training, during which they are assessed in terms of suitability for military service and leadership abilities. Only after the successful completion of the training, do the candidates choose their professional path and take the appropriate examinations, ending the recruitment.

The use of an extended recruitment period at TMA allows you to check the behavior of candidates in a new environment, without contact with relatives, which in fact verifies the level of motivation and readiness for military service, taking into account all the consequences. This significantly reduces the unconscious choice of career

path related to the disproportion between the perceptions of future service and the reality of hard work and intensive training.

Using the same criteria as those used in the recruitment process comparison, Table 4 presents a comparative analysis of the course of basic training in terms of shaping leadership competencies. This made it possible to identify the characteristics of cadets, the shaping of which should be given special attention after their admission to military studies, as they were not verified in the recruitment process.

Table 4. Selected features, skills and attitudes shaped during the basic training

Features	USMA	TMA
Self-discipline	✓	✓
Initiative	x	✓
Intelligence	✓	✓
Rationality	x	✓
Responsibility	x	x
High physical fitness	✓	✓
Creativity	x	x
Willingness to self-improvement	✓	✓
Enthusiasm	✓	✓
Resistance to stress	✓	✓
Empathy	x	x
Tolerance	x	x
Skills	USMA	TMA
Influencing others	x	x
Inspire	x	x
Problem solving	✓	✓
Making decisions	x	x
Teamwork	✓	✓
Creating a vision	x	x
Motivating colleagues	x	x
Attitudes	USMA	TMA
Honesty	✓	✓
Care	x	x
Consequence	✓	✓
Flexibility	✓	✓
Communicativeness	✓	✓
Openness to suggestions	x	x
Responsibility and taking care of the team	x	x
Definitely	x	x

Shaping leadership in selected military academies

Features	USMA	TMA
REMARKS	Training focused on high physical effort, cooperation in a team and individual tasks. Initial verification of motivation for service.	This is the next stage of recruitment, it covers a period of 6 months, which is not included in the study period. After the end of the training, the examination checks the knowledge, skills and leadership competences.
✓ - specific competencies are shaped X - specific competencies are not shaped at all or this fact cannot be clearly stated		

The proper course of training in selected universities differs in terms of the study program and the used methods and tools of shaping leadership competencies. At the USMA, teaching is based on a curriculum that covers four areas of cadet development: character, academic, physical fitness, and military. The process of shaping leadership competencies covers the entirety of the university's activities. The training of an American officer consists of two stages. The first one is carried out at the Academy and includes academic education combined with the intensive development of leadership competencies. After obtaining the bachelor's degree, the specialization is selected and the second stage is carried out, which serves the specialist preparation of the officer for service in the first official position, in accordance with the assignment. The basic element of the incentive system is the university-wide ranking of cadets, which is determined on the basis of detailed and transparent criteria. Academy commanders and teaching staff play a key role in the entire learning process. The commanders are senior cadets, and the professional staff act as mentors. There are tactical officers at school subunits who are responsible mainly for conducting military activities and coaching cadets.

At TMA, the education of future officers is based on a leadership model that guarantees the acquisition of the necessary competencies in this area. In training, a key role is played by shaping mental resilience, physical strength, and intercultural education. Cadet education is provided as part of the six-semester Bachelor's Degree in Military Leadership and Management program. The program assumes the development of personal competencies, such as the ability to learn, act, engage and communicate in society, as well as technical competencies and methodology of command and management. The next stage in learning military leadership is training leaders in military training conditions. The tools for verifying the skills and competencies of students enable an independent assessment of attitudes, commitment, and general preparation for professional military service. Competence-oriented training is used during classes with future commanders.

Shaping leadership in selected military academies

In order to compare the leadership competencies that are developed under the regular training process, the same table was used again (Table 5). The next table (Table 6) shows the areas common to both academies, along with the methods and forms of education used.

Table 5. Leadership competencies shaped during regular training

Features	USMA	TMA
Self-discipline	✓	✓
Initiative	✓	✓
Intelligence	✓	✓
Rationality	✓	✓
Responsibility	✓	✓
High physical fitness	✓	✓
Creativity	✓	✓
Willingness to self-improvement	✓	✓
Enthusiasm	✓	✓
Resistance to stress	x	✓
Empathy	✓	x
Tolerance	x	x
Skills	USMA	TMA
Influencing others	✓	✓
Inspire	✓	✓
Problem solving	✓	✓
Making decisions	✓	✓
Teamwork	✓	✓
Creating a vision	x	x
Motivating colleagues	✓	✓
Attitude	USMA	TMA
Honesty	✓	✓
Care	✓	x
Consequence	✓	✓
Flexibility	✓	✓
Communicativeness	✓	✓
Openness to suggestions	✓	x
Responsibility and taking care of the team	✓	✓
Definitely	✓	✓
✓ - specific competencies are shaped		
X - specific competencies are not shaped at all or this fact cannot be clearly stated		

Table 6. Leadership competencies shaped in the studied academies and the used forms and methods of education

Forms and methods of education used in the compared academies	Competences shaped in all academies
Performing commanding roles in your own platoon and by the older generations, in relation to the younger ones	Responsibility and taking care of the team, charisma, decisiveness, efficient command of a sub-unit, solving problems and making decisions, motivating colleagues
Acquiring general knowledge, freedom in choosing subjects	Creativity, flexibility, intelligence, universal knowledge, commitment, responsibility for own decisions, self-improvement
A large number of activities related to increasing the level of physical fitness	High physical fitness, self-discipline, consistency, perseverance, endurance, overcoming weaknesses, self-improvement, continuous development, passion, being a role model, demanding first of yourself
Choosing a specialization at the final stage of the training	Theoretical and practical knowledge of tactics, general knowledge of military equipment, knowledge of the possibilities of cooperation of various types of troops, universal knowledge, willingness to learn and become better, awareness of own knowledge and skills, constant pursuit of perfection
Selected commanding and teaching staff	High level of training, proper role models, practical knowledge, knowledge of efficient command of a sub-unit

5. Conclusions

All the findings at this stage of the research can be formulated in the following conclusions:

1. The knowledge of the essence of management and leadership enables the implementation of solutions, methods, and manners of human resource management from civilian organizations to the army and vice versa because in both cases it is about dealing with people.
2. Modern leadership should be based on the concept of transformational leadership, otherwise known as charismatic. It is about focusing primarily on people with exceptional influence on the organization, while the leader's power comes from his personality and competencies, not from position or function. According to the numerous authors, this leadership style will allow achieving above-average results in managing the organization.

3. A well-functioning army should be based on principles that take into account leadership competencies, not as an additional and extraordinary attribute or the ability of an officer, but as a basis for the development of other competencies.
4. In the studied academies, education in the first period focuses on creating leadership competencies and general knowledge in academic subjects and general military knowledge. Only in the last stage or after graduation are specialist competencies developed.
5. Cadets gain leadership competencies through real leadership in their sub-unit, in younger years, and as part of their functions in the university structure.
6. The staff expected to perform commanding functions in academies is selected in terms of competence, experience, and character. It consists of experienced officers and non-commissioned officers from combat units, and their service in the academies is periodic. On the other hand, the lecturers are officers and non-commissioned officers in the service as well as reservists and civilian employees.
7. The motivational system mainly consists in supporting cadets in the education process, that is, strengthening positive qualities and indicating areas in which gaps in knowledge or skills should be supplemented. The mistakes made are treated as lessons that will help you avoid more serious consequences in the future.

Conflict of Interest Statement

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Not the case

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