

THE FORMATION OF LEADERSHIP OF CADET AT MILITARY ACADEMY

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Abstract: The article discusses the features of the formation and development of leadership qualities in cadets studying at Military Academy. Referring to the literature are explained the basic concepts of leadership including military leadership, the differences between a leader and manager, the need to form leadership qualities in officer and a set of these qualities. The article highlights on the required conditions, pedagogical and organizational, the usage of which will make the process of formation and development of leadership qualities among the cadet more effective.

Keywords: leadership, influence, cadet, training, educational, patriotism, professionalism, communicative, self-confidence

Introduction

An analysis of the service practice in the troops of young officers who have graduated from military school shows that they perform the appropriate formal command position according to policies established in the regulations. However, after serving for one or two

years, in order to achieve effective influence on subordinates and get successful result, they understand the importance to master leadership skills as persuasion, inspiration, and motivation besides official authority. The analysis of the military service shows that a young officer who prefers to manage a unit only in a command and administrative manner has serious difficulties in taking adequate measures in a complex and uncertain environment, as well for decision-making in limited time. Therefore, an officer without leadership qualities often does not know the potential of his abilities and skills loses himself in difficult and tense situations and get confused. He or she lacks the ability to quickly adapt to new conditions and make appropriate decisions, to keep self-control and calm in tense situations, to show initiative at work, dexterity and courtesy in relations with subordinates and superiors, sensitivity in solving private problems. Young officer without leadership skill, cannot establish warm

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relations with his, but only gives orders and monitors their execution, which consequently led to losing their respect and trust among subordinates. Even if reluctantly, in peacetime and in daily activities, soldiers will carry out the orders of these commanders because of obligations, but just giving orders is not enough to win the battle. In order to efficiently and successfully solve any tasks, the officer must respect the dignity of his subordinates, take care of them, convince and inspire them, in a word, be a leader. Officers with leadership qualities can successfully perform tasks in all circumstances and easily cope with negative situations. Today, it has become an important condition for each unit commander to have leadership qualities, and leadership is already integrated with the command, especially at the tactical level. For this reason, the development competence, character, and other leadership traits is one of the most important missions in training officers.

Leadership allows officers to think creatively, to be well organized, to clearly define tasks, to attract and convince subordinates, to skillfully apply all other elements of combat power and to successfully lead unit. An officer, who has leadership skills, is not inclined

349

to act by chance, he or she thinks deeply, analyses the events widely and anticipate its. Such officers have a strong will, the necessary knowledge and skills to work with people, they understand the moral and psychological state of subordinates, can increase their enthusiasm and encourage them to successfully fulfill all the tasks assigned to the unit and win the battle. The leader officer is able to take the initiative, solve creatively non-standard tasks, build the trust and respect leading by example, reduce risks and create sincere relations with subordinates and between them. Numerous combat experiences have shown that soldiers support all the decisions of commanders and officers whom they accept and love as leaders, willingly risk their lives to carry out their tasks and do not even hesitate from self-sacrifice. Soldiers always support decisions of their leaders and sacrifice life for them. [FM 6-22, Leader Development, 2015, p.11].

Development.

The most controversial issue about leadership is the question of its heredity. Are leadership qualities innate or the result of personal effort and work? Observing shows that most prominent leaders are diligent, hard-working,



assertive and communicative individuals in the world. It does not mean that ordinary people do not have any leadership traits. Every person, if they are not mentally disabled, has certain leadership qualities, but it is very important to know, identify, discover and develop these traits throughout life. According to a well-known scientist and founder of the ontopsychological school Antonio Meneghetti, author of the book "Psychology of the leader", every person has certain inborn leadership qualities, but this does not mean that he will become a leader. A person who wants to be a leader must have and reach a certain level of culture, education, and life experience [Meneghetti Antonio, 2014, P. 11]. For example, let's assume that a person has a talent for a great and influential speaker, which is important for leadership. Despite the fact, that he or she has some innate features, such as tone of voice, gestures, pose and facial expressions, it is almost impossible to succeed in intercourse without constantly improving and developing communicating skills. Numerous stories about distinguished leaders tell us that they have achieved great success in their careers due to enormous determination and constant training and self-

350

improvement. Many of them have got special training and course to learn, develop and improve some sociability skill. Training does not show that they are incapable, but rather that they want the best and strive for it.

