

MANAGERS OR LEADERS TO ARMY? – 2nd PART

MANAŽÉROV ALEBO VELITEĽOV DO ARMÁDY? – 2. ČASŤ

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ABSTRACT:

The contribution analyses results of research with Hickman leaders – managers test, conducted at Armed Forces Academy in Liptovský Mikuláš, University of Defence in Brno, National Defence Academy in Warsaw, Land Forces Academy in Lviv and Air Forces Academy in Brasov. The article mentions additional factors enabling the selection of candidates to leader and managerial positions, on different command levels. Their behaviour during the tests, the results in terms of profile qualification and the time factor were monitored and analysed. In conclusion, the authors compared the research results and attempted to explain the reasons of different results at particular academies.

KEYWORDS: research, leadership, management, test, evaluation

INTRODUCTION

For several years we have been conducting research at the Armed Forces Academy in Liptovský Mikuláš with the aim to specify the orientation, management or leadership, of our cadets, and thus enable them to be posted at appropriate positions - commanding (leading) or at the staff (managing). In order to determine the orientation of cadets, we have used a modified Hickman test [1, 2, 3]. After processing the results and their presentation at workshops and conferences at home and abroad (Armed Forces Academy in Liptovský Mikuláš (AFA LM), Land Forces Academy in Sibiu (Sibiu, the LFA), Land Forces Academy in Lvov (Lvov, the LFA), we decided to conduct similar research at foreign military universities in Brno, Warsaw, Lvov, and in Brasov and to compare acquired results with the research at AFA LM. Academies in Brno, Warsaw and in Brasov are situated in the countries (Czech Republic, Poland, Romania) which are, likewise the Slovak Republic, NATO member states, and they pay close attention to the preparation of commanders. Ukraine is a member of the "partnership for peace", and it has strong ambition to become a NATO Member State. By comparing the results, we wanted to identify the weaknesses in the preparation of cadets – the leaders, and

subsequently to point out the fields that would be required to be improved in terms of the preparation and training when implementing the study and military programmes for cadets.

1. METHODS

To obtain relevant results, we used a modified Hickman test, which consisted of the original part of the Hickman test [1], and the part that had been amended by three other criteria – the behaviour of the tested, the time factor and the results (score) of the tested students.

In order to understand the ideas of Hickman tests, let us introduce basic solutions [1]. There are 36 questions and ability to choose answers from options **a** or **b**:

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

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

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

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

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

INCU – Inspiring leader - clear visionaries, they are looking for new approaches, purposeful, subjective, thoughtful, striving for harmonious relationships, working hard, tend to inspire and motivate people.

IZRU – Responsible manager - objective and realistic, they are dependent and conservative, cautious and caring, silent, with a sense of obligation.

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

1. Behaviour of students during the test.
2. Results in terms of qualification to the individual profile.
3. Time factor during the test.

The first factor was the behaviour of students during the tests. Despite the warning about the necessity of individual work, in some categories before the test, there was an attempt to copy out or get information about answers from other colleagues [2]. What is this caused by? In particular, it suggests that the student does not know himself, does not have strong opinion on certain things, phenomena or processes. These statements clearly indicate that for these students the leading position is still far away.

The second factor was results in terms of qualification to the individual profile. The results in double columns of types 9 - 0, 8 - 1 and 7 - 2 mean a strong orientation to management or leadership capabilities. On the other hand, the results of types 6 - 3 or 5 - 4 mean that the tested have management and also leadership capabilities. This means, in the case of the result of 5 - 4 in a certain double column, one changed answer may change the orientation of the tested. In the example 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 third factor is the Time factor. It represents time which students need to answer the questions [3]. It often indicates indecisiveness and indeterminateness of students, despite the fact they evaluated their own personalities. The question is, how they decide in extreme conditions when fates of their subordinates depend on their decisions. In 2008 – 2014, the tested candidates of the AFA in Liptovský Mikuláš (the students of Bachelor and Master studies) as well as the career education students (in the rank of a captain to a colonel) needed the time between 4.00 – 8.00 minutes, in 90% of cases, to respond to all 36 questions.

The modified test, accompanied by three factors (criteria), was used to test the students of the academies mentioned above [6]. Considering the possibilities and the availability of individual categories of students (e.g. The National Defence Academy in Warsaw does not have bachelor's degree cadets, but only educates officers in the framework of the career education). Here, we focused on two categories of the tested:

1. Cadets of the 3rd year of bachelor studies - AFA LM, University of Defence in Brno (UD Brno), Air Forces Academy in Brasov (AFA Brasov).
2. Students of the career education at the level of higher command – staff officers course (HCSC), which represent the rank category of a major to a colonel - National Defence Academy in Warsaw (NDA Warsaw), Land Forces Academy in Lvov (LFA Lvov) and AFA LM.

