

# THE ROLE OF PSYCHOLOGICAL COUNSELING ACTIVITY IN MILITARY ACTIONS

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**Abstract:** *in this article I will present the importance of the psychologist's role in military actions. The soldiers are involved in various missions and they take a huge risk during the military actions. Moreover, they are under a permanent stress for a prolonged period of time in a dangerous environment. The psychologist has the obligation to provide psychological counseling for all servicemen. Additionally, the psychologist must communicate with each soldier no matter if he pretends to have psychological problems or not, most of the soldiers refusing to admit that they could actually have such problems. The psychologist's role consists in observing the soldiers' behavior, giving them advice and helping them get over the difficult moments occurred during the military missions. The psychologist is able to prevent the occurrence of certain traumas and he can also diminish the negative effects of the psycho-behavioral manifestations related to stress. Psychological counseling reduces the complications of the reactions to operational stress and he may prevent the development of mental disorders through various methods and techniques.*

**Keywords:** army, military actions, psychological counseling.

## **Introduction**

Psychological assistance represents the set of specific measures and / or programs, designed in a unitary way, in order to ensure the optimum capacity of functioning of the individual from the point of view of the psychological factors relevant to the state of health and illness.

Prophylactic psychological assistance includes activities and programs of primary prevention on the healthy population, of optimization / personal development and of increasing the organizational efficiency by identifying the psychological / organizational vulnerabilities and intervention, at individual and / or group level, for the development of the mechanisms of prevention. coping / adapting / defensive, strengthening morale and cohesion.

Recovery psychological assistance includes activities and programs of secondary and tertiary prevention, of reducing complications of reactions to operational stress, of dysfunctional / maladaptive psycho-behavioral manifestations and of preventing the evolution of mental disorders, through intervention techniques in crisis situations, and / or individual and / or group psychotherapy.

The psychological assistance aims to ensure the conditions for an efficient management of the human resource, the adaptation to the demands of the military environment, the improvement of the individual professional performances, the increase of the organizational efficiency, the increase of the quality of the personnel life and the diminution of the effects of the psycho-behavioral manifestations related to the stress and the event.

The psychological assistance activity is based on the following principles:

a) the principle of scientifically validated psychology, which involves the critical analysis, using the scientific methods, of the theoretical models used in practice, to determine if a psychological service is efficient, based on a valid theoretical model and has a good cost-efficiency ratio;

b) the researcher-practitioner principle, according to which the psychologist with the right to free practice must act through the prism of the practical purpose and access specialized scientific works to solve problems with theoretical and / or practical relevance with extended applicability;

c) the principle of prevention, according to which the professional performances of the human resource suppose the prevention of the installation of the disease - primary prevention, of its complications and its evolution - secondary prevention or of the problems induced by its complications - tertiary prevention;

d) the principle of the solid therapeutic alliance, which implies trust from the beneficiary of the psychological services in the professional competence of the psychologist and empathy, unconditional acceptance and authentic consideration by the psychologist.

e) the principle of focusing on current / specific problems / situations that produce distress at the moment, which means examining the problems here and there of the personnel and the specialized psychological intervention of short duration;

f) the principle of goal orientation and focus on the problem, which represents the planning and conduct of the psychological assistance activities by formulating specific objectives in behavioral terms and choosing the appropriate type of intervention;

g) the principle of preventing psycho-behavioral relapses, with emphasis on psychoeducation, whereby the beneficiaries of the psychological services are taught to become their own therapists and to solve their own problems in the future.

The categories of staff that can benefit from psychological assistance are the following:

a) military personnel in activity, civil servants and contractual civilian personnel;

b) students from military education units / institutions;

c) the veteran military personnel according to the provisions of the Government Emergency Ordinance no. 82/2006 for the recognition of the merits of the personnel of the army participating in military actions and the granting of rights to him and to the survivors of the deceased, approved with modifications by Law no. 111/2007, as subsequently amended and supplemented;

d) military personnel in reserve or in retreat facing psychological problems resulting from the exercise of the military profession;

e) families of military and civilian personnel in activity.

Depending on the purpose of the activities carried out, the psychological assistance is prophylactic or recuperative.

Prophylactic psychological assistance includes activities and programs of primary prevention on the healthy population, of optimization / personal development and of increasing the organizational efficiency by identifying the psychological / organizational vulnerabilities and intervention, at individual and / or group level, for the development of the mechanisms of prevention. coping / adapting / defensive, strengthening morale and cohesion.

Recovery psychological assistance includes activities and programs of secondary and tertiary prevention, of reducing complications of reactions to operational stress, of

dysfunctional / maladaptive psycho-behavioral manifestations and of preventing the evolution of mental disorders, through intervention techniques in crisis situations, and / or individual and / or group psychotherapy.

### **Specialized psychological intervention**

Specialized psychological intervention represents the process of applying the methods and techniques for conceptualizing the psycho-behavioral / organizational dysfunctions, of setting the objectives, the advantages / disadvantages / costs of the intervention and of action at the cognitive, affective, behavioral and / or organizational level.

The specialized psychological intervention shall be performed at the individual or group level and shall:

- a) promoting mental health and personal development / optimization;
- b) controlling the operational stress and increasing the efficiency of the actions of the combat units;
- c) improvement of psycho-behavioral problems of subclinical intensity;
- d) treatment of psychological disorders related to stress and traumatic events or those involving psychological etiopathogenetic mechanisms;
- e) organizational development.

The specialized psychological intervention is performed in the following situations:

- a) during the periods of preparation for missions, according to the Plan of preparation for the mission;
- b) at the request of the commanders and / or at the recommendation of the unit doctor / family doctor / specialist doctor, psychologists from the offices / departments of psychological assistance or unit psychologists, as the case may be;
- c) at the request of military and civilian personnel in activity;
- d) if necessary, for the families of the military and civilian personnel, with the approval of the head of the Human Resources Management Division.

The specialized psychological intervention is executed in accordance with the principle of prevention, as a prerequisite for organizational development, the efficient management of the human resource and the increase of the quality of life of the personnel.

The specialized psychological intervention is carried out through the following types of activities carried out at individual and / or group level:

- a) psychological training of staff, control of operational stress and optimal management of critical incidents / traumatic events, including learning activities of first aid / first aid techniques in case of traumatic stress / defusing;
- b) health education, health promotion and a healthy lifestyle;
- c) coaching for personal optimization / development and self-knowledge;
- d) problem solving, conflict management and negotiation, relaxation and suggestive techniques;
- e) counseling and supportive therapy;
- f) short-term therapies focused on the problem, recovery and re-education;
- g) psychological counseling and psychotherapy of the problems of subclinical intensity;
- h) psychological treatment of psycho-behavioral problems related to the pathology of stress-related disorders and traumatic events.

The psychological intervention for the psychological training of the personnel and the control of the operational stress is regulated by professional methodologies and procedures elaborated and / or updated by the Center for socio-behavioral investigations.

The activity of psychological counseling and psychotherapy performed with the military personnel in activity is regulated by working methodologies and procedures elaborated /

updated by the clinical evaluation bureau, psychological counseling and psychotherapy within the Center for Socio-Behavioral Investigations.

### **Conclusions**

The commanders / commanders from all levels have measures and provide conditions for organizing and conducting the psychological assistance activity.

The data resulting from the psychological assistance activity can be used by the specialized structures, for scientific research activities, in compliance with the regulations in force.

The commanders / commanders of the military units request psychological assistance services to the following structures:

a) the offices / departments of psychological assistance and the psycho technical laboratories, for the units in their area of responsibility;

b) The Center for socio-behavioral investigations, for central structures and for those directly subordinated to them, as well as for structures directly subordinated to the Minister of National Defense.

The commanders / heads of military units may request the structures provided in art. 44 the following services:

a) periodic psychological evaluation;

b) specialized psychological intervention for the subordinate military personnel who obtained the APT CONDITIONED or TEMPORARY INAPT opinion on the periodic psychological evaluation;

c) psychological evaluation and training of the military personnel in activity participating in missions in the theaters of military operations, according to the provisions of the present instructions;

d) psycho-diagnostics and clinical evaluation of staff who present psycho-behavioral manifestations / symptoms of the disorders related to stress and traumatic or other events;

e) psychological counseling and psychotherapy for the military personnel specified in letter. b) and c);

f) evaluating and strengthening the morale of the military in the situation of different types of missions;

g) evaluation of the organizational climate, in case of an organizational management problem or for organizational development.

These instructions do not apply to the Directorate General for Defense Information.

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# IMPLICATIONS OF EMOTIONAL INTELLIGENCE IN LEADERSHIP STYLES SPECIFIC TO MODERN MILITARY ORGANIZATION

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**Abstracts:** *The key to the functioning of leadership based on emotional intelligence for the benefit of all lies in the command's use of the competences related to emotional intelligence: how leaders relate to their own person and their relationships. Leaders who maximize the benefits of EI based leadership channel the emotions of those who guided by them in the right direction.*

*For a military organization that is increasingly demanding, the training of emotionally intelligent leaders is becoming more and more pronounced. The military organization needs efficient leaders who can adapt quickly in ambiguous and dangerous situations. They need to work closely with people from different structures, hierarchical positions, even from other nationalities.*

**Keywords:** Emotional Intelligence, Leadership, Emotions, Military organization.

## Introduction

The term emotional intelligence (EQ) began to be studied in the 1970s and 1980s by Howard Gardner, Peter Salovey and John Mayer. Subsequently, in 1995 the term met a special recognition with the publication of Daniel Goleman's book, Emotional Intelligence. According to his conception, emotional intelligence involves a successful understanding of their own emotions, and the management of them in relationships with others.<sup>1</sup>

Emotional intelligence is based on 5 areas:

- Knowledge of emotions;
- Self-motivation;
- Emotion management;
- Recognizing the emotions of others;
- Relationship management.

T. Bradberry and J. Greaves propose a different approach to emotional intelligence. EI falls into 2 categories of competences: personal competence and social competence<sup>2</sup>; Each specific competence corresponds thus to two specific skills:

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<sup>1</sup>D. Goleman, *Inteligență emoțională*, București, Editura Cartea Veche, 2001, pp 50-51.

<sup>2</sup>T. Bradberry, J. Greaves, *Inteligență emoțională 2.0*, București, Editura Litera, 2016, pp 29-30.

Personal competence	Self-awareness	Self-control
Social competence	<i>Social consciousness</i>	Relationship management

*Self-awareness* is the ability to self-know the self, the willingness to be permanently aware of one's emotions as well as the reactions to events generated by certain impulses. A high level of self-awareness is important for awareness of the emotions that govern impulse reactions. Getting to know yourself means overcoming the fear of making emotional mistakes<sup>3</sup>.

*Self-control* is the ability to use self-awareness, emotions, to direct behavior in a positive way. This ability involves regulating emotions according to people and situations and requires flexibility in managing them. Self-control is not just about controlling anger and adopting explosive behavior. This ability involves practicing skills and managing emotions effectively in many tense situations, aiming for a positive result.<sup>4</sup> These results result from the placing on the second plane of the minor and immediate objectives in favor of prioritizing the long-term objectives. Thus, the ability to self-control will be tested again and again.

*Social consciousness* is the basic ability that determines the ability to recognize the emotions of others and to understand what is really happening to them. High social awareness involves understanding the emotions of others even if you, as a listener, don't feel the same or have completely different emotions.<sup>5</sup> But this ability, developed, helps to perceive the information transmitted to a person even under totally inappropriate conditions. As defining elements, social consciousness involves listening and observing<sup>6</sup>. A person with a high social consciousness is able to detect and understand the emotions of the people they interact with while contributing and at the same time being actively aware.

*Relationship management*. This ability derives from the 3 abilities mentioned above and represents the ability to effectively use your awareness of emotions, both yours and others, to successfully interact. This ensures a clear communication and good conflict management, in the short term, and in the long term ensures a stable relationship.

### **1. The use of emotions in influencing behaviors**

Starting from the fact that the leader represents the emotional guide of the group, it appears that he has the ability of influencing the subordinates' emotions and to guide them in a clear direction. The long-term effects of leadership based on emotional intelligence outweigh the immediate, short-term effects. On the long term, strong links are formed, more effective communication, trust, involvement, respect etc.

The state of mind plays an extremely important role in influencing behaviors. The leader must be aware that his state of mind, and subsequently, the behaviors caused by it directly and uniquely influence the state of mind and behaviors of the subordinates.

Generally, the state of mind and the emotions, in general, have serious consequences on the activities. A serious state of mind is of great help when analyzing a risky situation, while too much optimism can cause ignorance of dangers. A state of anger may distract the leader's attention from certain emergencies or even neglect important issues and focus his attention and energy on other issues that do not demand immediate resolution; however, a moderate

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<sup>3</sup>*Ibidem*, pp. 31-35.

<sup>4</sup>*Ibidem*, pp. 36-40.

<sup>5</sup>*Ibidem*, pp. 41-45.

<sup>6</sup>*Ibidem*, pp. 46-50.

dose of anxiety helps focus attention and direct energy and emotions in the right direction<sup>7</sup>. The prolonged state of concern may sabotage and deteriorate relationships with subordinates or may even result in decreased performance at the workplace. A good laugh, on the other hand, amplifies the neural activities for a better concentration and the conducting of the activities in better conditions.

Negative emotions, such as chronic anxiety, anger, feeling of worthlessness, affect work and job performance. Some subordinates may come with them to the workplace, but in most cases they acquire them from the workplace, from their leaders. The latter must impose professional requirements on subordinates without unnecessarily upsetting them for no use. When people feel good, they give the best of them. Feeling good, I understand information easier, are more flexible in thinking and adapt earlier to new situations. An optimistic state of mind makes people perceive everything in a better light.

The leader's attitude is the element that has the strongest impact on subordinates. It is undeniable that the leader is the most important in the group<sup>8</sup>. He is the first to act within the group. When a question is addressed to the group, all of its members listen to the leader firstly so they could model their own actions based on it. Even when he is not talking, his emotional reactions reveal a lot of information. It is not just about what the leader does, but also how he does it. However, not all official leaders are emotional. If the official leader has not gained credibility in front of his subordinates, they can look elsewhere for emotional security.

## **2. Emotional Intelligence based leadership**

The development and training of the military leader is a conditionality that should not be neglected. For a military organization with increasing demands, the training of emotionally intelligent leaders has an increasingly pronounced character. The military organization needs efficient leaders who can adapt quickly in ambiguous and dangerous situations. They must collaborate closely with people from different structures, hierarchical positions, even from a different nationality (regarding international missions).

Daniel Goleman classifies leadership styles that are based on emotional intelligence and that have a strong impact on others in 6 types: visionary, advisor, democratic, competitive, coercive and collegial<sup>9</sup>.

*The visionary style* is considered the most effective style among the 6. The visionary leader directs the subordinates towards objectives and directions shared by all. A visionary leadership brings subordinates involvement from the subordinates. The leader motivates his subordinates, showing them the importance of the work they do, maximizing their involvement in the organization's goals and objectives. It is most recommended to be used when the situation requires a new and unique vision, clearer orders from the leader, etc.<sup>10</sup> Particularized to the military organization, the importance of this style is made more and more felt due to the fact that the specific climate of the military organization is in a continuous change, the configuration of the war is changing and to cope with this change the clarity in the given orders is essential, even mandatory.

*The advisory style* is the style by which the military leader "reconciles" what the subordinate wants with what the organization wants from them. In other words, it harmonizes the objectives and expectations of the subordinate with those of the organization. He promotes the adoption of the status of adviser in favor of the traditional chief. It gives subordinates confidence, helps them identify their strengths and weaknesses. It mainly adopts the

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<sup>7</sup>Fodor, I. D., *Inteligența emoțională și stilurile de conducere*, editura Lumen, Iasi, 2009, p 25.

<sup>8</sup>D. Goleman, *Inteligența emoțională în leadership*, Editura Curtea Veche, București, p. 34.

<sup>9</sup>D. Goleman, *Ce înseamnă să fii un lider bun*, Editura Curtea Veche, București, 2014, pp. 65-66.

<sup>10</sup>*Ibidem*, pp. 40-42.

delegation of responsibility by giving exciting tasks to subordinates to maximize their involvement. Advisory leaders help their subordinates to develop, both personally and professionally. It helps them to set long-term development goals, even at the cost of failing in the short term. Although this style has a strong positive impact on the subordinate, so, therefore, and on the long-term organization, it is the least used, the reason for that is the lack of time, although only a short time is needed for counseling. , sometimes not at all<sup>11</sup>. Counseling involves constant dialogue, and dialogue which is a good enhancer of the influence factors of the climate in the workplace. Subordinates feel much better off and on when they know the leader shows involvement and appreciation of their work.

*The democratic style* is the style that is realized on the basis of the commonality of the decision. The democratic leader advises with his subordinates before making a decision, listens to their opinions and points of view so that the decision taken is in line with their requirements. At the level of small subunits, the leader benefits from the knowledge and experience of subordinates, so using this style seems the best choice. However, the democratic style has its disadvantages, with effects on the relations within the respective subunit<sup>12</sup>. As a result of the debate of ideas, conflicts may arise between its members. It is ideal to be applied when the leader is not sure about the decision. It is also ideal in the case of a good decision, and listening to the ideas of subordinates leads to its improvement.

*The collegiate style* is the people-centered style. Here, the focus is on the subordinates and their emotions. Thus, tasks and goals fall into the background. The collegiate leader prioritizes his efforts and emotions to create emotionally strong relationships with subordinates, so that they can reap the benefits of that connection, that is, mutual trust and loyalty. Studies have shown that people who like to communicate more, have more in-depth conversations and are more open to sharing their thoughts and ideas. These leaders, by orientating their emotions in this direction, manage to create a strong sense of belonging<sup>13</sup>. For example, collegiate leaders are those leaders who celebrate with the subordinates a group achievement.

Through his presence, the collegiate leader efficiently manages the emotional atmosphere within the subunit. Generally, these leaders express their emotions freely, indirectly subordinates are encouraged to act the same. The leader creates an informal climate, based on sincerity so that all subordinates feel good at work.

With all the above, the collegiate style has some disadvantages. Like the other styles, it is not effective in all situations. For example, when an unforeseen situation arises and the military needs clear guidelines to act on, the collegiate style has no benefits. Therefore, another disadvantage is that a military leader should not use this style alone. This style focuses on the praise of the subordinates' merits in an informal, friendly environment, but in order to achieve continuous development, both within the subordinates and at the organization level, this style must be limited in exercise.

*The competitive style*, unlike the styles presented above, often has a negative impact on subordinates because it is used incorrectly. At first impression, everything seems perfect: the leader sets and imposes quite high standards at the level of the subunit he is responsible for, and if a subordinate does not rise to these standards the leader can replace him. But this style destroys the climate if not used properly. Often, tasks are understood correctly only by the leader, leaving room for interpretation for the subordinates; subsequently, the task becomes more of a "guessing game" of what the leader wants.

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<sup>11</sup> Ibidem, pp 47-50.

<sup>12</sup> Ibidem, pp 51-52.

<sup>13</sup> Ibidem, pp 53-56.



According to the military organization, this style is predominantly used. By the functions they hold, certain performance standards are imposed to all subordinates, based on the training processes. This happens mostly in missions, where the performance standards are higher. In this case, the use of the competitive style by the leader takes precedence over the other styles.

The coercive style is in most cases useless, because, like the competitive style, it is not used properly. It involves hard, very objective leadership in which the leader imposes and controls all activities so as not to allow the instigation of panic or impulsive actions. The peculiarity of this style consists in the fact that it has a small coverage area, in crisis situations in which it is necessary to take tough decisions (fire, earthquake, ambush during missions)<sup>14</sup>. Of course, in those few times the situation demands it, the coercive style brings the desired results, but used in other situations has a negative impact on the subordinates, especially on the motivation and climate within the subunit. Flexibility is strongly affected by the tough decisions and the leader's insensitivity, evolving subsequently to the subordinates' demotivation to perform their tasks. Also, in the long term, my sense of responsibility is also affected. By not giving them freedom of action, the productivity and initiative of the subordinates will decrease sharply.

### **Conclusions**

Leadership based on emotional intelligence is given increasing importance, being studied by most experts in the field. In this paper I wanted to capture some important aspects of its adoption in the military environment. Called by some researchers "effective leadership", its use requires that the person exercising it be born with certain qualities, but also to acquire and develop others along the way. Leadership based on emotional intelligence is given a growing importance, being studied by most of the specialists in the field. In this paper I wanted to capture some important aspects of its adoption in the military environment. Called by some researchers as "effective leadership", its use requires the person exercising it to be born with certain qualities, but also to acquire and develop others along the way.

Even if the use of emotional intelligence is not required in the command act, knowing it is a real advantage in motivating subordinates as well as in achieving goals. Studies show that an intelligent emotional leader achieves far better results than one who does not. Thus, an organization that wants better results from its people must focus on introducing it into educational programs. Performance and achievement of goals are due to those who have a combination of emotional intelligence skills. These skills have allowed them throughout their lives to make the most appropriate choices, sometimes seemingly disastrous in the opinion of others less emotionally gifted. In other words, our success in life depends on each and every choice we make.

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<sup>14</sup> Ibidem, pp 56-58.

# TRAINING AND DEVELOPMENT OF MILITARY INSTRUCTORS

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**Abstract:** *Based on the long-standing idea that armed combat and its principles have a mutual influence and taking into account the changes and aspects of the current operational environment, highly influenced by the fast technological evolution, we can say that the physiognomy of armed combat will face countless changes. The military personnel within the ground forces are placed in a position to act under various terrain conditions (seses, hills, mountains), under very different climatic conditions (summer, winter, wind, rain), individually or in groups, pedestrian or boarded, with heavy individual equipment etc. From this perspective, we appreciate that the physical training of this category of military must be complex and multilateral, developing some basic components: resistance, force, endurance, self-defense, survival ability.*

**Keywords:** instructor, military instructors, training, teaching norm.

## 1. Introduction

The body of military instructors represents the category of military personnel constituted by military personnel in activity that carry out didactic activities related to the military-specific disciplines in the curricula of the initial and continuous professional training programs organized and carried out in the pre-university education institutions, higher education institutions and institutions. of non-university continuing education of the Ministry of National Defense, hereinafter referred to as military education institutions.

Military instructors perform the following functions:

- instructor;
- principal instructor;
- senior instructor;
- advanced instructor.

The activity of the military instructors is usually carried out in a daily interval of 8 hours, respectively 40 hours per week, and includes:

- a) anormative didactic activities;
- b) complementary activities and/or in support of the educational process: training representative sports teams of the institution, conducting technical-applicative and scientific circles, school workshops and granting collective and individual consultations, performing tasks within the subunits/groups of students/students/trainees/soldiers and professional graduates, guidance and supervision in competitions/exams, organization and conduct of cultural activities,

elaboration of teaching materials, tests, documents necessary to carry out the education process, preparation and evaluation of detachments destined for international missions, participation commissions in the interest of education, as the case may be;

- c) scientific research activities in the field of military discipline/sciences/information and national security/engineering sciences/education sciences, weapon research and documentation internships in military units;
- d) pedagogical, methodical and specialized training activities;
- e) other training activities provided in the specific normative acts, according to the category of personnel to which they belong.

## **2. Teaching norm**

The normative didactic activities for the military instructors from the units of pre-university military education are:

- the current teaching-learning and assessment activities;
- the activities of seminar, practical training and laboratory;
- evaluation activities specific to periodic/semi-annual/annual checks/examinations/completion of studies/courses and admission competitions;
- technical, tactical and specialized exercises, practical training sessions, training shooting sessions;
- guidance of projects, course work and graduation.

The normative didactic activities for the military instructors from the non-university continuing vocational training institutions are:

- a) teaching activities;
- b) seminar activities and practical training;
- c) evaluation activities;
- d) the technical, tactical and specialized exercises, the trainings, the practical training sessions, the training sessions, the trainee / practice / flight / the like, the certification / patenting sessions;
- e) guidance of projects, course work and graduation.

The didactic norm of the military instructors represents the number of hours during which they carry out normative didactic activities. The reference unit for the calculation of the didactic norm differs depending on the type of the training program in which the normative didactic activities are carried out, as follows:

- a) in the programs of high school and post-secondary studies and in the programs of initial and continuous non-university vocational training, the hour of didactic activity is used as reference unit.
- b) for the programs of undergraduate / master and postgraduate studies, the conventional time, as defined by the law, is used as a reference unit.

In the case of integral teaching in languages of international circulation, the hours of class, seminar or other normative didactic activities carried out by the military instructors are normed with an additional multiplicative coefficient of 1.25.

The normation of the didactic activities for the military instructors from the institutions of higher military education is performed according to the provisions of the law.

For the activities of evaluating the performances of the candidates/students/students/students in examinations, competitions and verifications, the normation is performed based on the following calculation elements:

- Allocate 15 minutes for each written paper, test, report and for each candidate/student/student/student examined at the oral exams;
- 30 minutes are allocated for each work on the map;

- 20 minutes are allocated for each candidate/student/student/trainee verified in the application-military skills.

By exception from the provisions informations, at the proposal of the university senate or the board of education, as the case may be, the commanders of military education institutions may approve increases or decreases of the weekly teaching norms, as follows:

- a) for the military instructors who occupy a position of head of department/methodological commission/didactic commission/course/laboratory or fulfill the attributions of such a function, the didactic norm can be reduced by 2-4 hours per week, in relation to the size of the structures/the personnel they lead;
- b) for the military instructors from the pre-university military education units and from the non-university continuing education institutions which, due to the specificity of the disciplines, have in the structure of the job less than 4 hours of teaching, the teaching norm is increased by two hours per week;
- c) for the military instructors from the institutions of higher military education which, due to the specific nature of the disciplines, do not have in the structure of the teaching hours, the teaching norm is increased by two conventional hours per week;
- d) for military instructors from higher military education institutions, the teaching norm may be increased within 16 conventional hours per week, and for those from non-university continuing vocational training institutions it may be increased within 16 hours per week.

The annual teaching norm for military instructors from pre-university military education units is calculated by multiplying the average weekly teaching norm by the number of weeks of the respective school year, established annually by order of the Minister of National Education.

The annual teaching norm for the military instructors from the military higher education institutions is calculated by multiplying the weekly teaching norm approved by the university senate with the number of weeks of didactic activities provided in the education plan.

The annual teaching norm for military instructors from non-university continuous vocational training institutions is calculated by multiplying the average weekly teaching norm by 42 weeks, but may not be less than 300 hours, respectively greater than 700 hours. .

### **3. Continuous training of military instructors**

The military instructors appointed in the position have the obligation that within 2 school/ university years after the date of the assignment they prove the graduation of one of the following forms of psycho-pedagogical and methodical training:

- a) a program of psycho-pedagogical training in order to certify the competences for the teaching profession;
- b) a training course, organized by authorized / accredited training providers from or outside the Ministry of National Defense.

Military instructors who do not fulfill the condition stipulated above are made available for the purpose of hiring, and the respective functions become vacant.

- a) military instructors who have obtained education and / or didactic degrees;
- b) military instructors who have completed the forms of psycho-pedagogical training provided by the legislation prior to the entry into force of the National Education Law no. 1/2011, as subsequently amended and supplemented.

Military instructors can obtain the finalization in education and didactic degrees under the conditions provided by law and the methodologies issued in its application.

The military instructors can participate in the activities of methodical and specialized training organized by the houses of the teaching staff or other institutions accredited in this regard.

For military instructors, continuous training is a right and an obligation and is carried out according to the evolutions in the field of national and military education, as well as to the personal interests and needs of professional development.

The specialized personnel is made up of officers / non-commissioned officers, teachers, coaches, sports instructors and military physical education instructors. The tasks of the specialist with physical training comprise a very wide range of activities, from planning and scheduling training sessions, to directing and directing them to the control and evaluation of the results obtained by the personnel subjected to physical training, risk assessment and physical recovery and recovery of forces in the purpose of participating in a new mission. Therefore, these personnel must have a multidisciplinary training that covers the fields of physical education and sport, human resources management, psychology, pedagogy, etc.

The military personnel within the ground forces are placed in a position to act under various terrain conditions (seses, hills, mountains), under very different climatic conditions (summer, winter, wind, rain), individually or in groups, pedestrian or boarded, with heavy individual equipment etc. From this perspective, we appreciate that the physical training of this category of military must be complex and multilateral, developing some basic components: resistance, force, endurance, self-defense, survival ability.

For these, complex training programs such as exercises, duration, effort must be established both through collective meetings and through individual training. Periodically the evaluation of the results must be made and then the training program adapted by gradually increasing the intensity of the effort to the limits of the acceptable.

The continuous training of the military instructors has the following general aims:

a) development of skills in the field of specialization corresponding to the position occupied, as well as in the psycho-pedagogical and methodical field;

b) development of the competences necessary for the evolution in the teaching career, through the system of preparation and obtaining of the didactic degrees or by graduating some psycho-pedagogical training/continuous training programs organized in accredited training institutions, inside or outside the Ministry of National Defense;

c) the acquisition of new skills, through conversion programs for new specializations and/ or the occupation of new functions of military instructors, other than those occupied on the basis of the initial training;

d) acquiring complementary competences that extend the category of activities that can be performed, such as computer-assisted teaching, foreign language teaching, educational counseling and career guidance, adult education;

e) development and extension of transversal competences.

Obtaining through appropriate studies a new specialization, different from the specialization held by military instructors, is considered continuous training.

The military instructors have the obligation to acquire new professional competences through different learning activities in formal, non-formal and informal contexts, so as to accumulate, at each consecutive interval of 5 years, considered from the date of the appointment as a military instructor, minimum 90 professional credits transferable.

Transferable professional credits can be obtained through:

- participation in accredited / authorized continuing education programs;
- recognition of learning outcomes in non-formal and informal contexts, by their equivalence in credits for vocational education and training, which, in turn, is equivalent to an appropriate number of transferable professional credits.

The formal learning contexts consist of learning programs and activities assisted by trained trainers, organized in accredited training institutions within or outside the Ministry of National Defense.

Non-formal and informal learning contexts consist of learning activities carried out individually or in groups, outside the programs and activities of formal learning, through self-training or exchanges of experience, through research activities, through participation in scientific, psycho-educational, methodical actions. or missions in the theaters of operations, as well as through specific activities carried out at the workplace.

#### **4. Conclusions**

In the institutions of higher military education, in the situation in which distinct departments of military instructors are constituted, the department heads are chosen from the advanced instructors, in compliance with the legal provisions in force.

In the pre-university military education units and in the non-university continuing vocational training institutions, in the case of chairs / methodical commissions / teaching committees distinct from military instructors, their heads are appointed from the superior or principal trainers, as the case may be, according to the established competences. by order of the Minister of National Defense.

In case the military education institution does not have enough qualified personnel from the military instructors to perform didactic activities in some disciplines, it may request them to be performed by associated military instructors.

The associated military instructors are military personnel in activity who perform other functions than those of military instructors in the respective military education institution, in other military units / institutions of this type or in specialized structures of the Ministry of National Defense, but who have specialized training and the skills / abilities necessary to carry out the didactic activities related to disciplines provided in the curricula.

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# THE IMPORTANCE OF SELF-DISCIPLINE IN THE TRANSFORMATIONAL LEADERSHIP

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**Abstract:** *Self discipline is very important for a leader because when you face hard situations you need to be in control with your emotions and that is accomplished with self discipline. You use it in every situation, day after day, and it makes you in time an excellent leader.*

**Keywords:** self-discipline, transformational leadership.

## 1. Transformational Leadership

Leadership is the influence that certain people (leaders) exert on others in order to achieve the goals, in an organizational context. Its importance within the organization increased as the environment became more volatile and competitive, and people better trained and more informed.

The need to lead the social life, as well as its various systems and subsystems, is acutely manifested, nowadays there are numerous specialists who affirm that the social and economic development of the organizations and, not in the subsidiary, of the society as a whole, their evolution and success, are the result. As such, leadership and leaders have a special significance for both the present and the future, being undoubtedly vital aspects of the functioning of any organization.

Leadership, an extremely complex concept that appeals to many values, strongly depends on the context. That is why there is no unanimously recognized definition of it. Rather, it is an ensemble of diverse qualities that, when combined, form what is called leadership. The people endowed with these qualities are considered as bosses who, depending on their effectiveness in a given situation, are considered "good" or "bad", competent or not. Leadership can be defined as the art of directly or indirectly influencing other people, through official powers or personal qualities, for them to act in accordance with our intention or a common goal.

The distinction between leadership and other related concepts such as command and management is appropriate, even though these terms are often used interchangeably. Also, leadership must have particular authority, responsibility and obligation to report on the execution of a task or mission. A good manager and a good commander must both have the qualities of chiefs, but the mere fact that a person occupies a position with authority does not necessarily make him a military leader. Leadership does not uniquely encompass authority, but also the ability to lead other people. A commander will not be a leader if he does virtually nothing to influence and motivate subordinates.

In reality, the commander does not become a leader until he is accepted as his subordinate. Leadership requires more than competence in management or legal authority. It

is the commander who motivates the other members of the structure that he commands. Transformational leaders engage in specific activities, they encourage and achieve performances beyond expectations by creating visions and mobilizing subordinates to achieve them.

By doing so, leaders generate acceptance and awareness among subordinates about the goals of the organization and motivate people to go beyond their personal interests. In the activity of the transformational leader, in the foreground the tendency to drive and satisfy the need for change of people. Transformational leaders do this by developing a realistic vision of the future that can be presented, by the intellectual stimulation of subordinates, and by the fact that they must be attentive to the differences between subordinates.

Transformational leaders are characterized by four factors: charisma, inspiration, individual consideration, intellectual stimulation.

Transformational leaders are primarily charismatic, they have the ability to generate visions that subordinates want to achieve, employees often develop strong emotional connections for the charismatic leader. Charisma is perhaps the most important aspect of transformational leadership; in fact, many authors simply speak of charismatic leadership, although there are many individuals who have charisma without being leaders. Charismatic individuals have been described throughout history as having personal qualities that give them extraordinary power to influence others, to inspire them to achieve their goals. They tend to demand strong devotion and loyalty and this inspires a great deal of dedication and effort to accomplish the mission. Thus, subordinates come to believe and identify with the charismatic leader and fulfill the goals set by him. From the studies that were carried out regarding the charisma it was found that it is a process with own studies:

In the first stage, the leader carefully assesses the situation to see the possibilities for change; he pays special attention to estimating the needs of subordinates and organizational constraints. At the same time, the leader seeks or even causes deficiencies in the current state of things.

In the second stage, the leader formulates a vision or mission that questions the current situation and that somehow corresponds to the needs and aspirations of the subordinates. He may have the idea of a product that will return the company to its old innovation reputation in the respective field.

In the third stage of the charisma's emergence, the leader makes the subordinates realize the new vision, often setting an example of self-sacrifice to build the subordinates' confidence. The leader will work countless hours over the program, risk promoting those members of the organization that threaten his vision, and suggest unusual but feasible solutions.

The third factor, the individual consideration refers to the fact that the leaders treat the employees as individuals and use the professional guidance that encourages the subordinates to perfect and keep up to date with the latest news and discoveries in the field so that they can occupy any position in the field. Within the organization I run. The focus is on a perfectly directed attempt to meet the needs of the respective person in the context of the general objectives. This individualized consideration is striking when it comes from a military setting, because the military culture emphasizes equal and impersonal treatment.

Transformational leaders use intellectual stimulation to cause subordinates to solve family problems in new ways, so subordinates do not doubt their own beliefs and begin to find more innovative ways to solve problems. The new type of leader is the one who makes people act, who transforms disciples into leaders, and who can turn leaders into agents of change. By using these indicators or factors, finally, two categories of effects are obtained:



Transformation of employees, materialized in increasing awareness of the importance and value of expected results, overcoming by subordinates of their own interests, change and extension of organizational needs.

Organizational transformation expresses in increasing organizational efficiency, enhancing the adaptive and transformative creative capacities of the organization.

Leaders motivate, inspire, induce momentum, influence people and are followed by them. They establish the direction of development of the organization which implies the development of the vision and the elaboration of the strategy, mobilize the subordinates - communicating their directions of action, printing their momentum gaining their devotion and being followed by them, motivating and inspiring them what it implies to satisfy their needs and emotions, to highlight their values.

For a transformational leader to be as efficient as possible he must inflict to himself the concept of self-discipline. This concept refers to the idea of everyday effort of making yourself better than the day before. To make your subordinates believe that change is possible, you have to show them that you can do it. The change doesn't need to be huge, but it needs to be visible. If you can make yourself better in time than the subordinates will start to look up to their leader and they will start to believe that change is possible for them too. I think that if you want to transform an organization you have first to transform yourself. In order to develop yourself you have to have the self-discipline to work on yourself day after day, in every situation that you encounter at work or in your personal life.

## **2. Selfdevelopment**

Selfdevelopment is a complex, individualized process, in which, at the level of the whole personality, there are quantitative, qualitative, desirable and positive changes with the help of own, internal, responsible and self-activated springs. In this process, it is desired to exploit to the full the potential and the competences that the individual has through selflearning, selfexercise and periodic selfevaluation, the purpose being to improve the life of the individual from several points of view: social, relational, spiritual, educational, professional etc., thus realizing the selfdeparture. Education plays a very important role in stimulating motivation for selfdevelopment, and this topic is frequently addressed by teachers during counseling hours.

Self-evaluation is the process in which each individual performs their verification, critical analysis and evaluation of their own achievements, activities, performances, knowledge, skills, etc. by referring to a criterion, a model, a standard, etc. Metacognition and reflexive selfassessment of one's own cognitive processes play a very important role in the selfevaluation process because with them the progress assessment is realized, so the individual knows how much he has achieved and what he has to do and they are essential in performing the selfregulation. It is relevant to military leaders because it helps them to become aware of their level in relation to military standards, developing their reflexivity, motivation and confidence in their own potential. It can be achieved with the help of tools for quantifying variables, such as questionnaires and self-assessment sheets, which are used systematically, making it possible to monitor the evolution of the leader in time.

"The ways of selfdevelopment are based on our ability to carry on conversations with ourselves, to observe our feelings, our cognitions and our behaviors towards those inside the organization, those outside of it and towards ourselves" [1]. At the beginning of each day, the feelings, thoughts, attitudes and the behavior we have in the morning routine directly affect the leadership style of that day.

In order to be able to make changes in the way we behave, we need to understand:

How can the leadership qualities contribute to the development of the organization?  
How important is the improvement of leadership qualities and their sense of responsibility?

How we can make major changes?

How does the behavior of the leader influence the people of the organization and the mission of the organization?

What factors can influence the behavior?

The past of each individual directly influences the current behavior exercised within the organization. The situations and circumstances encountered in childhood and the skills acquired during that period determined the current personality, impulses and capabilities of the leader. School is one of the major influences that build the character of a man, because it is the main responsibility of a person as he goes through his childhood. If this experience is considered positive then the confidence and self esteem will be strengthened, but if it is considered negative then the individual will have problems with taking responsibility and the leadership skills will not be exercised at all. The mood of each individual is complex and influenced by a multitude of circumstances in their professional or personal life. In order for the leader to have a good emotional state, he must take control of his behavior at the beginning of each day. If the day starts with a negative mood then it is very likely that it will persist throughout the day, and the effect on those around you can be devastating.

To be able to effect change, the leader must figure out what exactly influences his behavior, how to identify the obstacle that influences him negatively and remove it, and how to exercise this new behavior. The factors that influence morning behavior are:

- Personality / temperament
- Self-esteem / self-confidence
- Past
- Personal / family life
- Professional life
- Balance between work and personal life
- Drink or medicines.

It is obvious that the leader's disposition varies from day to day, but there is a pattern in which the colleagues in the organization know him and know what to expect. So if the leader's colleagues have a positive reaction when he / she gets to work, it means that the change has been successful. An essential attribute in leadership is the ability to react with positive and optimistic thinking, but it is also crucial for cooperation, collaboration and learning.

Even if the day begins in an optimistic manner, the leader must make efforts to maintain this state. Some people find it harder to maintain this condition than others, depending on the pattern they have created throughout their lives. "To take a positive approach towards one's own and those around you, it is good:

- to educate a positive mental disposition
- to establish with those around positive relationships
- to remember that an optimistic approach that is not a good motivational tool does not mean weakness" [2].

Depending on the extent of the challenges, the physical state and the personal interests, each individual has maximum or minimum moments of motivation and energy, and the way to balance these moments depends on how well they know themselves and how well they know themselves. understands the biological clock.

Relaxation is one of the key parts of the day because without it no individual would be able to perform their activities effectively and with a positive mental disposition. In order to

achieve relaxation, it is necessary to allocate the necessary hours of specific sleep to each individual and in the free time to carry out activities that help to "charge the batteries".

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# THE INFLUENCE OF CREATIVITY IN THE MILITARY FIELD

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**Abstract:** *At first glance, in the military field, people’s creativity is somewhat limited by the strong presence of standardization in the training and the uniformization of other aspects, through the standardized procedures enforcing many of the work and conduct modalities. But in some cases, over time, during peacetime activities and sometimes in some battle, commanders who were inspired or creative at the right moment, managed obtain victory by using new forms of action or military stratagems which surprised their opponents.*

*In the military field when you receive a mission or task, the superior must clarify five questions: who ?, what ?, when ?, where ?, and why ?. All of these questions are intended to guide the fighters towards the achievable goals, but none of these questions tell them how to do it precisely. A leader who dictates solutions is far less effective than a one who coordinates the creative spirit of the entire staff by forcing them to come up with something new all the time.*

**Keywords:** creativity, military field, professional development.

## 1. Introduction

Throughout their lives, in both the professional and private life, each individual is in a position to address specific problems by combining his or her data and information or by associating elements and knowledge. However, creativity goes beyond these limits, and requires new, original solutions to be obtained, as opposed to those encountered, which would lead to greater efficiency in the field.

At first glance, in the military field, the creativity of people is somewhat limited by the presence of standardization of training and standardization of working and action procedures. But in some cases over time, in activities in time of peace, but also in some battles, commanders who were more inspired or creative at the moment managed to win by using a new form of military action or strategy that surprised the opponent.

In Romania, the early 1970 brings numerous and intensive studies on creativity in art, science and education. Research into creativity has been directed at studying creative people, the creative process, the stages of creation, individual structures and creative cluster structures, ways of evaluating creativity, means of identifying and educating creativity.

Bodies and organizations consisting of pedagogues, sociologists, mathematicians, biologists, chemists, psychologists and specialists in other fields have been set up, with the ultimate aim of stimulating and educating creativity, as Mihaela Roco says [1].

## 2. Conceptual delimitations

We cannot discuss creativity as an old or new concept, because it meets both characteristics simultaneously: it is old, compared to the cultural requirements for what constitutes the human contribution on this planet, but it is new, compared to the scientific report, concrete and objective in which the creativity is analyzed and defined in contemporary literature. Ethylogically, the term creativity comes from the word Latin creation that signifies birth, zamislire, creation. In a broader design, it is an overall human process, one of the highest forms of human action.

*Creativity as a process.* This theory refers to the procesal and phasing character of creativity. Its production is not done instantly, but requires the following of different steps, the number of steps being also different from author to author. B. Wallas, E. B. Hutchinson and R. Thompson determines 4 steps of the creative process: Lighting, preparation, incubation, checking. A. OSBORN sets out 7 steps: Guidance, analysis, preparation, incubation, analysis, synthesis and evaluation.