Modern research shows that leadership is not just a set of personal traits, skill and abilities but also it is a special type of interpersonal relationship [Igbaekemen GO, Odivwri J., 2015], which related to human behavior. Accordingly, it was concluded that, by appropriate combination of training, exercise and experience it is possible teach every person certain leadership behaviors, which enable to conduct effective interaction with people within group. Therefore, leadership can be learnt and/or acquired over time, but important to mention that leadership is both a science and an art.

It is a science because the explanation of the leadership process and its application require extensive knowledge and should be based on objective facts. For this reason, leadership courses and books can help you become good leaders. During the inquiring the various studies and theories about leadership, which were conducted at different times people



learn to analyse leadership from different perspectives and as a result to be a more effective leader. The study of leadership provides a person with the skills and habits for practical application of leadership in everyday life. In addition training help people to reveal some leadership traits and abilities, which existence they don't know.

Leadership also is the art, because leadership competencies and skills cannot be learnt only by reading book or article. The formation and improvement of leadership qualities also require practical experience and personal development. During this process leader, recognize his or her opportunities, weaknesses and strengths related to personal traits and works on its. Practical experience help leader according to situations choose and apply appropriate behavior and style, which was learnt previously.

Consequently, successful development of leadership competencies and skill of military officers is a continuous, sequential, and progressive process. Leader development achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through the training and education opportunities in the instit-

351

tutional, operational, and self-development domains. [FM 6-22, Leader Development, 2015, P. 11]

Necessary knowledge, skills and experience for leadership development of military officers first are established in military academy. Successful formation of leadership qualities of cadets in military academy includes comprehensive development of personality trait and professionalism, which are key components of effective leader. It creates the best chance at accomplishing tasks, missions in dynamic, unstable, and complex environments, anticipating and responding effectively to the social and technological challenges and continuous growth as an officer after graduation.

A junior officer just after graduation have to carry out their commitment to the Nation, mission, unit, superiors and subordinates, effectively lead unit and solve problems in an increasingly complex and changing environment, also take action when cut off from higher commands, or not provided specific guidance and direction. He or she also has to establish the interpersonal relationships based on trust, respect and setting the example for everyone—subordinates, peers, and



superiors, create cohesion in the unit among the personal with different age, rank, gender, nationality and social status. As was mentioned above this reality requires graduates to have leadership skills, which enable them to be informed, competent, responsible, self-directed, solve all problematic issues. Successful formation of leadership of cadets in military academy help them after graduation as junior officer to effectively influence the action of subordinates and accomplish tasks. Additionally this process has significant impact to further development of leadership abilities of military officer throughout their career.

Researches show that, age-specific characteristics, intellectual level, capacity of cadets and their-positivemotivation towards military study also the educational, training, technical capabilities of a military school and its specific features are suitable for the formation of leadership qualities.

The military academy cadets are young boys or girls aged 18-22 years. This is an important stage in young adult's emotional and psychological development. In these ages, profound changes take place in the state of mind of a young person both in quality and in

352
 quantity. They are preoccupied with self-growth in the context of society and strive to find their place in the society. Already at this age, young people acquire a wide range of cognitive activities and worldview, begin to realize their personality qualities and capabilities, re-evaluate relationships with people and look for ways to establish relationships with them as well as how to end. In addition they think about their prospect, evaluate who they are and start expressing their views about what activities they want to engage. Their thinking becomes more complex. At these ages, the young adults reach some degree of self-confidence, self-discipline, self-esteem, assistance, social activity, initiative, integrity, responsibility, endurance, organizational qualities that are essential for effective leadership. Observations show that young adults strive to be a leader in certain issues among peers and express own idea. They want to impress, lead, direct and organize, demonstrating their talents in a social environment. All of these cognitive, psychological and social characteristics of cadets create good basic for successful formation of leadership in military school and require



special attention approach from commanding and teaching staff and.

Education in higher military academies significantly differs from education in civil universities and has specific features. The military school is a closed educational institution, with some confinement and strict rules, where higher education combine with a classical military environment. A student at a military school, who called the cadet, spend most of times at academy learning military, technological, social, political, economic and mathematical subjects associated with professional knowledge. The basis of the military academy is a temporary, but prolonged cadet group. This group is formed from boys and girls who have graduated from high school and military boarding school (Lyceum). Each of these categories has its own specific socio-psychological characteristics and belong to different family, social, religious, ethnic, athletic, and educational environment. The specific features of the military school such a long-term training of cadets in closed conditions creates an opportunity for their close acquaintance, interaction, communication and exchange of experience. Using this opportunity, the commanding and

353

teaching staff contribute to the creation of a healthy spiritual, socio-psychological environment in the cadet's team, which is very important for the successful formation and development of leadership in the educational process.

