

MANAGERS OR LEADERS TO ARMY?

MANAŽÉROV ALEBO VELITEĽOV DO ARMÁDY?

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ABSTRACT:

The contribution presents results of research with Hickman leaders – managers test, carried out at the Armed Forces Academy in Liptovský Mikuláš. The article mentions on further additional factors, enabling the selection of susceptible candidates on leaders and managers' positions, on different command levels. Behaviour during the tests, results in terms of qualified to the individual profile and the time factor were chosen for research implementation. In conclusion, author compares results of research with practical utilization in connection of leaders or managers' positions selection.

KEYWORDS: research, leadership, management, test, evaluation

INTRODUCTION

It cannot be doubted that, in today's turbulent times, at a time that is characterized by the great changes with the increasing pace, every organization needs leaders, and, above all, good and positive leaders. The armed forces are not an exception in this respect, rather the opposite. It might be due to the fact that in the last time there is a tendency to deal with the preparation of professionals – officers more in the context of the training of leaders than the training of commanders. We do not know why this is so since the characteristics of leaders and managers is very positive. Managers, in particular, are characterized by objectivity, reality, analytical ability, discretion, diligence, sincerity, openness, honesty, sense of duty, the ability to help others. By contrast, leaders in particular, are characterised by features such as innovation, ingenuity, vision, enthusiasm, experimentation, creativity, strategic thinking, inspiration, conceptualisation, constant changes [1].

The requirements for the preparation of leaders and their competences are listed in various materials, for example, in the Armed Forces of the Slovak Republic (SR), the opinion of the Chief of General staff of the Armed Forces of SR is presented in the

Reference conditions for the education of future cadets and officers. These represent a wide range of capabilities in the field of management, leadership, legal and economic maturity, technical proficiency, language skills, and physical and mental prowess. In the field of leadership, the requirements of an officer in a leadership are set out as follows [2].

Officer as a leader must:

- know and be able to lead the subordinates,
- control on the high level of its military expertise and specialization of military expertise in terms of theory and practice,
- make the right decisions in stressful situations and in a hurry,
- have a high level of moral consciousness and morality,
- have knowledge in the field of geopolitics and international relations, adequately carried out by functions.

Other militaries define requirements for leaders and leading capabilities in a similar way [3].

But how to choose the right person, a professional soldier to a leading or management position?

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1. SELECTION TO LEADING AND MANAGING POSITIONS IN THE PAST AND TODAY

When we look at the recent history, in the second half of the 20th century we find that more than 90% of the graduates of military schools took up commanding-leading positions of the platoon commanders, the rest stayed in various technical functions. Those successful in the career continued in the command line, those less successful in the staff line (figure 1).

Very rarely will someone from the staff line (managerial) got to the command line (leading) and vice versa. It had to be for serious reasons, for example a very successful performance of the staff functions, or, on the other hand, special events, or failure of the commanding post. What was, however, essential, each of them has continued in his areas of expertise, which he studied and was therefore a good expert in a particular field. For many officers, however, remained the excellent command (leading) career doors closed.

Currently, we can observe a rather messy selection to the position of the leaders and managers. The system of careers and the rotation allows the alteration of management and leading positions, but a lot of times, also the transition from one branch to the other, which often causes the fact that the leader is not technically skilled and this reduces his leading credit among subordinates.

Neither one nor the other method of selection on leadership or management positions is quite right, and here again, the question then arises. What are the criteria to choose, how to

properly determine management or leadership capabilities for a particular function or a post? Years ago we came across Hickman test, which allows to indicatively determine management or leadership orientation of the tested [4].

To understand the ideas of Hickman test, let us introduce basic solutions. There are 36 questions and ability to choose answers of types a) or b).

Self-assessment questionnaire for inclusion in the category of managers or leaders, always circle the option, which will better characterize you:

1. In surrounds of the new group I prefer
 - a) to enter a group discussion,
 - b) talking individually with selected individuals.
2. I thrive better
 - a) with realistic human beings,
 - b) with those who have imagination and ideas.

After answering questions, fill in the table 1 and count the number of a) or b) answers in double columns.