*Creativity as a general human potentiality.* This theory provides an answer to a problem that is widely debated in psychology, namely: Are there any non-creative people? Over the years, a number of theories have been formulated which refused the creativity of some people.

*Creativity as a product.* Most psychologists who explained the concept of creativity referred to the features of the produced product as distinctive marks of creativity.

*Creativity as a complex indicator of personality.* Creativity includes in itself all the activities and mental features of the person, and this in turn is included and subsumed into the most comprehensive systems of personality [2].

The creation process involves taking several steps:

### • Preparation period

At this stage, information is collected, objections are made, the problem is outlined, a hypothesis is conceived. This stage of the process involves following steps: Problem referral, information on the history, problem formulation, sketch of the first solutions, acquisition of the material.

### • Incubation

This is the time of efforts, of samples often sterile. There is no solution here. The implementation of the primary plan is not satisfactory. This stage can last for a longer period of time, sometimes it can take several years. The task of this step, in the initial phase, is to remove the erroneous tracks that were frequently encountered during the preparation phase. During this time, the theme tries to find its best options, digging very deeply into the unconscious, where the person stores the information he has acquired throughout his evolution.

### • Enlightenment

This step refers to that moment when a solution is found or when in art, the work is seen in its entirety. This process sometimes happens miraculously, so it is also called inspiration, if the creator appreciates the work and is responsible for all its elements and details. Lighting is included in the category of phenomena that better fit literary and less scientific exposures, “as the water of the sea is clearer in moonlight than in the sun”, according to Lucian Blaga’s expression.

### • Verification

It is the last step in the creative process and it is necessary after the primary idea, to make sure that we will not have gaps or errors. The person reeses his work and makes corrections where appropriate. In some cases, large parts of a work are being corrected and modified repeatedly, as Lev Tolstoi did. There is no question that the most important moment is that of lighting, even if it is only partial.[3]

## Factors of creativity

### • Intellectual factors

The basic function of the creation process is imagination. For a long time imagination was described as a process of associating images, resembling artistic imagination. Like every creative process, it involves new syntheses, new combinations: In science, in mathematics, in physics.

### • Characteristic factors

Understanding and intellectual skills are characteristics of a person with a potential creator, but they are not enough for this person to become an art creator or an inventor. Although the creative person has an idea, it is not enough to give rise to an invention.

### • Social factors

Both the artist and the scientist are strongly inspired by the environment, especially the social environment. The wishes, the motivation of a man is in relation to the needs of the society in which he has carried out his work. With this we can explain the rapid development of the plastic arts that occurred in the 15th-17th centuries in Italy.

## 3. The model of the active and creative military

The active and creative military is the person who engages in educational and training activities, changes its characteristics, variables: in addition to this, the creative military makes efforts to think, carries out mental and practical research, search activities, finds new truths, being aware that all the time the messages and influences in the external climate are imprint with the help of internal conditions. This theory about the military is in contradiction with the traditional one referring to the fact that the military passively takes the information from the instructor or superiors and then reproduces it.

For a military to be active and creative, he must become co-responsible for the conduct and results of the learning process and co-participant with the trainer in personal training. The military must assume the mission he has in the training process. He plans his personalized study program as efficiently as possible, taking his exposures, making the necessary efforts, establishing his study tactics and planning his time efficiently. It must show independence in analyzing and dealing with problems, courage in critical assessment of certain products, freedom in behavioral expression.

The dynamic and creative militant is characterized by an independent judgment in work, a judgment that takes place on long paths, without cognitive dams, expressing an unusual trend for exploration and creation. The soldiers who are part of this sphere are not interested in teamwork, as they draw up their own work plan, in connection with only a small group of friends.

The portrait of the active and creative militiaman refers to those characteristics that demonstrate the strength to move away from information, moving freely in the knowledge field, demonstrating an independent spirit and initiative. Creative subjects have a high level of aspirations, being curious at all times, with different attractions, emerging from the print and bringing interesting ideas into discussion at all times. [4]

Comparing students with low creative potential and students with high creative potential, Mihaela Roco presents their specific characteristics.

**Table 1**

*Military's characteristics regarding creativity*

<b>Low-creative military</b>	<b>High military created</b>
Waste time	Use time to increase personality
He is an observer	They are always involved in different activities

It has few individual and autonomous attractions It has partial experiences, divided according to particular events	They engage in many activities that help them develop their personality It has many complex tasks
He is leaning toward boredom He has no notable performance and he becomes irritated because nobody likes him	Shows interest in any activity It has notable performances, developing its creative spirit and professional thanks

The specific behavior of people with high creative potential, regardless of their area of activity, is "a living interest in any information, which has a very high degree of activism. For highly creative people there are no uninteresting things, it depends on who they are seen, what kind of knowledge the individual is reported to, and especially how they are analyzed, interpreted."

When the dog is given a mission or is assigned a task, the superior has to clarify five questions: Who?, what?, when?, where?, and why? All of these questions are intended to guide the militiaman toward achieving the goals, but none of these questions tell him how to do it. The Militar is not told how to do it, precisely to enable him to manifest his creative spirit. Thus, the military has some freedom of action, he can choose the easiest or the most difficult way to accomplish his mission.

There are times when people fail to do their job, fail to achieve their intended goals, when they fail to do so, they start and seek all sorts of excuses and motives to make an excuse, some of which are plausible and true. In the end, what the superiors are asking is whether the subordinates have achieved their goals or not.

Mihaela Roco presents a list of the most common excuses mentioned in the specialized studies that people use to justify failure in activities. By looking at that list, I have selected some excuses that are frequently used in the military field:

- if i had more time;
- if the master would appreciate me more;
- if i had more resources;
- if the circumstances were different.

Mihaela Roco has also selected a number of phrases which have the effect of stimulating the creative behavior of individuals, as follows:

- think about the future, instead of being caught by surprise;
- do not confuse creativity and ambition;
- don't stand and wait for someone to do the job for you;
- be modest when you criticize someone;
- exploit the experience gained to win another new one;
- no one is in shape all the time maximum, rest can be creative. [5]

Burbulea E.says creativity acquires certain specific characteristics for people who are part of the military environment, because the decisions and orders that are received from superiors and transmitted to subordinates depend on the lives of some people. It is precisely for this reason that those in the military world in charge must plan and find solutions on the battlefield in such a way that the damage caused by the enemy is minimal and success is the result of the effort made, of the creativity and intelligence of the commanders and of the way military scenarios think. The author is of the opinion that "the military staff in senior positions have, among other things, the task of developing credible new scenarios, through which the subordinates understand the scale and variation of the concept of war, participate in the process of training and development of the country's persevered and devoted fighters".

Ioan Mihut believes that "a leader offering solutions on his own is much less efficient

than a commander who coordinates the creative spirit of all staff by forcing them to come up with something new all the time." [6]

Developing creativity involves stimulating the courage to students to issue even funny assumptions, but not absurd, the ability to judge to what extent a certain hypothesis is plausible, to draw up a working strategy and not to wait for a solution. The focus is particularly on self-paced learning and personal effort, and especially on learning through discovery. To develop the creative capacities of thinking means to cultivate flexibility, abstract thinking, originality, fluidity of exposure of ideas, ability to establish similarities and distinctions, availability of elaboration, organization, reordering.

#### **4. Conclusion**

A very important aspect in achieving a high creative spirit is the training they receive from instructors. They must always come up with something new, stimulate them as much as possible and make them want as much as possible, which requires a great effort from the instructors. Another thing that drew my attention was that the soldiers have much more confidence in themselves than the instructors have, and that is very good because they believe in their own forces and in what they can, and this will help them to overcome some obstacles they will encounter in their military career more easily.

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# INTERNALIZATION BY MILITARY CADETS OF THE MORAL VALUES THAT ARE NECESSARY FOR A FUTURE OFFICER

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**Abstract:** *The present paper looks forward to show up the degree of internalization of the moral values necessary to an military officer by the cadets of Land Forces Academy. Thus, through a questionnaire applied to the cadets, we can observe the differences between the years of studies, as well as the extent to which certain moral values are internalized in both boys and girls. At the same time, we can observe the dominant moral values and those that the cadets consider to be the most important for the fulfillment of the professional attributions. Moreover, it shows if the Land Forces Academy fulfills its mission, to create the next generation of military leaders.*

**Keywords:** moral values, ethics, military students, leaders.

## 1. Moral values in the military profession.

"Morality always reflects that side of human action in which human relations are embodied with other people and with themselves, in which the contradictions between people, between man and society are resolved" (T. Husnar, 1967)

Moral reflects manifestations of relationships, interconnections between people, as they are expressed in their behavior, but also their ideal model, respectively the way in which these relationships should be built and developed. Regarding individual morality, it is part of the personality of individuals, which influence the evolution and development of people, having a profile with common and at the same time distinct elements.

Moral values reflect certain general standards, which are imposed by virtue of the moral ideal. Among the most important moral values in the military we mention: respect, discipline, patriotism, camaraderie, honesty, courage, honor.

Moral rules and norms are perceived as concrete requirements of moral behavior, models that are elaborated by society or, sometimes, by smaller groups, which are applicable in a particular situation. At the social level, this set of rules is formed through a long process of filtering, appreciating and assimilating the individual moral facts through the collective moral judgment. The concepts of moral norm and moral judgment are in close interdependence, since the first precedes an action or a fact, and the second succeeds the deed, by evaluating the behavior. Through norms and moral judgments, the individual becomes aware of whether an action is moral and in accordance with the norms of the society of which he is part or not. At the same time he is aware of what the behavior should be, if the deed or

the action is considered immoral, not being in line with the expectations of the society. (Edgar Karssing, *Morele Competenties in Organisaties*, 2000).

That said, the moral ideal is the axis around which all the elements of the moral system lie. It represents an image of what is defining and normal for the members of a particular society, spatially and temporally delimited. The moral ideal is considered a vision of perfection from a moral point of view, comprising, in the form of a model, the moral essence of the human personality.

Regarding the military environment, morality plays an extremely important role because, those who choose this profession must conform to certain defining moral values, such as: patriotism, sincerity, responsibility, punctuality, etc. If these values are not well defined in an individual, the military environment has the responsibility to polish these values, until they reach the level required for carrying out actions in the military environment. A person who has not pre-formed a moral portrait suitable for this field, once arrived in the military organization, it will be very hard for him to adapt, failing to cope with the situations and challenges that this environment raises. Therefore, for the professionals in the army, a specific and explicit moral portrait is outlined, to which any military personnel must aim, in order to carry out the activities in optimal conditions. In addition, in serious situations, the military field may require the "supreme sacrifice", either for the defense of the country, for rescuing comrades or in other situations that may arise during missions. Therefore, patriotism and camaraderie must be cultivated and raised in the soul of each military, being necessary for them to understand and be prepared to give their lives for their country.

Speaking about the moral profile of the military leader, Marius Stoian (SMFT's chief adviser) states: "The values of the army are important as they define the character traits of the military who develop and maintain the discipline. Their results determine us to do the right thing, even in crisis situations. For leaders, these character traits are twice as important. We all know that facts speak louder than words. The military not only listens to what you say, they look at what you do". For military leaders, the adoption and promotion of specific military values are extremely important, as they represent an example for both subordinates and superiors in some cases.

Starting from the theoretical premises mentioned above, we will continue to present some of the most important military values, which will be the points of interest of the research carried out, namely:

- *Respect* - Military respect is something that every military personnel, from soldier to officer, hopes to win. This starts with showing respect, through regulatory gestures and verbal manifestations. In military life and in everyday life, respect is more than the way a soldier or an individual is treated; it is also the way you speak and the tone used. Authentic respect is not a given of the individual, but is gained through time and actions. When officers interact with soldiers or civilians, their attitude and behavior will dictate the level of honor and respect they will show to them.

- *Patriotism* - By definition, patriotism means strong attachment and support for the country, but it is not the only thing it represents. One of the possible aspects is sacrifice. Our armed forces, but also their families, have to sacrifice many things, such as spending time with family, parents and children. The children of the military have been waiting for months for their parents to return from the mission and, at the same time, the parents of the military feel exactly the same. The personnel of the armed forces suffer in silence and sacrifice many, with discretion and tenacity.

- *Discipline* - As everyone is well aware, the army is primarily about order and discipline. This is extremely important and is manifested by: punctuality, conformity, observance of military orders, rules, norms and regulations. In the army, the discipline is the basis for the fulfillment of all types of objectives assumed. Therefore, one of the main

objectives of the military education and training institutions is to implement the discipline as a fundamental feature.

- Fellowship - The last in the present presentation, but not the last, the camaraderie is on the same level of importance with the moral values presented above, since the army is not characterized by individuals but more by groups. Thus, it is necessary to have cohesion, a desire for self-help among colleagues, group loyalty, honesty towards comrades.

## **2. The research objectives.**

The present research aims to achieve the following 2 objectives:

- identification of the level of internalization by the military students from Land Forces Academy of the basic moral values of the profession;
- comparative analysis of differences self-reported by students from year I and year III regarding the internalization of moral values.

## **3. Operationalization of concepts**

In order to achieve the objectives, we have chosen as central points four of the moral values specific to the profession of officer, each of them being addressed as follows:

- discipline. I emphasized punctuality, conformity and compliance with military regulations;
- patriotism. Regarding this moral value, I chose to focus on: the spirit of sacrifice, the army as a national symbol and the love for the country;
- respect. The aim was to identify respect for the higher military rank, for the qualities of a person and for one's own person (self-respect);

## **4. The research sample**

The total sample consisted of 50 subjects, students of the Land Forces Academy, boys and girls, from the first and third year of studies.

The breakdown by sub-samples is as follows: 25 students from the first year, of which 20 boys and 5 girls; 25 students from year III, of which 20 boys and 5 girls.

## **5. Methodology of data collection**

In order to collect the data we used the survey method based on a questionnaire. I made up an opinion questionnaire, where the respondents were in the situation of self-assessment and self-report of the opinion against the moral values.

The questionnaire is made 13 items with closed response, graded in 3 steps. In order to process the data, I gave a score to the answers, as follows:

- 1 point - *To a great extent;*
- 2 points - *To a moderate extent;*
- 3 points - *To a very small extent.*

The items were formulated in such a way as to solicit the personal opinion of the students regarding the four moral values that we considered essential to the military field: respect, discipline, patriotism and camaraderie. Items 1-4 relate to the moral value of respect, under the following aspects: respect for the degree, respect for the person and self-respect. Items 5-7 concern the internalization of the discipline and the observance of the military rules and regulations. The level of internalization of patriotism is shown in items 8-10, and the level of camaraderie in items 11-13.

## **6. Presentation and interpretation of results**

Regarding the internalization of the moral value *respect*, for the answers from item 1: "*I am convinced that I have to give the signs of respect to the persons with higher grade*", the

subjects from year III obtained 73 points out of 75 (representing 97%), which means that the vast majority consider it is very necessary and important to give the signs of inner and outer respect to persons with higher grade. At this item there are no significant differences between the opinions of the subjects from different years of studies. Those in year I also consider that outward signs of respect are important, as the score obtained is 71 out of 75 (94%).

Regarding item 3: "*I should not show signs of respect to someone who is not a worthy example*" there is a difference between the answers of the subjects, according to the year of studies. Year III obtained 43 points out of 75 (57%), which means that the students agree very little with this, while the score for year I is 50 points out of 75 (66%). From this it appears that the first year, being still at the beginning, the majority having the first contact with the military environment, considers that the officers who represent an example worthy to be followed are more worthy of respect than those who do not represent an example. This can be explained by the fact that students are still looking for a military model to inspire them. Another possible explanation is that, in the absence of experience, they disregard certain military or civilian personnel, considering that they did not act exemplarily in a certain situation, passing that situation through the prism of their own thinking and not through the prism of military regulations. It is understandable why in the year III the score is lower, since, the experience accumulated during these years has shown them that the army functions hierarchically, with clear attributions on ranks and functions, and whether a military or civilian framework is considered worthy of respect or not, people under him have to show him respect.

As for girls, in item 3: "*I should not show signs of respect to someone who is not a worthy example*" year I obtained 12 points out of 15 (80%). From this it appears that they consider to a great extent that those who do not represent a worthy example should not be welcomed. This can be explained by the fact that girls have a slightly more sensitive character and it is harder for them to adapt to the military environment. Regarding year III, the presence of experience speaks, they obtained 4 out of 15 points (27%), resulting in the majority agreeing very little to this, thus respecting the military regulations.

At item 4: "*I cannot allow my rights and dignity to be violated under any circumstances*", 73 points were obtained in the first year (97%) and the maximum (100%) in the third year, this showing that the students self-declared a high degree of respect for one's own person, which helps to carry out activities in the military organization. This can be correlated with the fact that they will also want a positive image in front of others, which automatically leads to the fulfillment of the functional tasks.

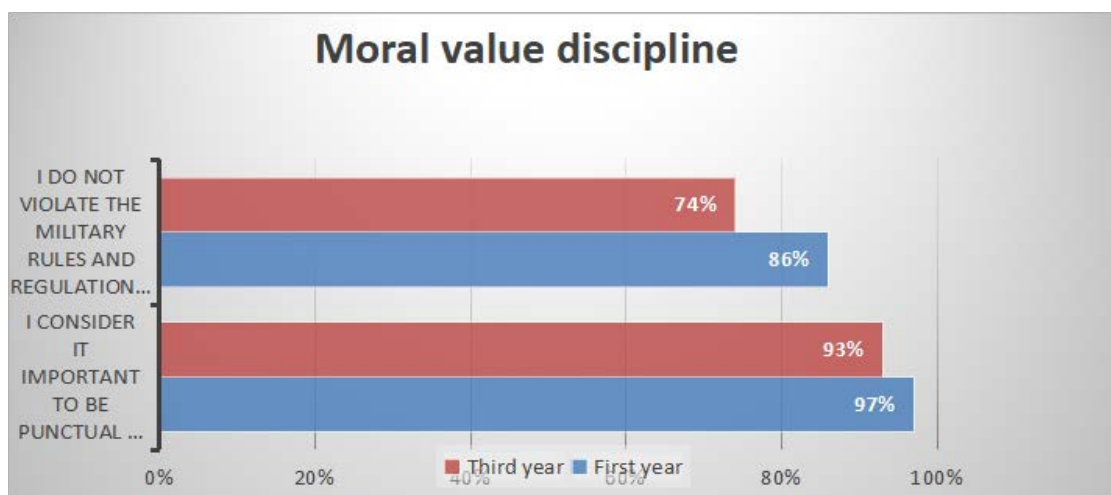
The comparative presentation of the level of internalization of the moral value respect is included in the following figure:



As I mentioned, the internalization of the discipline as a moral value is followed by items 5, 6, 7. Item 5: "*I consider it important to be punctual in all activities*", it obtained 73 points in the first year (97%) and 70 points points in the third year (93%), which shows that the military students of the Land Forces Academy have a totally positive attitude towards the importance of punctuality. It follows that the discipline is internalized among the students.

At the same time, through item 6: "*I do not violate the military rules and regulations under any circumstances*", we notice a quite large difference between the subjects in the two years of studies. Year I has 65 points out of 75 (86%). From this score it appears that the vast majority declare that they do not violate the military rules and regulations under any circumstances, while in the third year only 56 points out of 75 (74%) were obtained.

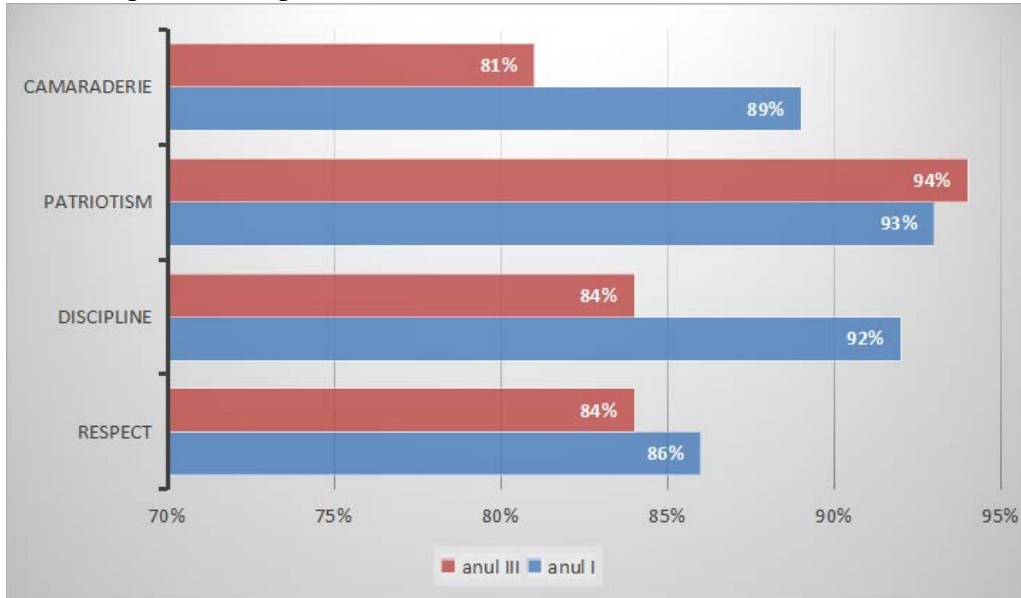
This shows that the students of year III, having spent more time in the military system, probably understood that it is impossible to always be regulatory and, because we are human sometimes deviations from military regulations and norms occur. At the same time, it can be said that the students of year III being more experienced and better adapted to the military environment, have come to the conclusion that sometimes, when no one sees this violation of military rules and regulations, everything is fine. However, it is important for everyone to be aware that these military laws and regulations have been imposed for a certain purpose and each of us, through the military oath, we have assumed their observance. Therefore, these deviations should be avoided as much as possible and their repeated appearance requires the intervention of the commanders and their correction until it is too late.



The level of internalization of patriotism as a military value is observed through items 8, 9 and 10. In all these 3 items, both year I and year III obtained a result close to the maximum possible. That said, it turns out that military students consider patriotism an extremely important value to the military environment. According to item 10: "*I believe that patriotism is absolutely necessary to be a military good*", the students' maximum response, respectively 64 points in the first year (85%) and 68 points in the third year (90%) shows the fact that from the military point of view, this military value is essential for carrying out the activities and performing the functional duties in the military environment.

Talking about camaraderie, it appears from the answers to items 11, 12 and 13 that students are willing to help their colleagues in any circumstances and consider that they will be helped when they need it. Probably, the score obtained by the students of year III is lower due to the fact that they spent more time with their colleagues, which gave the opportunity of many small intra-group conflicts, which subsequently led to the decrease of the cohesion. Even so, the score is high, which means the military students consider themselves good comrades and so consider their colleagues.

Graph that compares the scores of the 4 values:



## 7. Research conclusions

From the present research it appears that the level of internalization of the basic moral values of the military profession is high for the military students from the Land Forces Academy. This is extremely important, because on the basis of these basic military values are created future leaders of the Romanian Army and future models to follow. On the whole sample of students investigated, the most assumed and internalized moral value is patriotism, and scores were obtained, in order, for the following values: discipline, camaraderie, respect. The level of internalization found is very high, so it can be said that the Land Forces Academy successfully fulfills its main objective.

At the same time, the appearance of the self-reported differences of the students from year I and year III regarding the internalization of moral values is normal, as certain moral values, such as the discipline, are increasingly internalized and become more and more powerful as the students spend more time in this environment. The moral profile of the officer is a permanent construction, starting from the training period and continuing in the military units of which they will be part throughout the career.

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# INTERPERSONAL RELATIONSHIPS IN THE MILITARY ENVIRONMENT

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**Abstract:** *Interpersonal relationships are multilateral relationships that are formed through interactions between people in daily life. These interactions could be developed only within a group (group of friends, family, work group) and are influenced by various factors. The fundamental way of working and existence of human beings and human groups, the essence of the organization of social groups and of the social system, as a whole, is called social interaction. Taking into consideration different criteria, in social psychology there is a variety of classifications of interpersonal relationships. Interpersonal communication is one of the most important factor in interpersonal relationships. In the military environment, the commanders must approach an appropriate language in order to be understood by their subordinates. Being professional, the military uses a variety of specialized words and expressions: defense, offensive, general military training, front line instruction, group, platoon, honor guard and many more. Therefore, the military regulations appeared as a necessity to remove any traces of misunderstanding, to form a clear, uniform, concise language, each word having a single meaning, leaving no way for interpretation.*

**Keywords:** interpersonal relationships, interactions, military leader.

In the broadest sense, human interpersonal relationships can be defined as those relationships between people, and can be determined by the language they speak, the culture they have and the values of the society / community they belong to. All these are formed by a common "code" that facilitates the understanding and influences the perception of the environment, contributing, at the same time, to the creation of prototypes based on their own experiences. The socialization process strongly influences the dynamics of interpersonal relationships. Steve Duck<sup>1</sup> said that daily discussions highlight, support and, in some cases, reduce the bond that forms the relationship.

Interpersonal relationships are multilateral relationships that are formed through interactions between people in daily life. These interactions advance only within a group (group

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[1] Steve Duck, Interpersonal relationships. Thinking, feeling, interacting, Polirom Publishing House, 2000, beside M. Milcu, Psychology of interpersonal relations. Competition and conflict, Iasi, Polirom Publishing House, p. 50.

of friends, family, work group) and are influenced by various factors. A person can come in contact with other people with the help of language.

In order to understand better what is going on with a man's mental, it is necessary to study his attitude towards those around him. Interpersonal relations are naturally formed, having a role in the process of formation peoples, in forming states and society in general. Shared living is a natural phenomenon with all the responsibilities it imposes on people. Such connections occur within small groups (friends, work group, study group, family) or large groups (people of an island, population of a country). Relationships established by the behavior of the individual towards his family, brothers and sisters his / her loved one, the teacher or his / her doctor can be considered social processes. In these connections, the individual is influenced only by one or only a few persons, that is, by those who have obtained for him greater significance. Interpersonal relations can be classified according to:

- stretch (continuous, transient);
- intentionality (intentional, unintentional),
- social environment (family, group, structural)

A person is surrounded by many people over time. Some members leave that person, and others join him. J. Turner<sup>2</sup> asserted that the group in which interpersonal relationships appear is like a gathering of people who have internalized the same structure of the self-vision, and W. Doise<sup>3</sup> points out that the predilections for cooperation are predominant in the group itself (the one with which we are familiar) and even less in the foreign group (the one we first come into contact with).

The fundamental mode of functioning and existence of human persons and groups, the basic mechanism of the organization of social groups and of the social system, as a whole, is called social interaction. Starting from various criteria, in social psychology there is a variety of classifications of interpersonal relationships. Next, two such classifications of interpersonal relationships will be presented.

Therefore, depending on the extent / manner in which the persons involved in an interaction influence each other, the relationships can be classified as follows:

1. Interpersonal relationships that are based on changing the characteristics of the partners with whom they interact:
  - Accommodation with the partner: this supposes that the social actors who are in the process of interaction undergo a process of social adjustment or adaptation;
  - Assimilation: this is defined as a process of integrating new information and experiences into the existing structures of the receiving subject; the assimilation occurs as a result of the prolonged action of the accommodation and constitutes its upper stage;
  - Alienation: represents the opposite of the assimilation process; as an expression of harmless relationships recognized as such, one social actor isolates himself from another;
  - Stratification: social actors obtain certain positions and roles that allow a hierarchy of roles in some way, as a result of long interaction, in the process of reciprocal relationship.

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[2] J. Turner, *Rediscovering the social group: A self comparison theory*, Basil Blackwell, Oxford, 1987 by A. Gavreliuc, *From Interpersonal Relations to Social Communication*, Iasi, Polirom Publishing, 2006, p.38.

[3] W. Doise, G. Mugny, *Social psychology and cognitive development*, Iasi, Polirom Publishing House, 2010, pp. 89-92



2. Interpersonal relationships in which the characteristics of those involved do not change fundamentally: conflict, competition and cooperation, relationships between which a close interdependence is established. Being forms of mutual action, they are based on two fundamental mechanisms: mutual rejection or mutual attraction. The social actor has the freedom to choose between cooperation, competition and conflict, these represent only simple possibilities, depending on his interests.

Cooperation, competition or conflict can naturally happen to one another. Being formal or informal, organized / planned or spontaneous, short or long term, the three forms of relationships involve conjugate actions, which need to be combined in a certain way in order to achieve the proposed goals. In certain situations, cooperation, competition and conflict may even contradict each other. The three types of interpersonal relationships can have both positive and negative effects.

Cooperative behavior is more effective when it comes to tasks or situations involving group activities, while competitive behavior is higher when it comes to obtaining individual performances. The social environment subjects cooperation, conflict and competition within a multitude of rules and norms, thus keeping the unwanted ones under control, sanctioning the deviant ones and rewarding the accepted ones.

The places where we work are social groups supported by groups or people, in order to achieve specific objectives in the field in which the organization operates. Most successful individuals, whatever their field of activity, consider that motivation is the main component of success in the professional plane. If the motivation exists in the mentality and behavior of the employees, it is impossible that the missions received from the superiors will not have satisfactory results.

The superior-subordinate relationship is complex and full of opportunities and obstacles, both for one side and the other, making it meaningful and productive. The chiefs examine their beliefs about subordinates and evaluate their decision in the workplace on the basis of personal attributions that determine them to address the fundamental aspects of the relationship in a specific way. In the modern, extremely competitive economic and social environment, the lack of careful management of interpersonal relationships at work can make organizations in very difficult situations.

At the basis of satisfactory interpersonal relationships lies a complex process called communication. Communication is any transmission of ideas, emotions and information from one social entity to another, using as a means a code.

The communication can be verbal, when the message is transmitted through the articulated language (oral or written), or nonverbal, when the articulated language is not used.

For the American psychologist P. Hartley<sup>4</sup>, interpersonal communication has three basic features:

- first, it is about communication between two individuals;
- takes place face to face;
- the ways of communication are varied.

Personal communication is omnipresent. When we communicate with the same person several times, we will normally take into account in our discussions, the exchange of information

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[4] P. Hartley, *Interpersonal Communication*, Routledge, N.Y, 1993, with M. Preda, *Military Psychology*, Iasi Polirom Publishing House, 2007, p.42.

previously. In this way the information is corroborated. The social context is represented by the social environment, everything that surrounds us and can change our state or behavior without even realizing it, as well as the social structure (rules, norms and social relations).

Regarding the explanation of identity, Henri Tajfel and John Turner (1979, 1986) proposed in psychology the theory of social identity to analyze the behavior of individuals in a group situation, how they relate to each other, how they adhere to group norms or compare with relevant groups. Fabio Lorenzi-Cioldi and Willem Doise (1997, 58) noted that the social approach to identity is linked through a continuum. Individuals are considered interchangeable members of a group, and at the other pole they are treated from a personal, unique and specific point of view.

The army is not a democratic structure, so the relations between the military are influenced by those that are manifested in the society. The unlimited power fully justified by the subordination and the firm execution of the order, this is indisputable, is executed exactly as ordered, but does not mean that the person under the tricolor can be treated with disrespect.<sup>5</sup>

Interpersonal communication is one of the determining factors in interpersonal relationships. The commanders must approach a language appropriate to understand themselves in front of the young military. Being professional, the military uses a variety of specialized words and expressions: defense, offensive, general military training, front line instruction, group, platoon, honor guard and many more. Therefore, the military regulations appeared as a necessity to remove any traces of misunderstanding, to form a clear, uniform, concise language, each word having a single meaning, leaving no room for interpretation.

The command language is highlighted by decision, security, by an imperative tone, having a great emotional pressure. Through this type of language, large flows of information are transmitted in a short time. The commanding tone expresses the firmness of the superior who orders the execution of an order or order in time, without violating the laws and military regulations.

In view of its mission, the army is eager for performance. The efficiency of this system depends on the quality of communication between superiors and subordinates. In the day-to-day reality of military structures, communication does not take place in a perfect way. This applies not only to the army, but to all fields.

The causes are multiple, but the most common is the inability of a large percentage of senior officers to perform clear, efficient communication, through which to induce a state of engagement between superiors and subordinates, so that the goals, missions are properly understood, carried to the end with a sense of responsibility, with good and very good results, through legal and regulatory modalities and manners. The military leader is required to be both a good speaker and a good listener. The chiefs find great pleasure in being listened to, more than that, they become agitated when they observe in the subordinates the slightest trace of inattention.

They become very disturbed when they are interrupted, even when it comes to unofficial situations and, in particular, if the person who interrupts his or her word is inferior in function or grade. As for the subordinate, he is keen to state his point of view, especially when making a request. If the chiefs does not agree with what the subordinate wants, he must know how to end such a conversation, without offenses or promises that will never be fulfilled. Therefore, if the

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[5] G. Arădăvoaice, Communication in the military environment, Bucharest, Publishing House of the Academy of High Military Studies, 1997, p.77.

leader is a good listener, he can approve opinions, opinions, judgments; the superior with good listening skills ambitions his subordinates and motivates them only by understanding them.

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# THE MEASUREMENT OF MILITARY TEAMS PERFORMANCE

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**Abstract:** *In the past few years, it has been noticed an attempt to restore the modality of highlighting and measuring the concept of performance, as to be more concrete the way the measurement system of performance is implemented, due to negative results that were gathered throughout time. It is most obvious that many organizations, especially military ones, have considered that, from the moment of implementation, the phenomena would lead to a growth in performance for military teams. For now, the measurement systems of performance in the military domain must not be treated as a special method that would solve the problems that appear in the military organization. From a managerial perspective, the measurement of performance represents an useful tool for commanders, especially when it comes to supplying information complete and fast, for the improvement of elements that are part of the military organization.*

**Keywords:** performance, measurement system, military teams, commanders, improvement.

## Introduction

Discussions on team performance and performance management pay greater attention to the means and measurements attributed to the assessment of staff quality. This is understandable, given that most of the productivity is attributed to the quality of the staff and their involvement in the work performed. There is also a substantial number of teams and a small number of managers and team leaders. This assumption provides the premise for investing in research aimed at improving performance by simulating staff quality. However, when discussing the effectiveness of the team, we should not overlook or overlook the effect that the team leader has on its performance.

In the military teams, the qualities of leader play an important role, both as a catalyst between the different characteristics of the personnel and the needs of the organization, as well as as an agent of cohesion and consolidation in the development of efficient and dedicated teams. So, if the goal is to improve performance, recognition and attention should be directed to the management team

With a very small number of military members compared to the good times of the economy, military organizations need air-performance. "Little but good" seems to be the formula that employers must reinvent. In this equation, the performance management tool is essential.

## **1. The performance of military teams**

"Performance" is one of the most common concepts for an organization.[1] Employers can ensure at all times to attract and train high-performing employees, when the employees and the claim can put the place in the care and we can stimulate them to be better. The same functions in the country and in the military organization, it emphasizes the military performance.

In this type of organization, the high performance of the military teams plays a very important role in achieving the objectives of the organization. This is why, within the organization, various means and instruments of performance measurement are used.

### **1.1. The advantages of measuring the performance of military teams**

The measurement carries out a consistent process for their learning, to allow feedback, and helps to analyze the measurements and adjustments for the course of the activity. It is to be used to ensure continuous excellence of the required activation and services and for improvement in terms of accomplishing the organization's missions, vision and goals. In addition, performance can be measured that can ensure a balanced and systematic evaluation of an efficient functioning in terms of organizing points of view.

Performance measurement provides an essential perspective for improving decision making in organizations at all levels: strategic, operational or individual. Being a complete measurement process, it is concerned with both the data collection associated with a predefined performance objective or standard, and the data analysis. Performance measurement can be associated with a global management system that involves anticipating and monitoring the compliance of the work product or service with the client's requirements. In addition, performance measurement also includes process optimization by increasing the efficiency and effectiveness of the process and the resulting product. These actions take place in a continuous succession, allowing the application of options for extending and developing the work process or the product, as better techniques are discovered and implemented.

### **1.2. The need for measurement**

An activity that cannot be measured, cannot be controlled or managed.[2] The measured performance, periodically reported and revised, can be consciously and unconsciously improved at an accelerated speed of implementation. Performance indicators are a basic tool of this process, being used for:

- Control: helps reduce variations;
- Self-assessment: the indicators can be used to evaluate how well a process is going, taking into account the improvements already implemented;
- consistent improvement: identifies the sources of defects, the trends of the process, considers the prevention of defects and determines the efficiency and effectiveness of the process and the opportunities for improvement;
- Management evaluation: the basic concept of performance measurement involves planning and achieving the set goals, detecting deviations from the desired performance levels.

### **1.3. Evaluated and discussed aspects regarding a performance analysis**

There are a lot of criteria that any medical manager or company can set from the beginning, from personal, interpersonal, professional, hybrid skills, to different roles and responsibilities or goals set for each position. Among the most important and best known of them, especially in the medical field, are: values, personal skills, professional skills and job description.

Among the values we mention: respect - towards oneself, colleagues and patients; integrity - honesty and professional ethics; empathy - the ability to "put yourself in the other's place"; innovation - opening up to new ideas, solutions and creative approaches; open communication - the ability to provide and listen to constructive feedback; diversity -

accepting differences between people and perspectives. Personal skills are represented through elements such as: interpersonal communication, social intelligence, adaptability, critical thinking, growth orientation, proactivity and teamwork.

Also, professional skills and job description have defining elements. These include the following: quality of work: fulfillment of tasks (or exceeding expectations); productivity: delivering the desired results within the job; efficient and responsible use of available resources; expertise: knowledge in the chosen field; management and autonomy; transdisciplinarity: knowledge of several related fields; knowledge of foreign languages; the power of initiative.

## **2. The basic responsibilities of a military team**

Of course, it differs also from the specialty of the military, from the unit in which they work and other characteristics, but the basic attributions of any team of professionals in the military field often revolve around the following:

1. Job description and responsibilities: All team members must work according to the rules, procedures, values and expectations discussed from the beginning, at the workplace.
2. The health and safety of all are a priority: being military, all team members must work towards the optimal health and safety of those they come in contact with.
3. Efficiency and distributive focus: in this military field, professionals must be able to anticipate and understand the needs of the team or colleagues, as well as at the level of institution where they work, being able to respond to their measure.
4. Professionalism and deontology: team members must demonstrate professionalism, both during the program and outside it, and to all those they come in contact with, acting in accordance with professional ethics.
5. Continuous development: the members of a performing team are open to new and receptive things in order to improve their knowledge, develop and polish their skills and take advantage of opportunities in this regard.

## **3. The "ingredients" of a performing team**

Innovation, development, success in business are results that arise from the way people lead processes in the organization, create products, establish strategies, implement projects. The literature proposes a series of models for building a team so that it is efficient. There are two fundamental issues that need to be considered when discussing effective teams: the leader and team members.

Leadership requires the ability to form and maintain high performing teams (to achieve superior results).[3] In other words, leadership, as an ability, has an immediate and direct impact on the efficiency of the team. The leader must first of all know how to properly select the people who have the necessary values, skills, experience and competencies to ensure the execution of the strategy of the respective organization. It is the leader who must understand how to match the needs of the organization with the necessary human resources.

In addition to good leadership, the team must have: common mission ( where do we all go?) and common objectives (what are the vital priorities that contribute to those of the business?); required competences; clear and coherent rules: what is allowed and what is not allowed in the team; the commitment of the team members: how much does everyone believe in the team's mission, how willing is everyone to strive to achieve what needs to be achieved?; necessary material resources: do we have the resources we need to achieve the desired results?; values shared within the team, which support the achievement of the team's goals and a positive climate: what makes us all move in the same direction?; transparent processes for measuring results: from where do we know where we are on the road to achieving what we have set ourselves?.

## **Conclusion**

The evaluation of human resources is an integral and essential part of the leadership function of people. Employee assessment consists in assessing the degree to which employees fulfill their responsibilities, in relation to the job occupied and is useful both for the company and for each employee in order to increase the productivity of work, the quality of production and the improvement of their own qualities.

Performance evaluation is an element of support for the management planning process, including on human resources, because the process can ensure: staff motivation, fair reward, identification of training and training needs, employee career development, validation of selection programs, improvement of the employee relationship - managers, communication development.

The key to success is to educate and instill in the other team members a culture of performance, and they become those agents of change within the company. Communication, critical thinking, team spirit and leadership are essential to openly communicate all possibilities to win valuable people and help the team achieve excellence.

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# TRAINING AND DEVELOPING THE PROFESSIONAL SKILLS OF THE MILITARY LEADER

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**Abstract:** *Competent military leaders manifest their potential from the precise moment they are assigned to executive functions but this does not always guarantee that they have the necessary qualities for the strategic level. In order to respect the phrase “the right man at the right place” it is necessary that the selection and promotion of leaders be made also according to the psychological assessments, evaluations that highlight the personality with emphasis on how they perceive the environment, solve problems, follow the objectives and especially relates to the people they come in contact with. The preparation process (education and training) of the military personnel is an aggregate set of actions initiated by the military institution or that from which they benefit directly from, allowing the most efficient practice of the profession.*

**Keywords:** leadership, efficient, education, training

The challenges caused by the low-intensity conflicts, specific to this century, cannot be answered only by the revolution in military affairs through the technological progress and the new approach of lethal operations. The answer comes from the volitional involvement of the participants in these operations because they act between people and for people. Military and civilian personnel from governmental and non-governmental organizations are responsible for achieving success in an uncertain environment, in a culture that is often different from the one they come from and, more importantly, for a population that manifests, in its vast majority, mistrust of the participating forces.

Volatile energies, professional qualities and personal virtues must be concentrated in a common vision, in a concerted effort, in an unequivocal conscientiousness. This coagulation of energies can only be achieved through professional leadership and, above all, through sustained organizational management. The task, in this case, rests with the military leaders from all hierarchical levels, given that they, regardless of their position in the structure, interact with both the members of the agencies, with the local security forces but especially with the local population.

All these requirements addressed, first of all, to the leaders, cannot be solved only by experience, because they involve knowledge, the ability to carry out planning and control activities, personal qualities that ensure a real group interaction.



The military institution is called, in this regard, to provide the formal framework for education and training of military personnel and not only, so that the expected human potential is in line with the action requirements.

### **Professional Training**

Professional training must start from the desideratum, from the image/ model of the competent leader and be carried out in a progressive process of selection, orientation and education/ training.

The competent military leaders manifest their potential from the moment they are assigned to execution functions but this does not always guarantee that they have the necessary qualities for the strategic level. In order to be convinced that we have respected the phrase „the right man at the right place”, it is necessary that the selection and promotion of leaders to be made also according to the psychological evaluations, evaluations that highlight the personality with emphasis on how they perceive the environment, solve problems, follow objectives and especially relate to the people they come in contact with. The process of training (education and practice) of the army personnel represents a complex cumulative of actions initiated by the military institution of which they directly benefit, which allows the most efficient practice of the profession.

Vocational training has two aspects:

a) education, through institutionalized educational systems, starting from the military high school and ending with the war college;

b) training, within the organizational units that manage their functions and positions, as a result of fulfilling their duties in a regime of continuous adaptability and innovation according to the evolution of the organization's existence environment.