When cadets enroll in a Military academy, they become members of Armed forces, take the military oath and participate in a combination of academics, training, and experiential learning. Along with studying general and military disciplines, cadets engage in guard duty, drills, ceremony, tactical and physical exercises, experience, are acquainted with the profession, organizational and subordination rules and requirements of military service. Active participating cadets in professionally oriented activities develop their professional competencies as key component of leadership. It should also be noted that unlike compulsory military service, the education in military academy based on voluntary recruiting, which creates a positive personal motivation to be a leader.

Research Methods

At the initial stage of formation of leadership competencies and skills of



cadets in military academy, it is necessary to evaluate and determine each cadet's leadership potential and their knowledge. The obtained data creates the useful data for directing main effort on cadet's development in leadership and tracking their success. One of the appropriate ways to determine the leadership potential of cadets at initial stage is a psychometric test, which based on assessment of factors related to personality and designed to measure candidates' personality and cognitive abilities to perform the role. Since the late 20th Century, The Big Five model of personality is widely considered the most scientifically effective way designed to measure the five basic factors such as openness, conscientiousness, extraversion, agreeableness and neuroticism which define human personality and account for individual differences. [Kamaraju, Meyer, Stephen J. Sm., 2011]. Some researchers found strong relation between big five and leadership and come to conclusion that certain personality factors from Big Five are associated with being effective leader. [Northouse Peter, 2019].

These factors listed below according to their association with effective leadership:

354

1. Extroversion- factor strongly associated with leadership and include important traits of effective leader. This factor implies the social and practical aspects of influence, the ability to establish close and effective relations with the members of the group. People with high extroversion are sociable, assertive, self-confident, ambitious, communicative and positively energetic. They have tendency to lead, express and defend their position, attract attention and to be active in a group;

2. Conscientiousness- the second important factor relating with effective leadership, which show how responsible and serious a person toward work. Leaders with high conscience have developed the high sense of responsibility; they serve the country honorably, with distinction and integrity. They are patriotic, reliable, determined, disciplined, organizational, accurate and self-directing. On the other hand person with lower score of conscientiousness are mostly lazy, inattentive, weak-willed, and carefree;

3. Openness- people who tend to learn new things and enjoy new experiences usually have high score in openness. Openness includes traits like being creative, innovative, insightful and



imaginative and having a wide variety of interests. Persons scoring low openness are mainly conservative, they do not like innovations, prefer convenient, routine and familiar work;

4. Neuroticism-relates to one's emotional stability and refers how resistant a person to stress and negative emotional triggers. Effective leaders should show low degree of neuroticism. These leaders remain calm under pressure, control their emotions, handle stress better, can work longer more effectively, and recover faster from hardship. Emotional self-control, balance, and stability enable leaders to make sound, ethical decisions. People with high neuroticism are nervous, they often can not take appropriate action in stressful situation;

5. Agreeableness-weakly associated with leadership and implies how easily person got influenced by others. Individuals with high degree agreeableness are friendly, cooperative, and compassionate, but easily fall under the influence of others. Such person tend to believe and trust to everyone without judgment. They have a soft character and are therefore often regarded as naive and obedient person. People with low agreeableness may be more distant and

355
sceptical. They try to impose their opinion, and care little about the well-being of the group.

6. As a basis for studying personality, the Five-Factor Model has proven quite comprehensive and it is still the most mainstream and widely accepted framework for personality. The psychologists Paul Costa Jr. and Robert McCrae together developed the questionnaire (test) called NEO Personality Inventory (or NEO-PI) to measure neuroticism, extraversion, openness, agreeableness and conscientiousness. [Courtney Ackerman, 2020]. It provides a structured and complete psychological description about personality.

Conducting of psychometric test among cadets after enlisting in military academy help to analyse, identify their personality traits and get initial idea about leadership potential. Learning cadet's strengths and weaknesses help to create an individual development plan that builds upon those strengths and compensates for (or eliminates) weaknesses. TAC officers, professors and academic advisors make a unique and valuable contribution to the cadet's leadership development. The main condition of successfully imp-



mentation this process are receiving continuous feedback from observations, regular analyzing progress with the cadet based on these observations and adjusting the plan as necessary.

Discussion.