The test sample in the 1st category was formed by 50 cadets of Armed Forces Academy in Liptovský Mikuláš, 47 cadets of Air Forces Academy in Braşov and 46 cadets of the University of Defence in Brno.

The test sample in the 2nd category was formed by 42 students of the career education (HCSC) of Armed Forces Academy in Liptovský Mikuláš, 39 students of the career education of National Defence Academy in Warsaw, and 43 students of the career education of the Land Forces Academy in Lvov.

In order to achieve objective comparison, the results were converted to percentages in both categories. The testing took place in 2013-2015.

2. RESULTS

The test results have been evaluated and assessed in the following areas:

- The number (percentages) of cadets and students with management, or leadership orientation, based on classical Hickman test,
- Behaviour of students during the test (The number of cadets or students who were trying to get information from other sources),
- Results in terms of qualification to the individual profile (The number of cadets and students with results in the range of 9 – 0, 8 – 1 and 7 – 2, or with results in the range of 6 – 3, 5 – 4),
- Time factor during the test (The number of cadets and students whose time factor was in the range of 4.00 – 8.00 minutes, or those whose time was under 4 minutes or over 8 minutes).

The number (percentages) of cadets and students with management or leadership orientation

The results in both categories, cadets and also students of career education at all academies were fairly balanced – Figures 1 and 2. The highest number of cadets with leadership orientation was from AFA Braşov – 58% (the ratio of a Manager–Leader 58%-42%), followed by AFA LM 54% (the ratio of a Leader-Manager 54%-46%), and UD Brno 48% (the ratio of a Leader-Manager 48%-52%), Figure 1.

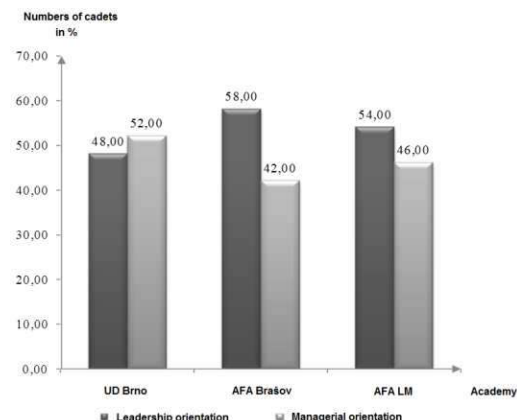


Figure 1 Numbers of students with leadership or managerial orientation

Among students of the career education, the highest number of students with leadership orientation was at NDA Warsaw 60% (the ratio of a Leader –Manager 60%-40%), followed by LFA Lvov 55% (the ratio of a Leader –Manager 55%-45%), and AFA LM 52% (the ratio of a Leader –Manager 52%-48%), Figure 2. With reference to previous research, it cannot be assumed that a different number of cadets or students significantly influenced the results in leadership or management orientation.

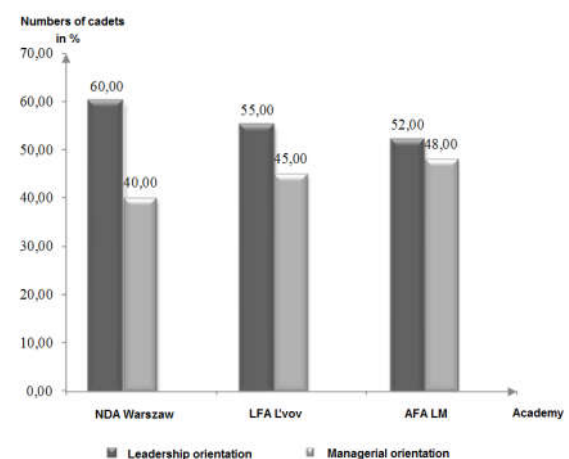


Figure 2 Numbers of students with leadership or managerial orientation

Behaviour of students during the test (The number of cadets or students who were trying to copy answers from other sources). Since in the 2nd category students at higher headquarters – staff course (rank category major – colonel) have been tested, in none of the academies there was an attempt to obtain or consult the answers.

Similarly, in the 1st category – cadets, there was only one case (AFA LM) where the respondent sought information from other sources. From this point of view, it can be stated that all the participants mastered this task well.

Results in terms of qualification to the individual profile (The number of cadets and students with results in the range of 9 – 0, 8 – 1 and 7 – 2, and with the results in the range of 6 – 3, 5 – 4)

In this area, more significant differences between the cadets and the students of various academies were found. In the 1st category – cadets at AFA LM, up to 17.5% of cadets achieved the results in the range of 6-3 and 5-4 that means to the extent where management and leadership competences blend together. On the other hand, only 4% of cadets have strong management or leadership profiles. At UD Brno, the ratio of assessment (5-4, 6-3) to (7-2, 8-1, 9-0) was 12%: 14%. This ratio amounted to 4%: 20% at AFA Brasov, which means that the percentage of cadets with a distinctive management or leadership orientation here was the highest – Figure 3.