Sometimes, in the case of major theoretically weak mutations, praxology uses the paradigm “seeing, doing and learning”, and it is as valid as possible for the field we are dealing with. The training process follows the development of new capabilities, predisposed to a further development in relation to the future position and the improvement is addressed, first of all to the existing activity and it improves the performance on the job. It is necessary to specify about improvement that it is the „remedy” that can help avoiding reaching the critical threshold of self-sufficiency.

In the acceptance of some authors[1], vocational training includes professional qualification, professional training, professional specialization, training through experience and professional information. The differences of opinion on the content of the training process are multiple and we try to essentialize them in a way that resonates with the nature of this paper. Simultaneously, in my opinion, vocational training represents a complex process through which the potential and capacities of an individual are dimensioned, redistributed and amplified in a coordinated way in order to attain the required capabilities for practicing a future profession.

The military education system must be based on the future and not on the present. The revolution in military affairs, the big differences between the typologies of the conflict (classic versus counterinsurgency), must be provocative elements for predicting the evolution of these phenomena in the future.

If the training of the military personnel is an eminently responsibility of the military institution, the specialization and improvement should already be distributed between the institution and the individual. The institution has the obligation to create the organizational framework and to supervise the compliances of the norms, and the individual to trace his becoming through a career option, corresponding to a realism marked by the technical rigors

of the system and his own limits or capacities self-evaluated in his own reference system - more or less objective.

### **Personal Career**

Personal career is a result of the act of individual will but also a product of the collective energy, transferred collegially or abusively exploited.

It is often customary to use, in our country, the phrase: "career soldier" or "he/she made career in education (politics)" etc. Making a career is synonymous with transiting a succession of functions, usually in an ascending hierarchy, a process accompanied, mandatory, by a well-deserved social recognition both in terms of notoriety and prestige and the amount and value rewards and incentives.

There is also a perception, as common as the first, in which the career man or woman is associated only with the person who managed to reach the head of a particular institution or become the recognized authority in a social, scientific, economic field, etc. This paradigm must be understood, within the military institution, by two frameworks of relevance and revealing. The first, in which those who make career transform the institution, are vectors of progress, personalities who through actions and commitments remain in the collective memory as "history makers". The second situation, for example, in the contribution to progress through collective research, is no longer so visible, but the achievements give the right to speak about the career. In the military institution, as in the action of this institution, the planners/senior officers are difficult to be detected and yet, those who in practice become heroes in history, benefit from their knowledge, input and accuracy of work. An example of this is the case of Colonel Antonescu, decorated with the "Mihai Viteazu" order of the third class by King Ferdinand, present at the crossing of the Romanian troops of the Tisza River, during the military operations of 1919 for the defeat of the Hungarian Red Army, led by Linda Kun. Such a moment is rarely encountered, and in the case of Colonel Antonescu, due to the luck of personally knowing the king, through the relationship he had with Marshal C. Prezan. [2]

Career should be viewed as a "succession of separate experiences, correlated with each other, through which each person goes through his or her life"[3]. We agree, therefore, that the career development of the military personnel is an organic process that is superimposed on the professional and public life, which cannot be subjected to a predetermined program. The military career develops, therefore, as successive effects of the interactions between the individual skills, the desire for professional achievement, the experience provided by the military institution and the health of the social environment in which it is integrated. The career should not only be treated as a passing through functions, bureaucratically and technically registered in the personal record, but as a long and continuous consumption of the existence dedicated to the goals of the institution, which often overlap or identify with the ideals of life.

In his studies on the resources of the career, E. H. Shein [4] considers that it is necessary to examine a certain parallel dynamics between biological development and the accumulation of integrative values. It is worth mentioning in the process of this project, the interrogation package that asks for sharp answers both from the perspective of the self and the external image. Good military career planning cannot be conceived outside of an integrated system and excludes subdivision, departmental policies. The portrait of the leader is drawn in an indissoluble relationship between preparations, performance, team spirit and, last but not least, the desire to transform the military organization to the demands of the nation, in fact the role for which it was requested, to serve the nation.

A true leader educates and trains his subordinates, creates operating procedures and internal regulations to prevent violations of ethical and legal rules. They check what the

subordinates do and respond efficiently, promptly and decisively to the signs of immoral behavior. National and professional values are not negotiable, their violations are not considered mistakes, they are considered as failures in meeting the fundamental standards of the military profession.

Effective leaders must ensure that subordinates are well trained and educated and that training includes specific training for the operational environment. In a predominantly populated environment with civilians, it is a counter-performance to use forces that are poorly trained and unfamiliar with the behavior of the local population. They, military leaders must ensure that subordinates are endowed with tactical agility and mature judgment. Tactical agility, in military action is the art of using professional knowledge and skills in the best ways to surprise the enemy, counteract their actions and achieve success [5].

Efficient leaders, at all levels, come in contact with subordinates, partners and the indigenous population, they understand the true meaning of the complicated situation in the area of operations, carefully watching what their subordinates are actually doing, exchanging information with other leaders, other military personnel in the area and, most importantly, listening, understanding and acting creatively in any given situation that may come up.

### **The main instrument for professional training of the military leader**

The military educational institution is the main instrument of vocational training and it becomes the place of cultural harmonization that goes beyond the social experience.

The purpose of any profession is to serve society. Members of a profession consider their vocation a life-long calling to provide a necessary and useful service. To fulfil those societal needs, professions-such as law, medicine, the clergy, and the military-develop and maintain distinct bodies of specialized knowledge and impart expertise in them through formal theoretical and practical education. Professions establish a unique subculture that distinguishes practitioners from the society they serve, while supporting and enhancing that society. To that end, professions develop particular vocabularies, establish professional journals, and even adopt distinct forms of dress. They create their own ethos and standards to maintain the effectiveness of their service. And because professions hold their members to high technical and ethical standards, society grants them a great deal of autonomy for self-government. Managing the differences in the most operative way, requires the need to assume an educational model that favors the meeting and the cooperation between several partners, sometimes totally different in preparation and training, such as those belonging to various civil agencies [6].

The first level of this education is that of transmitting knowledge and questioning the understanding, encompassing the approach, the extension and the knowledge. The extension of disciplinary approaches, which take into account the processes of forming individual or collective identities (especially through philosophy or cultural anthropology), is imperative. In this way, the necessary teams of advisers on cultural issues would be true collaborators of the commanders in the military operations zones, because they would be correctly perceived, used and, above all, recognized as experts in the field.

Knowing the technological evolution, especially in the media field (functioning, human implications and reverberations), is an end in itself. Although the effect of applying these technologies is known, many times the essence of their effect is missed out, precisely the impact on the masses and how this technology must be understood or transferred /used in the areas where military actions are carried out. The level of developed capacities or skills is another element to be addressed and will be constantly manifested in the process of evolution and personal education,

The training of the skills to communicate and achieve interpersonal and inter-community relationships must be based on a real perception of the environment [7]. Realism in this area is given by the way we express ourselves both formally and informally, because the social informal in interagency actions plays a particularly important role and notes credibility in human relations.

### **Conclusion**

Strengthening the critical spirit with its own identity, rationalizing its own relational universe, avoiding integralism and perfecting particular-universal dynamics is an important requirement, because in unified actions we need to understand that we are fighting not only for our own national cause, but for an international/humanitarian one, and therefore we need to put the area institutional issues concerned and not the particular one. The level of educational models is the maximum level of education and calls for systemic educational approach, revisions and openness whenever necessary.

The imposition of a cooperative educational system in which all the spiritual components of the community meet is an imperative process. Even though at the level of education of strategic military leaders this system exists, it must be transferred at all levels and especially to all institutions preparing staff for international activities. War, as a social action, has a special philosophy and, based on this, leaders must understand the philosophy of social existence, inner conflicts, faith and desire, as well as social reactions in relation to the philosophy of society to which they relate.

Knowledge is acquired in educational institutions but not entirely, and part of them involves the gained experience over time. The skills relate to the person, to the desire to excel, to the effort made in personal development and without a doubt, the innate qualities. Here it is necessary to point out that when leaders are appointed commanders of military structures/heads of agencies, it is necessary to go through a selection process and, above all, a process of refreshing theoretical knowledge and developing practical skills. This requirement is based on the fact that the world, as a whole, is progressing both technologically and in the philosophy of life and war, of today's conflicts.

Leaders must acquire that knowledge and develop those skills that put them above the organization and the operating environment. In this way they will be protected from the abundance of information, which often blurs the image of the operation and the clear vision in space and time of the finalities (end state). By being located at this level, they will understand how far personal involvement should go and where responsibilities and freedom of action go to subordinates/agencies.

Civil and military colleges and universities are meant to lay the foundations for relations between social structures, engaged in peace action or conflict. Institutions must address in the curricular area those areas of interaction that add quality in developing the skills to lead/conduct work within heterogeneous organizations. At the same time, education must, together with training, address the general levels of vocational training but also include knowledge elements, presented in a cycle, on specific levels in unified interagency action.

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# THE EFFECTS OF CONNECTION BETWEEN LEADERSHIP SKILLS AND LEADING STYLES IN THE MILITARY ORGANIZATION

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**Abstract:** *Leadership is paramount to the success of any army. Leaders not only make life and death decisions but directly control the climate and quality of life of their subordinates. Military leadership is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation. But is leadership a simple process? There are so many leadership skills and so many leadership styles. But which one make a leader to succeed? Are there any bonds between skills and styles? And if there are, how affect these bonds the military organization?*

**Keywords:** leadership, skills, styles, connection.

## 1. Introduction

Being a subject studied intensive by specialists, the management of organizations is a prime problem, because the style of the leader influences the efficiency of any social organization. This is one of the reasons why current scientific concerns focus on studying ways to improve leadership and choosing leaders who have the skills and capabilities to successfully perform such duties. This paper deals with the characteristics of the military organization and the complex environment in which leaders operate, imposing major demands on military leaders, who must develop certain skills and apply a certain style of leadership to face the wide range of challenges that the battlefield faces.

The fundamental purpose of the military organization is "the unconditional fulfillment of the constitutional missions and the missions resulting from the quality of the respective state as a member of a political-military alliance"[1].

All this requires the commanders and military chiefs to adopt new methods of leading, training and developing the military and civilian personnel, motivating and involving the personnel in carrying out the tasks and tasks legally entrusted.

## 2. Leadership skills

Effective leaders are essential to any organization. These can help build strong teams within a business and ensure that projects, initiatives or other work functions are successfully completed. Because the skills of a leader involve multiple interpersonal and communication skills, anyone can exercise and perfect their leadership skills. These skills can often be learned and improved.

In the military organization it is necessary for a leader to be aware of the importance of perfecting his skills, because an effective leader means an effective group, and an effective group means a greater degree of mission success.

In the military organization, the elements of effective leadership are infused to a large extent by training, doctrine, tactics, techniques and procedures and even daily conversations. Despite the extraordinary attention, the army - and many other institutions in society - give the answer to the question "What makes a good leader?" it is neither simple nor universal.

However, certain core competencies have proven over time to be effective in the management process, such as: decision making, integrity, teamwork, problem solving, and coaching.

Decision-making competence allows the leader to be able to compare the courses of action, to balance the strengths and weaknesses, the advantages and disadvantages and to make the best and fastest decision, which will allow him and his subordinates to reach maximum efficiency.

Integrity allows the leader to be impartial, dignified, to be an example to follow. The military wants a person with life principles in front of them, from which they have to continuously learn.

Teamwork competence is extremely important because a person cannot be called a leader if he / she cannot make the group to listen and follow them. The difference between a manager and a leader is given by this competence. If a manager leads by task-sharing and supervision, a leader succeeds to make his subordinates take over his mission and do everything he can to accomplish the tasks.

By solving problems, a leader makes his way to the confidence of his subordinates. A leader is the representative of the group he leads and one of his fundamental tasks is to solve the problems of the subordinate military. If one of the problems exceeds his competence and skill, he must do his best to make the problem heard further in the hierarchical chain.[2]

A leader is in the position to train his people, which makes the competence of the instructor extremely important. But in order to be able to train others, they must make personal training a daily habit. A leader cannot train his subordinates unless he has the necessary skills.

A leader concerned with his own development manages to print the finishing skills in the daily activities.

So, what are the right things that good leaders turn into daily habits? These include the following practices, which subsequently develop their managerial skills:

- Treating people with dignity and respect.
- Gain and strengthen the trust of subordinates, civilians, colleagues, families, leaders and the public.
- Establishing the highest standards and the responsibility for maintaining them.
- Horizontal and vertical communication, open, transparent and continuous.
- Reading and reflecting on the military profession, on the mission itself.
- Maintaining balance by dedicating time to family and community.
- Embracing responsibilities with enthusiasm and optimism.

Each of these habits plays an important role in developing the skills and finishing the leader's character.[3]

### **3. Leadership styles in the military organization**

The most important role in the military organisation, in order to accomplish its missions, is the human resource and the way it is performed. This is also the main reason why a large part of the goals in the process of training and professional development of officers are

aimed at improving their leadership capacity (people, structures) and being able to fulfill the positions of administrator, chief, manager at the highest standards.

The specialized literature offers multiple meanings for the concept of leadership, most of which advance the idea that it is the leader who can control and motivate people for certain reasons, goals or to achieve missions by his qualities.

A good leader has the following qualities and capabilities: expertise and talents, cognitive skills, social skills, temperament, inspiration and beliefs. All these areas improve success in tasks and assignments, trust and respect from superiors, protection because they are less vulnerable to risks, professional integrity, good working relationships, and personal contact networks growth.

Leadership is a term which is extremely complex and applies to many principles. Therefore there is no universally accepted definition of it. Rather, it is a collection of various qualities that incorporate what is considered leadership by incorporating form. Most of the specialists agree that “the essence of leadership lies in the ability to create a vision, motivation, and enthusiasm in a group of people” [4].

Laissez-faire represents a hands-off strategy for "let (people) do whatever they choose. Laissez-faire leadership would usually deliver the lowest outcomes because the boss does not personally control the employee. With little to no input from managers, decision-making is limited to the staff. Leaders may have resources, however it's assumed that staff can recognize and address concerns themselves. This may be helpful in conditions where employees are both motivated and willing to function independently, with minimal management input.

Autocratic leadership also known as authoritarian leadership is the inverse of laissez-faire. The autocratic leader maintains absolute power of all activities and permits very limited employee input. While that sounds like a catastrophe formula, this leadership style applies itself to circumstances where rapid, decisive action is required and there is little time for discussion. There are definitely times in the military where a timely judgment from the chief will make the difference between life and death.

The participative approach also known as democratic leadership combines laissez-faire and autocratic rule to find a middle ground. The participative leader actively promotes workplace engagement in decision-making, but then makes the final judgment for the company.

The advantages here are increased staff productivity because they feel appreciated and valued. Both staff leaders add a great deal of fresh thinking to the table here.

Transactional leadership requires rewards and punishments in return for success of the workers. The leader and employee must come to an agreement on priorities and agreed standards to meet certain objectives. In this model, the leader gives guidance and oversight, and then evaluates the success of the employee throughout achieving their goals. This leadership style is usually more proactive and does not encourage out-of-the-box thinking.

Transformational leaders build and regularly express a dream for their workers. Such leaders recognise the need for improvement and then, by inspiration and motivation, become the agent of change. Usually, this leadership style would boost employee morale and promote cohesion within the organization. Unlike transactional leadership that maintains the status quo, transformational leaders encourage their subordinates to change to meet the organization's strategic goals. The transformational leaders are inspirational. They empower and encourage with knowledge, which bodes well for servants and women who find themselves in hostile situations where the answer to their survival is quick thinking and decisive action. This style of leadership is successful because the members use motivation and preparation to inspire subordinates. Inside troops, they motivate subordinates to make decisions, create value and need. Most notably, they create a sense of belonging and a vision for winning the respect and trust of subordinates.



The most effective leaders are not married to one specific style of leadership and may move between each style based on which is more appropriate in a given situation.[5]

#### **4. The connection between skills and styles**

People have a tendency to think that if a person is high-rank leader the more skills they have to have. So if a person is a novice manager, they might be good at communication or decent at time management, but as they step into more senior roles they have to be a great communicator, be more persuasive, be an influencer or have strong leadership abilities.

Attributes in leadership are not something of a magical sort. Additionally, the traits and skills required for leadership are not something that you either have or do not. Those traits can be learned and further established during career. To grasp the building blocks of a solid leadership all it needs is concentration and commitment.

The value of leadership is captured perfectly by an african proverb. Whether a project is a success or a failure a leader will make a difference. Human history is full of examples demonstrating a leader's importance, for good and for bad.

Martin Luther King wasn't the only one with a dream but the only one who could share the dream with the country and get people to follow his goal. He was able to transform humanity, and continue to inspire others, because of his vision and his willingness to motivate people who agreed with his points.

The transforming forces of leadership are not always good. History has also produced representatives including Joseph Stalin, whose actions ended up causing chaos and resulted in the deaths of millions. Nevertheless, the representations represent leadership strength.[6]

Leadership is basically a mechanism for change, and can insure that the various elements within the organisation work as effectively as possible. For good or for bad, leadership promises outcomes depending on the type of leadership that occurs.

Good and evil are two oposite forces and a leader can act for anyone of them. Regardless of his personality, a person can be called a leader only if he has certain competences, such as strategic thinking, planning and delivery, communication, people and time management, persuasion and influence.

A good leader manages to use his qualities and inspire his people to perform the tasks, regardless of them. But social qualities and personality make him act in the right direction.

Leadership styles are directly influenced by the personal competencies of the leader. He is capable of self-evaluating and realizing its strengths and weaknesses. Considering these, he analyzes how to lead his people, what style to approach.

The Democratic Leader: When the next steps to be followed by an individual become uncertain, it will help to bring in a Democratic Leadership. That type of leader will use feedback from individual and collective skill set and acumen of the team to work out the best future decisions. This could be an inefficient style of leadership if swiftness is needed in decision making.

Authoritative Leaders are the ones that decide what to do without any party feedback. However, they provide their followers with clear directions, so that their followers know precisely what to do and when to do it. In emergency situations where fear may take over and high stakes are at hand, competent leadership is the most efficient.

Participative Leaders give their followers expectations, but when making decisions they seek feedback from the followers. They allow followers to express their views and suggestions on how to achieve tasks. According to Lewin, Partivipative leaders are the most successful, and their followers are more likely to receive creative work.

Delegative leaders are those who do not offer any feedback but instead allow many of the necessary decisions to be made by their supporters. Likewise, when a leader has a group of experts to command, Delegative leadership is sometimes successful.[7]

## 5. Conclusions

There are certain qualities needed for a person to be a leader, but more qualities are needed to be a good leader. Leadership styles and personal competences involve one another, and a good leader, when choosing his or her leadership style, will also take into account their own qualities.

Leadership is a very important element in the military organization, and is learned and practiced as much as possible. Competent leaders need to be able to demonstrate as many characteristics as possible in order to accomplish successful and substantive leadership, to incorporate them harmoniously and in time.

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# THE ROLE OF EMPATHY IN LEADERSHIP

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**Abstract:** *The art of leadership has become a real topic of debate in the literature. Today, in a technologies era, leadership shows up in many forms and manifestations. The art of leadership is closely related to the person who carries out this process and, in this sense, we submit to the question the assertion that the leader is efficient through his ability to interact with those around him. As a key component, the capacity of empathy of a leader determines the result of the leadership process in terms of its efficiency. In this sense, the present paper aims to highlight some aspects of the leaders, as well as of the leadership process that have as source the empathic component.*

**Keywords:** empathy, leadership, organizational efficiency, communication, emotion management.

## Introduction

Leaders are of particular importance within an organization. They have the role to use human resources in the most efficient way, in order to fulfill the organizational objectives. Leaders' way of leading people is generated by the sum of their qualities which, at the same time, determines them qualitatively. It is the leader who must present the goals of the organization of those he leads so that they actively participate in their achievement. The ability to solve problems as well as the expertise are necessary attributes for an efficient management process, but, to the same extent, social skills are just as important in today's organizational environment. The need for people-oriented leadership is crucial in a modern organization. The leader is the person from whom everyone else seeks encouragement and safety when encountering different weights. An important task of the leader is to direct the collective emotions in a positive direction. In this regard, the leader must demonstrate communication and understanding skills in human relations. The leader's efficiency is determined by the level of his empathic capacity. The way in which the leader communicates and controls his state's directly determines the reaction of his subordinates. If the official leader does not inspire confidence, subordinates will choose another unofficial leader to rely on. The empathic leader is able to decipher and understand the problems in the personal lives of others. In this regard, he establishes relationships based on trust and respect aimed at determining a stable organizational framework. Understanding the emotions of others is a true asset that a leader can use. People need attention, understanding, support, etc. And thus, a leader who can display such attitudes toward his subordinates, benefits from their full availability. Human relations are the key to success within an organization, and the leader determines how the interactions between people evolve.

Therefore, because empathy is the key to effective inter-human relations, the leader's acquisition of this competence directly influences his or her success.

### **Empathy in the leadership process**

In order to understand the importance of empathy within the organization, we need to define this term. Empathy is defined by several authors under various forms, but all these definitions have in common the description as the ability of one individual to understand another individual through self-understanding. Empathy does not mean experiencing other people's emotions, but understanding other people's emotions through their own experiences. Empathy is an interpersonal ability that varies from person to person helping to develop cooperative and trusting relationships between people. According to Preston and de Waal, empathy includes three mental processes: emotional contagion, mimicry, and perspective-taking that contribute to determining individuals with the same psychological states. [1]

Most people want to be understood, and empathic ability allows individuals access to this knowledge from another individual. Thus, because of the impact, it has on interpersonal relationships; empathy is a very important element in developing effective leadership. Leadership embraces the interpersonal aspect by the fact that the process itself involves the activity by which people lead people. Empathy requires both thinking and feeling, thus involving more than just expressing emotions. Recognizing and identifying with others' emotions is an innate and learned ability. Studies show that self-awareness plays an important role in developing empathy. The better an individual knows their own states, the better they can identify them with other individuals. Knowing the emotions of others is undoubtedly a general human capacity based mainly on understanding and evaluating others.

Emotions are contagious states, especially positive ones. Thus, leaders must take care of this characteristic of emotions. They can positively influence the emotional climate of the organization by generating situations that cause the members of the organization to work effectively, but at the same time, they can generate dissonant situations that can negatively influence the members of the organization. When two people interact, the affective state is transferred from the person who expresses his feelings more strongly to the one who is more passive. With the acquisition of authority, empathy and interpersonal skills play an important role, as well, the exchange of messages through involuntary reactions such as mimicry, tone of voice, and other aspects of nonverbal communication influence the leadership process. For the interpersonal influence to be refreshed a leader must show self-control. Leaders with a high level of empathy know how to identify the presence of anxiety within the group and also know ways to reduce it, directing the emotions of subordinates to positive aspects that facilitate overcoming difficult times. Within each human group, the leader has the ability to influence the states of others. These states lead to performance if they are fueled by enthusiasm or at low efficiency otherwise. Empathic ability is of particular importance in leadership.

The ability to be empathetic is a prerequisite for optimizing relationships with subordinates. Leader empathy is a spontaneous and rapid method of perceiving the status of subordinates. By understanding the intentions, feelings, and thoughts of others, to the extent possible, we can predict and develop leadership strategies based on the behaviors of subordinates.

The most important responsibility of leaders is to induce positive states, enthusiasm, optimism, and self-confidence for the people they lead. A leader capable of empathy will generate an organizational environment in which there is an exchange of ideas, they learn from each other, the subordinates actively participate in the decision-making and task-solving process. One of the main characteristics of empathy in leadership is that it enhances and prolongs the emotional impact of the leader. Being empathetic means listening to and understanding others in order to create connections at the group level. The level of empathy of

a leader determines the efficiency, with which it identifies, manages and directs the subordinate states in order to help the group fulfil its tasks. Without emotional involvement, the leader can only handle the situation but it does not belong to him and thus we cannot speak of true leadership.

### **Motivation through empathy**

An advantage of empathic ability is that it represents an indication of the motivation we work with or with which our subordinates work. The emotional motivation is closely correlated with the human dimension of each individual. It is focused on meeting the emotional expectations, which, once fulfilled, play an important role in energizing individuals. Motivation has been defined by Goleman as an emotional tendency that facilitates and guides individuals in achieving goals. [2]

A leader who shows respect and understanding towards subordinates generates motivation within the group by the fact that he/she is interested in their problems listens to them and offers them support and trust. Certainly, an empathetic attitude ensures the adoption of methods suitable for psycho-social interactions, relationships based on productivity efficiency and behaviour based on interpersonal communication skills. Motivation plays an important role within the organizational group, its absence determines a great difficulty in carrying out any tasks assigned to the subordinates. One of the most important factors in maximizing the results of an organization is the degree to which the leader is able to create harmony between members.

The empathic ability of the leader, from the point of view of his power, is a characteristic that contributes to the optimization of relations with subordinates. The power to understand the other, in the act of leadership, becomes the premise of authentic relationships and an appropriate strategy because, in the art of leadership, knowledge occupies a special place for those in charge. Empathy appears as a human need, based on previous experiences that allow the psychology of others to penetrate.

An effective leader uses empathy to gain interpersonal knowledge and then uses them to help others. Therefore, altruism is a motivating factor in the fact that individuals helping others gain a sense of inner satisfaction that has the role of providing a positive state. This determines an organizational environment based on enthusiasm and positivism. The leader's role is to in still this need for mutual help to generate and develop the motivational mechanism of altruism.

### **Emotion management**

A leader cannot control his emotions if he is not aware of them. In this sense, if the leader's emotions are not controlled, then his ability to control relationships with others will suffer. In this sense, the need for self-control is absolutely necessary for successful leadership and at the same time for the development of empathic capacity. One way in which an individual can improve self-control is to set goals. Objectives are mental representations of the expected or desired future. These represent more than ephemeral desires or intentions, setting goals involves effort, emotions, and attitude in achieving them. Because the goals refer to an expected future that differs from the current state, establishing them can be a difficult process by creating a discrepancy between what the individual wants to achieve and what is. The appearance of this discrepancy is what drives self-control. According to Locke & Latham's goal-setting theory, which synthesizes hundreds of studies, he reports that the mere act by which an individual sets a goal leads to better self-control. [3]

Setting real, measurable and time-bound goals results in performance by the fact that the individual can monitor their process by comparison.

In any case, not all goals are created equally. Setting goals that are closely related to individual values result in increased performance. The studies conducted by the specialized authors have shown that the impact of motivation in the implementation of behavior depends largely on the quality of the motivation. When the goals are internalized they have a much greater impact, the behaviour is much easier to control even in the case of overloading. For example, when a person is encouraged to adopt an objective and this reflects on the importance and significance of himself and himself, the process of realizing the ideal is much easier to complete than if the objective were perceived as an obligation.

After people have set specific goals in relation to their own person, the next step in establishing and improving self-control is to pay attention to the discrepancies between these goals and their current behaviour. The discrepancies alert people to the possibility that their goals are in danger and, in this sense, to create changes in behaviour from routine to a decision.

In particular, people should pay attention when they have failed to reach a goal or when it is possible to fail to reach the goal. Analyzing such failures can help individuals avoid future mistakes. For example, a person trying to quit smoking should pay attention to the situations in which he or she is likely to face the temptation - say when invited to the city. Also, you must pay attention when making a "decision mistake", such as when accepting the offer of a cigarette from her friend. By raising awareness of her current behavior as being in conflict with the goal of not smoking, she is closer to meeting the goal of quitting smoking.

The process of improving self-control is one that is within everyone's reach and has a considerable effect on behavioural reshaping. [4]

Therefore, for better management of emotions and states it is absolutely necessary to develop a greater capacity for self-control.

### **Conclusions**

In terms of the effectiveness of leadership within the organization, the high level of empathy plays an important role. A leader to reach a level of empathy that offers the advantages presented in the present work, must also consider the development of other interpersonal skills that favour its manifestation. As we discussed the role of self-control, it should be emphasized that this is a significant challenge for most people. Thus, by understanding how we set goals related to our personality, as well as understanding how to approach the process of achieving the goals, we bring added motivation to achieve a high level of self-control. Self-control is an absolutely necessary process in terms of emotion management. The leader to be able to cope with the organizational challenges and at the same time be able to effectively manage the human resource must have an above-average self-control capacity. The efficiency of empathic capacity comes with the development of a strong, flexible and balanced personality. It is true that empathy is based on the sum of previous experiences, but the quality of these experiences must also be taken into account. The quantity of experiences does not, in the same way, determine the development of empathy as the quality of experiences.

The empathy of a leader is the result of his work and determination in the direction of self-understanding and human relations. Therefore, we cannot wait for the emergence of empathy if we do not directly and actively contribute to the self-understanding as then to relate to others.

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# THE ROLE OF PERSONAL DEVELOPMENT TREATIES IN TEAM COMMUNICATION IMPROVEMENT

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**Abstracts:** *Communication is a process of interaction between people, groups, as a relationship mediated by word, image, gesture, symbol or sign. Through it, individuals share their knowledge, experiences, interests, attitudes, feelings, opinions, ideas. In general, when a group of people works effectively for the same purpose, this group forms a team. In the military environment, teamwork is the main way of accomplishing the organizational objectives and the established missions. The efficiency of the teamwork and the superiority of the result, compared to the individual one, is mainly due to the complementarity of the competences of the team members. As an example, the theoretical knowledge of the young military is supplemented by the skills of the experienced military in terms of executing and conducting tactical exercises.*

**Keywords:** communication style, conflicts, performance, military organization.

## Introduction

*"Communication is a process of interaction between people, groups, as a relationship mediated by word, image, gesture, symbol or sign. Through it, individuals share their knowledge, experiences, interests, attitudes, feelings, opinions, ideas."*<sup>1</sup> Generally, when a group of people works effectively to achieve the same goal, that group forms a team.

In the military environment, teamwork is the main way of accomplishing the organizational objectives and the established missions. The efficiency of the teamwork and the superiority of the result, compared to the individual one, is mainly due to the complementarity of the competences of the team members. As an example, the theoretical knowledge of the young military is complemented by the skills of the experienced military in terms of executing and conducting tactical exercises.

Cooperation between members results in mutual trust, support and increased team performance. At the same time, the collaboration between the team members facilitates the detection of possible problems by the team leader, thus giving the necessary support and involvement in order to combat the non-functional aspects of the team.

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<sup>1</sup>[http://www.univath.ro/pdf/tematica\\_licenta/Curs\\_Comunicare\\_in\\_AP.pdf](http://www.univath.ro/pdf/tematica_licenta/Curs_Comunicare_in_AP.pdf) accesat în 09.01.2020



*"After many studies it has been proven that the communication process is very important, constituting the main function of teamwork as well as a basic principle of efficient functioning."*<sup>2</sup>

### **General aspects regarding the personal development process**

In order to begin the process of personal development, it is first and foremost necessary for the person to change their perception of possible failure. Most of the time the theme of failure is the main impediment in accessing what represents the development and change of the negative aspects of one's life and career. *"Thomas Edison, the inventor of the filament bulb said, " I did not fail. I found only 10,000 possibilities that did not work ". The idea is that you do not need 10,000 attempts, but the basic idea is this: you will learn from mistakes and the following actions will be based on the experiences gained. "* Fear of failure is the cause that prevents the production of change or rather the attempt to produce a change. Adaptability and flexibility are important aspects that remove the fear of change, emphasizing the benefits of a new beginning for both yourself and those around you, which form the working group, facilitating effective communication and cooperation.

A clearly established purpose influences and determines the beginning of the personal development process, without the tendency of abandoning and giving up the proposed ones. The clear and well-defined purpose has the role to motivate and encourage the person towards the fulfillment of the proposed ones, without fears or uncertainties. The effort made to reach the target is justified and accepted.

Secondly, any process that provides for a certain solution and a certain outcome requires the start and establishment of an action plan consisting of steps and standards to be followed. Access to success is based on following all the steps and steps established, and the accomplishment of each one of them favors motivation and self-esteem, thus having a positive and beneficial effect on the individual personality. These are not the only advantages of establishing the action plan, but also the identification of the resources needed to achieve the proposed purpose. Following the establishment of all the details of the action plan, the current level and the obstacles that may arise during the personal development process are revealed.

### **Communication styles**

*„The communication style refers to the set of manifestation characteristics characteristic of a person in the communication process. This involves both the methods of receiving / decoding the message and the processing / interpretation of the message. These characteristics are closely linked to the uniqueness and individuality of the human being, being the expression of personality. ”*<sup>3</sup>

#### *Passive communication style*

This style of communication is represented by not expressing feelings, opinions and thoughts in a sincere but rather an avoidant and non-dominant way. In group discussions, they prefer not to assert themselves or directly implicate them for not being rejected or for their opinions not being taken into account by the other members. This style is often confused with altruism, precisely because of the lack of initiative and the contradiction of the opinions of others, even if they are in contradiction. In the short term it can be beneficial in the long term, but it leads to the accumulation of tensions, frustration and other negative feelings that materialize at a given moment through states of bursting.

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<sup>2</sup> Idem

<sup>3</sup> Pânișoara, I.O., (2004), *Efficient communication*, 2nd edition, Iași: Polirom Publishing House

*Aggressive communication style "One person uses the aggressive style of communication to control others through intimidation and coercion, believing that the only way to resolve a conflict is to defeat the other."*<sup>4</sup>

The consequences of this leadership style can be both positive and negative. Aggressive style facilitates the immediate achievement of goals or results from others. At the same time, the expression in this way prevents the appearance of the tennis courts precisely because of the expression of feelings contrary to the expectations and opinions of others without allowing the accumulation of negative feelings and stress.

#### *Assertive communication style*

Assertive style is the most effective form of communication between the members of a group / organizations. It involves expressing feelings, opinions and needs in an open and sincere manner without neglecting the needs of others. *"Assertive style is based on positive beliefs about oneself and others, promoting the assertion of personal rights."*<sup>5</sup> On an individual level, it promotes an optimal way of expressing desires and frustrations, contributing to the development of a positive self-esteem and feeling of individual responsibility, allows the development of conflict negotiation skills, and on the social level, promotes open, sincere and productive social relations.

### **The relationship between team communication and performance**

Communication is a term that refers to the sharing, elaboration, or exchange of information in a particular field or organizational department, between the members that make up the team or group. *"The communication process is considered to have positive effects on the team's performance by facilitating and improving critical team processes, such as cooperation. For example, a central purpose is to clarify misunderstandings between team members. Another function is to regulate the conduct by which the distribution of information takes place."*<sup>6</sup>

In the military organizational environment, the communication facilitates the leader's forecast, offering a rather high possibility in counteracting the team's malfunctions. A positive effect of communication on team performance highlights the improvement of critical aspects of the team such as mutual understanding and communication between group members.

The military career is based on communication and cooperation at all hierarchical levels, between commanders, commanders and subordinates and subunits between subordinates. The efficiency of the military actions and the high level of performance is due, first of all, to a clear communication and expression of the military leader regarding the objectives, missions and tasks that each military has to fulfill.

Tracing the specific tasks, communicating the proposed terms and results, as well as assuring the leader that the subordinates have been aware and understood the mission of the subunit as well as the individual one, which are factors that contribute to the performance and efficiency of the actions. *"It is obvious that the competent manager must have a great capacity for analysis and synthesis, flexibility and mobility in thinking, negotiation capacity, availability of dialogue, team spirit, but, above all, to know how to motivate the employees in obtaining perform well and realize that success can only be achieved when each employee feels that it has value and is important within the organization."*<sup>7</sup>

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## Conclusion

Fear of conflicts is an aspect that can have positive results but over a short period of time. For fear of causing misunderstandings or conflicts, the members of the group consider that not expressing their own opinions, ideas or certain opinions different from the other members will reduce the possibility of a conflict. This may work but for a short period of time.

Communicating and trusting your own beliefs will benefit more than just retaining certain ideas and easily accepting the solutions identified by the other members of the group.

Responsibility is also an important factor in the smooth running of a team. In the military environment, this aspect is all the more important, the more the pyramidal, hierarchical structure provides for assuming the responsibility of each military for his actions but also for the actions of the subordinate military. Avoiding responsibility causes dysfunctions within the team, decreases in productivity and periodic conflicts between team members. Knowing the role and place of each member in the team can be an advantage for the leader, managing to delegate tasks without asking whether the goals will be achieved, but with the certainty that the team members will successfully achieve the goals they have received.

Communication is the factor that contributes to the achievement of organizational performance and efficiency. In the military environment, the actions carried out acquire a high level of performance by specializing in the functions at the level of departments and of the military, according to their function and their complementarity. A successful organization must be: a unified and coordinated entity, with a communication structure and strategy. The exchange of information at the level of the compartments specific to the military units represents an indispensable aspect in order to reach the objectives. Hierarchical task transfer involves sub-unit cooperation from receiving the mission to completing it and receiving feedback from the commanders. "*Working within the organizational framework requires coordinating the efforts of the participants in achieving a performance.*"<sup>8</sup>

Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. „*Personal development takes place over the course of a person's entire life.*”<sup>9</sup> Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

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# STUDY ABOUT THE INFLUENCE OF POSITIVE THINKING ON THE MANAGEMENT OF OCCUPATIONAL STRESS IN THE MILITARY ORGANIZATION

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**Abstract:** *The present paper is a study elaborated based on the analysis of stress level and positive thinking and identifying the type of correlation between stress and positive thinking within an infantry battalion on the Romanian territory. The reason for choosing this theme is currently the presence of stress among the population at a global level, but especially among the military, who have a different status from the rest of the population. Even if the military organization eliminates certain stressors present in other organizations, such as job insecurity, it also creates other stressors that may be stronger, such as the danger of losing their lives that is always present in the lives of the military. Thus, we chose this topic to study how the questioned military copes with stress and whether positive thinking performs an important role in managing stress in the military.*

**Keywords:** stress, positive thinking, military organization

## Introduction

Positive thinking is connected to positive psychology. Positive thinking has its origins in the Bible, in Greek and Eastern philosophy, the linguistic origins of words and the historical statements that stipulate significant information about human strengths. Schimmel – one of the researchers in the field – believes that positive psychology origins should be studied as they are presented in the writings of religions and ancient philosophies.[1] Humanistic psychology remains well-known as the first systematized form of positive psychology, which focuses on certain unique issues of people, such as nature, hope, becoming, self-actualization, individuality, creativity, being, meaning, love and health. This appeared in the 1950s, being considered the third force in psychology, as a feedback to both behaviour list and psychoanalysis. The subject also interested Abraham Maslow, Carl Roger and Rollo May, who summarize a phenomenological idea of human experience, seeking to understand human behaviour through its qualitative investigation and research. [2]

There is a connection among positive thinking and stress. The rate of positive regular emotions helps to decrease the responsiveness to stress [3]. It is scientifically proven that stress is preceded by heart disease [4], infectious disease [5] and autoimmune disorders [6]. “Positive thinking and positive affect have been shown to be associated with stress reduction and predicting healthy outcomes”.[7]

The moments when the emotions are positive can be beneficial for restoring the system exhausted by pain.[8] A meta-analysis by Lyubomirsky and King conducted a meta-analysis on the benefits of frequent positive thinking from the perspective of positive effect, optimism, happiness, life satisfaction and other related concepts, which found the positive effect it generates successfully in several areas of life, including in performance activity, physical well-being, health, social relationship, perception of self and others, sociability, problem solving, activity, confrontation and creativity.[9]

A number of constructions have been made known to the literature to explicate the ability of individuals to preserve a positive view of the negative situations of life. Optimism - defined by Seligman as an attributive style, or as a general positive hope, by Carver and Scheier in "*Optimism, pessimism, and self-regulation*" -, extraversion - according to McCrae and Costa -, feeling of coherence - proposed by Antonovsky - , hope - identified by Snyder - and hardiness - suggested by Maddi and Kobassa - all relate to general traits connected with positive affect and promote positive thinking in difficult circumstances and all have been linked to positive health consequences, as Maruta, Colligan, Malinchoc and Offord suggest in "*Optimism Vs. pessimism: Survival rate among medical patients over a 30 year period*" and Snyder in "*Handbook of Hope*".

Shiota found that there are positive coping strategies on stressors that are encountered in everyday life.[10] The dispositional use of the positive emotions that determine the coping strategy was largely connected with positive aspects of well-being. "Positive emotional granularity (PEG) is the tendency to represent the experience of positive emotions with precision and specificity." [11] This makes the individual more attentive to his condition by exerting a major influence on coping.[2] In this way, the individual tends to seek coping options and refuses to respond spontaneously in certain situations.[11].

According to a study by the World Health Organization, stress remains one of the most common and most serious health problems of the 21st century.

Stress has different meanings for each person, depending on the situations in which they are. One of the first definitions for this concept and the simplest one is the one suggested by Hans Selye: "*Stress is the body's non-specific response to any request.*"

## **Study on the Influences of Positive Thinking on Stress Management Among the Military**

### **Objectives**

*Objective 1:* Measuring the level of optimism, hope and satisfaction of the subjects from the point of view of positive thinking.

*Objective 2:* Measuring the stress level of the questioned subjects from the workplace.

*Objective 3:* Highlight the statistically significant differences between the subjects belonging to the three categories of military personnel investigated (officers, non-commissioned officers, soldiers), in terms of the variables measured in this research: optimism, hope, satisfaction, emotional and social stress indicators.

*Objective 4:* To identify the relationships between positive thinking and military stress.

### **Research hypotheses**

*Hypothesis 1:* The level of optimism, hope and satisfaction is high.

*Hypothesis 2:* The surveyed subjects have a high level of stress in the workplace.

*Hypothesis 3:* There are statistically significant differences between officers, non-commissioned officers and soldiers in terms of stress level and positive thinking.

*Hypothesis 4:* There is a negative correlation between positive thinking and military stress.

### **Population and research sample**

The research is based on the application of a questionnaire, I used data directly from the selected subjects. The research sample on this part is made up of a number of 60 subjects, of which 20 officers, 20 non-commissioned officers and 20 professional graded soldiers (soldiers, commanders, corporals) from the 151st Infantry Battalion "Războieni", elected ally.

The selected subjects work in the different departments within the military unit mentioned above, both at the level of the combat structures and within the command. They participated in this voluntary study. The study participants were assured of anonymity and confidentiality of responses.

### **Operationalizing concepts**

Wilkinson and Kitzinger state that "positive thinking" is a quite equivocal concept, so "positive thinking" can have various senses depending on participants, experiences and context. Thus, in this sense, "*positive thinking is considered to be a generic expression used to describe any derivative that encompasses hope, optimism, a positive mental attitude, including «being positive»*" [12].

In other words, positive thinking is a mental attitude in which people expect good and favourable results. A man with a positive mind is expecting happiness, health and a happy ending in any situation.

In order to analyse this concept, three variables will be used, which I consider eligible: optimism - "*a general expectation related to positive results*" [13]; hope - "*it is a one-dimensional construction that implies a general perception that the proposed goals can be achieved*" [14] and satisfaction - "*a feeling of satisfaction, of pleasure*". [15]

Hans Selye proposed the simplest definition of stress: "*Stress is the body's non-specific response to any request.*" Starting from this definition, we chose the two indicator factors - emotional and social - in order to analyse the stress concept in this research and the stress level within the questioned sample.