The process of formation of cadet's leadership includes three stages: providing theoretical knowledge about leadership; developing and inculcating the qualities necessary for leadership; practical development of leadership. As was mentioned leadership is art and therefore one of the important conditions for its development in a military academy is an establishing academic course, where cadets learn about the science of leadership in the classroom. The aim of this academic course is to explain cadets the essence of leadership introduce cadets to what it means to be a leader, and why it is valuable as a life skill and in careers. In addition these courses provide an overview of the theoretical framework for the practice of leadership in military organizations leading to the application of theory and best practices in their leadership practice.

The contents of this course as following;

356

Leadership – basic definition of the concept and components of leadership. Leadership theories (development and the present situation). Key personal characteristics and values that support successful and effective leadership. Traits, Skills and Behaviors;

– Leadership in the Military. Leadership, command and management. Differences between qualities, capabilities and behaviors related to them in civil and military sector. Identifying resources that affect military officer at commanding post power and influence; use and misuse of power. Types of leadership styles and their appropriate application in military;

– Emotions and self-management, emotional intelligence as essential leadership traits and its significance in the role of military leader. Handling emotions and stress. Significance of communication skills for establishing relationship with superiors and subordinates. Personal risk of leader: personal traits endangering effective leadership;

– Leadership and decision-making. Dealing with conflict. Conflict prevention and crisis management.



This course enhance cadet's interest to leadership, helps them to understand of its essence, to learn key leadership qualities and styles and to apply them effectively, to assess one's own strengths and weaknesses in leadership capacities, to understand the importance of communications skills in leadership practice.

Simply teaching leadership in classrooms is not enough for successful formation of leadership in military academy. This process along with learning theoretical knowledge includes nurturing and developing key leadership qualities among cadet through training, practice and experience. The outstanding military theorist Karl Clausewitz wrote: "Everything in war is very simple. But the simplest thing is difficult." [[Carl von Clausewitz quotes, 2020]. Military books such Field Manual give knowledge about organizing and employing fighting forces on or near the battlefield, rules, standards, techniques and procedure, deployment or redeployment, marching, using reserve, calculating the combat force and etc. However, it is difficult skilfully to apply this knowledge in battle, to take risks, to know in advance, what the enemy will do. Even much more difficult to move

357
troops without losses for hundreds and thousands of kilometers, providing them with everything necessary, to lead soldiers when they are exhausted, to convince them to fight and self-sacrifice, to show personal example and courage at the right time and place in order to establish confidence and trust. Numerous examples from history show that how distinguish military leaders such are Alexander the Great, Julius Caesar, Genghis Khan, Napoleon, Mustafa Kemal Ataturk, Bernard Montgomery, Dwight Eisenhower coped with these difficulties and achieved great victory and success over powerful enemy. For this reason personal, social, professional physical, cognitive and psychological features of these leaders, also contemporary requirement determine key leadership competencies and skills of military officer that enable him or her to achieve mission accomplishment in dynamic, unstable, and complex environments. These qualities are: professionalism; patriotism; self-confidence; advanced communication skills; empathy; honesty; sound judgment; analytical thinking; leading by example, creativity; initiative; courage; determination; selflessness; humility; mental agility; resilience;



ability to convince and inspire[ADP 6-22, Army Leadership And the Profession,2019]. In military academy the formation of leadership of cadets, focus on development of patriotism, professionalism, self-confidence and communication skills. These qualities closely and effectively interconnect with others and form key components of military leader. A true leader is always a patriot. Patriotism is a complex multifaceted social phenomenon, which represents sense of love and pride for the country, Fatherland, people, culture and national value. A patriot selflessly serves homeland, always prefers interest of the county, organization and people to own, deeply and heartily attached to national, spiritual and moral values. They are honest, disciplined, act with integrity and have wide world outlook. The patriotic people have high degree of conscientiousness, which is an important personality factor of effective leader. For this reason, patriotic education of cadets remains one of the priorities of character development in military academy and considered as an integral part of leadership formation process. The education of cadets with a sense of patriotism is carried out in the learning environment of a military academy,

358

which not only has a stimulating effect on the development of cadets' patriotic and civic qualities, but also contributes to their self-education, self-expression of patriotic feelings, socialization and readiness for selfless activities aimed at protecting the Fatherland. The military patriotic education of the cadets is a continuously process, which continue from enrolling in military academy up to graduation.