In conclusions of the test, more personality characteristics of individual types are given:

- **INCU** – vivid visionaries, they are looking for new approaches, purposeful, subjective, thoughtful, trying for harmonious relationships, working hard, tend to inspire and motivate people.
- **IZRU** – objective and realistic, they are dependent and conservative, cautious and caring, silent, with a sense of obligation.

Table 1 Results of the test

	a	b		a	b		a	b		a	b
1		+	2	+		3	+		4		+
5		+	6	+		7	+		8	+	
9	+		10		+	11	+		12	+	
13		+	14		+	15		+	16		+
17		+	18	+		19	+		20	+	
21	+		22		+	23	+		24		+
25		+	26	+		27	+		28	+	
29	+		30	+		31		+	32	+	
33		+	34		+	35	+		36	+	
	3	6		5	4		7	2		6	3
	E	I		Z	N		R	C		U	V

After a more thorough study, however, we came to the conclusion that it is too simple to

be a reliable tool for determining management or leadership orientation. Therefore, we have

started to put our mind in this topic more deeply.

2. RESULTS OF RESEARCH

We started to test students with different experience. They were bachelor students of the study programme Management, students studying Defence Resources Management in the engineer study programme, and also professional soldiers in career courses:

- the basic command – staff officers course (BCSC),
- the higher command – staff officers course (HCSC),
- the course of national security for generals (CNS).

In addition to the classical procedure for the test and evaluation, we looked at three factors, which, as we discovered later, can play a major role in determining the management or leadership profile of tested students:

1. Behaviour of students during the test.
2. The results achieved in testing.
3. Time factor during the test.

2.1 Behaviour of students during the test

The first factor was the behaviour of students during the tests. Despite the warning before starting the test on a separate work in some categories, there was an attempt to copy out, or get information about answers to a question from a colleague. It was more evident with bachelor students tested in the next years – Chart 1:

- 2008 – 27 students - attempts to obtain information - 6 (2 times the same student),
- 2009 – 50 students - attempts to obtain information - 13 (3 times the same student),
- 2010 – 47 students - attempts to obtain information - 11 (2 times the same student),
- 2011 – 40 students - attempts to obtain information - 7 (2 times the same student),
- 2012 – 24 students - attempts to obtain information - 5,
- 2013 – 28 students - attempts to obtain information - 5 (2 times the same student).

Total – 216 students - attempts to obtain information 47.

Engineer degree students in the years 2010 – 2013, the numbers of tested students are as follows:

- 2010 – 25 students - attempts to obtain information – 2,

- 2011 – 41 students - attempts to obtain information – 3,
- 2012 – 45 students - attempts to obtain information – 3,
- 2013 – 40 students - attempts to obtain information – 2.

Total – 151 students - attempts to gain information 10.

Students of the basic command – staff officers course were tested in next years:

- 2009 – 20 students - attempts to obtain information – 2,
- 2010 – 48 students - attempts to obtain information – 2,
- 2011 – 52 students - attempts to obtain information - 2,
- 2012 – 44 students – attempts to obtain information – 1,
- 2013 – 42 students - attempts to obtain information - 1.

Total – 206 students - attempts to obtain information 8.

With students of the higher command – staff officers course and course of national security for generals, no cases of obtaining information from colleagues occurred, although 63 HCSC students and 12 CNS students were tested between the years 2009-2013 [5].

What is this "start" or knowledge to individual questions from neighbours? In particular, it suggests that the student does not know himself, does not have strong opinions about certain things, phenomena or processes. For some issues, the debate is often opened on whether students can answer the question Yes and No, in doing so, they have clear instructions. These statements clearly indicate that for these students the leading position is still far.

2.2 The results achieved in testing

The second factor has resulted in terms of qualified to the individual profile. When it comes to bachelor students but also the engineer degree students, in each double columns from YES – NOT rated by 7-2, 8-1, 1-8, 2-7 dominate. Conversely, BCSC results were dispersed across a wide range of answers 5-4 to 0-9, while the results of the responses in HCSC and CNS ranged in variety 5-4, 6-3, 3-6 and 4-5 – Chart 2.

It clearly indicates substantial radicalism and strength of Manager or Leader personalities in the bachelor and engineer degree studies.

Outstanding BCSC results show the significant differences in the participants of the course, on the one hand, young first lieutenants without much experience, on the other hand captains and majors with several years' experience and practice.