### **Research methodology**

#### **Research methods used**

In order to analyse the data collected following the application of the aforementioned questionnaires, which take into account the assessment of the stress level, the level of positive thinking, the evaluation of the differences of these levels between persons belonging to different categories of personnel, but also to identify a relationship between stress and positive thinking, I used some statistical tools such *Independent samples T test*, *Correlation* and statistical programs like *Excel* and *SPSS 20.0*.

From a statistical point of view, we used "*Independent samples T test*" and "*Correlation*".

*Independent samples T test* aims to evaluate the differences between the averages obtained by the two groups belonging to the military organization - officers and non-commissioned officers - from the point of view of the variables involved in the research process. This test requires the presence of three essential conditions in order to be able to apply: to compare two independent groups, i.e. to be different in terms of the variables used (such as status, gender, nationality), and the dependent variable, subject to comparison, be expressed numerically, that is, measured by a scale (range or proportion).

I performed statistical processing with the help of *Excel* and *SPSS 20.0 - Statistical Package for Social Sciences* - program that is used to analyse, deepen, study and present data, on the one hand and on the other hand for the creation of tables and graphs.

### **The research tools used**

In the elaboration of the research I used two non-standardized questionnaires and an interview guide.

The first questionnaire consists of a number of 22 items that have the role of measuring the stress level of the military using as emotional measuring instruments - the first 11 items - and social factors - the next 11 items. It was divided into the two indices to make it easier to analyse a correlation between this and the other variables.

The second questionnaire consists of 18 items aimed at measuring variables (humour, hope and satisfaction) whose level results in the level of positive thinking used by the questioned military.

The scale used in the evaluation of the two questionnaires is the Likert Scale based on five stages of response: strong agreement, agreement, indecisive, disagreement, strong disagreement.

### **Processing of the data obtained in the questionnaire on positive thinking**

The questionnaire that analyses the predisposition of the individuals questioned to a positive thinking was structured for analysis on three variables: optimism, hope and satisfaction. Subjects reported a mean positive thinking average of 18.57 points which is below average. The test average is 54 points. The maximum score a subject can get is 90 points.

Analysing the averages obtained by the subjects; it is observed that the averages of the three variables are very close to each other. The most important variable manifested is hope, with an average of 18.98, followed by job satisfaction with an average of 18.40, and at only a few hundredths of satisfaction is the optimism expressed by those questioned (mean = 18.32). The questioned subjects show a low level of positive thinking, after analysing the results.

Analysis of positive thinking variables according to the personnel categories

In analysing the differences between the three categories of staff, we used the T-Test for independent samples, analysing two categories of staff.

Following the application of the T-Test for independent samples we have reached the following significant results, interpreted as follows:

The officers have a level of optimism ( $m_1 = 18.75$ ) higher than the non-commissioned officers ( $m_2 = 17.30$ ), but also compared to professionally trained soldiers ( $m_3 = 18.00$ ). It can be seen that the level of soldiers ( $m_3 = 18.00$ ) optimism reaches a higher level than the non-commissioned officers ( $m_2 = 17.30$ ).

From the point of view of the officers' hope ( $m_1 = 21.10$ ) they have a higher level than the non-commissioned officers ( $m_2 = 18.05$ ) and much higher than the professional soldiers ( $m_3 = 16.89$ ). This difference is felt between soldiers and non-commissioned officers, with soldiers having a lower level of hope than non-commissioned officers.

The level of satisfaction present in the case of officers ( $m_1 = 18.05$ ) is higher than that of non-commissioned officers ( $m_2 = 19.20$ ). There are big differences for officers and soldiers with professional ranks ( $m_3 = 17.44$ ), but the level of satisfaction of the non-commissioned officers and soldiers is not much different, but the differences exist, the non-commissioned officers ( $m_2 = 19.20$ ) having a level of higher satisfaction with soldiers ( $m_3 = 17.44$ ).

### **Processing of data obtained in the occupational stress questionnaire**

The present questionnaire is represented by the sum of the emotional and social indices. Subjects reported an average stress level of 32.95 points while the test average is 43 points. A subject can get a maximum of 110 points.



Analysing the averages obtained by the questioned subjects, it is observed that social indices are more important in the manifestation of stress, reaching an average of 36.40 points, the maximum being 60 points. Emotional indices are less felt, from a statistical point of view, with an average of 28.98 points, the maximum being 50 points.

#### Analysis of stress indices by personnel categories

To highlight the differences between the three categories of questioned personnel (officers, non-commissioned officers and professional graded soldiers) regarding the average level of the two categories of selected indices, we used the T-test for individual samples, as a method of statistical interpretation. Following this we identified the following results:

The officers ( $m_1 = 29.15$ ) show a higher level of emotional stress levels compared to non-commissioned officers ( $m_2 = 29.05$ ), but the difference is not very large between the two categories of personnel, but also compared to the professionally trained soldiers ( $m_3 = 28.75$ ). In addition, non-commissioned officers ( $m_2 = 29.05$ ) have higher levels of emotional stress than professionally trained soldiers ( $m_3 = 28.75$ ). The difference between these two categories is greater than that between officers and non-commissioned officers.

Officers ( $m_1 = 36.30$ ) show a lower level of social stress indexes compared to non-commissioned officers ( $m_2 = 36.90$ ), but compared to professionally trained soldiers ( $m_3 = 36.00$ ) they show a higher level of these indices. Non-commissioned officers ( $m_2 = 36.90$ ) compared to professional graded soldiers ( $m_3 = 36.00$ ) have a higher emotional stress level.

#### **The correlation between stress level and positive thinking**

There are highly significant negative correlations between optimism and emotional stress indicators ( $p = -0.655$ ,  $r = 0$ ), which, with increasing optimism, causes a decrease in emotional stress scores; but also between optimism and social indices of stress ( $p = -0.681$ ,  $r = 0$ ), so we can say that with the increase of the optimum, social indices of stress decrease.

There are strongly significant negative correlations between the expectation of the emotional stress indexes ( $p = -0.588$ ,  $r = 0$ ), so with the increase of the expectation, the emotional stress indexes decrease. Moreover, there is a negative correlation between hope and social stress indicators ( $p = -0.589$ ,  $r = 0$ ), so if the hope of individuals increases, then the social stress indicators decrease.

Between satisfaction and emotional stress scores ( $p = -0.588$ ,  $r = 0$ ), there is also a negative correlation, which determines that emotional stress scores decrease, if satisfaction increases. In addition, there is the same type of correlation between satisfaction and social stress indicators ( $p = -0.589$ ,  $r = 0$ ), which is why social stress indicators decrease in intensity with increasing job satisfaction.

#### **Conclusions**

The purpose of this research was to measure the level of positive thinking and stress level of the soldiers of the 151st Infantry Battalion "Războieni", and following the study, the identification of the existence of a correlation between positive thinking and the stress level in the researched organization.

Following the processing and interpretation of the collected data and the analysis of the statistical results, we found that the set objectives were achieved: we determined the stress level of the subjects measured by means of the two indices and I measured the level of positive thinking reported by the respondents in the three proposed hypotheses. . In addition, we highlighted the existence of differences between the categories of personnel questioned, but also the existence of correlations between the elements proposed for stress analysis and the three variables proposed for determining the positive thinking of the respondents.

Officers, non-commissioned officers and professionally graded soldiers, as a result of the evaluation, have reached an average of optimism, satisfaction and hope below average, thus demonstrating that they have a low level of positive thinking. In this sense, the first hypothesis is rejected.

The questioned soldiers reached an almost average level of occupational stress, a result obtained after completing the questionnaire. The result was not alarming, so the questioned military did not have a high level of stress. In this sense, the second hypothesis is also rejected.

Following the application of the T-Test for independent samples, we registered some significant differences between officers, non-commissioned officers and professionally trained soldiers, namely:

Officers reach the highest level of both optimism, hope and job satisfaction, thus proving a higher level of positive thinking, compared to the other staff categories.

The non-commissioned officers are the least optimistic, reaching the lowest level in the questionnaire, but their hope and satisfaction are much higher in the case of the questioned soldiers.

Regarding the occupational stress, the officers are at a level close to the non-commissioned officers, significant differences being registered in the way of outsourcing; if in the case of officers, the stress manifests itself more emotionally, in the case of the non-commissioned officers, it is manifested more socially.

The soldiers registered the lowest level of stress in the questioned categories, a fact probably explained by the reduced number of responsibilities they fulfil.

In this sense it can be stated that the third hypothesis has been verified.

We identified significant negative correlations between the elements proposed for measuring positive thinking and those for measuring stress at work, so we concluded that stress in the workplace is increasing as long as the level of positive thinking is higher. In this respect the hypothesis number 4 was verified.

In view of the above, we can conclude that the research objectives have been fully achieved and the hypotheses have been partially confirmed, two of them being rejected. In this sense, more in-depth tests will be carried out to determine with accuracy where the situation was misunderstood and to understand the phenomenon in more depth.

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# PERFORMANCE, JOB SATISFACTION AND MOTIVATION IN THE MILITARY ENVIRONMENT

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**Abstract:** *A definition of performance term is quite complicated because of the complex meaning of this concept. Since it has failed to find a common standard or definition, to take care to be approved by other specialties, we will reproduce below to establish a multitude of definitions and expose various current approaches to the concept. A first statement is that of Gary Johns who defines the performance of the law "the proportion in which a person who is part of the organization participates in fulfilling the goals of the organization". The notion of performance refers to a significant achievement in a given framework. Stefan Stanciu appreciated the purpose of the interdependence between activities, motivation and attribution of individual care regarding the inside of the organization creates the performance. Along with the performance, terms such as efficiency, productivity, efficiency, success are used. Efficiency means increasing the necessary finality of performance, and productivity must ensure their efficiency and help them reach their efficiency.*

**Keywords:** motivation, subordinates, relationships, satisfaction, performance.

First of all, the performance of staff in an organization is deeply influenced by the leadership style adopted by the leader. The way employees perceive management leaves a strong imprint on the running of the organization. Employees need to understand how their daily activities fit into the broader strategic vision and goals. The workplace should provide plenty of opportunities for communicating strategic goals throughout the organization, for example by creating communication panels in each area, to help communicate the status of tasks or other essential information.

Any kind of social activity, whatever its nature, its valence or its magnitude, is based on several motives, which form an "motor" of the action. Motivation triggers and supports the initiation of an action, and thus the behaviour is transposed into a clear objective [1].

Regarding the military environment, B. Sfârlog, M. Ralea and D. Badea consider that one of the most important tasks of the leader is to motivate his subordinate and to ensure a positive psychosocial climate in the workplace. Motivational effectiveness will be developed provided that the following conditions are met in the training and training of troops:

- establishing a clear main objective, specifying and delimiting this rigorous purpose in the composition of the actions carried out;
- ascending the immediate objectives and over a longer period of time;
- customizing the setting of goals taking into account the originality of each person or group;

- using competition to stimulate cooperation;
- removing the pressures that can lead to introversion, stress, violence, dissatisfaction;
- ease of transmission of information.

During the military training process, the following can be stimulated:

- recognizing the value of the individual or group (awarding distinctions, rewards, praises);
- fulfilling some basic human needs (suitable working and resting conditions, communication with loved ones, family);
- advancement in rank, in function;
- other rewards such as granting permission days.

The military organization confirms the need for motivation for each leader, involving aspects such as: the motivation of the subordinates and their own motivation.

Motivation reinforces the desire of subordinate people to act, trains them in teamwork, in relationships with others, in cooperation and in initiative. By offering training conditions, by appreciating the efforts made and the results obtained by the subordinates, by the care they give daily to the people they lead, the commanders ensure the achievement of the proposed objectives and at the same time a good motivation.

For the leader to effectively motivate his subordinates, he must know himself, know his strengths and weaknesses. Among the strengths of the leader should be found qualities such as: optimism, charisma, loyalty, fairness, competence to lead and command, skills to communicate [2].

Demotivating subordinates and diminishing interest in carrying out tasks or inappropriate behaviour also happens because of the leader's weaknesses, because subordinates lose their confidence, both in themselves and in their leadership.

The command deed shows how the commander manages to motivate his subordinates, as follows:

- supervising the functions with trained and knowledgeable staff, faithful and fair, that have well developed the sense of responsibility, but also the sense of teamwork;
- establishing for each individual his / her place in the team, taking into account the knowledge that each junior has and the previous experience;
- knowledge of the problems and needs of each subordinate person;
- setting clear, practicable and possible objectives;
- studying and consulting the most able employees in decision making and empowering other subordinates to complete some actions;
- the distribution of clear tasks and offering a realistic time to fulfil them;
- granting trust and consideration to subordinates.

Thus, experienced military leaders use in their conversations with subordinates words and formulations that stimulate their motivation, give them confidence and give them the impetus to do good things, such as: "Congratulations, citizens or successful people, I'm sure you can, a more true specialist, more than sure I can always rely on you, bravo, you would surprise me very pleasant"[3].

In this way, the motivation of the subordinate man is realized when he knows what he is doing and why he was sent to a certain place, he executes the order given to him and solves the problem for which he was trained.

In order to achieve the performance the commanders can use methods from different motivational directions, such as [4]:

- stimulating successes and awarding rewards;
- the use of competition and the recognition of successes;

- sanctioning in case of mistakes or failure to perform tasks;
- monitoring the development of the employees and ensuring that the missions used are to the best of their ability;
- using each person and considering him or her as good at what he or she does.

M. Zlate [5] showed that throughout the time it was considered that the skills, knowledge, competences and even the intelligence of individuals are the most important aspects related to their productivity in work. Also, it was noted that although some people have advanced knowledge in various fields or have a higher level of intelligence, they do not have the capacity to succeed. At the same time, other people, with less training than their own, are able to complete a task of great complexity. In view of these situations the answer to the following question was sought "What is the reason for this?" Of course, no clear answer has been found yet, but it is certain that in addition to knowledge and intelligence, individuals must enjoy a good inner state, reflect on the issues that concern them, so that missions are not perceived. just like orders from the boss. Individuals need to know their path clearly and focus on what they have to do. The inner state that is based on enthusiasm bears the name of motivation.

In organizational-managerial psychology, the notions of motivation-satisfaction-performance are closely linked to each other. We can imagine a triangle whose peaks are one of these concepts, and in this way we get the relationships that take place between them.

It is clear that motivation has an influence and gives a boost to performance. A person stimulated and driven by an internal force trains in the work and obtains the expected results, otherwise it will be inefficient. For whatever motivating reasons an individual would be, although he may have higher knowledge and prices, if we cannot use information about this it is very difficult to achieve the desired goal.

An intensely motivated individual will have more generous results than an average or even poorly motivated individual. On the other hand, people can be overly motivated and give up when it comes to simple missions. This phenomenon bears the name of *super-motivation*, the person reacting under the impulse of an emotion that brings him lack of organization, consumes it on the inside just before being confronted with the task. When it comes to *submotivation*, the submotivated person reacts with lack of energy and enthusiasm, leading the organization to failure and loss of performance.

Motivation theories analyzed the achievement of motivational optimality in the actions in which the individual is involved. Therefore, there is no theory in which motivation is not closely related to performance, and there is also no theory that does not mean using parameters (goals, work environment, etc.) to develop motivation and performance enhancement.

J. W. Atkinson [6] proposed a new approach to motivational optimism, which he called the "golden triangle of motivation". At the three ends of the triangle is self-confidence, legitimacy and identification. When the characteristics of these three peaks unite, they are balanced and in this way the optimal motivational is formed.

Motivation together with satisfaction lead to both performance, which can be influenced both positively and negatively. The Japanese researcher points out that there is a positive relationship between motivation and work performance. He conducted research on nine groups and of these nine, seven were characterized by high performance because they had a high motivation. In the other two, there was a high yield, but also a low motivation. The relationship outlined above can also be established in the opposite direction. For example, performance can influence satisfaction when it attracts certain sources that bring satisfaction, such as: prizes, permits, rewards.

Regarding the relationship between satisfaction and performance, three theories were launched for this relationship [7]:

- 1) satisfaction produces performance;
- 2) performance produces satisfaction;
- 3) the reward moderates the relationship between satisfaction and performance.

The first theory was extreme to be used in the 1950s, when it is considered satisfactory it is motivating for performance. In this situation, the manager believes that the subordinate will be willing to work, happy and productive. Despite the fact that it was not stated that maximizing satisfaction will lead to maximizing performance, they argued that in organizations with more satisfied staff they are more productive [8].

Apart from the positive relationship between the concepts of satisfaction and performance, the situation in which the relationship between the two would be in opposition or mutual exclusion was put in balance. Some researchers argued that between satisfaction and performance there is a negative relationship. A very good productivity, they said, can be done only by the excessive demand of the individual, which makes him feel very tense. Therefore, performance is not achieved through satisfaction.

The satisfaction-performance relationship is presented in several ways:

- Satisfaction is a possible cause of performance, but not the only one;
- The satisfaction-performance relationship is a relationship that varies, does not remain constant;
- In a conflict or tense environment, no significant maximization of satisfaction or performance is observed;
- We try to find different stimulation modes that will lead to maximizing satisfaction and performance at the same time.

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# STUDY ON THE PERCEPTION OF THE FIRE DEPARTMENT ON THE FAMILY WITH MANY CHILDREN

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**Abstract:** *This research wants to identify the attitude of firemen about those families with many children. We wanted to find out if this type of family is accepted in the fire department. Applying the questionnaire method designed with 21 questions it has proven that the family is very important for firefighters and contrary to expectations, most of them agree the idea of having a large number of children in their own family. It has also seemed that the decision of having many children has no financial or social impediments. On the contrary, many children can bring stability and cohesion in a family. So, the conclusion of my research is that families with many children are accepted at the fire department level.*

**Keywords:** family, many children, questionnaire, fire department, acceptance

## 1. Introduction

Family is a basic social form, realised by marriage or informal cohabitation which unites spouses and their descendants. The family has several social and biological functions of which the biological function of human reproduction is the most controversial one. By reproduction is meant the ability to produce descendants to ensure the next generation. In this way the family emphasizes the reproductive quality of a society. Thus, through the family and the birth of children, the future of a society and, implicitly, of an entire nation is ensured. Unfortunately, over time, birth rates continued to decline in Europe, especially in Romania. Compared with European countries, the birth rate in Romania decreases, while in some developed European countries the same phenomenon of rate decrease happens, but this decrease is smaller. So, in our country in January 2019, 16,969 children were born, 2,150 fewer than in December 2018 and 159 fewer than the same month in 2018. In 2018, in Romania, the lowest birth rate in the last half century has been registered, more precisely, since the decree given in 1966 by Nicolae Ceausescu. In the first 11 months of 2018, only 173,936 children were born. And in December, according to the source, about 15,500 children were born. According to the data of the Romanian Academy and INS, every year between 1970 and 1989, 360 thousand children were born, on average. Since 1990 the birth rate has dropped almost continuously. As stated by Vasile Ghețău, director of the Center for Demographic Research "Vladimir Trebici" of the Romanian Academy, however we would look and analyze the future of the population of Romania, a diminution of the degree of deterioration that is outlined for the following decades and, theoretically, a halt to the decline, we cannot imagine without the fertility recovery of substance, that is the average number of children born by a woman throughout the fertile life (up to 50 years).

What does a large family mean? It's hard to define. For some a large family can mean from 3 children up, for others a large family consists of more than 7 children, everything is about our principles of life, culture and so on. According to the INS data, in Romania only 1% of the total number of households houses 4 or more children. Families with 3 children reach 1.6%, those with 2 children to 9.5%, and those with 1 child to 14.3% of households in the country. The largest part is households without children, which reach 73.6% of the total number. So, we observe the small number of families with more than 2 children. From the above we can conclude that a large family is one consisting of more than 2 children. Nowadays, it seems that having only one child has become a norm and not only in Romania, but also in other countries, as the Financial Times reports. The reasons invoked for which children are no longer born can be many and varied: from the financial, cultural, career-related to those of one's own comfort and convenience.

Following the research carried out to determine the ideal number of children, it seems that two or three children do not necessarily bring happiness to their parents. However, studies in Europe show that 2 children is the ideal number for a family. Also, it seems that the number of children also depends on the level of education. For example, the more education a mother has, the fewer children she will have in her entire life. At the same time, when it comes to the size of the ideal family, it has been found that adults with a high level of education are much less inclined to consider a number of 3 or more children as ideal.

That being said, our research aims to find out if the society, in general and the military organization( like fire department), in particular, has a good perception of the family with many children.

## 2. Research Methodology

*The general objectives* of our research are to identify how the family with many children is perceived in the military organization and, also, to understand the attitude of the firefighters toward the birth of a large number of children within the traditional family. *The assumptions* on which the research is based and which will have to be validated are as follows: if the family with many children is accepted by the military organization and if firefighters are reluctant to give birth to a large number of children.

In our study, the population universe is represented by the military organization – Sighișoara Fire Department and as the method of determining the sample we chose the probabilistic sampling simple systematic random. In this case, we used a statistical step for the selection of the sample as follows:  $P=N/n$ , where  $N$ =the universe of the population;  $n$ =sample, and  $p$ =statistical step. In our case,  $N=95$ ,  $n=30$ , so  $p=95/30=3,16$ . The first person we chose it randomly being a number between 1 and 3, in my case 1. The second person had the number 4(1+3), the third number 7 and so on until we reached the number of 30 subjects, petty officers of The Fire Departement, as they represent the majority of the population they belong to.

In order to meet the objectives of this investigation and to verify the validity of the assumptions, we used **the questionnaire survey method**. With regard to this method, we have produced a questionnaire of 21 respondents to which the subjects replied by noting with figures 1 to 4, corresponding to the degree of intensity of the agreement or their disagreement with the questions asked.

Further on, we will present how the dependent and independent variables included in the analyzes were measured.

*Marital status and general opinion about family and children* were highlighted by questions like: "Are you married?"- 27 of respondents replied with **yes** and 3 of them replied with **no**; "Do you have children?"- 25 of subjects replied with **yes** and 5 of them with **no**; "If so, how many?"- 13 of subjects answered **1**, 10 answered **2**, 1 replied **3**, 1 answered **4** and 5

gave no answer; "Which do you think is the ideal number of children in a family?"- 20 of subjects answered **2**, 7 of the respondents answered **3** and 3 of them replied *more than 3*; "Do you consider that today, in Romania, the family still attaches special importance?"-18 of subjects answered *yes* and 12 of them answered *no*.

The following answers were obtained to the question: "How important is family to you?":

Least important (1)	Just a little important (2)	Important (3)	Very important (4)	TOTAL	Average score	Number of questionnaires
1	2	8	19	105	3,5	30

*Concrete opinion on the large number of children in a family* is underlined by questions 7 to 10: "Do you agree with the birth of a large number of children in your family?"; "Do you consider that a large number of children affect the family financially?"; "Do you consider that a number of 3 children or more affects the stability and cohesion of the family?"; "Do you think that families with many children are immature if they assume the upbringing and education of a large number of children?". Respondents indicated the degree of agreement for each statement, on a four-step scale, where the value 1 means "to a very small extent" and value 4 "to a very large extent", as follows:

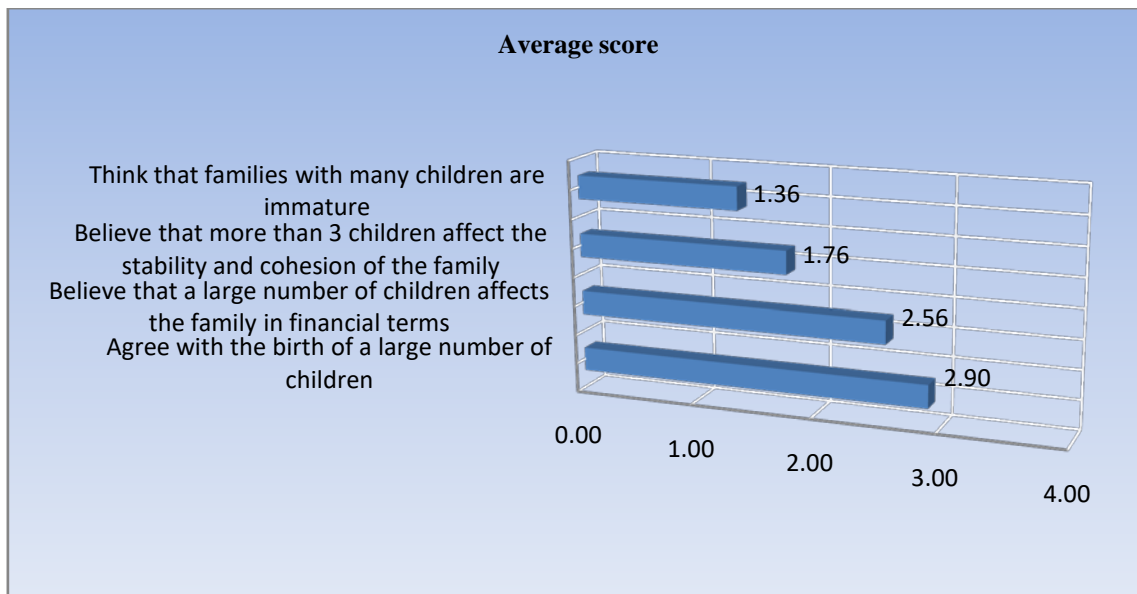
ITEMS	To a very small extent (1)	To a small extent (2)	To a large extent (3)	To a great extent (4)	TOTAL	Average score	Number of questionnaires
<b>7</b>	2	7	13	8	87	2,9	30
<b>8</b>	3	14	10	4	77	2,56	30
<b>9</b>	11	16	2	1	53	1,76	30
<b>10</b>	21	7	2	0	41	1,36	30

*Raising awareness of examples of families with many children in daily life* is highlighted by questions like: "Do you know any family with many children?"- 29 of respondents answered with *yes* and 1 replied with *no*; "If so, how many children does this family have?"- 2 of subjects answered **2**, 7 of them answered **3** and 21 answered **4 or more**; *yes* was the answer of 30 persons to the question "Do you consider that they are loved and well taken care of by their parents?" The following answers were obtained to items 14 to 21 which shows *the importance of giving birth to a large number of children*: "Do you think the birth of more children in the family would help to increase the birth rate in Romania?"; "Do you consider that the decision to have more children is based on life principles, respectively religious principles?"; "At the opposite end, do you consider the current standard of living and the economic-financial conditions a strong enough reason not to want children anymore?"; "Do you think that through children the values of the society we belong to are transmitted further?"; "Do you think that the good progress of society can be ensured by raising and educating a large number of children?"; "Do you think that a family is more united and the relationships between its members are closer if there are more children in it?"; "Would the number of divorces decrease if there were more children in the family?"; "Do you consider that a family with many children is happier than one with 1, 2 or no children?". The results are as follows:

ITEMS	To a very small extent (1)	To a small extent (2)	To a large extent (3)	To a great extent (4)	TOTAL	Average score	Number of questionnaires
14	0	5	5	20	105	3,5	30
15	4	10	10	6	78	2,6	30
16	5	17	1	7	70	2,33	30
17	2	4	9	15	97	3,23	30
18	0	7	6	17	100	3,33	30
19	1	4	18	7	94	3,13	30
20	6	12	7	5	71	2,36	30
21	7	13	4	6	69	2,3	30

### 3. Data Analysis

Through items **1**, **2** and **3** we sought to find out the civil status and the number of children of the subjects. It turned out that most are married and have children. Most of them have only one child, followed by those with 2 children. Through item **4** we have wanted to know their opinion about the ideal number of children in a family. So, we have found out that the majority's preference is for a number of 2 children, so a limited family. Item number **5** refers to the family's values nowadays in Romania. The responses were balanced, with 60% considering the family to be valued and 40% not given any particular importance. Through item **6** we have wanted to know how much the family matters to the subjects. We've got an average score of 3,5 out of a maximum of 4,00. It follows that the family occupies an important place in the life of most firefighters. The items to **7** from **10** points up the perception of the high number of children in a family, respectively if the high number of children affects family's life. Thus, to item **7**, an average score of 2,9 was obtained which means that, at least at hypothetical level, the firemen agree to the idea of having a large number of children. To item **8** the average score is 2,56 with 46%, 6% in favor „to a small extent”, meaning that the financial part have a small importance when deciding to have more children. To item **9**, the low score of 1,76 represents the disagreement of the majority regarding that a large number of children would affect the stability and cohesion of the family. Also, the score of 1, 36 to item **10** shows that 70% of the firefighters consider families with many children mature enough by taking up and educating a large number of children(Figure 1).



**Figure no. 1**

To item **11** we have sought to find out the interaction with families that have several children. A percentage of 96,6% know at least one family with many children. Through item **12** we've wanted to find out how big is the family they came into contact with. So 70% know at least one family with 4 or more children. Through item **13** we've intended to find out whether the subjects consider children from numerous families to be well-cared for and educated. All of them considered that they were loved and well-cared. Starting from the item **14** to the **21** we've wanted to know if the birth of many children bring benefits to the family. Such as at the item **14**, getting an average score of 3,5 has showed that the birth of several children within the family would help raising the birth rate in Romania. On the item **15** an average score of 2,6 was obtained which means that opinions are divided on the principles of living and the religious principles that underpin the decision to have many children. With 56,6% and an average score of 2,33 the item **16** highlights that more than half of the respondents do not consider the current standard of living a reason to prevent the birth of a large number of children. Also, the score of 3,23 obtained at the item **17** shows the importance that the firefighters grant to the children as carries of values of the society we belong to, the high number of these assuring the good progress of the society (average score 3,33 at item **18**). Referring to the item **19**, 60% consider the large number of children to be an important factor in maintaining family cohesion. At item **20**, it is considered that more children in the family does not determine a lower rate of divorce and through item **21**, with an average score of 2,3 we reach the conclusion that a large family is not happier than a small one (Figure 2).

The research carried out followed the study of firefighters perception on the family with many children. By applying the method of questionnaire it has been demonstrated that in the Fire Department the family occupies an important place in the life of its members. Contrary to expectations, although the majority consider families with 2 children ideal, it has been proven that the firefighters still accept the idea of having a large number of children in their own family and even consider the growth and education of a large number of children to be mature. It seems that the decision to have many children does not have any financial impediment or affect its proper functioning in any way. On the contrary, many children are considered factors of cohesion and stability in the family, firefighters considering that

children can be loved, well cared for and educated in large families too. However, a large number of children doesn't bring more happiness, nor do they prevent the fall in divorce rates.

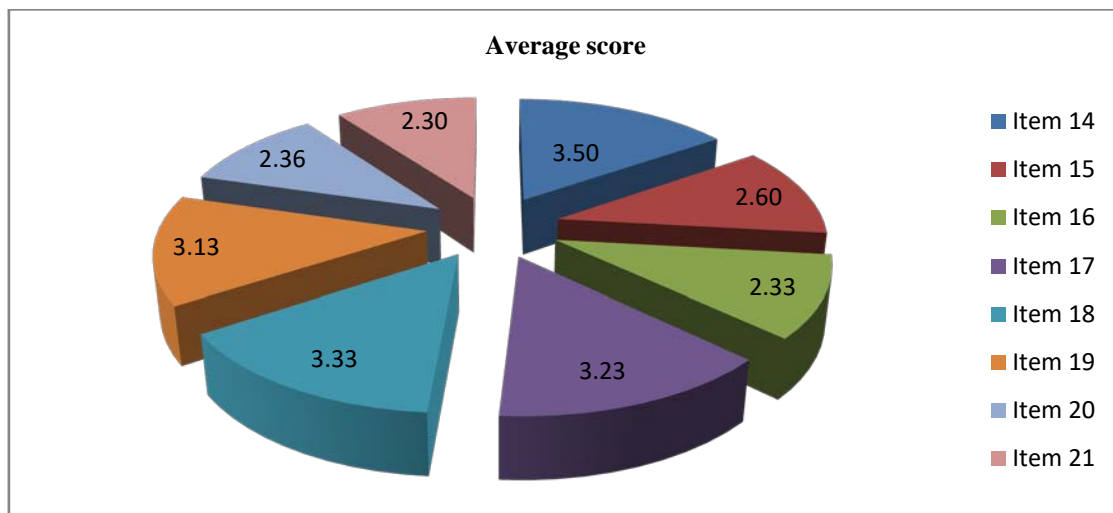


Figure no. 2

So, in the Fire Department, families with many children are accepted. We can say that the first hypothesis of the research regarding the family acceptance with many children is validated, but the second one is not, as it has been proven that the firefighters are not reluctant to give birth to a large number of children.

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# CONCEPTS AND THEORIES ABOUT LEADERSHIP

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***Abstract:** This article presents the general concepts of transactional leadership implemented in the military organization. Leadership has become the art of leading people to carry out tasks voluntarily, which brings the necessary motivation for them to enshrine their efforts in achieving common goals. Firstly, in the military organization it is imperative that the way to lead people achieve all the objectives. Secondly, more leadership styles are needed to achieve goals to get members of an organization to act as necessary. Finally, the leadership should be implemented in any organization to increase the level of involvement in problem solving.*

**Keywords:** transactional leadership, management, authority, leader-underling.

## **Introduction**

In the army, the leadership of the people (at tactical and operative level) and the institution (at the strategic level) is carried out by the commanders, aided by the major (similar) states existing in each military structure. The commander is that military who has been conferred authority to lead, coordinate and control a military structure. In this capacity, he exercises his authority for the purpose of planning, organizing, managing and controlling the efforts of subordinates and the use of human, material, financial, informational resources allocated to achieve the established military objectives. By the prerogatives of his function, the commander has the legal power to ask his subordinates, in need, to face risks and even to risk his life for fulfilling a mission.

Leadership is the phenomenon of influencing the behavior of subordinates, with the help of psycho-social instruments (motivation, involvement in achieving the objectives, generating satisfaction). Ordway Tead defines leadership as "the art of influencing people to determine them to participate in achieving a goal they find desirable."

Leadership does not uniquely include authority, but also the ability to lead other people. A commander will not be the leader if he does virtually nothing to influence and motivate subordinates. In reality, the commander becomes a leader only when accepted in this capacity by his subordinates. Leadership requires more than competence in management or legal authority. The commander is the one who motivates the other members of the military structure he commands.

Leadership is more defined as the art of leading people to tasks voluntarily, which brings the necessary motivation for them to devote their efforts to achieving common goals. Leadership is no longer assigned to a person. He is the result of a dynamic that exists in the midst of members of a team. So he is assigned between different members of a team,



depending on their skills, motivations and actions, and this, in the various moments of the project.

In the military, the official leadership is based on the authority conferred by law. This report illustrates the great value that the Romanian society attaches to the primordality of the law. This primordial law makes the law the supreme means by which the social order is established and maintained and constitutes the supreme authority in society. No one is above the law. Therefore, the actions of the State and its representatives, as well as of all citizens, must always be in accordance with the law.

The legitimate authority allows military leaders, of any degree, to perform difficult tasks, while the power of punishment is a means of securing the maintenance of military discipline. These two - legitimate authority and the power of punishment - are not enough to make a military leader a good leader. The powers conferred, through rank and function, within the army, represent a margin of credit that career militaries receive when they become leaders. Their success as leaders depends on their skill to use the powers conferred by the degree and function, of what they do to improve themselves and to enhance their capacities for the influence of others and their skills to use the behaviors they want to Influence. A fairly complete picture of behaviors that are targeted by influence is obtained by analyzing each type of leadership applied in one situation or another. In other words, these targeted behaviors are to be influenced according to the degree of control that the leader exercises, control that can go from the absolute level (in the case of the authoritarian leader) until the absence of control (in the case of the permissive leader).

### **Transactional leadership in the military organization**

Leadership is seen as a transaction, a social exchange between leader and subordinates, each giving and receiving something in return. In this framework, the theory of transactional management and the theory of mutual influence that has as basic assumption that a mutual exchange is established between the leader and the subordinates.

### **Transactional management theory**

For Hollander management is a process involving a transaction, a social exchange between leaders and subordinates and that implies influence and counter-influence. The basic assertions of social exchange are as follows:

In a social exchange the leader gives something and receives something in turn. The main feature of social exchange is the reward of behavior;;

Profit from social exchange can be important in maintaining the relationship. There is a "psychological contract" between the leader and subordinates, which depends on a lot of expectations and actions of both parties. The theory of transactional management expresses the interactive character of the management.

According to Hollander's opinion, the leadership appears at the intersection of three variables: leaders (skills, personality characteristics, motivation, expectancies), subordinates (skills, personality traits, motivation, etc.), situation (tasks and resources, structures and rules, etc.). Interaction and transaction are similar but not identical. The transaction is considering the mutual influence between leaders and subordinates, as well as the dynamic social exchange between the two sides.

The main ideas of the theory are the following:

- in the transactional leadership, the leader offers something and receives in turn something (the leader offers valuable products such as prizes, prestige, etc., and obtained from subordinates the expected behaviors);

- The essential feature of the interaction between the leader and the subordinate is rewarding/rewarding the behavior (if subordinates behave well, the leader praises them; If the leader practices a participatory style, then subordinates come with interesting ideas);
- The profit obtained and the other part of the transaction is the main condition of maintaining and perfecting that relationship;
- The transaction between the leader and the subordinates is based on a psychological contract (newer notion introduced in organizational psychology), and not a formal, official one. The "fairs" between the leader and the subordinates are implicit; for example, if the job and the environment of the subordinates do not provide motivation and satisfaction, then the leader tries through his behaviors to compensate for the deficiencies. Although the theory of transactional management explains better the psychosocial nature of the management, it is restricted in application to the particularities of the organizations.

The transactional leadership emphasizes that leaders and subordinates interact, first having to do so to satisfy the needs of the latter (rewards, appreciation) in exchange for obedience.

Transactional theory - underlines the role of the leader-subaltern relationship; it examines mutual benefit in a relationship based on mutual benefits: the leader provides clear things (e.g. resources or rewards) in exchange for the recognition by the subordinates of his authority. It is about the role of motivation in the work of organizations, but more particularly of external motivation.

### **Transactional leadership**

Transactional leadership is considered as a form of increasingly current leadership in business, political and government environments. The bosses must conclude with their subordinates a transaction, an exchange by which they assert and specify what they claim from their subordinates, as well as the consideration of which they will be subject if they respect their commitments.

Leadership consists in fulfilling the tasks entrusted to the personal interests of those who work for this purpose with the boss. It shall ensure compliance with the promises it makes to its sub-alternates which are well paid by what is required.

The transactional management objects qualitatively in two dimensions:

1. Contingent reward – occurs in a direct relationship with the effort deposited and the level of performance achieved;
2. Driving by exception – the leader intervenes only when the standards are not met.

However, this kind of leadership has its limits. A transaction does not create the objective that allows the parties to unite. It does not bind the head of its sub alternates in a mutual and permanent search for a high objective.

The transactional leadership is exercised on the path of conditional reinforcement, i.e. by awarding rewards (or the absence of punishment) depending on the efforts made and the level of yield achieved. A less active transactional leadership would be managing by exception or strengthening the negative conditionally, finally, the last form of inactivity would be permissiveness.

In many cases, transactional leadership is often a guarantee of mediocrity, because the boss makes extensive use of exception management and does not intervene in his group unless the procedures and rules that help to accomplish the tasks aren't respected.

The transactional leader – bases its action on probable reinforcement. The motivation of subordinates is predominantly formal (material rewards, promotions, social marks of status and prestige, etc.), unilateral (people are not rewarded only according to results, but also by the position they occupy) and contingent (appears After and according to results); The correction of subordinates is carried out through negative reactions, threats or disciplinary

actions, and they perform the duties of the job description because they should, although some of their values and beliefs may be in dissonance with those of organization. The transactional leadership is currently anchored, which it creates by avoiding past mistakes.

In the military environment, although it is working with the system of rewards and punishments, such a kind of leadership is not desirable. Fulfilling a mission cannot be conditional on receiving a specific reward.

### **Conclusions**

Leadership is perceived as a type of interpersonal influence whereby an individual determines another individual or group to pay for the task that the first one wants to see done. The notion of influence is capital for leadership. Influence is the effect of power exerted on each other. It is a behavioral reaction, a result of the exercise of official and/or informal power.

Leadership puts in the equation the power, that is, the ability of an individual to influence the conduct of another and authority, that is, the power recognized by those over whom he exerts legitimate power. In other words, leadership means an effective way for an individual or a management team to exercise their authority over a group/organization, causing it to act voluntarily and enthusiastically to perform tasks in order to achieve a common goal.

In my opinion, the transactional leadership in the military environment is only applicable in administrative and maintenance activities. In their combat missions and tasks, with a high level of engagement between commanders and subordinates, this leadership style is not appropriate because the relationship between the two parts is always conditional, motivation is an extraneous one, the yield is low and the targets are not achieved.

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# THE INFLUENCE OF THE TRANSFORMATIONAL LEADERSHIP STYLE IN THE MILITARY ORGANIZATION

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**Abstract:** *This article presents how transformational leadership values are applied in the military organization. Leadership can be seen as that art of provoking people to achieve high goals, to succeed in motivating themselves and others around them. In the military organization, the military leaders are perhaps the most valuable representatives of the army. The need for military leaders to be more transformative has been publicly described in recent years, the purpose being to use the "psychological contract" in forming the affective commitment between leaders and subordinates. What the leadership represents and what influence the transformational leadership style has in the military organization were the main highlights of this project. The results showed that this style of work helps people reach their full potential. Finally, the paper concluded that a true leader particularly recommends the power of positive influence of subordinates and their formation in the sense of determining them to act in accordance with the fundamental values of the nation of belonging.*

**Keywords:** Leadership, military organization, transformational leadership.

## Introduction

Whether in the civil or military environment, people are increasingly using the term "leadership". Leadership is a complex concept that refers to countless values and is highly context dependent.

The leadership can be considered a process in which the interaction of the leader with the subordinates predominates and the art with the science, the analysis with the intuition, the reason with the affectivity are intertwined.

Generally, both successes and failures within an organization are directly related to the leadership capacity or inability of the leader. For this reason, it is extremely important to study the role of the leader in the organization, the effects that his behavior is likely to produce within it and how he finds the best solutions for the organizations to become more productive. "The leader becomes a leader only when he is accepted or recognized as such by his subordinates, either for his" charisma "or for his high competence in a particular field of activity." [1]

In the last period, the researches carried out in this field have placed more emphasis on the relationships developed between the leader and his subordinates or on the connection between their relationships and the performance of the organization.

In the specialty literature we encounter several types of leadership and in the following I will focus on the transformational leadership that is increasingly used in modern organizations

### **Transformational leadership**

Transformational leadership is manifested when one or more persons link relationships with others in a manner that raises the levels of motivation and morality of the chiefs and subordinates. Their goals, which could be distinct at the outset, end up merging.[2]

Transformational leadership, thanks to the masterly use of inspiration and communication with others as well as to understanding people's behavior, can motivate the members of an organization so that they can achieve much more than they would normally expect from them. Transformational leadership involves a concern for the values, standards, emotions and goals of an organization over a long period of time and includes special attention to subordinates who have different needs and characteristics with a strong focus on meeting their needs.

The followers of this type of leadership use their creativity very much in the process of solving problems, considering each challenge a new opportunity to develop their own leadership skills.