The aim of this process to:

- Strengthen the sense of pride for country, national value and attribute, military force and uniform and service to the nation;
- Instil sense of honor, integrity, dignity, duty, discipline;
- Create conscious desire and readiness to defend the country, fight and die for it if necessary;
- Perpetuate the memory of soldiers who fall defending motherland;
- Form necessary abilities to educate other in the spirit of patriotism.

TAC officers, professors and academic advisors actively participate in patriotic education of the cadets, by inspiring them, showing personal example in discipline, honorable



behavior, morale and knowledge. The patriotic education of fourth and third class cadets focus mainly on strengthening and instilling main categories of military patriotism (honor, integrity, dignity, duty, discipline and sense of love and pride for country) in academic courses, meeting and interview. Lecture and seminar in academic disciplines such are “Major History”, “History of the Fatherland”, “Military History”, “Art of War”, “Geography”, “Law”, “Literature” provide the intellectual foundation for understanding the essence of patriotism and significantly contribute to the formation of patriotic consciousness, world outlook, developing an appreciation of law and rules. Especially very important role of seminar, where cadets read and analyse wide range of sources. Consequently, the seminar promote cadet’s intellectual curiosity, independent learning, enrich their knowledge and improve interpretation and communication skills.

During regular activities, meeting, interview and training TAC officers, professors and academic advisors closely monitor each cadet’s behavior and asses their development.

359

Purposeful and regular interview with cadets about acceptable and unacceptable behavior, military regulations, law, moral value and ethical rules, help to instill and develop a sense of honor, integrity, dignity, duty and conscious discipline.

The most important leadership quality of military officer is ability to develop other. Along with having high sense of patriotism the officers also, lead patriotic education in their unit. For this purpose, the first and second class cadets are actively involved in planning, organizing and leading patriotic education of third and fourth class cadets in military academy and soldiers during internship in regular army. Active participation of senior cadets in these events help them to understand the professionally oriented process of patriotic education, to treat others with dignity, to build self-confidence and to develop courageous communication skills. The conferences on patriotic topics, which include plenary speakers, workshops, small group, discussions play important role to extending cadet’s knowledge, acquiring self-confidence and effective speech.

High professionalism, which means a deep knowledge of the nature



and characteristics of his profession, is one of the most important qualities of an officer in the role of leader. Leadership and professionalism two different, but closely interconnected qualities, the success of one very much affects the success of the other. It is almost impossible to act as an efficient leader if officers are lacking in professionalism. [Newman Stephen, 2020]. Professionalism is a prerequisite for the formation and maintenance of reputation in workplace, the building trust, the implementation of tasks successfully both in peace and in war. In contemporary world, professionalism is not limited only to knowing the essence of own work. A true professional knows other areas, has a broad world outlook, be able to make the right decisions in difficult situations and works for the benefit of people.

Researches show, that one of the most prominent personal features of great military leaders, which led them to success, is a professionalism. Professionally thrived officers have qualities of high extroversion, conscientiousness and openness that positively related with leadership. Demonstrate tactical and technical competence and leading by example they establishes trust, gain

360

respect, build confidence in their subordinates, provide convincing purpose and right direction. They exercise disciplined initiative without needing constant guidance from superior, project self-confidence, reduce uncertainty and maintain self-control in tense situations through steady control over emotion, also have psychological and physical capacity to overcome failures and obstacles. In general, professionalism of military officer is competence to successfully fulfill mission, accomplish any task and solve complex problem owing to acquiring knowledge, skills and experience. [Oana N. B. (2013)].

The robust professional development of military officer occurs through acquiring necessary knowledge and experiences during education, study, training and practice in military academy, courses and troop. The main part of professional education is conducted in military academy, in the courses and troop happen to improving already acquiring skills and competencies.

The professional education of cadets in military academy is a sequential acquisition of knowledge and skill through academic, military, and



physical programs. The contest of these programs should be formed in accordance with modern requirements and needs. The aim of these programs to develop of following qualities in cadets, which enable them to respond effectively to the complexity and uncertainty that characterize the variety of missions they will encounter as Army officers:

- Displaying the appropriate tactical and technical knowledge and skill in methods, procedures, equipment and assets for the position after graduation. Effectively and creatively use this knowledge to make sound decisions;

- Leading by example, developing adaptation ability to quickly changing environment, having the psychological and physical capacity, endurance and courage to overcome failures and obstacles also to lead others from the front;

- Acquisition conscious and solid discipline, act according to applicable laws, regulations, and unit standards;

- Having ability to make sound judgment, logical reasoning and critical thinking, to use new technology to accomplish the mission;

361

- Acquiring necessary competencies to develop and educate subordinates by counseling, coaching, and mentoring.

