

PREPARING STUDENTS IN INSTITUTIONS OF MILITARY EDUCATION

Prof. Benone ANDRONIC^{*}, Ph.D.
“Carol I” National Defence University

At the beginning of this century, the officer’s role is to serve his country and the values he believes in. He is also an actor determined to accomplish, together with the soldiers under his command, the mission entrusted to him in order to build a safer and more peaceful world.

This framework demands the officer to be in the same time a soldier, citizen, leader, state servant, and promoter of peace.

Regarding the relationship between the state of peace and war, we learn from history lessons that nowadays the world’s social relationships are complex and unpredictable. However, these relationships are enhanced by the reduction of the available time to decide and act. The technological advances in computer science, mass media and communication represent the main reason for these changes.

Keywords: new world order; new risks; multiform crises; the will to self-improve; operational integration.

Based on political and military considerations and existing socio-economic situation, a new type of war different from the one of industrial age is now foreseen. This war will focus on high-performance technology, on the computerized processing of information, on misleading acting, aiming at less human and material damage and reduced consumption of resources.

New risks, new forms of war, new doctrines, and new tactical procedures are emerging constantly, and sometimes, what is well known today, tomorrow suffers dramatic changes or even disappears. The old threats are still looming and it would be a mistake to think that they have been eradicated. Therefore, the false hopes after the first Gulf War triggered by the “new world order” and based on dominating authority, unfortunately echo the lessons learned and constitute a sincere and illusory rhetoric. I do not think we can be surprised if the conflicts should again use nuclear weapons after the Cold War.

* e-mail: benoneandronic@yahoo.com

In this situation, it would be in vain to train officers according to an identified type of threat. The only "certainty" which looms at the horizon is unpredictability. In my opinion, under these conditions, the training of our officers has to take into account two major aspects:

- the high capacity of officers for adaptation; it is impossible to imagine the particular forms of threats to include in training;
- the mission circumstances which are analyzed and confirmed by the operational experience gained in theaters.

In this word of globalization, threats do not stop at our country's borders. The distinction between internal and external security is less clear. These threats are more than ever "multiform" and difficult to stop. They are represented by the risk of large-scale attacks, the proliferation of mass destruction weapons, and multiple crises, open or latent conflicts identified inside or near the eastern border of the European Union.

The ability to obtain information about these threats in quasi real-time from the Internet and to transform it in useful knowledge and even manipulate it, constitutes a new form of power. The risk of wealth and development disappearances between "linked" countries can increase, so the involved countries become ready to cede some of their sovereignty to supranational entities or even to "disconnect" and dismembered others. The occurrence of such events will be a source of many multiform crisis centers and of the escalation of violence on our planet if they it is not predicted and gradually reduced. These crises will lead to political, social and economic turmoil, and will occur inside the state "with a weak government" that can serve as refuge for terrorist networks and weapons, drugs, and persons traffickers.

The world of our future military will be undeniably marked by the uncertainty.

Diversifications of missions, engaging in situations that are neither war nor peace, multiplication of parties to the conflict characterize the current condition in which the military profession is performed. In most operations, the objective is now to "win the peace" after its restoration after war. Apart from military aggression and terrorist groups' threats, the armed forces are and will be called, even more frequently to cope with natural and major medical hazards. In these situations the military forces are often the only able to be responsive to the necessary actions to carry out large scale operations.

On national territory, the officer will also receive missions in the context of disaster aid in public service, especially when terrorist actions occur, which may raise the question of national security.

In the latter case, action will be in coordination with the forces maintaining constitutional order and public bodies.

In an army that will have to rethink its evolution and constantly adapt, the 21st century officer will be involved early in his career in various operations, which are more complex, more progressive, more versatile than before. He should be able to adapt immediately and be able to anticipate contingencies. Besides his ability to reproduce the theoretical schemes learned in the training and doctrinal provisions, the officer will be able to understand the situation, no matter how complex it is. He will need to produce, choose, design, conceptualize, and give new meanings to his actions. In addition, he will have to train subordinates, showing them the direction and aim to achieve, and will have to bring about acceptance and enthusiasm.

The analysis of all the previous elements, conditions and prospects of the future officer will enter the mission that will have to have three main skills:

- discern the complex;
- decide in uncertainty;
- give orders in adversity (hostile conditions).

To discern the complexity, whatever the circumstances, the officer must think clearly, be well organized, have multidisciplinary knowledge, make links and connections between his knowledge, possess mechanisms that enable him to mobilize them, update them, confront them, organize, interpret, put them into perspective, and express them.

When making the decision, after discerning the meaning, the officer should possess first of all the physical and moral force needed to overcome such situations. This force is not acquired or maintained only through a continuous exercise. He must not only be kept in perfect physical condition, but gradually hardened to deal with situations which are increasingly tougher.

In this way, he will show physical courage, the willingness, and ability to overcome any obstacle at any cost. But it is also the moral force to be taken into account. It is often missing today and allows easy copying (imitation). The use of ideas, behaviors, learned in the preparation, identifiable by customs, or thinking distinctive signs will not be sufficient. This trend, absolutely natural to the youth, must be overcome very quickly by the future officer. For this purpose, he will have to be put in a position of responsibility often in contexts that are not familiar in order to make real choices and see whether they are feasible. After accepting the complexity and intellectual choices, he will confront with difficult intellectual moral and ethical choices, which will dictate his management actions.

Finally, due to hostile conditions, he has to appeal not only to his intellectual capacity in order to discern the physical and moral power to make decisions, but he also needs to know how to order the men and women

entrusted. In addition to the moral requirements, human responsibility, sense to the general interest and all the qualities that allow him to join by example, the officer will have to possess communication techniques, pedagogy, psychology, essential training and information of a group of professionals.