According to research on the transformational leadership model, it was conceived as having 4 dimensions, correlated with each other:

1. Idealized influence (or charismatic leadership);
2. Inspirational motivation;
3. Intellectual stimulation;
4. Consideration at the individual level.

Idealized influence refers to the fact that leaders are viewed as role models by members of some organizations. Due to the fact that they emphasize the interests of the members, the latter respect and admire them and in time they get to imitate their behavior.

Motivational inspiration refers to the ability of the leader to express as easily as possible the goals and objectives of the organization. All these leaders issue visions about the goals to be achieved and how to achieve them. Intellectual stimulation is related to the innovative spirit and creativity.

Transformational leaders encourage members to find new ways to solve difficulties that may arise in the organization. A beneficial result of this stimulation is the emergence of creative means to achieve the organization's goals.

The individualized assessment indicates that the leader takes into account the specificity of each member and the fact that they are unique and the distribution of tasks and rewards is done according to this criterion.

First of all, the transformational leader knows his or her subordinates very well, knows their needs and discovers what stimulates them in particular. Due to the fact that he emphasizes the interests of the members, the latter respect and admire him and in time they come to imitate his behavior. The leader discusses with the subordinates about the errors that appear at a certain time so that they can understand the causes and how to remedy them, being reduced as far as possible the sanctions.

“The transformational leader asks those who are going to pass him beyond his own interest, in the name of the interest of the group, the organization or the society; to take into account long-term personal development needs, rather than current needs; to raise awareness of what are really important issues.”[3]

### **The influence of transformational leadership in the military organization**

The concept of transformational leader is rooted in Aristotle's theory that human nature is not completely selfish and that it does not need moral rules and constraints to be able to

achieve an objective. Over time, I have had the opportunity to meet several types of leadership and to observe their shortcomings and strengths.

Taking account that each person is different and that each one needs to be supported, understood and motivated, I have chosen as part of the platoon that I lead to use the transformational leadership. First of all, we started by encouraging everyone to use their individual skills and to rely as much as possible on creativity in the process of solving problems considering each challenge a new opportunity to develop their innate qualities.

Obviously not all of us are good at all, which is why I tried to find out what treasure lies in each of my subordinates and make it an asset for the whole company. Each time they successfully completed an order, mission, or orderly activity, I tried to give them positive feedback to encourage them and make them feel useful within the platoon. During my time with them, I have often tried to get to know them more and more to realize what motivates them most.

Whenever I saw them sad, depressed or thoughtful, I tried as much as possible to find out the reason for their condition and I contributed as much as possible to solving the problems they had. In doing so, first I gained their trust and secondly, I avoided a potential workplace accident.

People who have problems are vulnerable, they do not think lucidly, they are not careful and they can easily appear incidents for which it is necessary, as officers and leaders of high risk activities, to be constantly attentive to the mood of the subordinates. Before each difficult activity or exercise, a true leader must prepare as well as possible to be able to be an example to those in his subordinate.

In the short time I spent with my subordinates I noticed that people promptly execute an order or activity if their sub-commander is able to show them first how to perform the tasks. If you become a role model for them and have confidence in them you will be much more responsible and will act with more interest in any situation.

Every time I noticed that my platoon was beginning to be disinterested in work and entering into a state of lethargy or a state of comfort, I endeavored to expose them a new vision of the instruction that was to be carried out, even if they had like it or not. In this sense I had previously documented and on the day of the intrusion I was coming with new captivating information, with new combat scenarios trying to get them out of monotony and to teach them things that I had not done before.

It is enough to arouse the interest of some of them and especially the informal leaders within the platoon because others will most likely be attracted. You must, as a leader, observe what motivates and is not the people in your subordination and apply the rewards and sanctions according to the specific of each. The leader should discuss with the subordinates about the errors that occur at a certain time so that they can understand the causes and how to remedy them, being reduced as far as possible the sanctions. As a leader I tried to help my subordinates to reach their full potential, contributing to their personal development; through this consideration, we aimed to link the current needs of the individual with the mission of the military organization in which we operate. Stimulating intellectually, I noticed that I can provide new ideas, which determines the rethinking and re-evaluation of the old ones, develops the thinking, imagination and initiative of my subordinates, increases their ability to accept their own beliefs and values or to new formulate, original solutions to facing problems.

I believe that a good leader will start from the values and beliefs of the subordinates and will stimulate their desire to evolve. When the military leader knows his subordinates very well he will always know how to arouse to them the desire for self-reliance and the need to be useful. It is he who can cause the platoon / company to act with interest in a tactical exercise helping them to understand the importance of their involvement in such an activity. The

instruction should not be perceived by the subordinates as a punishment or as something bad and tiring and the main role in this situation is played by the subunit commander.

Subordinates should not act in fear, but must fully understand the importance of their activities at work. All the military leader is the one who creates the right environment so that the members of the organization can get to know each other much better, to know each other better. externalize without fear and thus be able to learn from each other. When people know each other, they know very well the needs, shortcomings and strengths of the one next to them and they will know how to work as a whole to achieve the proposed goal. All of them contribute to -a considerable proportion to what one wants, namely innovation, creativity in an organization, be it military or military.

Talking to my subordinates daily, I noticed the need for them to feel confident in their skills and knowledge in the activities they carry out in the workplace. From this self-confidence in time, there arises the feeling of individual utility in the field in which each one activates, a feeling which in turn gives rise to a high self-esteem. The people who trust their own strengths are also the people who always want to prove that they are among the best and are constantly improving, things that are beneficial to the organization they are part of. As a result, military leaders need to be extremely careful about these issues as they are the ones who can capitalize on the qualities available to subordinates.

One of the main conditions for the military organization to perform is that all members, regardless of the hierarchy they belong to, are responsible for the actions they carry out. This becomes achievable for the leader only when he knows his subordinates very well.

The followers of this type of leadership use their creativity very much in the process of solving problems, considering each challenge a new opportunity to develop their own leadership skills. Therefore, both in the civilian and military environment, the leader is that very important element that contributes to the failure or success of the organization

### **Conclusion**

In conclusion, the ability to lead other people through personal example, focusing more on the emotions, desires and ideals of subordinates has become an attribute of the model leader in the military organization. More and more organizations are advocating for such leadership because, it seems only through this type of leadership can the goals be achieved in a constructive and sustainable way so that the organization will remain healthy for long time.

The military expects their commander to stimulate them intellectually, to help them gain new knowledge in their field of expertise and to trust themselves. They are also expected to be understood and motivated according to their specific psychological and personal needs. The military transformational leader aims for the organization's goals to interpose with the objectives of its members, considering this way the safest and fastest way to success.

Like the human body that develops within normal parameters only when all organs are healthy and function in close connection with each other so the organization is prosperous and achieves its goals only when all members are satisfied with their individual needs, when they are appreciated for what they do. what they do so they get to work because they want to become better and when all the members of all departments collaborate with each other.

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# THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP SKILLS IN DEVELOPING LEADERSHIP SKILLS

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**Abstract:** *Emotional intelligence became an interesting subject of many studies in literature and center of attraction for military organizations in our days. Emotional Intelligence is considered as an attainable skill, and as a critical ability for a successful leadership. The main purpose of this paper is to explore emotional intelligence and its impacts on leadership skills for army. A sophisticated, continuously learning and self-adapting provides the necessary push for growth. However, such capital is hardly created via people with solely high levels of cognitive intelligence. Many organizations consider emotional intelligence to be one of the most important capabilities of human*

**Keywords:** emotional intelligence, military organizations, cognitive intelligence, capabilities

## Introduction

Emotional intelligence is the ability to understand our emotions and how they can contribute to increasing our level of energy and motivation. Knowing these mechanisms also contributes to strengthening our relationships with those around us, allowing us to approach them in a positive and dynamic way.

The first researches and writings of psychologists on the concept of intelligence, they focused on cognitive issues, such as memory or problem solving<sup>1</sup>. At the same time, other researchers have appeared, who have begun to focus on non-cognitive issues. For example, David Wechsler defines intelligence: "the overall ability of the individual to act in order to reach a certain goal, to think rationally and to adapt effectively to the environment in which he lives."<sup>2</sup>

We can say that emotional intelligence defines what it means to be smart.

## 1. Emotional skills and perfection of military leadership

Both contemporary theory and practice emphasize that organizations and groups need leaders. Today, good management of organizations is no longer sufficient; there is a need for leaders at all hierarchical levels to transform organizational culture and make organizations

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<sup>1</sup>Sfârlog B., Ralea M., Giurcă D.F., *Leadership militar – curs*, Sibiu, Editura Academiei Forțelor Terestre „Nicolae Bălcescu“, 2010, p.58

<sup>2</sup>D. Wechsler: *Two approaches to human relations* - American Journal of Psychotherapy, 1958, p. 7

more efficient, more competitive. "The effectiveness of the employees - especially those in leadership positions - depends on how well the machinery of the organization works."<sup>3</sup>

The leader is the person who occupies the central position in social organizations of various sizes (societies, nations, communities, organizations, smaller groups, etc.)<sup>4</sup>, exercises the power through influence oriented to mobilize and focus the efforts of the members of the group in the direction of accomplishing common tasks, to achieve remarkable results in any field of activity, regardless of the obstacles facing them.

These aspects are also evident in the military field. In military-type social organizations, the leader has always been the person who played leading roles in organizing and carrying out specific actions. The forms under which he was inside the social organization differed historically, being particularized by factors of social, cultural, economic, military, etc. nature.

In this context, the formation of the cadres, especially those with the higher education invested with the responsibility to lead social structures or to manage processes with strict specialization, is a priority with major significance.

The officer is a military leader by all his competences, which, as an expression of the possible and probable roles of the officer, give his profile. The officer position of the officer interferes with that of the fighter; the position of military specialist interferes with that of the manager of military training and education. He must be trained and perfected as such in military education.

The complexity of the training process requires the connection, conceptually and practically, to the theory and methodology of modern design and the engagement of all the factors that contribute to the configuration of the curricular architecture.

## **2. The fields of emotional intelligence in the development of the military career**

Emotional intelligence plays an important role in many areas of our lives. A recent book on the best career development opportunities examines in detail the skills and aptitudes needed for future career success. Career expert Martin Yate talks about the role of emotional intelligence in career planning and even analyzes the levels of emotional intelligence needed for each stage of the career.<sup>5</sup>

Certain positions do not require a high degree of emotional intelligence. These types of careers mainly focus on responsibilities that can be fulfilled individually or by working with others through fixed, established and structured methods in advance. This does not mean, however, that if you have a high level of emotional intelligence, you will not succeed in such positions. In fact, even emotional intelligence can be the very element that sets you apart from other colleagues and helps you achieve success.

Some positions require multiple contacts with other people or require involvement in informal team work. Others require from the occupant the ability to be empathetic, to understand others. If you do not have a high level of emotional intelligence, then you may find such positions difficult or even unsatisfactory.

Complementing the cognitive intelligence, the traits of emotional intelligence are synergistic with the purely intellectual ones. Thus, the concept of emotional intelligence circumscribes a "set of skills that allow us to do well in a complex world - the personal, social and survival aspects of intelligence as a whole, elementary common sense and sensitivity that are essential to a normal daily evolution.

The managerial philosophy of any organization includes, as a priority, the development, education of the emotional intelligence of its members, because "as organizations shrink and people's responsibilities grow, qualities such as self-control, tact, team spirit and the art of

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<sup>3</sup>Ketz de Vries, Manfred: *Leadership. Artă și măiestria de a conduce*, București, Ed. Codecs, p.1

<sup>4</sup>Zamfir C., Vlăsceanu L., *Dicționar de sociologie*, București, Ed. Babel, 1998, p. 328

<sup>5</sup>Martin J. Yate: *CareerSmarts, Jobs With a Future*, Ballantine, 1997, p. 76

leadership come to light - and it matters - more than ever. "<sup>6</sup> But, Goleman points out, emotional intelligence "is a priority, but lacking"<sup>7</sup> in training strategies and programs.

### **3. Emotional intelligence, a decisive factor in creating the organizational and supportive climate**

The organizational climate represents the measurable, collective perceptions of the members of the organization on some aspects and professional activities that influence motivation and behavior - especially the organizational culture, leadership style, structure, policies and procedures of human resources.<sup>8</sup>

Within any organization there is a specific climate influenced by several factors that contribute to the realization of its characteristic image.

First of all, one can speak of responsibility because it concerns the possibility of the members of the organization to decide to a large extent on how they will carry out their tasks, without being forced to ask the approval (of the commanders) for each decision and action. the feeling that they are appreciated for the proper performance of the tasks and the belief that the payment and the promotions are made correctly, according to the performances.

Also, the risks are precalculated by the organization, and in the end the safest option will be chosen.

Thirdly, it is well known, the camaraderie is the link through which the members of the organization are provided with a collegial treatment, full of consideration and attention, a friendly working atmosphere.

Equally important is the support provided which ensures an atmosphere in which, between managers / leaders and subordinates, a mutual help behavior is established, but standards must not be forgotten because they have an emphasis on the quality of the activity.

Although conflicts in any organization leave the feeling that managers want to hear contradictory opinions, to disclose differences, instead of flattening or ignoring them, this is an appearance.

A supportive work climate<sup>9</sup> brings about the mobilization of energies for joint problem solving, loyalty, cooperation, job satisfaction. On the contrary, the consequences of an unfavorable climate are the lack of job satisfaction, stress, wasted time to plot instead of work, looking for another job, reducing or blocking communication with superiors.

An eloquent example of a formal group is the military organization that is highly formalized, envisages a collective structured on individuals in interaction, who fulfills certain tasks and acts, in an organized way, using material means available to them. As a result, the military organization is a strictly formalized group, with a hierarchical structure, formed in order to prepare the personnel for carrying out the assigned missions and presents specific characteristics that we have analyzed in the previous chapter.

Within the military organizations, we observe a multitude of particularities that differentiate them from the other social organizations, more especially, in their case there are appreciable differences, depending on the category of military we refer to - professional graded soldiers, non-commissioned officers and military masters, officers.

Initially, the system of norms and values promoted in the army is the general one, specific to the whole society, but, in particular, they have received interpretations, nuances, evaluations and effects depending on the specific of the military institution.

The inter-human relations of the army, given their content and purposes, are strictly regulated, oriented, led and controlled, in order to fully answer the objective requirements of

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<sup>6</sup>Ibidem, p.9

<sup>7</sup>Ibidem, p. 7 - 8

<sup>8</sup>Szczepanski j., *Noțiuni elementare de sociologie*, Editura Științifică, 1972, p. 49

<sup>9</sup>Kotarbinski T., *Tratat despre lucrul bine făcut*, București, Editura politică, 1976, p.132

the functionality of the military organization, on the coordinates of the opportunity of the actions in relation to the reality of the armed struggle, the convergence of the efforts of the unconditional and subordination. the prompt execution of orders and provisions, the cohesion of the subunits, the requirements of military discipline.

In this perspective, the organizational climate must be considered as an intrinsic dimension or as a basic indicator of both the quality of life of any military organization - an important factor in ensuring a positive evolution of the group, through the effects it constantly exerts on the state of mind, conduct and results in work - as well as the personal life of the military.

#### **4. Theoretical considerations regarding the concept of stress**

Modern life, with all that it entails, also involves the possibilities of human adaptation that are increasingly in demand. Under these conditions, stress has become a problem we face permanently, both in the non-professional and professional environment.

The issue of stress in organizations has been the subject of many debates and studies, being a theme often invoked by managers, employees and consultants, from different perspectives. The symptoms of stress manifested in organizations are easily noticeable and observable, manifesting themselves through behaviors, such as: difficulties in adapting employees to changes required in the job, the dramatic decrease in work productivity, or, in other words, manifests a double action: at the level of the person receiving the stressful situation and at the level of the organization on which the existence of a stressful environment is affected.<sup>10</sup>

Taking a look at the origins of defining stress as a reaction, we can see that they can be identified in medicine, and stress is usually studied from a physiological perspective. The research conducted by Hans Selye, in the 1930s and 1940s, marks the beginning of this approach in the study of stress. Selye introduced the notion of stress-related illness in terms of general adaptive syndrome, suggesting that stress is a non-specific response of the human body to the demands placed upon it. The accent is clearly a medical one: the generic disease was characterized by the loss of motivation, appetite, weight and strength. Animal studies also indicated an internal physical deterioration and degeneration. It has been considered that stress responses do not depend on the nature of the stressor and therefore follow a universal pattern.<sup>11</sup>

Stress as a stimulus involves identifying potential sources of stress, which is the central theme of the model. The reason for this approach lies in the fact that external forces act on the body in a destructive manner.<sup>12</sup>

#### **Conclusion**

The contribution of emotional intelligence to leadership level has shaped a new vision for the management of organizations. In fact, it is noted that in practice, the development, education of the emotional intelligence of the members of the organization, especially of the leaders should be treated with priority because as organizations are restricted and people's responsibilities grow, with qualities such as self-control, tact, team spirit and the art of leadership comes to light and matters more than ever.

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<sup>10</sup>Pitariu H., Opre A. (coord.) *Noi tendinte în psihologia personalitatii. Diagnoza, Cercetare si Aplicatii.* vol II. Editura ASCR, 2004, p.26

<sup>11</sup>Pitariu H., Virga D., Stresul ocupational. In Y. Bogathz (coord.) *Manual de tehnici si metode în psihologia muncii si organizationala.* Polirom, Iasi. 2008

<sup>12</sup>Cooper, G.L., Dewe, Ph. J., O'Driscoll, M.P., *Organizational stress. A review and critique of theory, research and applications.* 2001, London: Sage Publications, Inc., p.78

Today, and even more so in the near future, several aspects of the organizational framework need to be considered, namely: measurable, collective, perceptions of the members of the organization on professional aspects and activities that influence motivation and behavior, leadership style, structure, policies and procedures of human resources, all to be able to establish a supportive (positive) organizational climate.

Thus, in creating a supportive organizational climate, the leader brings his contribution both by his abilities and competences, but also the valorization at the level of the whole organization of the fields of emotional intelligence, both by reducing stress and by applying the motivation, trust and mutual support.

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# THE IMPORTANCE OF SUBORDINATES KNOWLEDGE IN BUILDING AN EFFICIENT TEAM

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**Abstract:** *Knowledge of subordinates is a very important activity in forming and functioning of a team. A team has to form around a leader and less about an idea. When a leader wants to build a team, he or she must consider training it on solidarity and ensuring continuity. Forming the team around a task received only leads to the appearance of conflicts and their dissolution after the achievement of objectives. From this perspective, the leader must consider some important aspects for efficiency of teamwork: the personality of team members, their behavior towards the others, the communication ability, the administrative abilities. Competence, previous experience, ability to communicate, sense of responsibility and trust in one's own strengths are other important elements that must be analyzed by leader because the diversity of members can be both beneficial and destructive, especially under stressful situations.*

**Keywords:** teamwork, personality, experience, stressful situations, efficiency

## **Introduction**

In most cases, when we talk about the success achieved professionally, we must remember the teamwork, because, within the work process, the individualists are quite rare, or at least, their number should be as small as possible for a good functioning of the team. In other words, even if today we want to believe that there are people who succeed by their own forces to build great things in different fields, it should be noted that any bold result is the effort of an entire team. Efficiency in the workplace and the results achieved throughout an individual's career are closely linked to the interpersonal relationships they have at work. However, many of employees, sometimes the oldest, make the mistake of ignoring the importance of knowing subordinates, considering that they can achieve the best results through their own strengths.

Since ancient times, the concept of knowledge has been highlighted by the multitude of definitions and interpretations attributed. Although, today, knowledge gains special strengths, studying this concept in detail is extremely difficult because, it refers to a current phenomenon with possibilities for rapid evolution in the near future, but at the same time it also involves analyzing a longer past.

From this perspective, knowledge of subordinates is an open process, which allows improvements both during its development and when the process begins or ends. Subordinates knowledge is the most important component of educational process, that takes place within each subunit and the identification of subordinates' characteristics, by

commander, has become a necessary activity for building efficient teamwork. Moreover, the military cannot be understood by ignoring the system of relations of which they are part. They are permanently in a system of informal and formal relationships that influence their activity because, an individual quality, related to the demands of the team can sometimes have undesirable effects. For example, if the meticulousness of a subordinate is a beneficial thing at the individual level, at the team level it can be a disruptive factor when subordinates have to act quickly to perform the tasks received.

Although, there are different situations in which, either subordinates carry out the tasks received in the absence of commander, or the time period available for their detailed knowledge is relatively short, the subunit commander should not interrupt the activity of knowledge due to such disruptive factors because, the efficiency of teamwork depends on the personality traits of subordinates and the behavior adopted by them in different situations.

From this perspective, the team can be defined as *"a unit made up of two or more people, with complementary skills, who are committed to achieving a common goal and a set of performances, for which, they must assume responsibility."*<sup>1</sup>

When the leader forms a teamwork, he must carefully consider some important criteria, in order to achieve efficiency and to guarantee the future of the team. Thus, among the important aspects that he must know, we can identify: the personality of subordinates, the diversity of relationships, their behavior towards the others, the administrative and communication skills.

### **The influence of personality on teamwork**

Considering the fact that the team is made up of people who work together to achieve a goal, teamwork, most of time, gives members benefits both personally and professionally.

So, we can say that the basis of functioning of any team is communication. Thus, the interaction with people who come from different backgrounds and are very different from one another as personality, implies a permanent communication between the leader and subordinates, so the leader can manage the conversations, approaches and situations according to each person's personality.

Even though when a team is formed, the leader knows in detail each subordinate, the efficiency of the team can increase in unforeseen situations because, its members, with the help of different experience and knowledge, can analyze the problem exposed from several points of view, and the leader, by exposing his own vision and talking with them, can find the best solution and method to solve it. As leaders understand the importance of knowing the different personality types in the team, the more they will be able to easily take responsibility and inspire the members of that team.

To understand how personality influences teamwork, I will present the "Big Five" model, which, according to researchers in the field, best describes the five personality dimensions: extraversion, openness to experience, conscientiousness, agreeableness and neuroticism.

Being a strong character model, the "Big Five" personality type can be used, both for understanding the personality mix within a team and for examining the effects on its activity. Each of these dimensions, which expresses the basic structure of personality, highlights certain features for understanding human behaviour.

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<sup>1</sup> Moise Țuțurea, Dan Miricescu, Gina-Maria Moraru, Valentin Grecu, *Leadership în organizații*, (Sibiu: Editura Universității "Lucian Blaga, 2010), p. 144.

In terms of extraversion, it highlights those team members who feel good in a social context because, they are communicative and they look for permanent interactions with others to solve the tasks received. What characterizes efficient work in a military organization is, first and foremost, the complexity of the relationships between the employees, the way they communicate in order to design common goals, having an elementary role in obtaining work performance. *"Communication leads to the exchange of ideas/information, that once established and put in a natural order, become the first and perhaps the most difficult step to achieve professional performance."*<sup>2</sup>

From this perspective, vertical subordination, carrying out activities on the principle of unit of command, the hierarchy of functions and degrees, the complexity of the work teams and multiple responsibilities, involve a well-defined communication process. By working on these relationships, the military can provide a system that can help them in critical times, more than that, they will benefit from support in order to achieve success. This dimension is described through the extraversion-introversion continuum because, its specific members of any team can be, at the same time, sociable or unsociable, optimistic or pessimistic and can have an opening or even a closing to experience.

Openness to experience refers to those people who have a high scientific curiosity and are attracted to the knowledge and experimentation of new things. In the military environment, experience is one of the most important aspects in achieving maximum performances and this can be formed, both with the passing of time, the oldest in the field having multiple knowledge and being able to solve any problems, as well as, by the youngest, through the permanent accumulation of knowledge and the voluntary involvement in most of the activities appeared for the growth of potential and capacity of analysis. But, at its opposite pole we can find those conservative people, who are retained in experimenting new tasks and prefer that familiar way of being.

Conscientiousness is that attribute of people who prefer to work hard and concentrate all their energy to achieve the proposed goals. This dimension is, strictly, related to the professional success and the ability of people to work efficiently in a well-controlled and structured environment for maximum performance.

On the other side, agreeableness *"concerns how well people get along with others. While extroversion concerns sources of energy and the pursuit of interactions with others, agreeableness concerns one's orientation to others. It is a construct that rests on how an individual generally interacts with others."*<sup>3</sup> It involves traits such as: altruism, patience, politeness, kindness, loyalty and consideration. People who have low levels of agreeableness tend to be rude, sarcastic, ill-tempered and have difficulties in establishing relationships with team members.

Every activity realised by individuals within an organization is associated with emotions, which play an important role in integrating employees into the work environment. From this perspective, neuroticism describes those members of organization with a high emotionality, from the negative point of view (fear, depression), who need the help of others to overcome certain phases. With the emergence of fear within the work teams, it creates defensive behaviors, and members lose the ability to focus on the tasks received, understand and transmit messages in a distorted way, their main objective being to control and to eliminate the state of fear present on them. This factor of personality plays an important role

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<sup>2</sup> Zoltan B., *Manual de tehnici și metode în psihologia muncii și organizațională*, (Editura Poliron, 2007), pp. 176-181.

<sup>3</sup> <https://positivepsychology.com/big-five-personality-theory/>



in forming a working team, and the leader has to know how to manage these feelings and to prevent their occurrence for achieving organizational goals.

From the perspective described, we can say that each personality dimension influences, more or less, the efficiency of teamwork, depending on the composition of team and the task to be accomplished. For example, conscientiousness may be predominantly observed within interdependent teams because individual contributions are rewarded by the leader, and members are motivated to work hard. Also, extraversion is frequently found in teams that make ingenious and innovative decisions, optimism and the ability to interact permanently with subordinates having a positive effect on decision making process.

However, researchers in the field have shown that the most effective teams are made up of extroverted and conscientious people.

### **The behavior of subordinates in stressful situations**

In military psychology, the concept of stress appears as a key element, and researchers in the field believe that the best environment for studying this concept is the military one. In the military organization, opposed to the civilian environment, the values promoted are very important: altruism, subordination, submission, adaptation, and their misunderstanding and non-acceptance by the military can cause frustration and stress. In addition, stress can influence the behavior of subordinates and the efficiency of teamwork, and among the military, the most important sources of stress are the following:

- Overloading with tasks
- Great responsibilities
- Unable to advance in career
- Leisure calls
- Lack of support from leaders or colleagues
- Underestimation by superiors or colleagues
- Psychic and physical requests specific to military missions

From this perspective, the most common source of stress for military, in terms of work content, is overloading with tasks. This underscores, again, the multiple tasks that military has to solve in a certain period of time. *“The tasks with deadline, which are part of well-functioning organization, cause negative pressure and tension. The awareness of extreme urgency can influence our performance in a negative way.”*<sup>4</sup>

The main sources of stress, from the perspective of workplace relationships are: lack of support from leaders or colleagues and underestimation from them.

Also, stress can have direct effects on the decision-making process, affecting the entire team. Stress can decrease productive thinking and increase thoughts that distract attention from the task.

Organizational stress can have negative implications on the efficiency of teamwork, meaning that it can generate subordinate behaviors such as:

- Absenteeism - when a team member does not perceive the organization's goals as being common with his/her own, he/she prefers to move away from colleagues or organization. This aspect causes major deficiencies in a teamwork because each military has a well-established role, and the absence of one of them can lead to conflicts and lower performance.

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<sup>4</sup> [http://www.afahc.ro/ro/revista/2015\\_1/163.pdf](http://www.afahc.ro/ro/revista/2015_1/163.pdf)

- Lack of motivation - the stressful atmosphere at work and overloading with tasks can have a negative impact on the motivation of military, as they may either seek another activity to perform, or absent, so their duties may be taken over by another person.

- Personnel fluctuation - this behavior is frequently present in organizations where the leader does not use the motivation of subordinates, in any form, when they make a huge effort to solve the tasks received.

*“The military leader manages the occupational stress at the level of team, mainly driven by the adopted leadership style. Although, the autocratic style is preferred in the military because it is even the most efficient in conditions in which the military activities are carried out under pressure of time and in conditions of uncertainty, it is considered that, in order to remove the stress, the leader should adopt a situational style.”*<sup>5</sup> This leadership refers to the possibility of using different methods of action depending on situation, using factors such as: personality of team members, their experience, communication ability, administrative skills and time available.

The ability of subordinates to communicate is a key element for effective teamwork, as the vast experience of some and the increased intelligence of others can determine among the best results. In addition, in order to manage the behavior of subordinates in stressful situations, a leader must help to build confidence in each one's strengths and become aware of their administrative skills. Thus, each member has to know how to solve a task received and to have the ability to plan and organize.

### **Conclusion**

The working environment in the military system is very different from the other environments in which individuals can operate, being primarily due to the organizational climate characterized by the multitude of restrictions, but also by the strictness and formalization of the conduct within military organizations. In the military environment, the interpersonal relationships at workplace have a special importance. It is difficult to approach colleagues for cooperation in order to achieve positive results in the workplace, but this once achieved, leads to the so-called "partnership" that has shown its efficiency over time. The military have the moral duty of "leaving no one behind," or in other words, the individuals in these environments must be good comrades, so that at the end of any mission received, the result will be a satisfying one. Therefore, as in other environments, as well as in the military, subordinates knowledge significantly influences the construction of an efficient team.

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<sup>5</sup> <http://www.armyacademy.ro/biblioteca/anuare/2007/a33.pdf>

# TRAINING AND MOTIVATING STAFF IN THE MODERN ORGANIZATIONAL ENVIRONMENT

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**Abstract:** *This paper examines how to train and motivate employees in an organization, in the current environment, the activity of training and improvement of the employees is determined by the dominant characteristic of the current period: the acceleration of the changes, the innovations in any field of activity due to science and technology have become essential driving forces of the development of the society. Vocational training is an activity carried out in order to offer the employees the opportunity to acquire their theoretical knowledge and practical skills, of a certain gender and level, able to ensure the qualified fulfillment of the tasks incumbent upon them in the exercise of the profession.*

**Keywords:** professional training, professional improvement, modern organization, personal, rewards, motivation.

## Introduction

In a modern organizational environment, the activity of training and preparing new members is determined by the dominant characteristic of the current workspace: permanent changes and elements of novelty in most areas, due to the science and technology that have become essential driving forces for the development of society. The formation of work groups represents a need for the organization of structural organization by dividing people by positions and functions, the work group being delimited by personal characteristics such as personality, experience, training and behavior and other situational variables, such as tasks to be performed, space available or how to award rewards. Vocational training is an activity carried out with the purpose of giving the employees the opportunity to acquire new terms and physical capacities of a certain type, through which they can fulfill the tasks they have, in order to exercise their job[1].

## 1. Specifics regarding the professional training of the personnel in the modern organizational environment

Vocational training represents "a logical and systematic set of theoretical knowledge and practical skills accumulated through professional training, subjected to the process of permanent extension and renewal by improving the professional training, knowledge and skills needed to practice a certain profession."

In order to complete the courses, there are certain costs such as those with the salaries of the instructors, the training materials, the expenses of the instructors, the expenses incurred by those who are trained or what is lost due to the absenteeism of those who have to attend the

training. In relation to the objectives of the training programs, certain criteria are used. The trained ones are evaluated according to the obtained performances, productivity, the quality of the works performed and the services provided, but also the level with which they exceeded the norms. For managers, the performance achieved in terms of improving knowledge, behavior or developing leadership skills is evaluated.

Any modern organization is interested in competence and competitiveness. This aspect has gained special importance in the current financial environment, in which there is fierce competition between organizations, and the processes of change are increasingly frequent and in which there are some kind of social-economic transformations, with consequences that are difficult to control and foresee. Professional performance appraisal is important in any organization, as performance is the basis of several employee reward systems. These activities are included in many staff actions.

The rewards aim to differentiate the good employees from the least good ones, the efficient managers from the inefficient ones and so on. Rewards means both direct and indirect compensation, which is offered for the effort made to achieve its objectives. These rewards increase the level of professional satisfaction of the employees, which is why they must be based on a transparent policy [2].

## **2. Professional development of staff in modern organizations**

Professional development is a mainly informative activity, carried out within the organization or in educational institutions, in order to broaden and update knowledge, develop certain skills, model the characteristics needed for employees, to increase the quality of professional activity, according to the current requirements of technological progress. The professional improvement is achieved by imposing perspective standards for the training and improvement of the employees, issuing a plan and programs for training the personnel, carrying out the respective programs, evaluating some programs and the efficiency of the training activity of the employees [3].

The programs of training or professional development of the personnel can be carried out in the organization (courses, study visits, training at the workplace, rotating positions), in educational institutions (courses, specialization stages, doctorate), in specialized institutions of training (courses, seminars), or through individual study. The professional training of employees with non-managerial functions is of three types: at work, through apprenticeship or mixed training. By training in the workplace is understood to be carrying out tasks that belong to the person under the observation of a manager or other such. In this type, the respective employee learns how to perform his / her tasks, but acts as a common one, contributing to the realization of the products or the provision of services that are the object of activity of the organization. Through these courses, the worker is told how to act, what tasks he has, he is given the opportunity to perform the work, but under the supervision of the tutor, he has the possibility to repeat the repetitive tasks, until the employee learns them full. This form of training is advantageous, as production continues to unfold and the necessary costs are visibly diminished.

Apprenticeship training is a form that combines practice and theory, with the recommendation to apply to skilled workers. Mixed education is the form that combines the training of an educational institution and the preparation at the workplace, in an organization. In general, it applies to students who can thus be convinced whether or not they want to work in that organization, in the future. The training of the employees for the appointment of a managerial function must include the need for differentiated training, according to the person's qualities and to provide a plan with the training forms, the schedule and the needs of the employees.

### 3. Staff motivation in modern organizations

The staff can be motivated by various forms and means. To highlight each form of motivation, they are represented on opposite pairs, and are as follows:

- positive and negative motivation
- intrinsic and extrinsic motivation
- cognitive and affective motivation

Positive motivation is that form in which employees are satisfied depending on the results they get or the attitude they promote. The managers have the obligation to identify how the employees can be satisfied, what makes them more sensitive and what they can obtain by motivation, both on the material side and in what concerns the advancement in position or the award of medals or titles.

On the other hand, the negative motivation is the primitive form, which is based on threatening or punishing those who make mistakes, which can be achieved by threatening with the loss of a function, of money, of bonuses or even of work. Negative motivation is not recommended because when employees know what the risk of a sanction is, they are motivationally affected far more than the sanction would make it. The intrinsic motivation is due to the relationship created between the employee and the activity he has in the workplace. It is represented by the feelings of accomplishment, fulfillment that the employee feels if he performs his tasks. This motivation is materialized by carrying out a specific action. Extrinsic motivation is also obtained through the work environment and is applied by someone else. It refers to the salary, bonuses, promotions that an employee can benefit from. Such motivation is that of a student who makes a report, necessary to receive the maximum rating, for example. Also, cognitive motivation arises as a result of the need for knowledge, to develop as much as possible. This materializes through feelings of curiosity towards the new, also having a high tolerance for risk. Affective motivation is influenced by the human desire to have respect and appreciation of others and to be appreciated. This consists in the agreement given for the achievement of objectives, in order not to be seen as an unprepared or malicious employee[4].

### 4. The importance of motivating employees in modern organizations

In the simplest embodiment, the working group must be motivated to work as best as possible, to maximize efficiency using as little resources as possible, to exceed the limits set in the employment contract, so that the organization's objectives are met. In summary, I identified a few reasons that underline the importance of motivated employees.

1. employees are more efficient, open to the working group;
2. there is job satisfaction;
3. the cohesion of the group is strengthened by creating a welded and productive team;
4. the talents remain in the organization;
5. capable employees assume and take on greater responsibilities within the organization;
6. the working environment is favorable to development[5].

*How can you motivate your employees within the organization???*

Ensuring the necessary physiological needs: water, food
Job security, decent pay, other benefits
Ensuring social needs: open work environment, interaction with people
Ensuring a good reputation of the organization, the employees feeling proud that they have the opportunity to work within such an organization

Organization of special events with different occasions
Granting monthly rewards, gift vouchers
Ensuring a constructive environment so that the employee can evolve, both personally and professionally



### **Conclusions**

The success of any organization and its desire to compete with others are due to the idea that people are the most important organizational resources. This can only be achieved by fully motivating and involving human resources, according to their personality and characteristics. The development of the employees within an organization aims to improve the skills, knowledge and acquirements, so that in order to reach the increase of the professional capacities of the organization, in order to prepare the employees to think for the benefit of the organization, even if the employees are not required to think strategically the positions they occupy.

The human resource is the most important resource of modern organizations, being more important than the financial resource. This is unique, as an evolutionary potential, with a very high knowledge capacity. The appearance of the groups is due to the affiliation needs, the necessity to reach the goals, the compatibility between personalities or the attitudes and values of the individuals. Each member of the organization has its own beliefs, attitudes and behaviors, giving birth to a vast organizational culture. Involvement with the group's mission directly influences cultural perceptions.

Organizational creativity is determined by the general attitude of the members towards the risk and towards the existence of the conflict or the types of communication relations.

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# THE RELATIONSHIP BETWEEN THE PHYSICAL QUALITIES AND THE TRAINING OF FUTURE OFFICERS

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**Abstracts:** *The defense capacity or the defense potential is determined by the economic potential, the technical-scientific and cultural potential, the human potential, the moral-political potential, as well as the military potential. The demands of the modern battlefield constantly demonstrate the need for special physical training for future combatants. The physical training of the officers is a basic pillar of the educational process of training that aims to develop and strengthen the motor capacity of the students in order to develop the physical and mental potential while maintaining a good physical and mental health.*

**Keywords:** leader, physical training, relationship, educational process.

Subordinated to physical education, military physical education is “the component of the instruction / education process that systematically capitalizes on all the forms of practicing physical exercises for the training, development and improvement of the motor capacity of the army personnel, requested in time of peace, in crisis situations and at war.”<sup>1</sup>

## 1. Some aspects regarding the studied concepts

Military physical education, as the whole fundamental basis of the training process for fighting, but also as a pivot of the other components of training, gives the effectiveness of the military in carrying out missions during times of crisis and war and the efficiency of peace activities.

Military physical education is a fundamental component that contributes to the improvement of the physical and mental health status of the army personnel. In order to succeed in combat, the military must be trained so that they can become agile, skillful and powerful, have the capacity of resistance adequate to all the conditions of the fight, and these are obtained through a thorough training in which efforts are not spared.

Military physical education is the activity designed to improve and maintain a high level, superior to the basic motor qualities, especially the strength and endurance of the motor and utility

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<sup>1</sup>I.,Armanu, *Physical education in Romanian art*, Publishing House of the Land Forces Academy "NicolaeBălcescu", Sibiu, 2011, p. 33.



skills and skills applicable to all army personnel. Analyzing the military actions from the point of view of the effort that it requires, the dimensions of the physical education appear.

The main objective of the fighters that consider solving the missions is given by the maximum use of the physiological and psycho - motive capacities. The dynamism of the actions, the intertwining of the complementary forms and procedures of combat and their suppleness during the whole duration of a conflict are characteristics of the armed struggle that determine the whole content of this activity.

Physical education provides quantitative and qualitative biopsihomotric support, to which is added a varied system of skills and motor skills and utility - applicative. All these extensively used are the foundation on which the pyramid of specialized knowledge of each weapon of the Roman army must be built.

Military physical education starts from the psycho-motor values of young people and military personnel for certain periods within the limits of the age groups, referring to the objectives and contents of the program of battle preparation.

“Military physical education is not just about preparing the body for effort. Its scope is determined by and the extent of the educational instructional process in the army.”<sup>2</sup>This includes multiple didactic activities for learning, reinforcing and improving the motor and utilitarian skills and applicative skills, actions to educate the body posture and to correct some deficiencies. physical, representing a fundamental specialty for the formation of the qualities of a fighter.

Primary motor skills - running, throwing, catching, jumping, climbing are transformed by training in utilitarian skills of running on varied terrain, over obstacles, crossing mountainous slopes, lifting and transporting weights, handling combat techniques and armament. The specialists believe that at the basis of the applicative-military performances, the intervention of the science that amplifies its action has been increasingly becoming, transforming the educational instructional processes into activities based on leading didactic technologies.

"The continuous development and improvement of physical skills - general and specific physical endurance, physical strength, agility, coordination in complex situations - and the abilities of the fighter contribute to the self-confidence, perseverance, develop the spirit and mentality of the victor and ensure a state excellent health."<sup>3</sup>

The achievement of educational instructional objectives involves the use of a system of specific means for physical education and sport. Together with the methods and methodical procedures, they form the actual content of the instructional-educational process, specialists in the field think for their following grouping:

- Specific means - physical exercises, the measures used to restore the capacity of effort and specialized equipment;
- Non-specific means (associated), natural factors of hardening, hygienic conditions, the correct regime of effort and rest, means of intellectual, moral and aesthetic education.

Their correlation contributes to increasing the efficiency of the instructional-educational process, considerably widening the scope of the influences of physical exercise on a biometric and psychic level in the physical education and sport. As specific means, the specialized equipment by its quality can determine the level of the executions, and the measures of

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<sup>2</sup>R.,Stănculescu, *Theory and methodology of military physical education*, Publishing House of the Land Forces Academy "NicolaeBălcescu", Sibiu, 2003, p. 21.

<sup>3</sup>R.,Stănculescu, *Influences of monitoring the motive capacity of the body, by using the individual evaluation sheet in optimizing the physical performances of the students in the military higher education*, Publishing House of the Land Forces Academy "NicolaeBălcescu", Sibiu, 2016, p.18.

restoration of the effort capacity have a decisive role in obtaining the performances in carrying out the educational instructional process.

By establishing minimum essential requirements, necessary for the future graduate (knowledge, skills, attitudes), grouped by specific competencies (organizational leader, educator, citizen, military specialist), the graduate model responds to the needs generated by the missions that will have to be fulfilled by future officers within some national or international military structures.

Considering both the level of training of the graduates of the military institution of higher education, the quality of their psycho-physical and attitudinal availability, as well as the fact that they will continue the development and improvement of the training through different courses, we consider that the officer model for the application schools must be summarized only to the skills of military specialist and leader of an organization, and they should be reviewed and redefined.

The competences of educator and citizen or more precisely some qualities that ensure their development, will be achieved implicitly by carrying out educational activities and by other means. The practice of physical education is an activity intentionally designated and carried out in principle to improve the development of physical condition and motor capacity.

## **2. Physical training of future weapons officers**

The process of preparation for combat is carried out by carrying out three categories of training: general military, specialized military, tactical. These categories are common to all weapons and specialties. However, their content is noticeably different, especially for the last two training categories. The first is common for most specialties and weapons because it aims at forming the general military stature, transforming the civilian into a beginner.

"Irrespective of the weapon or specialty in which he is completing his military training and in which he is preparing, the military asylum in time will wear another" coat ". He must correctly interpret his role as a military man and acquire the specific motility of military actions. For each weapon and specialty, the soldier goes through training disciplines that make him competent to carry out military tasks that are his responsibility. There are training disciplines with an advanced degree of difficulty both in terms of the scientific content and the specificity of the methodologies used in the instructional process. "<sup>4</sup>

"The specific physical training involves the development of the morphological and functional indices of the human body, as well as of the motor qualities, corresponding to the effort required by the weapons and the military specializations. This influences the qualitative development of the chains and muscle groups, the mobility of the joints that participate directly in the development of the technical procedures, as well as in the improvement of the speed, skill, endurance and strength indices.