With the HCSC and the CNS closer results (5-4, 6-3, 3-6, 4-5), experience and a certain symbiosis of management and leadership capabilities matter significantly. This combination can be seen today in some works of the theorists of management and leadership (Benus, Nanus) who stress requirements for managers to possess management and leadership capabilities.

And why just the results (5-4, 6-3, 3-6, 4-5) determine a certain symbiosis of management and leadership traits? When we look at some of the issues (9,21), we find out that they are not so clear. For example:

Question No.9. I am more interested in:

- a) people and things,
- b) thoughts and suggestions.

Question No.21. I prefer to receive information in such a way that:

- a) I hear through other people's judgement on it,
- b) I read it myself.

During the test, or immediately after it, the tested asked us whether they can state a) and also b) in their answers. In the example above – Table 1, if we change the answer to the question No. 30 from a) to b), the orientation of the tested will change from an accountable manager into a leader perfectionist. The ratio of replies 7-2, 8-1 and 9-0, even in case of two changes in response, will not change the orientation of the tested, it refers to more distinct management or leadership orientation.

2.3 Time factor during the test

The third factor is the Time factor, it represents time which students need to answer the questions [6].

With bachelor students, this time is between 3.30 – 13.30 minutes.

- 2008 – 03.50 - 11.00 min.
- 2009 – 03.30 – 13.30 min.

- 2010 – 03.50 – 10.00 min.
- 2011 – 03.50 – 09.00 min.
- 2012 – 03.45 – 09.30 min.
- 2013 – 03.50 – 10.00 min.

Average time 3.45 – 10.15 min.

With engineer degree students, this time is between 4.00 – 9.00 minutes.

- 2010 – 04.00 – 09.00 min.
- 2011 – 04.30 – 08.30 min.
- 2012 – 04.00 – 08.30 min.
- 2013 – 03.45 – 09.00 min.

Average time 04.15 – 08.45 min.

With BCSC students, this time is between 4.10 – 8.30 minutes.

- 2009 – 04.10 – 08.30 min.
- 2010 – 04.00 – 08.45 min.
- 2011 – 03.50 – 09.00 min.
- 2012 – 04.00 – 09.00 min.
- 2013 – 04.00 – 09.00 min.

Average time 04.00 – 08.45 min.

When it comes to HCSC and CNS students, this time is between 4.00 – 8.00 min.

Because the number of individual categories was different, we checked results to a uniface scale - Chart 3.

The results indicate that the quickest students achieved the time around 4 minutes practically in all categories, but the time of test quits was diametrically different. Two bachelor degree students required longer time to answer the question, up to 13.30 min. They were the same students who had had problems with behaviour during the test and three times consulted answers with their colleagues. It suggests indecision and indeterminateness of students, despite the fact they took the test themselves and, also, self-evaluated it. The question is, how they will decide in extreme conditions, when fates of their subordinates depend on their decisions.

We were interested in the fate of the listed students after graduation. One of them has already left the Army and the second one has stayed on the third position with very negative evaluation in the past three years. This proves that negative rating resulting from the behaviour or the time factor indicates lower likelihood of a successful career on the leading position.