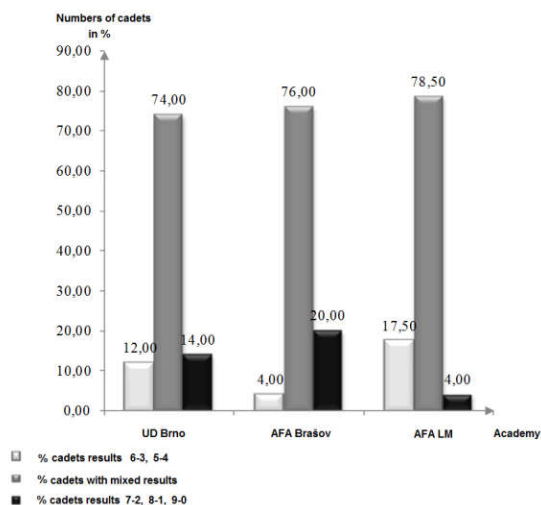


Figure 3 Results in terms of qualified to the individual profile cadets

14%. At LFA in Lvov, the ratio of assessment (5-4, 6-3) to (7-2, 8-1, 9-0) was 10%: 14% of the students - Figure 4.

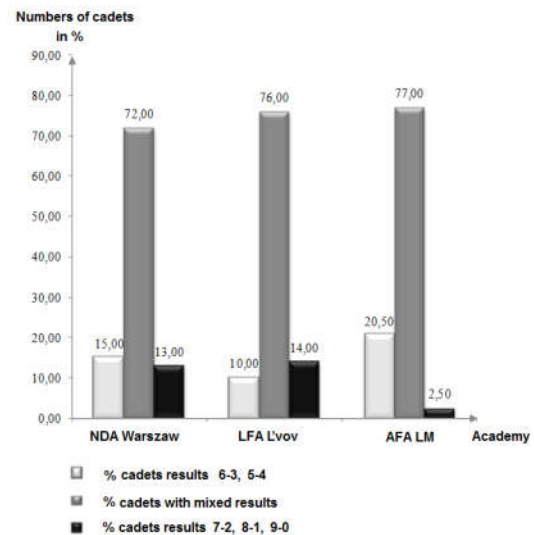


Figure 4 Results in terms of qualified to the individual profile students

Time factor during the test (The number of cadets and students whose time factor was in the range between 4.00 – 8.00 minutes, or of those whose time was under 4 minutes or above 8 minutes).

The speed of decision-making, and especially in extreme situations is one of the most important traits of the commander. Elaboration of the answers to the questions from the test, even though it is a relatively simple test – self-assessment, shows the significant differences between cadets and students. In the 1st category – cadets, cadets from AFA Brasov dominated in the speed of decision making, where up to 15% of the cadets reached the time under 4 minutes. Cadets of UD Brno and AFA LM had quite a balanced score – 8% and 6%. 8 minutes over the limit was reached by 10% of cadets from UD Brno, 11% of cadets from AFA Brasov and 12% of cadets from AFA LM - Figure 5.

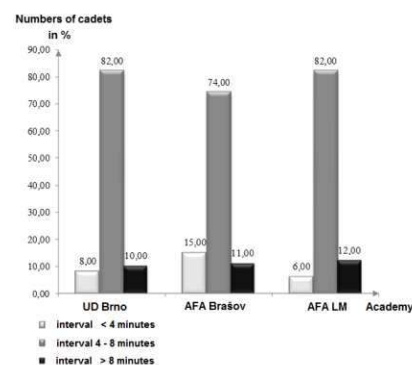


Figure 5 Time factor - cadets during the test

In the 2nd category – the career education students, students of LFA Lvov dominated, where up to 18% of students fell below 4 minutes, followed by NDA Warsaw with 10% and AFA LM with 5%. On the other hand, only 9% of students from LFA Lvov, 5% of the students from NDA Warsaw needed more than 8 minutes to finish a test, and there was not even one student from LM AFA who required extra time - Figure 6.

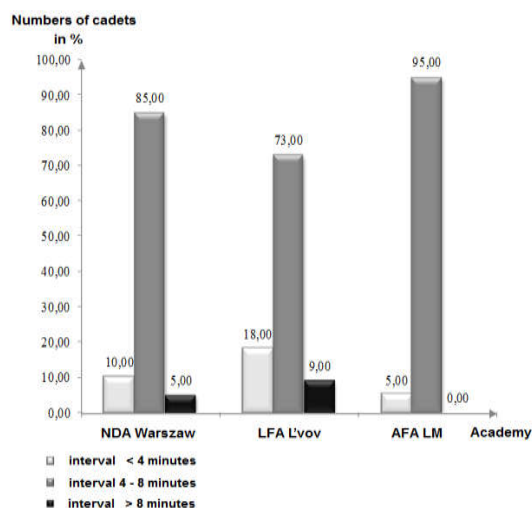


Figure 6 Time factor students during the test

3. EVALUATION OF THE RESULTS OF THE RESEARCH

What do the achieved results and their comparisons at each of the academies prove? As far as it relates to the field of management or leadership orientation based on classical Hickman test, the results are balanced, especially in the category of cadets and in the category of students. Cadets and students of military schools achieved the results in the range of 10%, while the average number of cadets with leadership orientation was 53.3%. The average number of students with leadership orientation reached 55.5%.