The whole army of a state comprises the following categories of armed forces:

- land troops;
- military aviation;
- air defense troops of the territory;
- military marine;
- strategic targeting forces, existing only in armies with nuclear weapons;

"The ground troops are intended for conducting combat actions on the ground and have a decisive role in completing the destruction of the enemy on the military action theaters, a mission

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<sup>4</sup>D., Popovici, *Introduction to military pedagogy*, Licoran Publishing House, Bucharest 1999, p. 66.

that can only return to the ground troops. In the category of ground troops include the following weapons: infantry, tanks, mountain hunters, artillery, genius, chemical weapon, transmissions."<sup>5</sup>

The special tasks of the physical preparation for the specific and the particularities of each weapon are:

- For infantrymen, scouts and chemists: increasing the ability to act as quickly as possible with the armament and technique in possession, in the conditions of the fight, during the movement and in the station; development of resistance for long physical efforts, on starting up, on armored amphibious transporters and on skis, training of obstacles for crossing obstacles, of body-to-heart combat skills and of throwing hand grenades; mastery of procedures for developing swim resistance with improvised equipment and means.

- For mountain hunters: development of resistance to prolonged physical exertion, walking and skiing, on mountainous and rugged terrain; traveling on reduced support surfaces, climbing and climbing.

- For tankers: increase the execution speed, the force, the resistance; perfecting the skills needed for quick actions inside and outside the tank

- For artillerymen: the development of physical strength and endurance, the increase of the speed in the transport of the weights in the boarding and the disembarkation of the vehicles.

- For pioneers and pontoonists: the development of force and physical resistance in the transport of goods, for the embarkation and disembarkation of materials on motor vehicles and boats; development of exhortation and precision in the handling of the endowment technique; developing balance and stability in the conditions of swinging and learning to swim with the equipment and armament provided.

- For the troops of the radio, radio and missile troops: increasing the ability to withstand long positions with reduced mobility, increased reaction speed, precision of movements with special technique and resistance to varied terrain runs.

- For the guards: learning the methods of hand-to-hand combat and throwing hand grenades; training and crossing obstacles; development of resistance to long physical efforts, adequate to the guarding of state borders.

All the three categories of training are carried out according to the training program for combat units and subunits of weapon, a specialty of the Romanian Army. This includes the general objective of the preparation for battle, the objectives of each category of training, as well as the content of the disciplinary training topics.

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# THE INTERCULTURAL DIMENSION - ELEMENT SPECIFIC TO THE MULTINATIONAL MILITARY ORGANIZATION

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**Abstract:** *In the postmodern context, intercultural competence is imposed by necessity and actuality for the citizen of each country, from Europe or other parts of the world, since the process of globalization is expanding. Conscious, to a greater or lesser extent, of this phenomenon, young people are to be carefully guided in order to acquire broad and functional knowledge about national and universal culture, in the broadest sense of the word. They will "try multiple learning experiences for learning skills and, at the same time, be able to form correct attitudes, manifest openness and availability of communication and civilized interaction with any human on the planet, including with others, be able to cooperate with it to solve common problems.*

**Keywords:** intercultural, Europe, communication, human, skills.

For the military subunits that are detached in different regions in peace situations, cultural problems are reduced and do not represent a major danger. For example, the military in Germany and the Netherlands were sent to cooperate in a region of Afghanistan, which was a real success in the military actions they were carrying out in the area. With time differences between the two formations appeared, as the Dutch being smaller in number no longer had command and control of military decisions to the detriment of the Germans, but the positioning in an isolated location brought dissatisfaction among the Dutch.

This shows that inter-state relations can be affected due to small misunderstandings of a multinational nature in a military action.

## **Content of missions**

The mission aims to achieve the political purpose, it must be as detailed as possible so that the military personnel understand it as accurately as possible. It must satisfy the *mandate, the agreement on the status of forces and the rules of employment* [1], documents that establish the legal basis for carrying out military actions and respect the rules imposed by international political bodies for the conceptual stability of a military action to be well defined.

The role of the armies has evolved from fulfilling a relatively simple military mandate characteristic of the era of maintaining peace in a "classic" manner, established according to the vision of Chapter VI of the Charter of the United Nations. In this case, the mandate provided for ensuring that something already existed was respected or maintained: a ceasefire alignment, a separation zone, a withdrawal alignment, a green line, a demilitarized zone. The

missions were subject to the agreement of the parties to the conflict. The use of force was limited to self-defense, an "intrinsic right" provided by Article 51 of the Charter [2].

### **Employment rules**

The Employment Rules (RoE) are military directives designed to describe the circumstances under which land, naval and air forces will enter and continue to fight with opposing forces. Formally, the rules of employment refer to orders issued by a competent military authority that delimits when, where, how and against whom military force can be used and which have implications for actions that soldiers can take on their own authority and what directives they can take. to be released by a commanding officer. The employment rules are part of a general recognition that procedures and standards are essential for the conduct and efficiency of civil war.

This factor must be consistent, while also accounting for a variety of potential scenarios and the political and military aspects of a given situation. It could describe the right action regarding terrorists, property of local civilians, use of force in self-defense, return of hostile fire, taking prisoners, level of hostility (that is, if the country is at war), and a number of other issues.

Historically, the notion of war regulation has been supported by a long list of international treaties and agreements, the most important being the Geneva Conventions, which regulate the treatment of prisoners of war and civilians. However, employment rules are a modern concept imposed by the possibility of nuclear war, advances in telecommunications and increased use of military forces in peacekeeping roles. Each state has the freedom to announce its approach to a possible conflict so as to protect its own forces as much as possible.

### **Preparation**

In any mission, the preparation for this is the most important moment for all the military members to participate, and the way each individual puts his fingerprint in the most serious way will be most favorable to them in a hostile environment, according to the motto "*Train yourself as you fight!*" [3].

There is an influence at a high level because there are demands for free initiative in improving the military skills and cultural traits of the society in which the activity will take place. It is necessary that the intercultural training, training and preparation be carried out jointly with other partner states in order to make the military organization successful.

### **Language**

Following the participation in military actions in the theaters of operations, it is important for the military personnel to be trained in the field of linguistic competence for better cooperation with the other nations participating in the mission.

English, being one of international circulation, should every member of the military organization know it at an advanced stage and be a solid selection criterion for accessing it from the beginning, because it cannot be so easily developed at preparation for the mission when other actions taking place within the same framework take place, the need for interoperability at the highest level in cooperation with other military structures members of the same organization.

At the same time, not only knowing a language of international circulation in a theater of operations is important to have a high standard, but also common terms in the language of the state in which the military action takes place. It is possible that, in a patrol mission that requires information from the local population, the community members do not know English, and this may be an impediment to the mission. Another important aspect in knowing

the language of the respective state is the respect that a tribal leader can bestow upon him by foreign soldiers during visits to their village and thus can provide helpful information on the presence of insurgents in the region more easily. if he notices that he is being treated the way he wants.

### **Divide responsibilities and requirements**

A clear division of political responsibilities helps to improve the effectiveness and efficiency of missions. If each national contingent is aware of its requirements, misunderstandings can be minimized. On the other hand, the distribution of responsibilities should not be done anyway, but according to the means available and the actual actionable ability of the commandments and maneuver structures of the national quotas. Also, for the national contingents the division of requirements makes it easier to concentrate on the individual parts of the mission. But for the optimal distribution of responsibilities, trust in the other national contingents is extremely important.

### **Hierarchy**

Any military organization operates according to the same structure. An imposing feature is the functionality of the hierarchical system, an essential factor in the behavior of those who are part of the organization at auspicious times, but also at critical moments. It is happening that, in the current time space, a unique and standardized way of hierarchy imposed by NATO[4] will be formed for all Member States for easier collaboration during conflict actions. Several leadership styles are known to be used, namely the autocratic one, one based on consensus and consultation, and sometimes the authoritarian manner in which orders are transmitted in certain armies could be disruptive to other collaborators.

Therefore, for the multinational efficiency of all military actions, a similar arrangement is needed at the level of the hierarchy of the armed forces, respectively on their structure and culture.

### **Intercultural communication - requirement of actions in the operational environment**

Achieving intercultural communication among military forces is a requirement of the performance of current military operations, regardless of the typology of organic forces. Its importance has increased with the deepening of the phenomenon of globalization, also affecting the military field, leading to an internationalization of military action. In this direction, "the inter-forces relationship within the different multinational military structures, as well as between them and the other actors in the operational environment, requires military personnel, generals and leaders, in particular, intercultural communication skills, as an integral part of intercultural competence.

*Intercultural communication* [5] is nothing more than simple communication in general, where one or more messages are transmitted using a channel, an essential factor in the development of relationships between people, having as means of use speech, coded language or symbols. This action is exemplified in the following figure, which involves eight stages.

It is well known that in an intercultural conversation, the sender and receiver are part of different cultures, but being in a specific environment and known only to one of them. Essential in this communication is the way in which it is realized so that each one must know a language of international circulation or one of them has skills in speaking the mother tongue of the other.

This action is more than a process of collecting and transmitting informational data between people of different cultures, but also how it manages to understand and be understood, to influence others and to convince that your ideas are beneficial and lead to the achievement of stable goals in advance.

Therefore, intercultural communication implies a more difficult character to achieve in the context given by understanding an identity, facilitating social and personal interactions, adjusting inconsistencies, creating personalities in the international community, it is necessary to have a thorough knowledge of the cultures that enter into interaction.

Among the most important states, the USA, England, France, Canada, the Netherlands, Germany have started training programs for all categories of forces, intended to help the military in various situations. Training from current and historical sources, the need for information from the perspective of a particular culture, the attribution of standards and procedures of relations in the area of displacement, the formation from the point of view of the language are essential ways in the development for the mission and guarantee the understanding of the places where the military will arrive.

To be successful in intercultural relations, it is not enough to know some partial areas of the situationally relevant attitude, but it also implies acquiring cultural norms and action elements. " The learning and understanding of cultural norms can be done by using the norms with the learned language, by the appropriate application of the didactic means and the group activities."

The missions outside the territory of the Romanian state to which the military take part take place in increasingly complex environments, which involve a continuous and permanent search for collaboration with the local population, but also for the support and a better relationship with the other partners. mission, with neutral or cooperative governmental or non-governmental entities, but coming from diverse cultural areas. "Therefore, the success of any mission also involves efforts to avoid any inappropriate behavior, to gain the trust of the local population and to understand their needs and wants. Also, it should not be overlooked that these missions involve carrying out actions by multinational forces, which implies mutual understanding and paying greater attention to the culture and customs of the coalition partners we act with ".

Currently, the issue of form complicated country and cultural and intercultural training with the Romanian Land Forces is highly novelty. If the intercultural training is defined by the development of some initiatives by the Academy of Land Forces "Nicolae Bălcescu"[6], consisting of the European University Program for Mobilization between the Community Countries (*ERASMUS +*), the International Military Academic Forum (*IMAF*), the European Youth Exchange Initiative (*EMYLIO*) and the Cultural Understanding and Linguistic Competence Program (*CULP*), regarding cultural and intercultural training, we can appreciate that this is addressed only to the persons and the military structures nominated to participate in multinational military operations.

At present, the conflict between several cultures is becoming more representative in the modern world. There is a need to develop the personality of the human being using the intercultural education, used in external environments to those of each one's origin. The new ways of operating in the operational environments are changing, taking advantage of having the knowledge and operational procedures as advanced as possible for the success of the actions, but also on training young officers an intercultural education for adaptation and understanding with other individuals. The parties to these agreements and the contexts in which these operations are conducted led military forces are increasingly more concerned with intercultural training, as they relate to the execution of the war effort against the surgent, peacekeeping and reconstruction. For example, military operations in Afghanistan, Bosnia and Iraq, Kosovo have underlined the transcultural importance of ensuring and sustaining stability and strategic relations.

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# THE INTERCULTURAL COMPETENCE OF THE LEADER

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**Abstract:** *This article highlights the importance of intercultural competence of the leader. It refers to the leader power to use the right behavior skills in different situations and also in an effective way regarding the cultural differences. During an intercultural exchange the following abilities are a must for a leader such as the power of emphasis, the ability of active listening and a positive behavior towards the other cultural persons, and not the last, the power of being motivated to learn from the new experiences. The most important intercultural skill that a leader should have and develop is communication. The ones that use effectiveness communication during cultural exchange are most likely to be the ones that learn and gain more experience.*

**Keywords:** intercultural competence, knowledge, communication, leader.

## 1. Introduction

Missions outside the territory of the Romanian state to which the military take part, they take place in increasingly complex environments, which involve a continuous and permanent search for collaboration with the local population, but also a support and a better relationship with other partners mission, with neutral or non-governmental or governmental entities cooperative, but coming from different cultural areas.

According to UNESCO, culture is that set of distinctive spiritual, material, intellectual and emotional characteristics of a society or social group, which encompasses all the ways of being in that society; at the minimum level, including art and literature, lifestyles, ways of living together, systems of values, traditions and beliefs. Each culture is the sum of the assumptions and practices shared by the members of one group, distinguishing them from the other groups, so that one culture becomes the focus most clearly when compared to another culture by maintaining different practices.

Leadership it is an attribute desired and demanded by the organizations of their managers. Leaders have confidence in their own strength and generate trust in others. Around true leaders, employees feel more competent and find work more interesting. Leadership is directly related to the ability to influence people's behavior.

Some specialists in the field consider that „manager” and „leader” are synonymous terms and use them alternatively, but leadership and management are actually distinct dimensions of the people in the charge, leadership is the ability to cause people to act. The manager, on the other hand, is the individual who ensures the achievement of the organizational objectives by planning, organizing and orienting the work towards the end. Therefore, a person can be an efficient manager without having the capabilities of a leader.

Intercultural competences can generally be defined as adequate knowledge of certain cultures, as well as general knowledge of problems arising when members of different cultures interact, maintaining receptive attitudes that encourage establishing and maintaining contact with different people, as well as the skills required by interacting with others from different cultures. Some of the common elements of intercultural competences from different cultures include respect, self-awareness, looking at other perspectives, listening, adapting and building relationships.

## **2. Intercultural competence**

Culture influences the societal expectations of the behavior and communication of individuals that are considered appropriate in certain contexts. Beside the organized crime networks, this state of affairs also benefits the jihadist groups, which relate, on one hand, ideologically, to the Islamic doctrine of Hijrah migration and, on the other, to the illegal introduction into the European space, of jihadist elements trained to prepare and execute terrorist combat missions.

Intercultural competences represent “the ability to communicate with people who have their origin in cultures different, the ability to mobilize knowledge, methods of action, but also emotional experiences, positive attitudes in solving some situations of intercultural interaction. The essence of intercultural competence lies in the ability to adapting the person, the ability to reorganize in an open, flexible, creative way, not closed, rigid, intolerant and monotonous.

The concept of intercultural competence is defined as “a set of knowledge, skills, attitudes and behaviors, which used harmoniously and complementarily allow the individual to solve situations of intercultural interaction. Intercultural competence is demonstrated by finding effective solutions at problems arising in intercultural contexts.

An intercultural competent leader is a person who has a rich culture in what it concerns the self in the first place, but also general knowledge, specific and meticulously studying the mutual influences. Moreover, his behavior must be specific, be an empathetic person, having the ability to build new connections, to be a good listener and implicitly to solve problems. At the base of them, however, is early and timely information on any details related to culture.

Cultural diversity refers to the fact that between individuals from different areas, countries exist and differ in regarding daily habits, beliefs religious, language etc. These differences may even exist within the same communities, areas or countries. Intercultural competences represent a set of behaviors and attitudes that, once acquired, allow us to act effectively in different contexts and situations in terms of culture.

## **3. Knowledge**

There are two main approaches to developing intercultural competences: formal and informal/non-formal learning. Formal intercultural learning can take place through the educational program at all levels of schooling, specific short-term courses, focused on certain elements of intercultural competences and learning opportunities through formalized experience (such as through vocational training or study or work abroad).

Knowledge implies the acquisition of a set of information, by usually of a factual or procedural nature, regarding various aspects of the multicultural environment in which the mission is carried out, so that it can be successfully completed.

This knowledge can be:

-general: a series of general information is included with about the multicultural character of the world we live in or about schemes for social interaction in multicultural environments. Knowledge provides a basis for understanding cultural diversity, so that, when you get to a new theater of operations, you don't have inappropriate behaviors or reactions; in

other words, knowledge general intercultural information gives you information on how to learn and how think about any new cultural environment, rather than think about it.

- specific: specific knowledge and information are acquired for a particular cultural environment/a particular region, which allow adapting the behavior to the specific area, in to a greater extent than general knowledge

Due to the specificity of each culture, there are many differences in the way of communicating in the international environment. Therefore, a good leader, besides knowledge, must show tolerance and respect for the values and customs of those he comes in contact with and must patiently accept ambiguity or confusion.

One of the greatest myths is that successful leaders are visionaries, with an iron will and who pursue their goals without regard for anything else. It's only partly true. Reality will teach you that a successful leader must have an open mind, learn to be flexible and be willing to make changes when needed. Adapt to a new culture, with rules, rules, and culinary habits of daily life different from those of the culture from which you can come prove a great enough effort to consume your physical and physical resources mentalities that should be mostly directed toward fulfilling success of the mission you participate in. In this case, a leader should know how to rapidly adapt and be in measure to break the barriers of communication between him and the person, because working together and fulfilling the objectives is a must in the military.

A great leader has to always learn from past experiences and adapt them to the new ones. All the experiences working abroad with different people, with different cultures is boosting the leader confidence and helps him developing his sets of skills and be more effective in the future. The patience has a significant role in these situations, also the charisma is a big factor in the process. Making yourself pleasant during the mission or interaction with other people from different cultures makes a big difference in the way they see you. You will start to see communication improvement during the days and also the enthusiasm will be boosted.

#### **4. Communication**

Many people know what the act of communication means so far you have to define it. Human communication is the relationship between people and is based not only on the instrument specific to the human species (language), but it is a process that is builds with emotions, feelings, attitudes and interests. Communication generates more much inter-human communion and a whole set of relationships than a lot of information.

People communicate through pulses that carry messages. Once issued and received, the message belongs to both the sender and the receiver. Communication human is a transactional process, in which meanings, ideas, but also energies, emotions, feelings or even goods change, either from one individual to another, or to a group restricted, either to the general public

Intercultural competence is intimately linked to intercultural dialogue because its success depends on the level of intercultural competence of the people involved. Not to consider the specific effects of the dialogue, those communicating in competently at the intercultural level they often have profited from the dialogue because of the ability to learn from experience and to empathize with foreign.

The leader must have the ability to listen directly, to be motivated in his interaction and learn from the new experiences in order to have a good intercultural communication. Respecting each other is a must and also respecting the traditions, adapting to their culture with the knowledge you have owned already. Try not to form a stereotype , because the stereotype is formed unconsciously and affects both those on whom we apply the stereotype as well as ourselves because it restricts our thinking and prevents us exploring certain

potentials of those we come into contact with. In relationship with others the stereotype can attract a negative and depreciating context. They are often the result education acquired in school, family or social environment marginalized or modeled of mass media. If the generalizations are applied on a personal level the stereotype it turns into prejudice. According to studies conducted by psychologists, the main ones stereotypes that have proven to be false are those related to the physical appearance of people. The unique story creates stereotypes, and the problem of stereotypes is not that they are not true, but that they present us with an incomplete, fragmentary reality.

Prejudice is a preconceived and often mistaken idea we form without a deep knowledge of the realities. Prejudices are based on past experiences, and in some situations we are tempted to use clichés that save us the effort to analyze each specific situation. Prejudice causes a mental rigidity that we it makes us unable to respond appropriately to concrete situations. They can be manifested through discrimination. It is important to realize that it is easy to make assumptions and to make false judgments about those we do not know. Being mental mechanisms which helps us to interpret reality, when it does not correspond of our prejudices it is easier to change the interpretation of reality, than to we give up prejudices.

A series of factors that decisively influence the communication in intercultural context:

- Value systems: they are based on cultural evolution and determine the individual and group options, they can generate tensions or conflicts impossible to mediate.

-Language: English is internationally validated as the primary language of communication in economic, diplomatic or cultural relations. Influence it results largely from the fact that the countries where this language is used as a mother tongue fundamentally influences the fields of use. Any language of international circulation is an asset for the person able to use it, opening up access to new cultures.

-Religion: perception of the sacred, religious holidays, influence of religion in the kitchen, daily practices, etc., is a fundamental factor for intercultural communication. In countries where religion is clearly separated from the state or politics less influence, but in countries where there is no such separation, the influence on intercultural communication is decisive (ex Islamic states).

- Types of communication: There are cultures in which the gestures that follow the communication are very complex which represent the key to decode the verbal message.

## **5. The leader**

The art of leadership is defined by the trial complex leadership, which refers the participation obtained through non-coercive means (a freely agreed participation), having as purpose the fulfillment of the objectives.

There are many types of leader but there are certain attributes that apply to all categories:

- Anticipation capacity;
- Creativity, originality;
- Diversified training, very good knowledge;
- Sociability, ability in interpersonal relationships;
- Availability for changes;
- Ability to take risks;
- Self-confidence, emotional control;
- Desire to achieve;
- Strength of communication.

## **Conclusion**

In conclusion, the competences of intercultural communication refer to the capacity of the military to interact with people with socio-cultural identities different from their own. Language is the key to knowledge of a culture and communication interpersonal. Because cultures communicate through people, any meeting and, implicitly any communication between cultures, implies the knowledge of the language each.

Therefore, the intercultural communication skills require:

- the ability to establish a way to communicate with others in despite the different cultural contexts to which you belong;
- the ability to individually acquire a set of skills culturally.

The necessity of having these competences is imposed by the realities of a global world, in which intercultural interactions it is practically a way of existence of society. Every culture, ethnicity and even community has moral values, traditions, customs and rules of conduct different from those of others. They are neither better nor worse, they are simply different. Moreover, each person can have values, habits, and behaviors different from the other people they come in contact and communicate.

Knowledge of a particular culture implies an awareness of the way in which groups and identities within the culture also relate and interact. These allow you to understand motivations, constraints social, traditions and the ability to discover the expectations of the one with whom you communicate with.

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# THE EFFECTIVENESS OF LEADERSHIP IN ORGANIZATIONS

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**Abstract:** *An efficient leadership does not limit itself only to heroic acts of a single individual; instead it operates in the context of human kind, organization, industry and social environment in its whole spectrum. The leaders that recognize the true hues of this context and guide their subordinates throughout the process, offer the organizations an extra impetus. In order to comprehend the diverse aspects of leadership, we must be capable of going beyond the simple observation. The leaders become pawns in knowing the needs of the group and present themselves as entities capable of resolving different issues. It is a fact that the position of leader will be occupied in a forthcoming way by different people taking into account the needs of the group. In consequence, every member of the group or organization may exert influence, instead only a few can actually make it happen, depending on their position in the social hierarchy. This paper aims to present some aspects related to the effectiveness of a leader's actions and of leadership based on emotional intelligence.*

**Keywords:** leadership, pawns, needs, leader, influence.

## Introduction

Any person that desires to create and conduct an organization must comprehend the dynamics of the process of leading an organization. This aspect does not neglect other factors of economic, social, cultural or technological nature. Indeed, these factors have a role to play, but not as important as leadership. If the dimension of leadership has gaps, the entire organization cannot be successful. An organization can dispose of several advantages (brand new technologies, a highly recommended place on the market, etc.), but if their leaders will not display competence in their act of command, then all these advantages are blown away and the organization will lose its functionality. A problem many leaders confront with does not refer to obtaining success. The main obstacle that comes in hand is the false conception the leaders have about success and about the unfitting attitude towards this subject. Maltbie D. Babcock pointed that *“one of the commonest mistakes and one of the costliest is thinking that success is due to some genius, some magic – something or other which we do not possess. Success is generally due to holding on, and failure to letting go. You decide to learn a language, study music, take a course of reading, train yourself physically. Will it be success or failure? It depends upon how much pluck and perseverance that word decide contains. The decision that nothing can overrule, the grip that nothing can detach will bring success.”* [1]

## 1. The effectiveness of a leader's actions

For centuries, people have recognized that some individuals can accomplish the role of a leader quite well, while others are not able of doing so. The question is on the table today as well: *why does this difference appear?* A direction of research in leadership implemented the universal characteristics that separate the effective leaders from the ineffective ones. In general, researches have not concluded in a solution to isolate and define a perfect and standard role of a leader. The physical aspects such as height or weight are not to be taken into consideration when it comes to determine a successful leader. On the other hand, after several researches, it is brought to our attention that the most respected leaders are described as honest, competent, with a clear vision and also credible. These characteristics can increase the effectiveness of a leader, especially when it comes to having a clear vision and power direction effort. Nowadays a successful leader must have, beyond its personal traits, other characteristics, such as: the desire to lead, honesty, integrity, self-confidence, knowledge and flexibility. The essence of leadership represents the ability to form and maintain a performant team. Failure in leadership is caused by one or more wrongly taken decisions or the bad communication of a correct decision. Some of them are very visible in the process, others are slightly more subtle, but after a while it can become clear when the purposes of the organization are not accomplished. Generally, failure is a complex phenomenon which does not take place once, but it is cumulated in several situations which are administrated in a scarcely manner. It is obvious that the issue of personality comes hand in hand with the concept of failure. If the decision-making process of a leader is influenced by negative factors, it will affect the sub-components of an organization on a long term, even though the intentions are appreciated. The metaphor of a leader acting as a helmsman is still valid today, even though there are differences regarding the exact significance of a leader's role. In what can be called "the school of a helmsman-leader", there are two different groups that can be emphasized: [2]

- those people that see the leader as a chess player who makes his/her moves with living pieces;

- those people that see the leader as a person capable of addressing to the collective imagination of the subordinates, with the belief that he/she will gain their trust along the journey.

Generally speaking, the ones in the first category are capable of putting in motion most of the people that are under their command, while the ones in the second category can motivate people, can increase their commitment to their work and can persuade them to put down more effort in their tasks. Others consider the leader as a representative figure, a symbolic one, as it is manipulated by the environmental forces. Those who embrace this vision think that it is not important who is in charge, because the social forces are responsible for the people's actions. In the end, the idea of leadership becomes only an illusion.

Most researches and books written about leadership describe the leader as a model of virtuosity, presenting the attributes the leader has in the decision-making process in glorious terms. Although it can be stated that the "*ineffective leadership*" [3] is a contradiction of terms – because the only veritable leadership is the effective one –, in many organizations the leaders get off course. Therefore, several questions are taken into consideration: What makes the leaders get off course? What can be said about the factors of failure in leadership? Can we detect signs of failure in leadership? What effect can a poor commander have upon the culture and the structure of an organization?

It is obvious that talking about failure in leadership can be a painful aspect to digest for those who desire to become leaders, but it can also be a tool for them to recognize if their personal traits might help them in the process. It is difficult to give up on a dream. One of the most important causes which lead to failure in leadership is represented by the irrational behaviour of the leader in the act of command. This type of behaviour folds very well with

Freud's connection between the faculty of reasoning and the idea of being irrational. He understood the fact that there is continuity between the child's behaviour and the adult's behaviour, between what one dreams and what one thinks in the awakening state, between health and pathology. Given the background of several studies about leadership, about the effectiveness of leadership, about successful leaders or about the golden rules of an efficient and effective leadership, one simple inquiry remains unanswered when it comes to why a leader can fail and why the effects of the failures become long-term consequences.

## **2.The effectiveness of leadership based on emotional intelligence**

An essential factor that can be observed in the failure of different leaders is represented by the incapacity of working with other people. Leaders need a strong basis for them to persuade in their career. Power represents the capacity of influencing the behaviour of other in a well-known direction. Intelligent leaders offer their attention to a support network which allow them to obtain results. The leaders that fail in the process can destroy others' careers. As long as several people climb on high managerial levels, they orient themselves in order to exert their competence in dealing with problems based on human beings, on the length between a minimal task and a complex administrative issue. The leaders that failed, were not able to perform such operations.

Genuine leaders impress us often. They awake passions in us and stimulate all that is good in each and one of us. If one can try to explain from where the efficiency has its genesis, one can talk about strategy or vision. But one fundamental truth must be taken into consideration: leaders appeal to emotions. No matter what do the leaders propose – to create strategies or to mobilize teams to act – their success depends on how they act. Although many people recognize the fact that the leader's state of mind plays a significant role in any organization, emotions are considered too personal and hard to measure in order to speak pertinently about them. Beyond that, researches from the emotion's domain revealed detailed information not only about the possibilities to measure the impact the leader's emotions have upon people, but also about the modality in which a leader can administrate its own emotions and channel the others' emotions in an efficient direction. The best leaders can differ from others by simply knowing how important emotions are in influencing several intangible aspects, such as moral, motivation or devotement. [4]

The capacity to settle one's own feelings has been a critical trait not only for a leader but also for an organization. Most leaders do not know how to restrain their affective feelings and therefore can create some waterfall negative effects which may spread far away in the organization. For further notice, leaders must comprehend their state of frustration, anger or bitterness and learn how to deal with them in a constructive direction. An important trait a leader must possess when it comes to the effectiveness of leadership based on emotional intelligence, refers to the capacity of interpreting and using affective states of mind. While most of us consider that it is very easy to make a distinction between feelings like anger, anxiety or sorrow, others are considered to be blind when it comes to the hues of their own feelings. It has been concluded that there is a positive and a negative side for all the affective states of mind. Let us take as example anger, one of the so-called negative emotions. Even though it alienates the ones around us, anger also has a protective function, acting in the favor of self-esteem, giving an individual some moral justifications and motivating him/her to act. The feeling of shame, regardless of its genesis, can push an individual towards taking a decision, but it can also create a state of passivity or self-commiseration.

Moreover, the so-called positive emotions can unleash a good or a bad side. They are pleasant, they promote good terms with the ones around us or they can stimulate the spirit of adventure which motivates the individual to explore the unknown. As for the negative aspect of things, the positive emotions may suggest a drawback concerning the precaution of taking



risks or having unrealistic expectations, generating, in consequence, deceptions. In order to maximize the positive effects of emotions and to minimize the negative ones, leaders must learn to admit their mistakes and to express them in a constructive way. A final aspect that should be taken into consideration is the fact that leaders must learn and guide others to express their feelings in a productive way.

### **Conclusion**

The effectiveness of leadership by means of communication represents the essence of leadership. A good manager will always be a good leader, but a good leader cannot be a good manager. The high level of ambiguity in organizations requires from leaders a high level of cognitive complexity in order to understand the need for change, to elaborate an efficient strategy of resolving problems organizations confront daily with and also, to implement such strategy. [5] It is said that in order to be a leader one must be born a leader, must be born with qualities that represent the actual key of success. Nevertheless, an efficient leader can be formed throughout life, in which he/she must present emotional intelligence and personal and social skills. A good leader can be formed throughout a continuous process of learning, improvement and experimentation. The relevant personal traits of a leader to be effective refer to energy, dynamism, direction towards actions, and initiative. Self-effectiveness, locus of control, dominance, empathy and sensibility towards others' needs represent abilities with which a leader can obtain performance.

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# THE PROCESS OF ADAPTATION OF STUDENTS TO THE MILITARY ENVIRONMENT

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**Abstract:** *The military environment is a very complex environment different from others environments with which the students are familiar with because the military environment has its own behavioural patterns, personality types, mandatory rules of conduct and language regulated by laws, regulations, military orders which make the process of adaptation of students to the military environment extremely important and necessary for membership in this environment. The process of adaptation of students to the military environment is a process that involves the following three aspects: a physical-physiological aspect, a psychological aspect and a social aspect which have a great influence on military students in terms of evolution, behaviour, self-image which they have developed during this process and some personality's changes.*

**Keywords:** military environment, adaptation, process, students, psychological aspect.

## Introduction

Studying the process of adapting students to the military environment in the conditions of changing the social environment with which they were accustomed, becomes extremely important. The actuality of this study and the actuality of the problem that it studies arises from the following factors: *“the success of overcoming the difficulties of this period to a large extent determined by the continuing professional self-determination consistency and the speed of adaptation to vital conditions in the military educational institution, exceeds in to a great extent their success in the process of making performances; the results of some research show that if the students adapt satisfactorily to the vital conditions in a military school, then they might adapt to the professional activity as well”* [1].

## The military environment

The military environment is a complex environment, with specific activities oriented towards achieving their own goals, strictly based on laws, regulations, elements that generate a specific psychosocial reality.

In a broad sense, the military environment designates *“the totality of the elements that make up the army as a social organization, and in a narrower sense it represents the set of physical and social factors from which the military subunit or unit is formed”* [2].

As Andrei Vocila states, *“the military environment is an essential sociological group, that is, an institutionalized group and it also represents an assembly of individuals (soldiers,*

*non-commissioned officers and officers) who occupy specific areas (battlefield, barracks, base) and carry out missions with particular character (offensive or defensive), using specific means (individual armament, fighting machines, etc.) and recognizing a particular organization (hierarchical structures, division into groups, platoons, etc.)” [3].*

The military environment, by its rigorous, formal, rigid, sober austerity, generates a reality where the regime of life is very strictly controlled, verified and directed. Also, the human relations are most often manifested in the form of a chief-subordinate report, therefore the interpersonal relationships in this environment are of two types: hierarchical and of collaboration / cooperation.

The freedom of action of individuals who have opted for a military life is considerably limited to the perimeter of the military unit and for its benefit.

Another important feature of the military environment is that the effort in this environment is a collective one. Even from the first moments of military life, individuals are part of a team, group, platoon, micro-groups that are present at all levels of the military environment, essential for the fulfillment of the objectives of the military organization and that form the military subunit, a formal group, with the purpose ( in time of peace) to prepare for the defense of the nation.

Thus the military environment is a very different environment from the other social environments and this is why the students who have opted for military life must go through a process of adaptation to the rules of conduct and language of military environment, to its specific rigors, to its own behavioural patterns etc.

### **What is the process of adaptation?**

The process of adaptation of the students to the military environment starts as soon as they are part of a military subunit and they participate to specific activities of military environment. The main characteristic of the new life is the change that affects all the plans of the individuals: biological plan, relational plan, communicational plan, behavioral plan, normative plan etc.

The adaptation of the students to the military environment means how each student “*integrates into the social space of the barracks (academy) or field instruction, to the rhythm of the didactic and military activities, to the grouping in units and subunits to which it belongs, to the hierarchy and values of the military institution*” [4].

The quick and efficient adaptation of students to the military environment is extremely necessary, as the maladaptation to this environment has serious consequences and requires finding means of intervention in order to facilitate the relationship between the student and the military environment, because it is much easier to prevent a malfunction than to correct it after it appeared. The consequences of maladaptation to the military environment include frustrations, psychic tensions, behavioral alterations, stress, aggressive and depressive behaviors, violations of regulations, acts of indiscipline, low performance in activity etc.

Adaptation of students to the military environment takes the form of a process that has three aspects, respectively:

➤ **physical-physiological adaptation**, “*which implies the ability to cope with the rigorous program, intense and long-lasting physical demands within the training, rigor and deprivation of all kinds, carrying out activities in any conditions (relief, day or night, lack of food, equipment, different temperatures, etc.)*” [5];

➤ **psychological adaptation**, which involves “*training the skills necessary for carrying out specific military activities such as handling weapons or specific equipment; of the capacities to control their impulses, fear, emotions, abilities to subordinate to the hierarchical chiefs, etc.*” [6];

➤ **social adaptation**, which provides for “*the individual leaving his or her ordinary universe (family, friends, etc.) and integrating it into an imposed collectivity that requires full and permanent participation that promotes other value structures, which sometimes contradict those of others. civil society or those with which the student was accustomed*” [7].

### **The factors which influence the adaptation process**

The factors involved in the adaptation process of students to the military environment and the complexity of this process cannot provide valid solutions, especially that the military environment can represent for each individual, at the same time, an excellent framework in which they can develop their personality, but also a source of tension and frustration that can be solved by their harmful behavior and for those around them.

There are also a number of factors that facilitate adaptation to the military environment as: the motivation, the self-image, the social support-cohesion, the material and living conditions, the regime of life, the leadership and the training.

For the military area, there are two categories of **motivation**:

➤ *motivation for defense* (the role of the army in society, a way to evaluate the danger, the means of defense of the armed);

➤ *professional motivation* ( the factors that determines the individual's fighting ability and conduct).

Along with motivation, **social support** is very important in the process of adaptation of students to the military environment. It has the role of mitigating difficult situations that individuals face every day by reducing the intensity of the threat and by self-perception their effectiveness in counteracting the threat. Also, the social support makes many factors which are threatening to the individuals not to be perceived by the them and to create maladaptive reactions.

Social support is materialized through the high level of group/unit cohesion and through trust in efficient leadership. It expresses optimism, the hope of survival of the individual in battle.

Once entered the military environment, the students have a personality transformation. As long as the military is confident in the unit and in his commander, he feels safe and confident. Social support acts as a buffer, supporting individuals in the face of threats and help the individuals to increase their courage; and lowering the rate of inappropriate reactions.

Spiegel believes that an individual struggles especially for his comrades, rather than against the enemy, because he do not want to disappoint and lose them and also remain helpless in the face of anxiety. It was also found that in the elite units, known for their high morale and cohesion, were registered few misconduct behaviors than in other units, exposed to similar combat conditions.

**Regime of life**, comfort assured, degree of satisfaction of material needs and spiritual influences may, to a large extent, influence the process of adaptation of the students to the military environment. Living conditions, sanitary-hygienic conditions, accommodation conditions, food, schedule, content and structure of activities, rights granted, leisure opportunities are very important for the young students who leave his ordinary universe, - family, workplace, school, etc. - and must enter in an imposed collectivity that requires integration into the group and full and permanent participation.

**The commanders** have a decisive role in the process of adaptation of students to the military environment through the measures they have taken, by their knowledge, skills and behaviors. To match the subordinates expectations, the commander must carry out the management work from face - through presence and clear command; by own example - participation in all missions and successfully overcome difficulties; and through "missions" - which means assigning tasks according to the possibilities of each student.

The students have to train to acquire those skills absolutely necessary for military missions, self-confidence, a certain dose of aggression because these are other factors which intervene in the adaptation process, and also these factors facilitate it.

**The self-image** of a person develops, transforms at the same time with the evolution, its development being realized according to the context. “*The self-image of a person is formed in a socio-cultural context, is influenced by concrete situations and events experienced by it, depending on the appreciation that others make to that person, therefore, it remains an individual creation, an irreversible construct that is in a permanent movement and transformation that involves cognition and affectivity*”[8]. The military environment as well as the specific activities or situations generate a unique context, different from other social contexts for individuals who choose this type of life. Changing the context of life will cause a transformation of the visible self image in the process of adaptation to the military environment of students, but also of other categories of military, where the accumulation of new, different and unique situations, as well as the development of new types of interpersonal relationships, hierarchical or collaborative, favors the development of a new image about oneself, which respects the values promoted in the Romanian Army. Military students, in the process of adapting to the military environment, depend initially on the power of their own self-image, which gives them energy to cope with the sudden changes in this environment.

### **Conclusion**

The process of adaptation of students to the military environment is one of the main condition that influence the performances of the students in the instructional-educational process as much as the environment military imposes a particular pattern of behavior, a certain type of personality regulated by regulations, orders, laws and through which exerts a strong influence from the very beginning, aiming at modeling their personality according to the missions and the tasks that they will have to fulfill in their career.

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# EMOTIONAL INTELLIGENCE OF THE MILITARY LEADER WITHIN THE ORGANIZATION

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**Abstract:** *The structure and content of emotional intelligence require reconsideration regarding the philosophy of character development of future officers and the emphasis on attitudinal-behavioral acquisitions. Leadership mentality, high moral qualities, the balance between personal and public life and especially self-knowledge and self-control are goals that can and should be achieved through well-founded and rigorously implemented educational approach. The consistent advantage of emotional intelligence is that it helps us to know better what is going on around us and to understand more clearly the interface between the present and the past. The military leader with superior emotional intelligence controls his emotions because he knows how much his behavior and temperament affect everyone else. The leader's emotions are contagious for the subordinates, who take the emotional cues from the top of the pyramid. The ability to regulate one's feelings - or what might be called self-regulation of mindset - is critical for a leader. Leaders, managers and commanders are essential components for the functioning of the military organization, having common aspects and aspects of differentiation between them. It is desirable, however, for every military leader to possess it all these qualities.*

**Keywords:** Emotional Intelligence, Leadership, Training, Ability

## 1. Brief history of the concept of emotional intelligence

Although most researchers in the fields such as psychology or sociology analyze intelligence only from the perspective of cognitive aspects, such as memory, or through the methods used to solve problems, it is however noted that there are researchers who have acknowledged that non-cognitive aspects are also extremely important.

Also, another theorist, Thorndike, brought to the fore in the 1930s the importance of the non-cognitive elements in the study of intelligence. However, the term of emotional intelligence was first formulated by Wayne Leon Payne, in 1985, in his doctoral work on emotions and emotional intelligence. In his work, the theorist considered that emotional intelligence is a *'skill that involves a creative relationship with the states of fear, pain and desire'*.

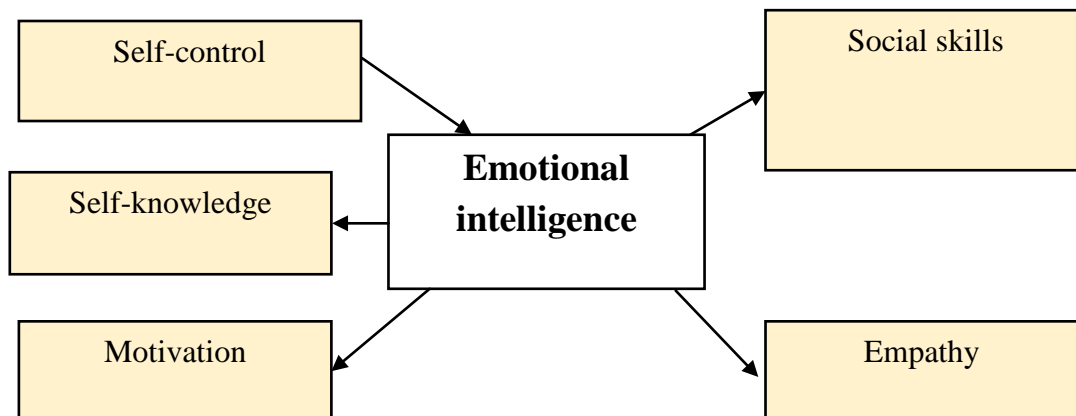
Later, in 1990, John Mayer and Peter Salovey introduced the term of emotional intelligence in the *Journal of Personality Characteristics*. The two scientists used this term to describe *'someone's ability to understand ourselves and others emotions and to act based on these understanding'*.

Another definition is that offered by Daniel Goleman, in 1995, who stated that the emotional intelligence is ‘*the ability to perceive and express, assimilate emotion in thought, understanding the prism of emotions and adjust ourselves and others emotions*’. The latter also issued the consideration that emotional intelligence can also be delimited as a specific ability to process emotional information, which in particular involves capabilities such as perception, assimilation, understanding and management of emotions.