The most important condition for successful development of professionalism of cadets are strengthening and maintaining incentive and positive motive in them for future officer's career, prospects, creating positive educational environment and a sense of satisfaction with the choice of profession. From this point of view, professional self-determination, which is an important factor of achieving necessary level of professional competences and planning future career, has significant impact to enhancing cadet's motivation to studying, learning and to self-development. Professional self-determination includes perception of belonging to the chosen profession; formation image of "professional-self-awareness" which enable to asses and understand opportunities, strength and weakness related to professional growth and ways to develop [Alexandrovna E.E., 2013].

Young people usually have problems with professional self-determination at the beginning of their education, because they do not fully



understand and cognize the essence of chosen profession, the benefit of academic courses and what they should do, know and learn to be competent.

Therefore, the successful formation of professional self-determination in cadets at the beginning of their education in military academy has create good and solid base for further development of professionalism. At this time, which called adaptation period, most of cadets first time get acquainted with military service, with regulations, rule and requirement of Armed Forces. Experience shows that in the first year, especially during adaptation period some cadets fell disappointment and dismay due to the difficulties, hardships, strict rules and requirement that they encounter in military academy. In order to eliminate this situation, TAC officers, professors and academic advisors assist cadet to adapt new environments, harsh conditions and training, help to overcome difficulties and to release psychological tense. It is vital to inspire and motivate cadets at this period, support their effort to overcome education obstacles and explain them that all difficulties in education, training are necessary step to be successful and professional in their military career. The

362

content, process and methods of cadet professional education within the Academic Program should contribute to the development of scientific and technical professional expertise, raise cadet's interest to academic courses, to acquiring and improving necessary traits and skill.

The effectiveness of professional education acquired by:

- Applying competent approach in education;
- Integrating education, science and innovation;
- Creating the positive climate in the pedagogical process;
- Providing cadets with objective and correct facts, theories and rules that reflect the current state of sciences and disciplines;
- Systematic analysis the current requirements for military specialists;
- Creating flexible academic program, which enable to make corresponding change in contest;
- Using the new, advanced and motivated methods in the educational process and abandoning outdated views, ideas, and concepts;
- Integrating theory and practice. The



professional competence of a junior officer is determined primarily by the extent to which he or she can put the acquired knowledge into practice [Smirnov NP, Razgonov VL, 2016]. Currently at military academy the competent approach gain significant role in terms of acquiring knowledge, skill, ability, initiative necessary for effective fulfilment of professional activity through the modernizing of educational process and implementation of modern educational technologies. Competent approach in education provide cadets with wide variety of knowledge and skills, with ability to effectively use its and to pass to other, also create and strengthen sense of honor, dignity and responsibility [Valieva Z., 2018]. The aim of the competency-based approach in the educational process in a military academy is the formation of military-professional competency, which allows cadets skillfully to use the acquired fundamental knowledge, skills in their future professional activities.

The modern interactive and engaging educational methods, such are dialogue-discussion, role-play and problem-solving techniques, create active learning environment and develop the cadets' creative and critical thinking,

363

which are key element of modern professionalism.

Dialog-discussion technique imply the active participation in the discussion of the problem, where teacher encourage each cadets to take advantage of opportunities to present, discuss, and debate ideas. By actively participating in the discussion, cadets acquire the courage to express opinion, to defend own position, to speak convincingly also the ability to think critically and creatively. According to the Swiss psychologist and philosopher Jan William Fritz Piaget, the creator of this, a discussion of the intellectual problem among equal people develops critical thinking [Khilko m, M. Tkacheva, 2010]. A vital point in the application of dialogue-discussion technique is maintaining the high activity, encouraging passive cadets to participate in debate also making systematic analysis of the opinions and ideas.

The problem solving technique means to solve problematical and complex situation, which needs active participation, cooperation and dialog within group, the producing and applying different point of view, effective ideas and variant of solution. The information provided in the created



conditions is contradictory and incomplete, and cadets are asked to assess the situation, analyze possible events and make appropriate decisions. This technique develops cadets' creative and critical thinking and decision-making skills, enhance their intellectual versatility and ability deal with ambiguity and promote cooperation and teamwork.