These results correspond to the results of long-term research at AFA LM [2, 3]. When comparing the results of the evaluation of the 1st criterion "Behaviour of students during the test", the career education students achieved stable results. Cadets, as opposed to long-term results tracked at AFA LM (mainly among cadets of the bachelor study), were, in this respect, a balanced partner to the students. Interesting results were achieved by comparing the other two criteria - time factor during the

test and results in terms of qualification to the individual profiles.

The time factor during the test expresses the ability of rapid decision-making, which is one of the major traits of each commander. The best results here were reached by students from LFA Lvov, where the difference between LFA and AFA LM was only 13%. Among cadets, the best results were achieved by cadets from AFA Brasov, where the difference between AFA Brasov and AFA LM was 11%. On the other hand, when assessing the criterion Results in terms of qualification to the individual profiles that reflects a symbiosis of leadership and management capabilities, the best results in both categories were reached by cadets and students from AFA LM. The difference between cadets from AFA LM and AFA Braşov in the third place was 13.5%, the difference between students from AFA LM and LFA Lvov in the third place was 10.5%.

What do different results and a relatively large difference between the results of each of the schools indicate?

In the course of the stay at various schools, we had a chance to become familiar with the courses and training systems. By a comparison of curricula and study programmes, we have found the following:

1. Possible reasons for differences in the "Time factor".
 - At AFA Brasov and LFA Lvov there are 25% and 30% more subjects aimed at decision-making, they are not just theoretical subjects such as Management, Leadership, Operational Analysis, Decision-making, or Decision-making Processes, but the emphasis is on their application to the military environment in subjects such as Command and Control, Combat, Combat Service, Automated Command Systems, Fire Management, Operational and Combat Use, Modelling, and Simulation.
 - At the above mentioned academies, there is almost 50% more of the practical teaching, or practice in the troops than it is at AFA LM or UD Brno (in units and formations according to the specialisation of cadets and students).
 - At the above mentioned academies, there is up to 30% higher proportion of the use of modelling and simulation (constructive and living simulation focused on decision-making).

- At LFA Lvov students attends up to 50% of more various, multiple-stage headquarters-staff exercises compared with AFA LM.

These activities have a direct impact on the development and improvement of the decision-making competences and, thus, on the speed of decision-making.

2. Possible reasons for differences in "Results in terms of qualification to the individual profile".
 - Education at AFA LM and UD Brno is much more oriented on the theory than on the practice compared with the AFA Brasov and LFA LVOV.
 - The proportion of subjects aimed at developing creativity, analytical and logical thinking at AFA LM is almost 30% higher (social science subjects, Fundamentals of Management, Management, Leadership, Management Communication, Warfare, Human Resources Management, Management of Military Units, Methodology of Preparation of the Units).
 - A significant proportion of the education at AFA LM has been done by project management and its use in application subjects, for example Logistic Support, Armament and Technical Support, Material Management, where cadets and students are forced to perform deeper analysis, and on their basis to draw the relevant conclusions essential for the final decision.

These activities are clearly a tool for developing management and leadership capabilities that can be used depending on the situation, in peacekeeping or combat conditions [4].

CONCLUSION

Looking at the results, we can say that the differences between the management and the leadership orientation of cadets and students at various military schools are not significant. The differences can be seen in the assessment of criteria Time factor and Results in terms of qualification to the individual profile. These are the criteria that are important in certain situations, however, both criteria are in mutual contradiction. While in combat conditions the speed of decision-making is more important, even though at the expense of the quality of the decision taken - Time factor, in the ordinary course of life (peace conditions) the priority should be given to the quality of the decisions - Results in terms of qualification to the individual profile. Where to find the optimal solution? For AFA LM and UD Brno, this could be to strengthen the practical part of education aimed at the development of decision-making capabilities. On the other hand, for AFA Brasov, LFA Lvov, and partly also for NDA Warsaw, the recommendation should be directed towards the strengthening of the theory, the development of analytical thinking and project management.

The management of military schools will get familiar with the results, and the extent to which recommendations will be accepted depends only on them. The results may also be used in the current process aimed at the effort to internationalize military education in the Central Europe region - iMAF international military academic forum [5].

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