## 2. General aspects regarding emotional intelligence

What is emotional intelligence? Generally, emotional intelligence means the ability to recognize and understand emotions and their impact on human behavior and attitudes. People with a high level of emotional intelligence are in agreement, both with their own emotions and those of other people they come in contact with.

Emotional intelligence (EQ) is the ability to understand and recognize one’s own emotions and those of others. Leaders who embody these qualities along with technical skills and experience are on a distinctive path for success in their professions. The following five qualities of EQ from the following figure illustrate traits leaders need to rise to the top.



**Figure 1:** The qualities that define a person with high emotional intelligence

The emotions of the leader are contagious to the subordinates, who take over the emotional cues from the top of the pyramid. The perspective that the leader has on things has a special weight for the group He leads, offering a way of interpretation and, therefore, a way to react emotionally to a given situation.

According to recent findings, the emotion people experience when they work best reflects the real quality of the professional life of the organization and, not in the alternative, the quality of management. Thus, the leaders who transmit negative frames of mind harm the activity, contributing to the decrease of the efficiency of the organization, and those who spread positive frames of mind contribute to its success: the quality of the humor is the one that dictates the quality of the work and contributes to the success in the management. Therefore, the leaders have the ability to emanate cordial feelings are emotional magnets;

The efficiency with which leaders manage and channel these feelings, helping the group reach its goals, depends on the level of their emotional intelligence. Leaders with superior emotional intelligence instinctively create resonance.

The ability to adjust his own sentiments – or what might be called self-adjustment of the frames of mind is of critical importance for a leader. Leaders who do not know how to control their emotional states can create cascading effects that are spreading throughout the organization.



### **3. The emotional intelligence of the military leader within the organization**

It is unanimously accepted that leaders have innate abilities, which are ennobled through education. Noel M. Tichý, one of the important authors in the theory of leaders and leadership, believes that *'every man has an unused leadership potential, as each of us has a physical potential that we do not use to the full capacity'*. That is why the configuration of the training of officers acquires special importance, consisting the way in which it is possible to ensure the exploitation, in an organizational context, of the potential of leader of those employed in the training process for exercising the roles of officer in the military structures.

The officer is a military leader by all his competences, which, as an expression of the possible and probable roles of the officer, give his profile. The leader position of the officer interferes with that of the fighter; the position of military specialist interferes with that of the manager of military training and education. He must be trained and upskilled as such in the military education.

If we talk about the potential of leader, which naturally includes the emotional component, and recent studies highlight the possibility of its measurement, including that it can be formed and developed, it becomes useful and necessary to extend the investigation in the selection process on this issue. An organization that is in search of high potential people (as future leaders are often called) would do better to start by choosing the right people, not to go directly to training them as the right people.

The structure and content of the emotional intelligence require reconsideration regarding the philosophy of the character development of future officers and the emphasis on attitudinal-behavioral acquisitions. The leadership mentality, the high moral qualities, the balance between personal and public life and especially self-knowledge and self-control are targets that can and should be achieved through well-founded and rigorously implemented educational approaches.

The higher up the hierarchical scale, the more important is the emotional intelligence of the leader or its lack, because the people at the top of the hierarchical pyramid set the tone in establishing the workplace atmosphere, organizational culture and emotional temperature.

A good leader is the one who communicates openly and is not defensive because he knows that it is absolutely necessary to make his vision visible and understood. He uses the constructive criticisms that are directed at him to improve his performance. He does not take them as imprudence meant to undermine his authority or omniscience. He is aware that people do not work for the success and flattering of the boss, but to achieve the goals of the company.

The leader listens with attention, interest, open mind what colleagues have to say, is not quick to respond just to look like He knows them all. He avoids proving in every discussion that he is the smartest in the room and does not use value judgments or blatantly sarcastic comments to his subordinates even when the situation is critical.

The military leader with superior emotional intelligence controls his emotions because he knows how much his behavior and temperament affect everyone else. A boss who wants the job to be done efficiently and smoothly does not engage in discussions in contradiction with his team when he is angry, frustrated or overly tired. He is able to motivate and encourage his subordinates because he listens when they express their feelings, puts in their shoes, understands how they feel, how they think. He constantly builds strong relationships, based on mutual trust and respect.

It doesn't matter that there are difficult times or he is overwhelmed by bad news, people understand his decisions, accept them and follow their leader because they trust his ability to lead them to success. He knows how to recognize each other's merits and does it frequently so that his teammates know exactly that they have done well, what they can improve so they can move on to the next projects without having doubts about the past.

An emotionally intelligent leader understands this, does everything he can do to encourage the manifestation of creativity, responsibility of his employees without controlling them at every step as a micro manager. The leader asks for feedback, knows how to listen, has no hidden agendas or favorite people and manages to put his own interests on a secondary level when needed.

Following the demonstrated inter-conditionings between emotional intelligence and leadership, it is obvious that the emotions of the leader and contagious, being strictly taken over by subordinates.

It is the level of the emotional intelligence of the leaders that determines the efficiency with which they identify, manage and channel their own feelings and the feelings of those with whom they relate, helping subordinates to reach their goals.

Under the leadership of an emotionally intelligent leader, people enjoy a common level of understanding. They share ideas, learn from each other, make collaborative decisions and finalize the actions.

In order to summarize, the leader must be trustworthy and able to communicate their vision regarding the place of the company on the market.

*„It is worth mentioning that a military organization, the US military, summarised the leadership principles as follows:*

*1. Be well prepared – as a leader, you need to know your field of activity and what your subordinates are doing;*

*2. Take responsibility, look for ways to help the development of the organisation you belong to, and when things are not going well, do not look for the guilty people – seek solutions;*

*3. Make the right decision on time;*

*4. Be an example to others;*

*5. Get to know your people and be interested in their well-being;*

*6. Inform your employees;*

*7. Develop in all your collaborators the feeling of responsibility for what they do;*

*8. Make sure that your subordinates understand what they have to do, that their activity is supervised and tasks are performed correctly;*

*9. Prepare yourselves as a team;*

*10. Make the most of the capacity of the organization you belong to.”*

The military organization needs a leader with whom to form an emotional connection, allowing them to unwittingly expose their troubles, proposals, appraisals, along with whom to maintain their concentration even during the changes and the deep uncertainty. Thus, it can be stated that there is no effective leadership without emotional intelligence.

#### **4. CONCLUSIONS**

Emotional intelligence is a defining element for any individual. Regardless of the extent to which it is developed, each individual enjoys a certain degree of emotional intelligence, which helps him to have the right reactions in crisis situations. These situations are those in which the person concerned makes the best decisions, based on previous experiences and how his conscience asks him/her to react.

In the event of a crisis, all eyes turn to the leader, expecting an emotional guidance from him. Because his way of looking at things weights a lot, the leader offers a way to interpret or understand a given situation, and thus react emotionally to it.

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# WAYS OF RELATIONSHIP SPECIFIC TO THE MILITARY ORGANIZATION

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**Abstract:** *In this article, the author intends to present, in the first phase, what are the main components of a military microstructure and how it works in the long term. After describing these elements, the main relations that will be established between the military, in the training process and not only, will be detailed, and in the end, the measures taken by the military leader to maintain a peaceful climate within the microstructure will be presented. leads it. The manner of conduct and relations within military structures is of great interest not only to those responsible in this field, but also to analysts, in general, who study the main relationships that arise, over time, between people, and how they can be improved. In this sense, the permanent studies aim at finding more and more efficient solutions, diversifying activities and maintaining a high level of team cohesion, of any kind.*

**Keywords:** military organization, microstructure.

## **General framework regarding the military organization**

Every organization has a mission, which represents its reason, in relation to other elements. The mission of the military organization is one personalized to the other organizations. The system of organization, management and hierarchy, conducting the activity in accordance with the provisions of the laws of the state, according to the military regulations, orders and dispositions of the commanders are specific elements of the army.

The military organization in several states experienced a process of professionalization, especially after 1990, which aimed to redefine the military role and to restructure the forces, but also to orient the army towards a less politicized organization.

Compared to the usual organizations, in the military one, the organizational climate acquires particular valences. The army has certain characteristics specific to a large bureaucratic organization, such as specialization, division of labor, hierarchical organization, rules and regulations, competence and promotion.

The main objective of the army is to successfully fight. As an organization, the army is a rational system based on linear hierarchical structure and centralized management, high degree of internal formalization and high level of member integration. The military organization is a set of relatively autonomous units in functional aspect, between which formal relations of authority, cooperation and control are established.<sup>1</sup>

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<sup>1</sup>Military Psychology: <http://psihologie-militara.econsultant.ro/sociodinamica-grupului-militar/particularitateile-climat-organizational-in-institutia-militara/> accessed on 01.10.2018

### **Factors influencing relationships within military organizations**

As I mentioned before, the organizational climate depends on factors such as organizational characteristics (organizational structure, size, activity profile, age of members, traditions), human resources characteristics (level of training, age categories, cultural level) or the working style of the organization. management.

On the other hand, the military institution encompasses many of these general characteristics. It is characterized by a technical system, which functions as a sum of operations and functional elements (organization, technique, people) and professions (types of weapons), but also by a socio-human system, of which individuals, but also groups, divided into groups, plots, companies and the like, in the process of interaction. The army is seen as a state institution with a role in the normative management of the relations between the members of the society and the field of national defense, as well as as an organization with a role in coordinating the activity of its members in order to fulfill the missions received. The army is organized on a hierarchical structure and has a centralized management (obvious differentiation between management and executive functions), has a high degree of internal formalization, the level of integration of members is high, and access to information is not allowed to all, but selectively.<sup>2</sup>

The organizational climate in the military structure is completely different from other organizational climates. Internally, the army has the characteristics that we find in a large bureaucratic organization (hierarchical organization, specialization and division of labor, impersonality, rules and regulations, files and written documents, competence and promotion). From an organizational point of view, its main objective is to successfully carry out the armed struggle, when the situation demands it. The organizational model that best responds to this request is that of the "rational system" based on linear hierarchical structure and centralized management, in which there is a clear differentiation between management and execution functions, high level of member integration and high degree. of internal formalization.<sup>3</sup>

When we talk about the typical subdivision of a military organization, the most well-known is the military unit. In other words, from a structural point of view, the military organization represents a set of relatively autonomous military units under a functional aspect, between which formal organizational, cooperation, control and authoritarian relations are established.

The military units carry out various activities, among them the execution activities, such as training, education, carrying out operative actions, designing, leading and coordinating activities. Such activities are performed in different proportions, depending on the place occupied in the military structure. In the end, the obtained products are materialized through the level reached by the individual and collective training, the ability to carry out unitary missions of combat or to lead the subordinate units, the ability to logistically support the development of the planned activities.<sup>4</sup>

### **Relations between the military**

In the organizational chart of a military unit, there are subdivisions that have either coordination, execution or administrative role. Most units have a coordinating role and are called subunits (platoon / crew, company / battery, battalion / division). The other two types can be found in the form of services, compartments, offices. Also, between the subdivisions of a military unit are established formal relations of authority (hierarchical, functional or

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<sup>2</sup>A. Neculau, *Social Psychology*, Polirom Publishing House, Iași, 1996, page 154;

<sup>3</sup>I. Ciolca, *Psychosociology and military pedagogy*, Military Publishing House, Bucharest, 1992, page 163.

<sup>4</sup>D. Cristea, *The psychosocial structures of the group and the efficiency of the action*, Academia Publishing House, Bucharest, 1984, page 96.

staff), of cooperation (between the subdivisions and positions located on the same level) or of control (between the management bodies and the other subdivisions). The most common are the hierarchical and functional relationships.

In other words, the hierarchical relationships are subordination relationships established between different hierarchical levels, the functional relationships are established between two organizational subdivisions in which one has functional authority over the other materialized through the transmission of regulations or procedures.<sup>5</sup>

At the individual level, the relations that are established are the formal organizational ones, between the holders of positions and are most often manifested through the chief-subordinate relations. These reports reflect the functional specificity of the military system. The norms of the hierarchy, the military authority and the military discipline are the basis of the reports of unconditional subordination of the subordinates to the chiefs. The reports of this type are established formally, through various regulations, but also informally, being dependent on the individual psychological factors. It is very important that these relationships have a positive form, in order to positively influence the functionality of the group by imposing a general well-being. For a positive psychosocial climate, it is important for leaders to understand what military norms mean, what is the reason for the exigency, why unity of actions, cohesion and solidarity is important. Also, all commanders have the role of imposing an attitude of receptivity and respect for the norms and principles of the army.<sup>6</sup>

#### **The role of the military leader in maintaining relations within the structure**

The leadership style of the commander gives special value to the military organizational climate. As climate plays a role in determining the performance of each individual, the structure commander must consider taking effective actions that will produce positive influences. The degree of sociability and its mood are two variables that put their mark on the climate. This attitude of the commander will increase the morale of the people, increase the motivation and confidence in their own forces, will lead to a strong cohesion, responsible attitude and friendship between the members of that structure.

Another role of the leader, besides that of the military, is to achieve a favorable working environment. Since subordinates act according to the perceived pattern of leadership style used by the commander, the latter must be an authority, a social power that acts effectively on the others, but at the same time, diminishes the subordinates' personal authority and independence. The only one who commands, guides or controls the subordinates' working style is the commander<sup>7</sup>

The favorable psychosocial climate necessary for efficient activities is obtained through administrative measures, but also through direct interventions at the level of the military, with the purpose of increasing motivation, attitude and behavior. For this, the commander must be able to adapt, demonstrate tact and know how to combine the requirement with the leniency.

In a military institution, the organizational climate is a positive one, if the commander adapts his behavior so that he can organize the work of the subordinates based on the clearly formulated and correctly distributed objectives, he will show confidence in the subordinates and when he has the opportunity, he will inform on subordinates about the issues of interest to them, it is principally in granting rewards and punishments, will assume responsibility for the given orders and will promote subordinates accordingly the aptitudes and the obtained results.

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<sup>5</sup>G. Niculescu, *Military Sociology*, Military Publishing House, Bucharest, 1977, page 198;

<sup>6</sup>Dicționar de psihologiesocială, Editura științifică și Enciclopedică, București, 1981, pagina 274.

<sup>7</sup>T. Herseni, *Psihosociologia organizării întreprinderilor industriale*, Editura Academiei, București, 1969, pagina 85.

Also, the commander also plays an important role in creating and maintaining the cohesion of the led group, in order to consolidate a positive organizational climate.

Cohesion is a fundamental property of social groups that express the relationships of solidarity and unity among their members. Cohesion is characterized by elements such as the feeling of belonging to the group, the predominance of preferential interpersonal relationships, the spirit of solidarity, the clearly outlined collective opinion, the closeness of the formal organizational structure with the informal one.

The commander of a military structure has the obligation to know very well the subordinate people, the way in which the affected team evolves, the causes that can affect the process of reaching the collective, so that they can maintain the cohesion of the collective and can consolidate a positive working climate. .

The psychosocial climate is a space with many variables, including organizational factors, the actions of the commander, the behavior of the group or other external factors. These variables refer to organizational and environmental constraints, outside the organization. It follows that not only the norms and values influence the behavior of management or execution, but also the wider cultural framework in which the organization operates<sup>8</sup>

### **Conclusions**

The military organization is a separate structure, with clearly defined relationships, which are based on military laws and regulations. Over time, these relationships have adapted to changes in the inter-national environment, but even so, the military leader has continued to be the one who manages the relationships within the group, which sets the individual tasks and functions. The military always have a serious attitude, they are involved in the activities they perform, and in terms of relationships with the other military, they are based on mutual respect, camaraderie, team spirit, devotion and creating a general well-being.

The military structure acts after this pattern for a long time, and the results are remarkable, the military being appreciated nationally and internationally by the national leaders, but also by the Alliance's partners. Therefore, the relationships created within the structures are a model also for the civil organizations, which, not infrequently, are guided by them to obtain the best results.

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<sup>8</sup>A. Neculau, Social Psychology, Polirom Publishing House, Iasi, 1996, page 121.

# METHODS OF OPTIMIZING THE COLLECTIVE TRAINING

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**Abstract:** *The current security context involves a multitude of threats that require a continuous updating and improvement of the army training process, in order to satisfy the need for national and collective defense of the country. In this context, the effectiveness of the collective training process has a primary importance throughout the national security. This publication will include the context wherein the collective instruction develops, elements that improve the cohesion of the group and factors that facilitate the conduct of the training in a timely organizational climate. The collective training must go through a continuous optimization process, so that the Romanian Army accomplishes the missions regarding the national integrity of the country as well as the assumed collective defense missions.*

**Keywords:** collective training, military exercises, leadership

## Introduction

Like any modern army, the Romanian Army has the main mission to protect the national territory and to promote the national interests of the country. In order to fulfill this mission, the Romanian Army carries out two basic activities: generating/regenerating forces and to fulfill the missions that are due to them by using the subordinate forces.<sup>1</sup> Military Training of forces is the fundamental component of the force generation process. At the same time, training ensure the professional preparation of the military in order to carry out professional tasks both in peace and in a situation of crisis or war, the overall aim being to turn human, material and financial resources into combative force. The main role of training is to generate forces in order to complete and frame the personnel to meet the country's defence needs. A second role of training is to check the sustainability of doctrines for operations, military equipment and technique, the efficiency of the management structure, , as well as the comand structure.<sup>2</sup>

For more efficiency, the activities in this framework must be oriented on personality development of trained personnel because human resource is the most important in military organization. It is necessary to develop the personality of the trained military aimed at the intellectual, sensory, voluntary, emotional, physical and psychological side. However, it must be kept in mind that personality modeling must be done in relation to their age, educational and social environment.

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<sup>1</sup>Statul Major General, F.T. – 1, Doctrina operațiilor Forțelor Terestre, București, 2006, pp.11-12

<sup>2</sup> Mr. TORINO NUȚĂ, "Transformation of the training and improvement process of specialists from communications and informatics structures (I)", in the Journal of Terrestrial Forces, no.3, 2007, p.15



### **The organisation and the development of collective training**

The organisation and the development of collective training is structured by two indicators. The first indicator follows the development of the collective skills of the trained unit. During this stage, collective training is carried out along sequences completed on the methodological basis of A.S.A.T.<sup>3</sup>, in accordance with operational requirements which contain specific characteristics depending on the military specialization. The second indicator has the role of preparing the unit trained to carry out the specific missions. In this stage, the aim is to integrate the skills acquired in the first stage to be exposed in hypostasis as close to the modern battlefield.

The training is performed initially in the field of individual specialization, then interarms, followed by the training in the category of military forces and finally, at the joint and multinational level. The specialization instruction is the specific stage of military specialization, mainly for subunit level.<sup>4</sup> The interarm instruction is the specific stage for the unit and large unit level and is performed by carrying out field exercises in order to carry out joint missions. The next stage is the joint training and is characterized by the execution of exercises that include at least two categories of army forces. Large unit structures and upper echelons shall participate at this stage and are usually executed when the operationalisation process is completed or in which they are preparing to carry out a mission outside the national territory.<sup>5</sup> The last phase of collective training is multinational training and aims both to train forces for participation in multinational operations and to increase interoperability with the armies of the other Member States of the North Atlantic Treaty Organisation.

### **The role of military exercises in collective instruction**

Besides the role of subunits evaluation, the military exercises place the skills sequentially obtained through A.S.A.D. in a close, large-scale form and harmonise management and cooperation relations of structures in the most complex situations.<sup>6</sup> Basically, a military exercise is an activity which simulates the actions of the enemy and its own troops. The quality of military exercises are largely rendered by its thorough planning. The theme of the exercise, the purpose and problems to be solved shall be determined by the commanding officer of the structure, depending on the tasks of the subunit, the degree of training of the subunit and the available resources. Good planning and organisation of an exercise shall be done in the same way as in the conduct of a regular training session and contains the introductory part, the fundamental sequence and the final sequence, which shall be carried out in accordance with the plan specific to each structure.

Several A.S.A.D can be executed in Situational Training Exercise, and certain combinations of S.T.X. can be used in the design of an Field Training Exercises (FTX). Most of the time, the external evaluation of subunits is carried out on the basis of several STX because, due to their deployment under conditions as close as possible to those of the theatre of operations, it has proved to be the best way to determine the operational capacity of a subunit. In military exercises, the subunit must be constantly vigilant in order to avoid accidents.

An essential element in the context of the conduct of collective training is the identification of shortcomings characterised by those training sequences requiring a number

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<sup>3</sup>Automated Systems Approach to Training, echivalentul românesc pentru A.S.I.E

<sup>4</sup>Căpitan Aurelian Rațiu, „Fundamentarea procesului de instruire. Forme de organizare și cerințe doctrinare ale instrucției”, în Revista Forțelor Terestre, Nr.3, 2009  
<https://rft.forter.ro/sites/default/files/media/files/2015/Feb//1635697037.pdf>, accesat în 04.03.2020

<sup>5</sup>Ibidem

of additional repetitions until the level of performance set is reached before carrying out the training activities themselves.<sup>7</sup> For example, if the training strategy includes the deployment of an F.T.X., and one of the S.T.X. which is the basis for the design of F.T.X. is missing, the requirements of that S.T.X. that present problems will be executed until the required level is met, after which they may pass the planned F.T.X. . .

### **The importance of military leaders in the effective training of subordinates**

In my opinion, the quality of being a good officer must come with a set of values and traits necessary to be able to educate, coordinate, evaluate and motivate people towards performance. It is well-known that the quality of the instructional process is directly proportional to the quality of the activity performed by the subunit commander. By the way the instruction is conducted, the officer is highlighted the personality and the level of emotional intelligence.<sup>8</sup> At the level of the military educational environment, the social position of the officers, the family and micro-group relations, as well as the material basis of the institution in which the training is conducted are variables that directly influence the perception of subordinates on the educational instructional process and determine the degree of involvement, seriousness and adaptation to the required standards and standards.

In my opinion, the motivation of subordinates is a skill that falls within the competence of the military leader and is one of the most difficult and complex activities in his professional sphere. Usually, the main concern in motivating groups is the group's orientation towards learning desire and interest. I consider that is very important for the instructor to identify the individual motivational structure of each soldier because the efficiency of training depends directly on this activity. Moreover, the main reasons which make people opt for the military environment are: financial stability, career growth opportunities, general positive perception of society on the military environment (being the institution with the highest degree of confidence), social recognition and attraction to the general values of the military system. In other words, the motivation of the military includes social elements, but also individuals, cognitive and affective, durable and temporary, positive and negative, direct and indirect elements.

### **Conclusions**

In conclusion, the military leader plays a significant role in obtaining the highest level of instruction. The commander has the legal responsibility to ensure that the subunit/unit commanded meets all the standards required for the assigned missions. In order to accomplish this task a rigorous selection process is required. At the same time, the structure commander must convey the confidence and willingness to be involved in the subordinates training process in order to create an organizational climate that is appropriate for subunit education and cohesion development.

I consider that the methods of optimizing the collective training raise the quality of the units training, but in order to achieve them, major investments are needed in the technical, military equipments and in filling the personnel deficit, especially in the operational units. In my opinion the best method to improve collective training is to participate in a range of exercises and external missions.

At the same time, due to the multiple possibilities offered by the development of technologies, I believe that instruction through simulation, especially through the MILES

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<sup>7</sup> Maior Gabriel ȚĂREA, „Standardizarea instrucției - între necesitate și imperativ”, în Revista Forțelor Terestre, Nr.3, 2008, <[https://www.armyacademy.ro/cercetare/rev3\\_2008.pdf](https://www.armyacademy.ro/cercetare/rev3_2008.pdf)>, accesat în 04.03.2020

<sup>8</sup> Locotenent Răducu OPREA, „STILURILE DE LEADERSHIP UTILIZATE DE CĂTRE COMANDANTUL DE PLUTON ÎN INSTRUIREA SOLDAȚILOR PROFESIONIȘTI ȘI EFICIENȚA ACESTORA”, în Revista Informaticii, 2015, p.39

system must be maximized. For this process to be progressive, I support the use of post-action analysis and the use of the principle of lessons learned.

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# THE CONCEPT OF MILITARY LEADER IN THE ROMANIAN ARMY

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**Abstracts:** *In this paper I present the results of a study which purpose was: The military leader, by the status he has in the military institution/organization, plays an active role, a very responsible and important one on determining the others to fulfil the assigned tasks and missions. Its power, related to the social influence, translated by leadership, depends on the position held within the military institution/organization and/or on his personal qualities, his competences and knowledge in the specific field. There are different military leadership types. The transactional and the transformational one are based on social and military values, unanimously acknowledged by the militaries and by the other members of the society. The military leader's status and role are kept at high levels if sustained by a leadership that is related with the leader's adequate level. On one hand, it is about the tactical and the operational one, where the leader leads people, and, on the other hand, about the strategic one, where the leader leads the military institution/organization.*

**Keywords:** leadership, command and control, authority.

## Introduction

The army, is at the same time a state institution and a social organization. This is a system organized by social relations that embodies certain common values and working processes and that responds to fundamental needs of the society in which it is founded. According to the constitution of the country this goal is "... guaranteeing the sovereignty, independence and unity of the state, the territorial integrity of the country and constitutional democracy", "contributes to the collective defense in the military alliance systems and participates in actions regarding the maintenance or restoration peace." [1]

At the same time, the army can also be seen as an organization, as it represents a group of people structured in entities with specific roles, functions and responsibilities and that relate both according to official and informal norms during the course of his life and activity, as whole. Basically, the army brings together people who have different statuses and roles, according to the competences and function held within the organization.

The army leadership, regardless of whether it is seen as an institution or an organization, implies the existence of commanders (chiefs), human groups and military structures involved in achieving the specific purpose and objectives legally established. „Lately, more and more often, both in everyday language and in the specialty literature when talking about army leadership, the following terms are used: leader and leadership.” [2]

### **General considerations regarding the concept of military leader**

In the army, the command of the people (at the tactical and operational level) and the institution (at the strategic level) is carried out by the commanders, assisted by the (similar) major states existing in each military structure. The commander is the military man who has been given the authority to lead, coordinate and control a military structure. In this capacity, he exercises his authority to plan, organize, lead and control the efforts of subordinates and to use the human, material, financial, informational resources allocated to achieve the established military objectives. By the prerogatives of his function, the commander has the legal power to require his subordinates, if necessary, to face risks and even risk his life to carry out a mission.

The specialized literature speaks of the existence of several types of leaders. Thus, we distinguish:

1) according to the way in which they acquire the status of leader: formal leader, the person who is appointed to a management position in an organization and informal leader, that is the person who through personal qualities, knowledge, skills, etc. it is imposed in front of the other members of the group acquiring this status;

2) according to the criterion of effectiveness: effective leader, that is the leader who achieves the objectives of the organization as established (cost, human effort, time); ineffective leader, that is to say, the leader who fails to fulfill according to the planning tasks entrusted or freely assumed;

3) according to the field in which it operates: political leader, economic leader, cultural leader, military leader, etc. ;

4) according to the way they are manifested: they are official leaders, that is, those who hold a leadership position in an organization or spontaneous, that is, those who impose themselves by personal qualities, competences, at a time of the life and activity of the organization.

A good leader makes an effort to acquire skills and put them into practice. That is why it is essential for him to possess: a general knowledge of the organization. In this context, the effective leader is the one who knows the rationale of the group or organization he leads and is aware of his long and short term goals and competencies and skills.

### **Characteristics of the military leader**

The personal qualities most often cited in studies of leaders' effectiveness are: intelligence, competence, integrity, fairness, benevolent attitude, progressive thinking and courage.

It seems that the likelihood of being a good leader increases when he or she acquires and develops skills and capabilities in the following areas:

a) Knowledge and skills. Leaders occupying a command post or another in which they exercise direct influence must excel in their military specialty. Mastery of knowledge and procedures related to the specialty is of course an essential competitive advantage in the success of a mission.

b) Cognitive ability. The ability to solve problems intelligently (the call to the spirit of analysis and creative thinking) has always been a reliable indicator of a leader's performance. At higher levels, the ability to see situations as a whole, to work with abstract ideas, to develop theoretical models, to discover tendencies and to make connections becomes more important.

c) Social skills. Whatever the level of influence exerted by a military leader, interpersonal attitudes - empathy, goodwill, ability to negotiate, power of belief and effective conflict management - are essential in the stability and maintenance of good working relationships.

d) Personality. Many of the career military consider that personal integrity is the most important virtue of a military man and an essential quality of a leader.

### **Ways of implementing the leadership role**

„A leader can play his role in different ways. Concrete research with groups and organizations has allowed the formulation of theories about the ways in which a leader exercises his role. Basically, it is about the leadership style chosen by the leader in his relationship with those he works with.”[3] Power is the potential to influence behavior, change the course of events, overcome resistance, and cause people to do things they might not have done otherwise. In exercising the role of military leader, the latter calls on the social power he holds. In turn, the social power can be: professional power, which derives from the attributes of the position occupied within a structure of authority and personal power, which derives from the qualities that society values or values as useful. Leaders will be able to strengthen their power and ability to influence people if and only if they possess the necessary qualities, are competent and effective in everything they do and respect for others. On the contrary, failures and gaps will weaken the legitimacy of their power and ability to lead. Five major types of power are associated with position in the hierarchy or degree: legitimate power, reward power, coercion power, power related to information and power related to the environment.

### **Tasks and responsibilities of the military leader**

According to stratified systems theory, the tasks of leaders are becoming more complex as they move toward the upper echelons of an organization. The complexity of tasks increases because the responsibilities are more diversified, the factors and interactions to be considered are more numerous, there is more uncertainty and the activities extend over longer periods.

At the lower levels and at some higher levels of the armed forces, most of the officers have the main task to develop and execute short-term plans and to solve problems in real time, through other people, and at higher levels, on the contrary, responsibilities and powers with regard to performance oversight and system capacity development, policy, system and organization adaptation are usually the most important.

The responsibilities of the military leaders are dependent on the hierarchical level of the military structure on which they are and operate. They refer to both the leadership of the people and the management of the institutions and are evaluated through the following indicators: the success of the mission; integration into the military environment; the well-being and commitment of the military and civilian personnel; adaptation to the outside world; military ethos. From the point of view of integration in the military environment, the officers and other military members that make up the leadership team have as main functions the coordination, the promotion of the team spirit and the supervision. As the coordinator, the leader ensures that everyone shares the same interpretation of the activities, maintains good internal communication and establishes procedures to promote the coherence of the actions. In terms of staff well-being and commitment, the main roles of the leader are those of support and mentor. As a supporter, the leader, regardless of his military rank, must give a true meaning to each task and mandate, establish a healthy climate in the unit, manage interpersonal conflicts, respond to complaints and concerns, defend the individual and collective interests of subordinates. the administrative and senior staff, acts to improve the morale and the will to take charge. In support of integration in the military environment, strategic level leaders must communicate their (strategic) intent and directives through coherent policies and top doctrines.

Obviously, in terms of efficiency, the first condition of success is the understanding of the task to be accomplished. Everything - the orientation and the level of personal effort, the application of knowledge and skills and the way of exercising power and influence - is based on the way the leader understands his task. Dynamism, as well as the energy, the initiative and the courage with which it is associated, are the traits of an effective leader. The latter is not

satisfied neither with "transient" results, nor with explanations such as "I have always done this and it was good". In short, in order to fulfill their responsibilities properly, military leaders do what is expected of them and what they believe they should do to achieve the goals set at the military institution. Their success in this regard ultimately depends on their sense of duty and their willingness to accept the responsibility inherent in their status and role as military leader.

### **Leadership - the art of influencing others**

Leadership, an extremely complex concept that appeals to many values, strongly depends on the context. That is why there is no unanimously recognized definition of it. Rather, it is an ensemble of diverse qualities that, when combined, form what is called leadership. The people endowed with these qualities are considered as bosses who, depending on their effectiveness in a given situation, are considered "good" or "bad", competent or not. A commander will not be a leader if he does virtually nothing to influence and motivate subordinates. In reality, the commander does not become a leader until he is accepted as his subordinate. Management is a set of competencies required for the most efficient and effective use of the resources available to carry out a task.

The person named commander has the power to issue legal orders to certain persons and to demand their cooperation and energy in the execution of these orders.

In the army, official leadership is based on the authority conferred by law. This report illustrates the great value that the Romanian society attaches to the primordality of the law. Effective leadership is required in all spheres of human activity, yet it is an essential element in the military context. Without strong leadership, it is unlikely that an army will be able to provide the concerted efforts that should characterize it and its members will not reach the end unless they come together for a common purpose. „Strong leadership is associated with high levels of cohesion and the development of a common goal, which is of paramount importance for the success of any military operation”[4]. The effectiveness with which the army fulfills its defense mission depends on the existing capabilities, structure and organization of forces, equipment and systems to support personnel, operational doctrine and instruction, skills and commitment of people in uniform and those who support them, communications and spirit.

### **Transactional leadership and transformational leadership**

Modern theories of leadership place less emphasis on the classical elements of leadership and more on analyzing the relationship between the boss and his subordinate. In the current context, it is particularly appropriate to examine two schools of thought that oppose transactional leadership and transformational leadership. Transactional leadership is seen as an increasingly common form of leadership in business, politics, and governance. The bosses must conclude a transaction with their subordinates, an exchange by which they state and specify what they claim from their subordinates, as well as the consideration of which they will be if they respect their commitments. Leadership consists in fulfilling the tasks entrusted and satisfying the personal interests of those who work for this purpose with the boss. Conversely, transformational leadership is manifested when one or more persons link relationships with others in a manner that raises the levels of motivation and morality of the bosses and subordinates. Their goals, which could be distinct at the outset, end up merging. „Transformational leadership, thanks to the clever use of inspiration, communication and understanding of human behavior, can motivate subordinates to achieve more than what might normally be expected from them”[5]. This type of leadership plays an important role in peacekeeping missions, where it appears that subordinates are frequently consulted in determining the tasks to be performed.

### **Value-based leadership**

As a process of influence, leadership is an important mechanism for strengthening and rooting social and military values in the military. Military leaders create values by establishing what is important for the functioning of the institution. By basing their decisions, policies, practices and culture on the military ethos, military leaders express values. Recognizing the professionalism of the active duty military and commemorating the achievements and sacrifices of previous generations, military leaders defend and perpetuate our institutional values, traditions and heritage.

If the entire army staff proves integrity, we can be sure that what is valued in terms of results will be achieved in a manner compatible with the generally accepted and desired rules of conduct. Likewise, the need to introduce a certain control and a certain stability in the organizational functioning (the value of the dimension of integration in the military environment) can, in the highly bureaucratic organizations, oppose the need for suppleness if the capacity to act in exceptional circumstances, unforeseen changes is to be maintained or the catastrophe (the values of the dimension adapting to the outside world) as well, the homogenization resulting from the military indoctrination and the conformity that cohesion brings within a group can limit the diversity and independence of the spirit, necessary to find innovative solutions to problems never encountered before.

In conclusion, too much insistence on a single dimension (for example, mission accomplishment, efficiency, cohesion, obedience) risks giving results diametrically opposed to the desired ones. Focusing only on one dimension of army effectiveness does not correspond to the responsibilities and problems of the military field. Of course, military leaders must know the fundamental values of the army, live according to them and defend them, but at the same time, regardless of the hierarchical level they are in, they must face the moral dilemmas of the real world.

### **Conclusions and proposals**

The concern for the efficiency of the military activity is constant and real. A sure way to achieve this goal is to train military leaders at all levels of the military institution. A first step is taken by military educational institutions that give theoretical notions and train the qualities of good leaders of graduates.

Entering the military leader into the roles assumed by this statute means acquiring the requirements of effective value-based military leadership and transformational leadership. In this way, the military leaders of the Romanian Army will be able to lead the people, at the tactical and operational levels, and institutions, at the strategic level. In order to acquire, as many career soldiers, but especially officers, the status of leader, it seems that it would be necessary for the Romanian Army to elaborate a doctrine of military leadership, through which it would be better organized the process of training and developing the qualities absolutely necessary for an effective military leader.

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# SIDE EFFECTS IN THE PROCESS OF IMMIGRATION BASED ON BOTH POINTS OF VIEW

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**Abstract:** *After studying the differences of religions between one nationality and another, putting this under the center of attention of problems in the 21th century, as well as the problem which consists in mass immigration, I come up with few assumptions about the side effects of the mass immigration around the world, like: The damage in keeping your original history well protected, the rights that one immigrant has along with the obligations, the side effect created in mass media by radical influencers, life expectancy according with natural mass extinction based on newborns etc. These elements among many others are analyzed in the present paper, in a comparative way, and possible solutions for diminishing the negative effects from the comparative perspective are identified.*

**Keywords:** Home, immigrant, religion, history, newborn.

A mom sees her home as a place where she can be together with her family, a father sees his home as a place where he can provide stability for his growing children, a teenager sees his home as a place where he can return anytime. But what is in fact a home? According to every dictionary, urban or scientific, home means a house, apartment, or other shelter that is the usual residence of a person, family or household. But this point of view is more straightforward. In fact, the actual place doesn't matter. What matters the most is the people. There are a lot of people that do not have a home, but they still live happily, still laugh and, even though they struggle, they still stay together, sisters or brothers, mothers or fathers with their children, families. These people are called immigrants, and they consider that “Home means a new chapter in the lives of my family, a fresh new start, safety, security, unity” according to [www.habitat.org](http://www.habitat.org).

According to our structure, the way we look, act, think, proceed, everything is different. People are different. There are no such things as 100% similarity. Especially when we talk about immigrants, people come from another country, region, continent. They are so different from the others. If we take a look at what history tells us, in the period of the Cold War, there was an ideological spectrum, and in that period the word “Polarized” started to take shape, more exactly, the concepts of the “East” and the “West”. In *Clash of civilization and the remaking of world order*, Quinn and Riley give one straightforward point of view: “European civilization, Western civilization”. Instead of "East and West", it is more appropriate to speak of "the West and the rest", which, at least, implies the existence of many non-Wests. The

world is too complex to be usefully envisioned for most purposes as simply divided economically between North and South or culturally, between East and West.

And this idea continues to exist even in 21st century. According to the fact that every person wants the best for her/him, the destination will always be “West”. And based on this point, the “West” is confronting in the 21st century with a big and real problem, mass immigrations. And on this point, there is a clash of two civilization, one that believe in his rights given to him by birth and the other that believe in democratic rights, equality, more specific Muslim immigrants and European people.

The refugee crisis or European migrant crisis starts in the beginning of 2015, where a high number of people came to the European Union across the Mediterranean Sea or through Southeast Europe. This made the European Commission to declare migrant crisis in March 2019. They came from numerous reasons. We won't argue on the reasons, but we can get to the point that all of them are seeking: a better life. And on this point, there should be known the differences between people, more specially, the rights that one immigrant has along with the obligations. Due to the fact that most of the immigrants are Muslims, we will take a look from their point of view.

In *The Book of Marriage (Kitab Al-Nikah)*, there is specified in “Chapter 4: The Muslim Women and Her Husband”, the inferiority of the female in front of the male. The men are the one to look after the women according to (Qur'an 4:34) “Men are the protectors and maintainers [*qawwamun*] of women, because Allah has given the one more [strength] than the other, and because they support them from their means . . .)” In the Prophet words we see the bound of the man and woman: “The true Muslim woman devotes herself to taking care of her house and husband. She knows her husband's rights over her, and how great they are, as was confirmed by the Prophet's words:

<<No human being is permitted to prostrate to another, but if this were permitted, I would have ordered wives to prostrate to their husbands, because of the greatness of the rights they have over them.>>

And:

<<If I were to order anyone to prostrate to anyone else, I would have ordered women to prostrate to their husbands.>>

`A'ishah (May Allah be pleased with her) asked the Messenger of Allah (PBUH): "Who has the greatest rights over a woman?<< He said, Her husband. She asked, `And who has the greatest rights over a man? He said, His mother.>>

A woman came to ask the Prophet (PBUH) about some matter, and when he had dealt with it, he asked her, <<Do you have a husband?>>She said, <<Yes.>> He asked her, <<How are you with him?>> She said, <<I never fall short in my duties, except for that which is beyond me.>> He said, <<Pay attention to how you treat him, for he is your Paradise and your Hell.>>”

Let take a look at some differences between the muslim believes and European believes:

- "The Messenger of Allah (PBUH) said: `Any woman who dies, and her husband is pleased with her, will enter Paradise.'"

In the Christianity religion, there's no such thing. Yes, we can argue on the point that she did good in the family and helped her husband, but her other facts count as well. The way she treated the poor for example.

- "If a man calls his wife to his bed and she does not come, and he goes to sleep angry with her, the angels will curse her until the morning."

On the European democracy woman is protected by law, and there is no such thing as sexual obligation or pressure over the woman.

We can go over and over with these examples, but the point is that the woman is inferior to the man in muslim religion, everything that she wants to do must be permitted by

her husband. Due to this point of view, muslims that come to Europe expected the same welcome, but the civilization and perspectives started to clash, and on the 27 February 2015 in the European Parliament was a subject on the debate table “Wave of Muslim rape cases across Europe” with the next body: “Europe is currently being overwhelmed by a wave of rape committed by Muslim migrants. Particularly in Scandinavian countries, the number of rapes of white women and girls is rising.

These women are considered by Muslim migrants as third-class citizens. In the English town of Rotherham alone, 1 400 white girls were abused, raped and murdered by Muslim gangs over a period of years. Many of these incidents are gang rapes. Many local city councils in England, Sweden, Norway and Denmark know very well how things stand, but conceal the real situation for fear of being accused of racism. If, despite all this, rape charges are still brought, it is usually the perpetrators and not the victims who are treated leniently, because the perpetrators claim that the women had consented to sexual intercourse. If these abuses are raised by local politicians, they are sometimes convicted of slandering ethnic groups.

1. Why do we turn a blind eye to such atrocities? Fear of possible allegations of racism is no justification for ignoring acts of this kind! In Austria, too, there are increasing numbers of rapes and attempted rapes by migrants.

2. Does it make any sense to continue talking about ‘isolated cases’ here?

3. Why does the Commission not take preventive measures?”

The only way to accept it is by understanding each other, yes it may look impossible due to the fact that everyone is different, but we can understand the rights of other, and the obligations of yourself.

Looking from the perspective of an employee and employer, the current way is beneficial for both sides. European people are slowly extinguishing themselves, if we look at the fertility rate.

“The younger the women, the lower the mean number of children born to them, evidence of the progress over the last two decades in bringing down the total fertility rate. The TFR for Muslim women aged 40-49 was the highest at 4.2 and it was the lowest for Jain women of the same age at 2.2.”

In the “West” we have another problem “The average birth rate in the European Union is 1.6, well below the 2.1 live births per woman needed to sustain a population”

According to these numbers we can say that the immigrant crisis is good as long as it is controlled.

In Conclusion, the immigrant crisis is a problem that requires continuously monitorization, and the side effects can be fixed by learning from each other and about each other.