Role-play technique is a technique where cadets explore realistic situations and apply acquired knowledge into practice. In this technique, the cadets perform a particular command position and make proper decision according to given situation. The advantage of role-play technique is developing cadets' leadership ability to solve tactical problems through comprehensive analyzing the situation, to practice of critical thinking, to make well-reasoned decisions in real close situation.

The role-play technique is widely used in the tactical exercise that play significant role in developing practical skills. In tactical exercise, the senior cadets fulfill the role of unit commander, where they practically learn to command and manage unit in complex operational environments, make decisions and take appropriate action in

364

any situation. Along with practical skills, these exercises provide cadets with military and tactical knowledge necessary for future field training, develop sense of self-confidence, strong will, endurance and ability to control emotions in stressful situations.

Internship in regular Army has great impact on developing professional competencies and skills of senior cadets. During internship the cadets carry out the duty of certain unit's commander position and acquire chance to put their knowledge and skills into practice in real active service. The effectiveness of internship is achieved by actively involving cadets in training, management and organizational process of unit, giving them initiative and responsibility to make decisions. Each cadet at the end of internship is evaluated and receive feedback.

Physical fitness while crucial for success in battle is the cornerstone of professionalism. Physically fit and healthy officer easily cope with difficult terrain, extreme climates and maintain high performance in complex operational environment. Sufficient physical fitness diminishes the effects of stress enable officer to handle stress better and keep emotional stability,



which are essential to the effective decision making. These officers feel more competent and confident, can work longer more effectively, and recover faster from hardship.

The developing of physical competency of cadets, which is essential part of successful development of professionalism in military academy, includes several stages. Experience shows that new cadets have different level of physical development. For this reason at first stage is assessed physical competency of each cadet. This assessment provides TAC officer and instructors with knowledge to identify the condition of physical fitness of cadets, which is necessary for planning and monitoring subsequent development. After assessment the main effort at first stage focus on developing and improving basic physical qualities of fourth and thirds classes of cadets, such as endurance, strength, dexterity, military movement and fundamentals of combative t physical activity and exercise.

At the second stage, which includes the second and fist classes, the main efforts are aimed at improving of acquired physical fitness, formation of skills and ability to develop other. This

365

stage prepares future officers for their roles as fitness leaders by equipping them with the knowledge to plan, implement, and assess unit physical training in a variety of conditions and by giving them opportunities to apply this knowledge. For this reason senior cadets as a leader actively participate in a fitness activities and exercises designed to increase theoretical and practical knowledge. In variety courses cadets learn the administrative, medical, and biological aspects of developing physical competency through physical activity and exercise.

Very important foster in cadets the sense of self-responsibility for their personal fitness and a lifetime commitment to maintain their physical fitness.

Self-confidence can be described as faith in one's own strengths and abilities without fear, hesitation, or doubt. Self-confidence is a solid foundation of leadership. Trying to develop leadership without building self-confidence is like building a house without a foundation in the sand. Outside, this house, no matter how beautiful it is, is doomed to a slight shock. If the leader lacks self-confidence, he cannot gain the trust of



his subordinates. This sense gives the leader the opportunity to expand the boundaries of his capabilities and gain new experience. When people, who lack self-confidence, given a task or faced with a problem, they try to avoid this situation or to delegate the task to someone else. Bernard Bass, a well-known American behavioral researcher, analyzed ten prominent leadership studies and concluded that leaders have higher self-confidence than their followers. He believed that charismatic leaders gained the trust and inspiration of their followers through their self-confidence. [Bas Bernard. M, RiggioRonald. E.,2006].

Along with professionalism, self-confidence is a key factor in the career growth of an officer. The success fulfillment of the officer's duty is largely determined by this feature. Firstly, in a difficult situation, soldiers trust such a commander. This creates an appropriate emotional atmosphere in subordinates. Secondly, the commander's confidence is psychologically transferred to his subordinates, who act accordingly. A confident officer is quite calm and overcomes fear even when they are under stress and pressure. Thirdly, a confident officer is determined in critical

366

situations and able to take risks if necessary. Fourth, self-confidence is very important in communicating with other. An indecisive, vacillating officer cannot build confidence and properly represent and defend the own and interests of his unit.

Self-confidence is a socio-psychological quality that is formed in the process of personality socialization. In military academy the sense of self-confidence in cadets achieved by training, knowledge, experience and talking, also by creating the positive thinking environment, prioritizing value systems and developing self-esteem.