To create such an officer with a well organized mind, with remarkable physical strength and moral as well as sufficient control capacity, he needs that in the preparation and training stage to have the qualities and fundamental aspiration to develop knowledge and harmonize provisions.

Qualities and aspirations feed the future officer, him building, in particular, solid qualities such as openness, honesty, enthusiasm, spirit of camaraderie, but also aspirations to serve the nation, to exercise his responsibilities in order to build a close-knit team.

This must be completed first. Future officers will enrich the basic skills and aspirations until they have achieved a genuine sense of duty and high civic sense. Qualities of generosity, will, courage and sacrifice, and discipline, self control, respect for others and for the common good, rigor, honor and patriotism will have to be developed gradually and then maintained. These qualities and aspirations can not be useful unless they are combined with a tailored set of knowledge. For officers, it is not specialized knowledge, but the excellent multidisciplinary knowledge that will make them act in a socially fluent way. This basis, organized by general and military knowledge, enriched with experience, will give competence to the officer.

Finally, vocation is good, and to the appropriate knowledge gained, potential of intellectual, physical and moral should be also added. It is interesting to analyze that lust and desire work for private human relations, imagination and pragmatism, sense of organization and initiative, ability to adapt and anticipate, ability to listen and express the desire to win, and convince, sense of serving their country and others, and the desire for life and sacrifice.

Selection of young officers for the job will aim at them having generally good harmonious qualities, aspirations and general knowledge in their process of becoming these being easily exploited. Flexibility of thinking is also taken into consideration because this will allow them to change situations. It is possible that often contradictory reasoning should lead to appropriate solution. Therefore, in the taste for action and human relations one's intellectual work and reflection can be hidden. In other situations, pragmatism and sense of organization destroys the spirit of initiative and spiritual curiosity.

Certainly, acquiring a balanced foundation will encourage the officers to strive to prepare. This must be done for the youngest, at the time of initial (military college), because they have shaped personalities and good learning skills. The particularity of our military academies is also to prepare students that already have a job and are eager to learn.

Conversely, the graduation being inexperienced, they are generally concerned to acquire skills connected to their responsibilities. To a lesser extent, they agree to learn instructions, if they come down to simple recipes in the exercise of leadership. However, this pedagogy is of paramount importance and therefore, teachers and instructors will take care of their training. They will have to teach officers to accept complexity and overcome problems in order to be able to perform delicate tasks entrusted to them since their first operational employment.

Today, we see clearly the consequences which might result in complexity: the inability to decide and even worse, dangerous decisions that will be based on relevant analysis and can result in losses and unnecessary human mission failure. If the military teachers accept students' acquire skills and agree to teach as many lessons learned they will find need self-knowledge - that exactly matches a balanced corpus of possibilities - a set of knowledge or the opportunity to prepare for competition or work experience or other skills connected to their vocation. Self-knowledge is needed first, and then more knowledge to transmit in order to build motivation.

Their motivation should make them ready for learning and give them confidence as soon as the actors responsible for their training step in. In this sense, they must also have role models and these models will be teachers and their instructors.

We have now all the elements that allow us to define the training project for the future officer. However, as it is neither possible nor desirable to learn everything from initial training, we must focus on essentials. Indeed, the preparation of experienced officers will progressively come in with tactical and technical skills which will make them competent to exercise command on different levels of military hierarchy.

The initial goal is therefore to provide a pedestal future officer with necessary and sufficient skills, knowledge and opportunities that will then allow him to acquire and consolidate the experience and work. He will be provided with a foundation on which he will gradually and harmoniously build the career of an officer. The provision of training to officer must therefore be made after we have verified that he has basic skills and aspirations, enabling him to:

- develop additional skills full of genuine and deep sense of civic duty;
- acquire a broad general education as well as technical and tactical fundamentals (in terms of knowledge and skills) essential to any military commander;
- acquire all possible balanced physical, intellectual and moral skills indispensable to any officer. Pedagogical and psychological processes in which to optimize this training should be limited to the following rules:
 - orientation of the structures of all general education officer by profession;

- combination as often as possible with general education and technical or tactical skills;
- placement of students; early stage will include the possibility to be autonomous and responsible both in their preparation and their actions.

The project preparation should also be guided by concerns for demanding quality in accordance with the legitimate aspirations of future officers, on the one hand, and on the other, character, often extremely difficult missions that will be assigned in the early stages.

Therefore, the training project includes three complementary and inseparable areas:

- military training which will make all the technical skills required and sufficient for the initial training stage;
- academic preparation that will allow the assimilation of a vast general culture and develop a taste for intellectual effort (conceptual project);
- preparation of human which must prevail throughout school and will allow future development of progressive and balanced officers.

The training program should be part of fully customized training goals and needs of groups of Armed forces.

On the one hand, this choice may promote maturity of knowledge, skills, knowledge, and give officers their status. On the other hand, chiefs of staff can weigh the needs and define the content and pace of officers' initial training. To preserve this skill when the forces' context of employment is in a profound evolution, and requires the officers' training to become more complete, is clearly an imperative.

Although cross-shaped, this training also implies overlapping periods of military training with academic ones.

Here are just some ideas on preparing our army officers. Therefore, I consider this subject is still open to debate in order to have a more complete picture on decisions to make so that Romania can meet the new demands of the national and multinational operational field.

BIBLIOGRAPHY

Legea educației naționale. Legea nr. 1/2011.

Siegfried R., *Protection against New Asymmetric Underwater Threats*, Conference Proceedings - Underwater Defence Technology Europe 2006, Section 10A.2.

Șoricuț Cristian, *Sisteme de înaltă securitate*, in the magazine „ALARMA - Arta de a trăi în siguranță!”, september 2008.