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# EFFICIENCY OF INTELLECTUAL WORKING TECHNIQUES USED BY MILITARY STUDENTS

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**Abstract:** *Unrestrained, but especially in modern times, learning remain a topic of reflection and primary interest for students, teachers for all areas of social life, for the whole society. You can say, without exaggeration, learning constituted and it will constitute an understudied and hard-to-discover universe. And yet, all this happens only after several barriers have been overcome, after encouraging journeys, they can enjoy positive and negative, after many years of confrontation with avatars and when they cannot approach more than her unknown mechanisms.*

**Keywords:** Learning, techniques, intellectual, work, military

## Introduction

Learning has always been considered an elementary category in some socio-human disciplines, it being functionally and structurally correlated with other concepts of great importance: growth, development, maturation and adaptation. Development is a valid general law that can be applied to both the social and the psycho-individual systems. Thus, the complete process by which the individual-psycho system adapts to the social one, is not achieved without learning.

Psychic development defines the process by which new sets of traits, processes and dimensions are formed in the human subject, a process that is supported by the field of heredity, which has its contents from the socio-cultural environment, which is led by education, which takes place within its own activity. of learning the subject, and the passage from the outside to the inside and the formation of the supports on which the act of internal valorization of the external information and influences is supported, represent the main operating mechanisms.

Over time, learning has played an important role in human life, so individual work techniques should be an integral part of society's education, regardless of age or profession, because all of these techniques have the role of facilitating intellectual openness to content. activities of a socio-professional nature or of scientific research. It can be stated that due to these techniques and methods of intellectual work, the individual participates in effective learning.

Effective learning has always had two tools: metacognitive strategies and critical thinking. The first instrument defines aspects closely related to the pursuit and control of learning, but also to the development of learning capacity. Very important in this process are the resources we choose, the amount or timing of their investment, because all these actions

mean learning smartly. The syntax of learning how to learn represents the enhancement of learning capacity, more precisely to accelerate the learning process effectively. Critical thinking has the role of orienting the individual in the world of possible alternatives to raise awareness of the mechanisms of his own thinking.

### **Intellectual work techniques**

Reading is the main act by which information can be obtained from a text. The specialists state that the study reading "always has an active, interpretive and critical form, its main purpose being a better understanding of a problem, obtaining information on a particular subject, retaining the basic ideas and using this kind of information in the framework of an original synthesis <sup>1</sup>".

The concept is the main way to synthesize the information provided by a material. It is characterized by a precise and short presentation of the book, which follows the plan of the book, the main divisions and subdivisions, and the ideas are presented in their original order. If the sources are very important, the statistical data can be included in the concept, but accompanied by the author's demonstrations. The whole text will be rendered word for word only if the quotation is considered essential for the author's opinion and we consider it beneficial to support a point of view being used as an argument.

Dan Stoica believes that "Text reading is an activity of totalizing or choosing different perspectives of the text. The reconstruction, in the mind of the reader, of the text implies the phenomenon of intertextuality. Intertextuality refers to the situation in which any text is found, that of not simply existing, but of being part of an entire network of contemporary texts (that is, simultaneously present in the spirit, involuntarily) and in the continuation of a suite of texts. other texts ". <sup>2</sup>Taking notes on reading sheets is another method of documentary information. The bibliographic files, which always accompany the reading files, are similar to the files used in libraries and contain the main data for identifying the source sought for documentation. The usefulness of these files has been proven to be useful over time, especially in the process of resuming reading or in helping other interested persons. Through these bibliographic records, the subsequent retrieval of information sources is much easier. This is why the one who wants to achieve, succeed in life and build a career, will always return to basic books. The reading sheets are used as long as the book is still up-to-date and contains only the referential ideas of a single theme or problem, for other ideas, and another sheet is drawn up.

Taking notes is a useful method to write down ideas provided by the teacher, a book or other sources of information. This method involves retaining the main ideas, presented as succinctly as possible. Notes can be taken in two ways. The first method is carried out in two stages and includes the registration of notes as a first stage, and the second: processing and organizing notes. The second modality concerns the simultaneous recording and processing of information. Any efficient recording requires accuracy and speed. Simona Bernat states that "the speed is obtained by forming some skills and practicing them until they become automated, and the accuracy is obtained by developing the comprehension capacity." In order to make the registration process more efficient, a few rules have been devised: abbreviations and abbreviations, schemes, highlighting of keywords, use of colors or layout on the page to highlight the content, numbering.

The use of abbreviations and abbreviations has become more and more common in taking notes, both to be able to write a large amount of information in a short time, but also to make it easier to remember when the notes are read. In general, children, students, students

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<sup>1</sup> Maria Debruyker, *Metode și tehnici de muncă intelectuală*, București, Editura Didactică și Pedagogică, 1979, p. 169

<sup>2</sup>Dan Stoica, *Curs de metode bibliografice de cercetare*, Iași, Editura Universității "Al. I. Cuza", 2000, p.76

much more easily remember abbreviations and abbreviations, and when they have to remember, they do it easily. The schemes involve the inclusion of drawings, figures, arrows, etc. These schemes have their role in the process of efficiency of intellectual work. Using drawings or different figures, the information can take on a different aspect that will arouse students' interest by eliminating the state of monotony and boredom.

Colors are recommended to highlight keywords, important ideas, text excerpts, quotes, both personal and teacher opinions, definitions, etc. When a certain code has been set, color marking becomes effective. For example, we use red only for quotes and green only for keywords. Also, markers can be used to emphasize what is particularly interesting. Numbering the ideas and highlighting the neat arrangement on the page can also attract the student in this unexplored universe, which needs to be discovered, and these methods make the process itself seem easier and more attractive. It is recommended that each idea be started with a new paragraph and aligned at the beginning of the text, chapter, or paragraph.

By adhering to the rules presented above, taking notes becomes conscious and active. The one who takes the notes can not only be classified as a passive receiver, but he is involved in the work he does, which leads to a high level of understanding of the information.

### **The role of intellectual work**

A human being has always tried to dominate the universe, and this becomes attainable only through knowledge. It is shaped by the aspirations of the society, and the action exercised by the society is education. Marin Stoica considers that social development, through the formation of man as a personality, creator of material and spiritual values, is the main function of education. Thus, the role in the cultivation, formation and exploitation of the creative freedom of the individual, belongs to education. Educational institutions must mainly focus on the formation and development of the personality of individuals in order to be able to adapt permanently to the changes imposed by society. Through education, learning, intellectual work and effort, personal development begins to gain an appearance and to comply with the norms required by society.

Life is a continuous learning process, because regardless of age or other factors, we continuously accumulate new information. Intellectual work is accomplished by accumulating knowledge, by training skills and skills, by acquiring certain skills and abilities, which obviously puts its mark on the professional evolution of man. Personal evolution refers to the development of intellectual and psycho-moral capacities of individuals. This refers, more precisely, to the way in which individuals perceive themselves as human beings and the way they try to develop their skills, because one of the functions of education is to form a level of general culture and behavior appropriate to the society from which they live. we belong. The intellectual work, highlighted by the learning outcomes can have a great impact on the evolution of the behavior of individuals, as these are fundamental elements in the preparation of a later life path.

Starting from the quotation of the great teacher Comenius, who states that "for every man, life is a school, from the cradle to the grave"<sup>3</sup>, we deduce that the man learns his whole life to develop himself and to go away. The learning process, the intellectual work, have a very important role for the spiritual formation of the man, because it offers him the possibility to adapt to the demands of the society through the professional and personal development. The career has the role of defining the roles and statuses that involve the individual and the professional stages he goes through. For the orientation to a suitable career, the individual must have the skills of interrelation, to know oneself, to take care of the vocational training, to assume as many roles as possible to expose to the different experiences during the life.

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<sup>3</sup>Ian Amos Comenius, *Didactica Magna*, București, Editura România Nouă, 1921, p.78

The educational process is quantified in school results and leads to the foundation of the decision regarding personal and professional development. Based on these results, two stages of identifying and analyzing future variants are performed, because the student knows himself, self-evaluates with the help of notes and results and is placed in a certain position from a hierarchical point of view in the group of which he is a member. Through his position, he is building alternatives for the future, and if he considers that he has certain capabilities in a field, obviously he is heading for it. Training and education is a valuable system oriented to the development of the fields of social activity, it also represents a stimulus for the spiritual, intellectual and cultural development of the human being. Through the notion of education, the processes of training are merged, as a component part of the process of human formation as a trained personality of society, but also the processes of education that ensure the complex development of man from an intellectual, moral, aesthetic and physical point of view in order to have a beneficial contribution to society.

Intellectual work represents a specific need for people, but also an obligation. When we speak of necessity, we refer to the action by which man develops to have contact with the social environment, and the obligation imposes on the human being to contribute to the process of human development, but also of the human intellect.<sup>4</sup>

After completing the studies, the intellectual work continues, because the accumulation of knowledge is carried out all the time, this activity being specific to the human being. All the time we are willing to perfect our theoretical and practical knowledge, add new skills, to be always flexible to the changes that occur in society. This continuous learning process helps the professional development of each of us. Although professional development is defined as a quite complex training process, which always involves acquiring new skills and knowledge in the qualification that a person already has, the intellectual work is the one that comes to the aid of this process. Professional evolution implies that the man always complies with the new information in the field.

### **Conclusion**

Military educational environment is characterized by the totality of human, material, financial, social or informational resources, closely linked to each other in order to achieve the final goal, to provide the necessary education through basic and specialized training in order to train highly trained military personnel, who are prepared in all fields of activity and who, at any time, will be able to appear their country. The military educational environment clearly differs from the civilian educational environment by several aspects: the military institution provides strict rules that need to be respected, the material base is highly diversified, the military have access to armament and specific materials for conducting the training, the inter-military relations are it is based on hierarchy, and the training conditions are adapted to the training of the individual as a fighter. In a military institution, the basis of education and learning is achieved by instruction. Thus, no military activity can be performed without a minimum of knowledge and skills formed during basic and specialized training. Military education, although it is far superior to the activities in the civil educational environment, is achieved through different methods and techniques that help the student to understand more easily and to overcome himself.

Due to the purposes of the activity that characterizes it, but also by its nature, the military environment generates a specific educational and psychological reality. It cannot be stated or demonstrated that education is the sole purpose of military life, but it is certainly among the most important, especially in time of peace, where military life is definitely characterized by education.

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<sup>4</sup>Bernat Simona Elena, *Tehnica învățării eficiente*, Cluj-Napoca, Presa Universitară Clujeană, 2003, p. 149



The army has always represented a strictly organized structure, and the structures that compose it have the same attribute, thus, education also represents an organized process, being qualitatively different from one period to another, but the presence of the educator and the educated one there always is. Also, in the army, the educational community consists of educator, student and subunit. At the subunit level, the educator is represented by all the commanders, more precisely by the people who have subordinates and deal with their formation. In ordinary language, an educator is the person who teaches another person, who understands them and gives them a positive example of behavior, changing attitudes and behaviors.

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# THE IMPORTANCE OF THE CHARISMA OF THE LEADER IN MILITARY CAREER

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**Abstract:** *In this paper I will highlight the importance of leaders' qualities, among which one of the most important is charisma. A charismatic leader is able to achieve his goals, to be listened to by subordinates and to lead effectively. Also, one of the biggest problems arises when the leader does not give credibility, when it is not imposed and does not have authority over subordinates. Therefore, in the leadership process, one of the important aspects is the development of the charisma of the leader. Charisma is closely related to emotional intelligence, because an intelligent emotional leader can be charismatic because he controls his emotions very well. The basic idea is that the evolution of the potential of a leader depends on his quality of being charismatic in the military career.*

**Keywords:** charisma, leader, authority, leadership

## **General notions about the charisma of the leader**

Charisma can be defined as the ability to be loved by people, it is a combination of qualities, attitudes, extraordinary personal values and behaviour of a person, thus becoming very popular. Charisma is an extraordinary power that needs preparation to be highlighted, charisma legitimizes power and increases the authority. Today, the word refers to magnetism, intensity, vivacity. As we know from psychological research on motivation and energy, these "qualities" can be cultivated through proper training. The ace that is in the sleeve of the people who were in the center of attention, even if they do nothing, is called charisma.

## **The characteristics of the charismatic leader**

Some attributes are moved, others can be acquired. Although some specialists jointly declare that the acquisition of charisma is possible. Charisma cannot be learned, because it is an aspect that is related to personality through personal magnetism, fascination, influence, attractiveness, and these characteristics can be developed over time by those people who have certain personal qualities.

**Studies by researchers at Mentor University in the United States have shown that charismatic people have seven personality traits in common:**

- Speak with authority, have the ability to articulate ideas effectively.
- Transmit strong nonverbal messages, both physical and emotional and intellectual.
- Listen carefully. Listening is crucial in communication, it makes those who speak feel special.

- They are persuasive. Charismatics motivate others to follow their example or adopt their ideas.
- Respect the opinions of others, gain their confidence and avoid tensions.
- They are adaptable and treat others as they would like to be treated.
- They have a vision and have the ability to influence others in a positive way, to change them and to urge them to action.

### **The advantages of the charismatic leader**

- Bring positive people into their lives.
- Establish productive relationships.
- They have the ability to improve the relationships they already have.
- They are listened to by others.
- It influences others in a positive way.
- Easily adapt to the changes of the modern world.

### **When, where and how uses the charismatic leader**

"When we speak of despair it is important to cultivate it, especially considering that today the tendency to worship it. Also, the personality, but also the socio-cultural context are elements that influence the way in which the charisma is perceived and used"<sup>1</sup>. This trait is dangerous because it can easily lead to a misunderstood and managed power. Just put at the service of the community, it can be used in a beneficial way. "Charisma can be pampered at most, but only for a short period of time. The ability to mobilize people, convince them of your words, impose themes and actions on them, determine them to accept and adopt certain values derives from a special gift of the individual, but which must be in line with the needs of the community", shows image analyst Bogdan Teodorescu.

The most well-known charismatic personalities are among the political leaders. Is this quality manifested especially in public areas? "I believe that in politics we do not need charisma, but rules. The charismatic leaders reject the rules, the standard hierarchies and the tradition, accept exclusively the domination of their own self. Although seductive and spectacular, charismatic leaders generally do not have managerial skills, and in the current age, politicians from stable and balanced countries must be, first and foremost, capable of probing systems and less able to electrify the crowds." says Bogdan Teodorescu. A charismatic man communicates easily, attracts the sympathy of those around him, does almost any situation, offends with charm and fascinates those around him." says Cristi Lucan, from marketing & public relations manager Business and Communication Research Center. History is full of charismatic personalities, from actors like Audrey Hepburn, to leaders like Che Guevara or Jack Kennedy. How such people have used such a feature is another story. This, because more important than itself, is the person we use it or we are educated to do so.

"Charisma is a natural gift. However, it is important what we choose to do with it, what purpose we offer. For example, Hitler was a charismatic person, who chose to use this given negative hints. It can be modeled instead, and school plays an important role in this regard. If we observe that a child has the qualities of informal leader, we must develop them and cultivate their charisma in positive sense"<sup>2</sup>.

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<sup>1</sup> Vasile Tran, Irina Stănciugelu, *The theory of communication*, (București: comunicare.ro, 2003), 152.

<sup>2</sup> Vasile Tran, Irina Stănciugelu, *The theory of communication*, (București: comunicare.ro, 2003), 161.

### **The stages of the charismatic leader**

1. The leader evaluates the status quo to see the possibilities of change, pays special attention to the needs of subordinates and organizational constraints, reaching voluntarily deficiencies and synopses.

2. Formulation of the new vision to highlight the needs and aspirations of subordinates. It is essential here to control their impressions through rhetoric, self-confidence and others. Subordinates must be determined to understand that this vision will change the current state for the better.

3. The leader makes the subordinates realize the new vision, builds their confidence, motivates them, works especially with those who could endanger the new vision.

4. The leader exposes himself as a model for others and gives examples of self-sacrifice. Subordinates perceive not only the behavior of the leader but also the results obtained in relation to those obtained previously. The more numerous and resonant they are, the easier the attribution of the leader's charisma will be.

### **Charismatic leadership theory**

It was prefigured by Max Weber's analysis of authority charismatic, within the work which placed bureaucracy as an ideal type of organization. Charisma represents a special, positive and especially captivating quality of its leaders whose goals, power and extreme determination differentiates them by other people, making many want to be led by them. An attempt to integrate the charismatic leader's features shows the following:

- It inspires people through a vision that gives meaning, attract, motivates, mobilizes.
- Master techniques communication, persuasion and manipulation, sharing with people their vision in an expressive, symbolic way, with a great load emotional.
- Concept and reports anecdotes and exemplary stories, permanently adapting their communication style to the particularities of the audience.
- They have the ability to inspire confidence in the group, whose members are so convinced of the integrity of the leader that they would be able to risk their own careers to follow the vision proposed by him.
- They are dynamic, energetic, action-oriented people - it is evident that they are models for the leadership of the group.
- Through rich emotional expressivity, which they are not afraid to display, it suggests and realizes the closeness of people.
- Idealizes risk - their vision, projected in the future, is often the path of unbridled action, which will lead to a new result.
- Addresses unconventional strategies to achieve success - new types of organization, are inventive, non-compliant you know, creative.<sup>3</sup>

The charismatic effects are reflected at the level of the group in that its members trust the leader's beliefs, convictions that become theirs, his point of view is accepted without doubt, the leader is affectionately regarded, the desire to obey. Of course, this is the portrait of a great leader, or rather an exceptional gifted leader, who is usually made to lead masses.<sup>4</sup>

### **The integrative interactional model in management**

The different stages (models) in the management study started by overcoming some crisis situations generated by the exhaustion of the explanatory possibilities of the pre-existing

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<sup>3</sup> Andrew J. DuBrin, *Leadership*, (Houghton Mifflin Harcourt, 2009), 120.

<sup>4</sup> Andrew Leigh, *The Charisma Effect: How to Make a Powerful and Lasting Impression*, (Pearson Education Limited, 2010), 109.

stage (model). Such a state, if not for the crisis, then at least of increasing disappointment, manifested itself in the early '80s. This state of leadership, along with the permanent need for synthesis, has led to the emergence of the interactional-integrative model in which it returns, on another plane, to the person. The theory of charismatic leadership implies the return to the person, to the charisma and the charismatic leader, regardless of the names given to it today.. Charisma is a term commonly used in political science and sociology to describe leadership by the force of their abilities are capable of profound and extraordinary effects. Often, these leaders create the established order and through their leadership make major social changes.

Those who approach charisma and the charismatic leader must start from Weber's conception of the phenomenon and use the transcendent term both for the qualities of the leader and for the content of his mission (changing routine social processes); charismatic leaders are innovative and creative, as opposed to non-charismatic leaders who are maintenance leaders. he, voluntary obedience, emulation, emotional involvement in the mission, high goals, convincing the faithful that they are capable of accomplishing / contributing to the respective mission. All these are the conditions for the existence of specific situational factors (emergent situations, social crises, etc.)<sup>5</sup>

The transformational leader, as a notion, appears according to the idea of the Burns political scientist. to the great leaders who can induce in the subordinates the belief in the impossible, they consider them transformational leaders.

### **The charismatic leader in the military organization**

In the civilized world, leadership is a problem that is intensely studied, because the conductor's style conditions the efficiency of any social organization. This is one of the reasons why current scientific concerns are focused on studying the ways to improve leadership and on choosing leaders who have the skills and abilities to successfully perform such functions. , that the people at the top of the hierarchy certainly influence the productivity of any organization. By setting standards, goals and priorities a leader can bring changes in daily performance. It permanently influences the sense of evolution by establishing a strategic vision and formulating long-term goals. Among the different types of organizations, one of the most involved in the overall evolution of the whole society, is the military organization.

In the military field the management acquires a special importance and a specific one, due to the fact that the training of the personnel and the organization of the activities are realized in the perspective of future conditions of activity and that can provide a lot of unpredictable elements, very different from the expectations and the organizational forecasts. Rapid restructuring in the field of the military profession, the implications of the country's accession to international military alliances, the effective participation in the theaters of operations, frequently draw attention to the qualities that those at the top of the military hierarchy must possess in order to be able to organize and coordinate the activities that are carried out. military system. For this reason, the knowledge of the psychological particularities of the leaders, their selection and training is a priority objective for military psychology.

In the military career, charismatic leaders have a great capacity to influence their subordinates and other individuals and to establish the dynamics of the work in which everyone wins. They are called charismatic leaders because they have exceptional charisma and care to remain faithful to their followers. Some of the most outstanding values of these

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<sup>5</sup> Gheorghe Aradavoai, *The Charisma of the leader*, (București: Antet, 2007), 54.

leaders are honesty, altruism or ethics. **Emotional intelligence** of the leader is very important.

If anything characterizes this style of leadership, it is the emotional connection that exists between superiors and subordinates. They become his followers, without having to impose anything. Also, **communication** plays a very important role in the process of leading the military. Charismatic leaders have exceptions for social skills and communication skills. In this way, they manage to connect with subordinates, who feel appreciated and respected. This is also essential for motivating workers, and studies suggest that charismatic leadership helps reduce employees' stress levels, improves their well-being and makes them feel part of the organization. At the same time, **self-confidence** is an essential element of a leader. For others to respect us, we must trust ourselves. These leaders enjoy high self-confidence and confidence so that they can talk calmly to others. Others perceive that self-confidence, something very attractive in interpersonal relationships.

**Motivation**, another important element, must exist in the leadership process. The charismatic leaders make the military feel good in the company and aligned with the organization's values and goals, so that the military remain motivated and achieve the best results, thus increasing their performance and reaching the organization's goals. In addition, a military leader must use **active listening**. Active listening is a characteristic of charismatic leaders, not only do they hear the workers, but it allows them to express their concerns. Charismatic leaders pay attention to the needs of workers and their concerns, because they understand that happy workers are more efficient.

At the same time, charismatic leaders are **creative** people, who usually have a vision beyond boundaries and fears. That's why they lead the way of their descendants and are able to influence them. When a problem arises, they understand that they must solve it and deal with it. They see opportunities to grow in crisis situations. In addition, this type of leadership promotes the creativity of its subordinates. Creativity is a very important factor especially in the military organization, when you have to act creatively in unforeseen situations.

In the military career, the vision is very important. These leaders fit perfectly into the changing environment, because they have a wonderful vision of the future and bring stability to companies. Being creative, I find solutions even in transformative situations. They are leaders who motivate and inspire others and empower subordinates in the face of change. A study by Universum showed that 41% of the managers questioned were looking for leading companies with the ability to empower their employees. The success of this type of leadership is due to their vision of the future and the fact that they are able to communicate it.

Moreover, the determination of the leader plays a very important role in the leadership process. Having vision is something that can often occur in the minds of many people, but not everyone moves from thought to action. Charismatic leaders have a great capacity for determination, set specific goals and work to achieve them with the team.

### **Conclusion about the importance of charisma in the military career**

Thus, if in the old theories about the charismatic leadership the highest share was the qualities and exceptional qualities of the leader - by virtue of which he achieved remarkable results and successes, more recently in the foreground - the attraction felt by subordinates to the leader passes. This brings with it a paradigm shift, the charisma being considered almost exclusively an attribute of the leader, the person, but also a social relationship. The new concepts - we consider the radical ones - argue that it is not even necessary for leaders to actually possess a series of special traits, but it is sufficient that they be perceived as possessing such traits. Charisma appears as a mere attribution, virtually unrelated to the leader's behaviors and behaviors. Even if such an extremist point of view, he directed the research from simple inventions of traits and traits necessary for the charismatic leader or who

make a person a charismatic leader, to study the behaviors of the leaders, to observe them and only then to their interpretation. as expressing charismatic qualities, an approach supported by Jay A. Conger and Rabindra N. Kanungo (1988).

Subordinates perceive not only the behavior of the leader, but also the results obtained by the leader, so that, when they make assignments, they are guided also by the previous results of the leader in obtaining resonant performances. The more they were, the more charismatic the attribution will be.

Charismatic leaders have important achievements as young children and their evolution confirms the qualities they have inherited from previous generations.

As the native qualities are polished through education, through different experiences, the leader becomes a prominent personality of the community in which he or she operates. Charismatic leaders are characterized by a great confidence in their own resources, their own values, but also in their ability to achieve what they want. Moreover, it has long been considered that you can be a true leader only to the extent that you are born with such talent, as you cannot be a brilliant painter or artist unless you have an innate talent.<sup>6</sup>

Charismatic leadership is not just the ability to excite an audience. This also includes the ability to motivate and persuade subordinates to commit to a goal and to take action as part of a group effort. Charismatic leaders demonstrate sincerity in their commitment to a cause. They also show a willingness to take reasonable risks or sacrifice their own comfort in order to achieve their goal. This, in turn, often inspires subordinates and colleagues to do the same in an effort to take over the traits and qualities of the leader for themselves.

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# MANIFESTATION OF THE MILITARY LEADERSHIP IN MULTINATIONAL MILITARY OPERATION

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**Abstract:** *Increasingly, military missions and operations have been extended beyond the conventional war. The behavior of the military that is considered disrespectful by the local population and their legitimate leaders can hinder cooperation and even provoke an attack, either directly or by cooperating the locals with insurgents and/or terrorists. Moreover, today's leaders are called upon and trained to create social engagements across cultures in order to gain people trust, build alliances, foresee people's intentions, influence and understand audiences with their needs and motivations. In order to minimize the mismatches between cultures and to eliminate the gaps due to differences in habits, beliefs and values, a mixture of political solutions, but also a series of changes in the forces' mentality, education and training is needed. First of all, the consolidation of socio-cultural competences requires deepening in another cultural domain - the organizational culture of the army.*

**Keywords:** multinational, leadership, counterinsurgency, cultural competence, emotional intelligence.

## 1. Introduction

Nowadays people tend to confuse the terms „manager” and „leader”, and use them in the same sense. But the truth is that they are completely opposite terms, and they influence people's behavior through different dimensions. *"Leadership is the ability to make people act."* A modern leader uses cognitive skills to influence the behavior of subordinates. The concept of "leadership" consists in defining the characteristics that a leader possesses, being related to the process of solving a situation that he faces, and the leadership style adopted in these situations [1].

The complex, volatile and uncertain environment that today's military leaders face puts them in difficulty in the decision-making process. Compared to the basic skills that a leader must possess in the extreme conditions present in the war, it has been shown that in counter-insurgency battles, asymmetrical conflicts in Iraq and Afghanistan and not only, the contemporary leader requires new and well-developed cultural skills and competences, which to be focused on people, and not on technology.

Military leaders have concluded that in addition to *"Intelligence"* in order to resolve the conflicts in Iraq and Afghanistan, they also need the key element, represented by communication with the population and its active involvement, which are essential for intercultural relations and human relations. With Goleman's help, the concept of *"emotional*



*intelligence in management problems*" was introduced in the specialized literature. He mentioned that *"we are judged by our behavior towards ourselves and others and not by our intelligence or professional competence."*[2].

## **2. Specific characteristics needed to solve multinational actions**

Increasingly, military conflicts are expanding at an alert pace away from the classical war. Asymmetric warfare, as well as counter-insurgency warfare, requires greater attention to the population, protecting it, thus gaining the trust of local leaders, who can provide important information in rapidly resolving these types of conflicts. Even when aggressive military action takes place, the rights of these populations must be respected, showing compassion and humanity.

In order to solve this type of conflict without problems, it is necessary the cognitive training of the military personnel in accordance with the current challenges of the security environment, but also by the careful training of the military, after an updated program and adapted to the current conditions of the war, starting from to the "*Train yourself how you fight*" principle .

The non-conformist behavior of the military towards any member of the foreign populations can negatively influence the course of action, thus hindering cooperation with their own forces, and at the same time causing dangerous situations, either direct or by providing information to terrorists.

Today's leader has a double responsibility in the current conflicts, one against the population present in the areas of responsibility, and the other on the troops he leads, being able to oscillate between interpersonal and intercultural leadership styles, depending on the situations in which they are subject. The role of a leader has become ambiguous, with the ability to constantly, quickly and without problems between "*being*", "*knowing*" and "*doing*" almost anything.

Since the beginning of the 21st century, military leaders have been trained to create interpersonal, social commitments, in multicultural contexts, thus creating trusting relationships, thus reading the intentions and needs of civilians present in conflict areas.

Due to the aggressive fighting environment, combined with the limitations due to cultural or cultural differences, the development of interpersonal relationships becomes impossible, compromising the efficiency of the leadership style and the success of the operation. This requires leaders to give much greater importance and develop close relationships with those who lead the civil groups, the leaders of the organizations.

In addition, leaders need a diplomatic attitude and strong communication skills as well as developed tactical skills. These basic competences are learned from school, being represented by social, emotional and cultural intelligence. They aim to manage, monitor, understand and use social and emotional information to make the right decisions in the development of actions.

*"In order to successfully and without hesitation use information from insecure sources such as local civilians and barons, the military must manage the basic gestures and emotions - fear, hatred, anger, pain, joy and love."* [3]

In addition to the technical and organizational skills, military leaders are selected and trained to facilitate the process of interpersonal communication and communication. It is elementary to understand the culture, values and our customs and at the same time to avoid mistakes cultural behavior is necessary to emphasize respect for the cultures of other countries.

The military commanders are considered to be legitimate, reliable persons, regardless of their rank. Such legitimacy cannot be used in the multicultural context either. The commanders cannot exercise their power, believing that the local barons will execute, thus

giving up their opinions and opinions. In order to develop relationships that are beneficial to the mission, military leaders must create productive relationships with local authorities, taking into account their procedures. Thus, leaders acting at a tactical level need to understand culture, being able to understand social norms, in order to *"communicate, drink tea or smoke"* with local barons, without disturbing and offending anyone. *"Power impedes communication and collaboration, while equalizing power enhances interaction."*[4]

The development of these relations skills is necessary at all times, not only in the situations of an external conflict, but also for the dynamics of the actions and the internal multinational exercises. And as if the emotional and social requirements are not sufficiently complex, they must be met in the context of cultural challenges. There are fundamental cultural differences and misunderstandings between Americans, Iraqis and Afghans, and these differences and misunderstandings are exaggerated and can have serious consequences as technology, weapons and lethal tactics evolve.

### **3. Promising leadership styles in multicultural contexts**

Leadership styles adaptable to the demands of the modern battlefield have become key elements in asymmetrical conflicts to stay alive. Existing literature and developing approaches styles of leadership and provides suggestions for applying them in battle, but not and the multinational context.

From a cognitive point of view, it is necessary to assimilate knowledge regarding the rules according to which the society is guided, the way in which cultures interpret religion, traditions and not only, based on their own experiences, and knowledge of the language is the essential element of communication. The processes of training intercultural can provide information relevant can learn by memorization.

From an emotional point of view, the contact with a new culture who goes through this experience must get used to the absence of familiar things. To cope with these new situations, intercultural education can develop openness and interest in novelty.

From a behavioral point of view, skills and reflexes of interpersonal and social communication must be assimilated to interact effectively. In this sense, intercultural education can develop the ability to communicate in formal and informal situations, the ability to understand and avoid unpleasant situations that arise as a result of not knowing the different cultural codes.

The processes of intercultural training start from the hypothesis that by assimilating some knowledge about different cultures and specific skills in their respective cultures, a solid basis for intercultural interaction is created. This can be achieved either through direct experience or through educational programs that have a positive effect on individual development.

Whether it is lectures or video material, their effectiveness is limited. In general, facts tend to emphasize exotic aspects and ignore more ordinary, but important, things in everyday life. Efficiency is also low due to the passive attitude of the student, who is only required to memorize the information presented. Even if the facts are assimilated correctly, this does not mean that they will lead to action and especially to a culturally acceptable action. Cognitive training must necessarily be combined with participatory learning.[5]

Intercultural education is a forward-looking, forward-looking activity that will prove effective in successfully resolving asymmetric conflicts in different areas of the globe. In other words, building educational processes must follow the trends and demands of the future.

Despite the fact that conducting activities forces the consideration of the problem of interculturality and the fact that there are enough indicators to show that not all individuals have a high level of intercultural competence, understanding and accepting the values of other cultures and acquiring a certain bicultural status in the environment. intercultural activities are

still done only when there are constraints. It becomes obvious that in the officer training process, the educational system must be designed in such a way as to facilitate the introduction into the contents of the different studied disciplines of specific contents of intercultural education.[6]

Moreover, our forces have technological domination and superior information. Despite our many strengths, our leaders are vulnerable in areas such as communication, relationship building and understanding.

The ability to act in a multicultural context remains a major deficiency from the strategic leader level to the tactical leader level. We cannot simply apply our cultural habits to another society. Cultural ignorance can have serious consequences and adaptation to different cultures is necessary; we must be able to interpret the behavior of others and act accordingly.

The cornerstone of military efforts to strengthen regional and cultural expertise is language training. However, the cultural skills gap cannot be closed alone with language training. The language is less complex than the culture and is not necessary for successful interactions. We need to improve cultural intelligence, "the ability of a person to successfully adapt to new cultural habits." We need to go over the concrete details or technical data sheets; we need to know more than to shake hands and say "ah salamalaikum". We need decoding skills to understand which emotions regulate the aspect; to achieve the image of anger, happiness, disgust or when the smile is false.

The misunderstanding arises because of different rules for the same behavior or situation. How something is said can be as important or more important than what is said. Communication is made up of facial expressions, tone of voice and personal distance that people maintain. More than the spoken language, it is important to participate in the emotion and to convey the feeling of relationships, mutual attention, positivity and coordination.

Regarding the interaction with the partners of the alliance, it can be stated that although at first, we encountered a number of minor problems regarding the cooperation during the exercises, due to the cultural specificity, later these relations improved, the interactions having a positive tendency.

Due to the confidence shown and respect for the customs of the coalition partners, but also by improving the level of communication and implementing the standard norms, we have achieved cooperation with the multinational structures. The military acknowledged that a major impediment in the collaboration of forces and the successful accomplishment of common missions was the insufficient knowledge of the cultural characteristics of the partners but also of the local population.

Regarding the coalition partners, I consider that they represent the second variable of the equation entitled „*military intercultural dimension*”. Specifically, one of the major challenges encountered was the cultural interaction with the coalition partners.

One of the basic conditions of effective intercultural contact was the creation of a system and of levers of effective and transparent communication with them. As is natural, in such a complex multicultural environment adjacent to a multinational mission, this is extremely difficult to achieve and requires a long time and the existence of people with a specific intercultural training.[7]

#### **4. Conclusions**

Correcting cultural deficits does not mean that traditional skills and leadership behaviors are outdated. However, the diversity of roles and missions requires greater collaboration between leaders. We need fighters, technicians and tacticians, but we also need communicators, negotiators and "doctors" in the social field for this asymmetric war. While chemistry, physics, and information technology have been the key to the wars of the past, the

developing amplifier for today's (and tomorrow's) unregulated war is that of the social and human sciences. The amplifiers now remain valuable, but the psychocultural outlook will be decisive. Winning peace requires more than the "reconstruction" of physical realms, it must encompass psychological or social dimensions.

Even if we begin to choose young right-wing leaders with high social, emotional and cultural intelligence, a change in military culture takes time. Unfortunately, the war cannot be put on hold. At the same time, there is still a lot to know and do, so military leaders need to focus on a collective approach to multicultural literature. Although leaders are taught to be experts in all aspects of assigned missions, they must give up their ego and actively seek the advice and contribution of other subordinate leaders, national and international partners or coalition members.

Both international leadership and culture are complex. asymmetric warfare, especially counterinsurgency actions, requires our military leaders to be able to adapt as they engage in complex and ambiguous activities. Culture is not an engineering problem; today's war requires the ability to cope and communicate with the civilian population. Rather, strategic leaders must advocate for education, training, as well as socio-cultural skills training, and must model the organization and allocate the necessary resources and training time for this goal. Understanding and empathy are important weapons; cultural awareness and confidence building can be just as or more effective for saving human lives as ballistic measures of individual protection.

We can said that the military dimension of intercultural becomes an absolute necessity in determining the conditions for efficient performance of the new character missions that are not based solely on knowledge of procedures operational and holding systems for weapons performance but also on training from an intercultural perspective in order optimum understanding and acceptance of fellows belonging to other cultures.

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# CHALLENGES OF LEADERSHIP IN MULTICULTURAL MILITARY CONTEXT

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**Abstract:** *Recent experience in conducting peacekeeping and peacekeeping operations shows the need for a multinational and multicultural force. The management of such military units offers more opportunities, but presents different challenges. The commanders of the combined military units must realize the advantages and disadvantages of such a situation as soon as possible. Deep knowledge of capabilities, as well as the shortcomings of his soldiers from different countries, religions and cultures, will enable a military leader to build an effective fighting and cohesion team of peacekeepers. Analyzing the benefits and issues arising from multinationality and multi-ethnicity, combined with the experiences of former leaders could draw some conclusions that could help a commander to understand, train and assign his multinational troops in a more efficient and well thought out manner. Multinationality is the key to conducting peacekeeping operations and supporting effective and internationally acceptable peace.*

**Keywords:** multinationality, peacekeeping, leadership

## **Introduction**

Considering last decades in military operations in managing peacekeeping and peacekeeping actions reveals the need for developing a multinationalities military force. The management of this kind of military effectiveness offers more occasions, but presents different difficult challenges. The leaders of the mixed military structures must realize the advantages and disadvantages of this types of situation and take advantages as soon as they can. Profound knowledge of capabilities, as well as the shortcomings of soldiers gathered from many countries, religions and cultures, should enable to a military leader to create an efficient fighting and cohesion unit of peacekeepers soldiers. Examining the strengths and weaknesses of combining multinationality and multi-ethnicity with the experiences of veteran leaders could make some conclusions in helping a commander to understand, train and assign troops of this kind in a more efficient and strategic way. Multinationality is the opening for conducting peacekeeping operations in an efficient and internationally acceptable manner.

## **Challenges in command of multinational forces**

The multitude of factors that alter, hinder and hinder the leadership of international troops. This is the burden that the leader, the combined forces, carries for the smooth functioning of the

international structure and its military subunits. Overcoming these problems is one of the challenges that the multinational troop commander will face.

Challenges of a professional nature are most common. Vocational training / training standards differ from state to state. Army training and training is a concern of each state and is based on different national military standards, different troop management procedures and different tactics, different techniques and strategies. Thus, the multinational peacekeeping forces face a very different level of military training and training, not only because of their individual skills, but also of the training model used by the armed forces of each country. I could use as an example, the case in Lebanon where the UNIFIL soldiers from the Ghanaian contingent used American SISU fighting machines. For many of the car drivers, it was the first contact with such a large and high-performance vehicle, so they had to be trained how to use those fighting machines, which made it difficult to train the formation of the formation and thus a delay in carrying out the missions for which the structure was created. Thus, the leader of an international military structure must very quickly acknowledge the military abilities and capabilities of his subordinates in order to take into account some limitations, but also to realize the additional capabilities that each nation's component presents. In some cases, the manager of multinational structures must organize additional training to align the management procedures.

Command and control coordination (C2). C2 is a department with a high degree of difficulty with which a leader of a multinational structure must face during the conduct of military operations. We can consider that a lower degree of encounter of the problems of commanding the combined units is in the case of NATO peace support and operations, in which the relations between the head of the structure and subordinates have already been recorded in the NATO doctrinal documents. I could not say the same thing about a commander of a UN operation, because such a relationship is not recorded in an official manner. The complete command is never given to the UN only by the participating states. The operational authority is exercised by the UN commanders in accordance with the mandate, memorandum of understanding and standard operating procedures of the mission. Moreover, national interests have a huge influence on the possibility of employing subordinate troops. The issue will be addressed later. Other factors that cause problems are the different national standards for C2. NATO's widespread standard is "mission command", where subordinates have great commanding confidence and great freedom in decision-making and action. Even in these conditions, in some non-NATO countries, the commanders of the training and training structures are lacking in initiative and expect detailed and accurate orders for the mode of action. Most of the time it is not about lack of motivation or skills, but it is the fault of the "command culture" transposed in the targeted armies, in which the taking of the initiative and the freedom of command are restricted by regulations or organizational culture. In any case, an international leader is required to establish from the beginning of the operation which missions cannot be performed by the military under his command. Even so, it must ensure that any wrong or non-conforming custom learned within the national formation is not obstructed in carrying out the training and combat missions of the subordinate detachment.

### **Linguistic considerations**

At present, the main language of communication used in international operations is English. Within the mission, the leader may encounter levels of language proficiency, sometimes he may lack the ability to speak English, which is a common problem among lower-ranking military. You can face different styles of pronunciation, accents and even incorrect use of words. An international commander must have the ability to determine the level of knowledge of the

language among his subordinates. He must be able to convey orders in a clear and intelligible manner to all staff, to use a simple vocabulary and to take all measures so that his subordinates understand his way of speaking and to ensure that all tasks transmitted are understood. Misunderstanding of the messages transmitted can sometimes lead to tragedy and even the loss of human, military and civilian lives. Long-term international operations usually develop an "unofficial" language of mission, which uses various abbreviations, acronyms, or words that describe elements specific to the military environment (equipment, locations, tactics, relief features, etc.). Most of the time, this language is only understood by the members of the mission. Therefore, commanders in international operations theaters should have the ability to quickly absorb this language in order to be able to coordinate with other members of the mission.

### **Religious and cultural restrictions**

Military leaders have a duty to know the principles of each religion of their subordinates and to be able to become familiar with their customs and culture. More importantly, the leaders of the multireligious structures must accept the religious practices corresponding to each type of faith of each soldier and civilian employee. Moreover, it is necessary to be very vigilant in any attempt to indoctrinate and impose a certain religious cult by the majority on the religious minorities. Also, it is very important to understand and know the religion of the population in the area of operations in order to avoid any misunderstanding caused by the cultural and religious differences. A commander must be aware that cultural differences may hinder the building of an effective peacekeeping and fighting team. Another culturally problematic aspect is the integration of women soldiers into international operations, especially when women hold management positions. For example, in European culture it is not considered a problem for a woman to hold a leadership position, but a conflict can arise in the case of the military in the Muslim countries.

### **Conclusions**

The special framework of controlling the multinational and multicultural military structures is given by the numerous challenges faced by the military leaders, and for the novice leaders in this type of leadership there are challenges that can get the best out of them. The commander of an international subunit is an important part in achieving the success of the military operation or the peacekeeping mission. His competencies to build trust and cohesion, to form a homogeneous team and to establish a coherent and effective military entity ready for action at any time, can influence the success or failure of the mission. A commander of an international structure must be aware of the problems that may arise in commanding such troops. It is important to understand that the people, equipment and technique in its subordination are probably an element established by a political compromise which implies a limitation on the level of performance achieved in the fulfillment of missions in the area of responsibility. Also, such a leader must be aware that multinationality may be the result of strategic circumstances and objectives, but that does not always coincide with operational or tactical objectives. An international commander must also be aware of and strategically utilize the opportunities he enjoys leading multinational forces. It must build an effective, trust-inspiring unit, made up of warriors who have established strong cohesion, trust each other, and have the ability to understand mission goals. Acting smart, knowledgeable in the field and adaptable, a commander can only bring extra quality to building an insightful team of fighters. The leader of the international structure, in order to demonstrate its efficiency, must perfectly combine the differences between its subordinates, must use to the advantage of the mission and tolerate the diversities, appeal the divergences, strengthen the team by drawing the attention of the subordinates on the need for cohesion and joint effort. Correct conduct helps to



build a team based on sound principles necessary to meet the operational and strategic objectives entrusted to the structure that the multinational leader leads.

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