Training, knowledge, experience give the cadet the feeling of well preparedness, which ultimately lead to development sense of self-confidence in ability to handle situations, roles and tasks.

TAC officers, professors and academic advisors inspire and support cadets to overcome challenging situations, help them to believe in own strength and achieving success, to understand and prioritize personal values. The main rule of creating positive thinking in cadets is to trust and treat them with respect, highlight, celebrate their strengths and success,



help to know weaknesses and mistakes and to find way to improve or manage weaknesses. Respect and trust-based approach gives cadets the sense of happiness, helps them to recognize own social and personal values and develop self-confidence [Mammadzade R., Abdullayev A.et. all.,2008].

The profession of officer requires communication skill, because the success of mission depends how he or she effectively communicate with soldiers, seniors, civil person and influence a subordinates. The effective communication skill is main quality of high extraversion which implies social and practical aspect of influence. History has a lot example when great commanders in the most difficult situations won the hearts of solders, convinced them to do self-sacrifice due to influential speech and ultimately achieved victories. Officers with good communication skill speak and write clearly, use style, vocabulary, voice, tone, and level of formality appropriate to the audience, also have ability to build strong relationship, listen and understand the communications of others. The communication skill also is one of four factors of emotional intelligence [Torres-CoronasT, Vidal-Blasco

367

M,2017]. In order to be effective in communication officers along with having influential speech, rich vocabulary, should have ability to understand and control one's own emotions as well as understand other people's emotions and feeling, with whom he or she commuicate.Developing strong communication skills in cadets becomes one of the top priorities of leadership formation at military academy. Cadets engage in listening and speaking in every course, daily in class discussions and often in formal presentations, under the guidance of instructors. Dialog-discussion technique and presentations significantly improve the communication skills of cadets. During discussion cadets learn to listen actively and speak clearly, using style and vocabulary, gain courage to express and defend own opinions.

Initially many cadets feel terrified when asked to speak in front of an audience. Some of these initial fears can be reduced by making and giving presentation about various topics. Preparation of effective presentation requires ability to find, evaluate, analyze, and synthesize appropriate sources. During presentation cadets improve their effective listening skills through



evaluating others' presentation, learn to speak in front of a group, use words with precision and adopt appropriate voice, tone, and level of formality.

Psychology and Sociology as an academic disciplines play important role in developing communication skill, as well as leadership. In these disciplines cadets gain specialized skills and knowledge related to understanding human behavior, cognition, emotion, social relationships and social interaction making them uniquely prepared to make effective communication and ultimately lead people.

At military academy cadets should be encouraged to read book. Reading helps cadets to enrich vocabulary, enhance their sentence-structure abilities and improve overall communication skills. As cadets read, they will become more comfortable with the native language and be able to use it more confidently both in oral communication and written work.

Conclusion

The formation of leadership qualities of cadets at military academy is a sequential, interconnected and purposely constructed educational process, which involves the creation of favorable socio-psychological and socio-

368

pedagogical conditions that allow cadets to acquire knowledge and skills of effective leader. The purposeful development of the leadership qualities of cadets significantly increases the effectiveness of their professional training, strengthens the motivational and practical readiness for leadership in their career, and also stimulates their need for self-development and self-realization. The modern interactive and engaging educational methods, such are dialogue-discussion, role-play and problem-solving techniques, also involvement cadets in leader's role develop their creative and critical thinking, decision making skills, organizer and management ability and ultimately leadership.

The successful formation of leadership of cadets at military academy includes:

- Understanding the essence and importance of leadership and acquiring theoretical knowledge;
- Developing of moral and ethical values, such are sense of high patriotism, honor, duty and integrity;
- Having psychological and emotional qualities, such are self-confidence, self-awareness, positive motivation, emotional stability



and awareness, calmness under pressure, resilience;

– Projecting professional qualities, competencies and skill, such are proper military appearance, tactical knowledge about fundamentals of their duty position related to warfighting, tactics, techniques, and procedures, technical knowledge related to equipment, weapons, systems, and functional areas, conscious discipline, high fitness, endurance, courage, effectiveness in commanding;

– Having social and communicative qualities, such are effective communication skill, ability to influence, build trust and respect, create strong relationship, know feeling of people, empathy, desire to take care of subordinates;

– Having high intellectual qualities, such are critical and creative thinking, sound judgment and decision making, mental agility;

– Having pedagogical qualities, such are ability to provide an example, develop other, and create a positive climate.

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