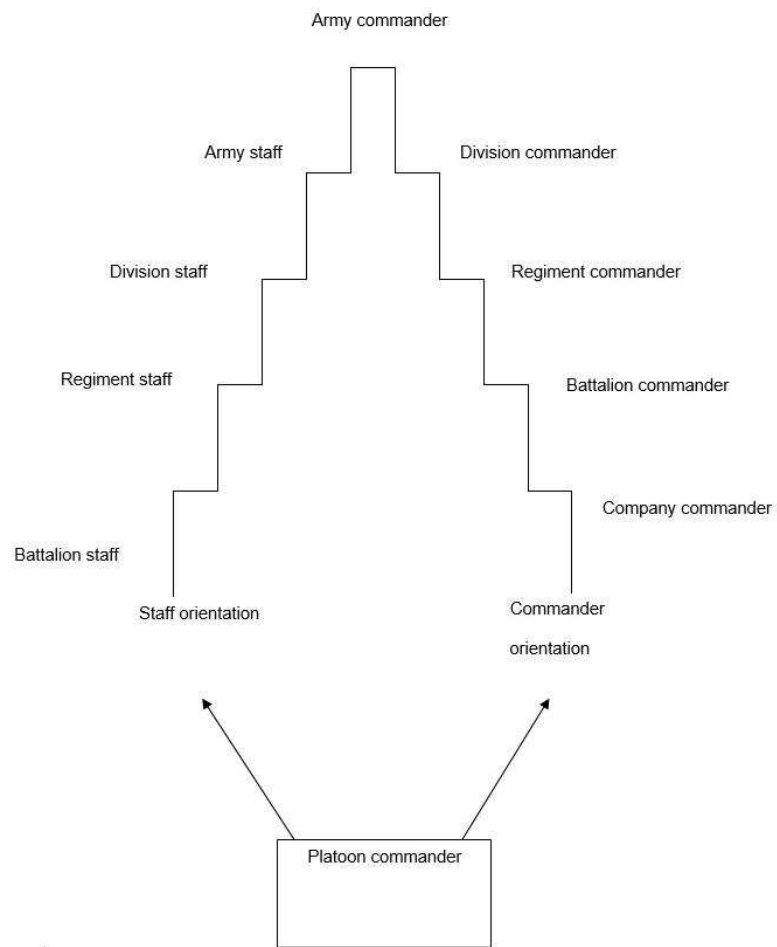


Figure 1 **Managers and leaders career**

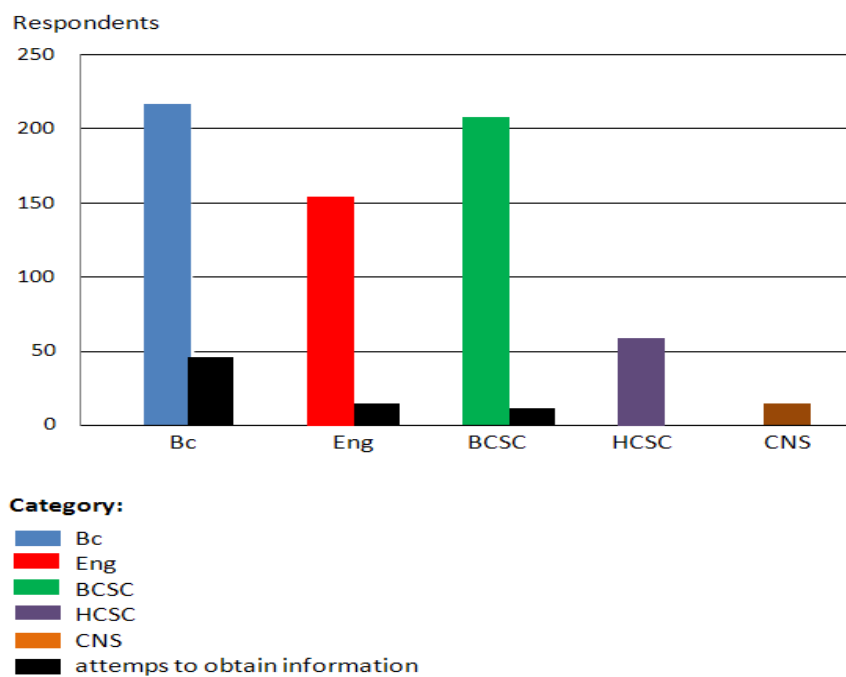


Chart 1 **Results of research**

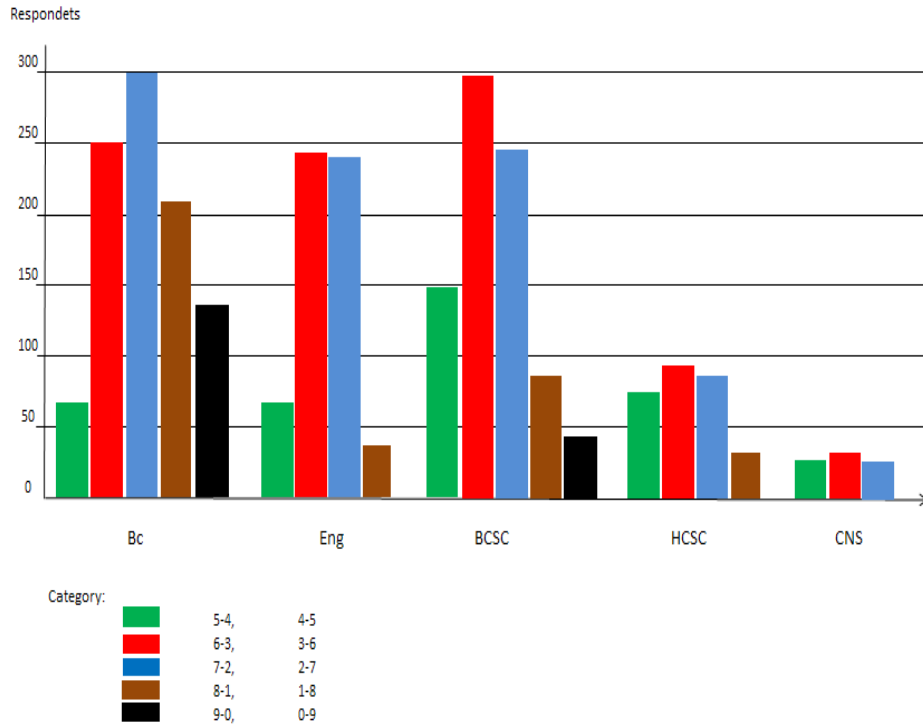


Chart 2 Results of test in different categories of respondents

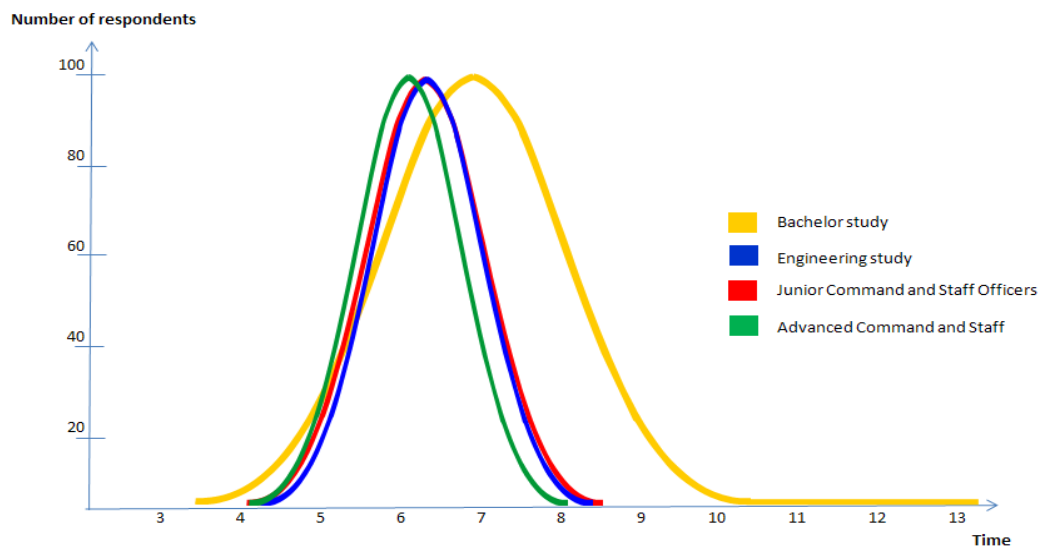


Chart 3 Time factor results according to groups

CONCLUSION

To obtain relevant information about the personality of the Commander, his management or leadership orientation, is very difficult. Any best test cannot replace personal knowledge or knowledge of the performance of functions. On the other hand, it may indicate

for which position, Manager or Leader, the officer (commander) will be suitable.

From the observations and the results of tests, we were able to find out that in addition to the classical evaluation, it is important to monitor the time factor, the behaviour of the respondents and results of answers rate as well. Sometimes, even more than the results of

test, it can give information about the nature and personality of the respondent. From this perspective, the results obtained can be evaluated as more valuable information about professional soldiers and their assumptions for certain functions [7,8].

It will certainly be interesting to compare the results with the survey that we have conducted in the past years at the Land Forces Academy in Lviv (Ukraine), at the University of Defence

in Brno (Czech Republic) and at Air Forces Academy in Brasov (Romania). The survey results could be known within a few months after processing.

Long-term perspective requires compliance of management and leadership [9]. Such cooperation releases the natural tension between managers and leaders and provides coordination of all major activities on a stable basis.

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