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ADAPTACJA WSTĘPNA W SYSTEMIE WYŻSZEJ EDUKACJI WOJSKOWEJ NA POTRZEBY BEZPIECZEŃSTWA I OBRONNOŚCI

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INITIAL ADAPTATION IN THE SYSTEM OF HIGHER MILITARY EDUCATION FOR SECURITY AND DEFENSE NEEDS

Abstract: *The article presents a proposal for how to form cadet competencies in the process of initial adaptation to a military academy. A simplified model of cadet initial adaptation aimed at basic leadership competencies to achieve personal development in terms of ethics and morality, building self-discipline and social relations was proposed. The need to strengthen the system of education for security and defense within military departmental universities was identified.*

A survey of experts' opinions and a qualitative analysis of cases of competence formation of military students in the process of initial adaptation in selected land forces academies, i.e. the Polish Academy of Land Forces named after General Kosciuszko (AWL), the United States Military Academy (USMA) of West Point, the Austrian Theresian military academy i.e. Theresia Military Academy of the Federal Ministry of Defense (TM), the Greek military academy i.e. Military School "Evelpidon" (S.S.E). Only the direction of educational activities to ensure high quality command for strengthening security and defense was indicated.

Keywords: *officers-cadets, initial adaptation, military university, leadership competencies, shaping military students, military education, education for security and defense.*

INTRODUCTION

The military crisis related to Russia's aggression against Ukraine in 2022 has brought to light the need to dynamize changes in education for security and defense. In this situation, the proposal to carry out the mission of universities educating for security and defense, i.e. "to make education a certain pillar of defense and state security"¹ has become realistic.

¹ Kaźmierczak, Danuta 2018. *Edukacja w zakresie bezpieczeństwa i obronności*. Kraków, Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej 2018, s. 97. Retrieved from: <https://depot.ceon.pl/bitstream/handle/123456789/20290/Edukacja%20w%20zakresie%20-%20druk.pdf?Sequence=1>.



This means, among other things, redefining, defining and implementing in a certain time frame the goals of education in military universities, which, through the training of officer cadres, directly affect the quality of defense operations and correspond to the forms of modern warfare².

In the analyzed cases of land forces universities, education is aimed at achieving knowledge and skills typically military, as well as the formation of character and skills that will allow cadets to achieve basic, real-world competence in command³.

In the current reality characterized by a rapid pace of change, non-linearity, incomprehensibility and constant anxiety⁴, which are associated with, among other things, actively conducted warfare, the preparation of officer cadres requires high-quality competency matching. This process refers to the uninterrupted continuity of training and character formation of cadets from the moment they enter a military academy⁵.

Nowadays it's all about high awareness of the need for self-development⁶, effectiveness in unpredictable situations, ability to deal with psychological operational activities that are not military in nature and are aimed at breaking the morale of soldiers⁷.

Of particular importance in this regard is the moment of deployment to the military academy. Wanting to learn more about the development of command skills, the author of this article paid attention to the role of adaptation and the development of leadership competencies.

² Wierzbic, Arkadiusz; TAUROGIŃSKA-STICH Agnieszka 2022. *The formation of student leadership competence at selected military academies in the world* (page 513). Scientific Papers of Silesian University of Technology – Organization and Management Series – Issue No. 164, 2022. DOI: <http://dx.doi.org/10.29119/1641-3466.2022.164.39> [29.05.2023].

³ Cf. Shields David, Light 2011. *Character as the aim of education*. Phi Delta Kappan, 92, pp. 48-53 and Mueller, Robert A.; Tullek, Abdullah 2012. *Leadership in the U.S. Army: A qualitative exploratory case study of the effects toxic leadership has on the morale and welfare of soldiers*. Retrieved from: <https://www.proquest.com/openview/bf74f235c78cb5b551897346ffd86caf/1?pq-origsite=gscholar&cbl=18750>, on February 20. 2023, pp. 117, [28.05.2023].

⁴ On the basis of the: Taskan, B.; Junça-Silva A.; Caetano, A. 2022. *Clarifying the conceptual map of VUCA: a systematic review*, *International Journal of Organizational Analysis*, Vol. 30 No. 7, 2022, Retrieved from: <https://www.emerald.com/insight/publication/issn/1934-8835> [15.12.2022].

⁵ See: Matthews, Michael D.; Eid, Jarle; Kelly, Dennis; Bailey Jennifer K. S.; Peterson Christopher 2006. *Character Strengths and Virtues of Developing Military Leaders: An International Comparison*. *Military Psychology*, Vol. 18, 2006. Retrieved from: https://doi.org/10.1207/s15327876mp1803s_5, [online: 28.06.2023].

⁶ Hinds, Ryan M.; Steele, John P. 2012, *Army Leader Development and Leadership*, *Military Review*, Kansas, USA, 2012. Retrieved from: https://www.armyupress.army.mil/Portals/7/militaryreview/Archives/English/MilitaryReview_20120229_art010.pdf. [31.05.2023].

⁷ See: Bartosiak, Jacek (edyted by) 2022. *Armia nowego wzoru*. Strategy&Future, Zona Zero sp. z o.o., Warszawa 2022, s. 404.



She analyzed a case study of the process of adaptation and the formation of leadership competencies at this stage, in selected military academies, in selected land forces academies, namely in: polish AWL, – american USMA, austrian – TM, greek – S.S.E. The conclusions of the analysis, along with the opinions of experts, were aimed at, among other things, wanting to learn from others, learning about different patterns of competence formation at the pre-adaptation stage, systematizing the concept of pre-adaptation, and designing proposals for leadership competence formation at the pre-adaptation stage for use in military universities.

1 INITIAL ADAPTATION AT MILITARY UNIVERSITIES

The process of adaptation in organizations is the final stage of a successful recruitment process. The concept of adaptation in the literature most often indicates the circumstances of introducing new people to organizations, schools or vocational colleges, which have to do with educational conduct that contributes to inducing a sense of satisfaction and committed behavior.

In particular, attention is paid to the relationship of targeted adaptation to positive attitudes toward the organization and the shortening of the period of time to achieve good self-efficacy⁸. Adaptation as an intentional process of education and upbringing that affect the formation of a person physically, morally and mentally⁹, plays a special role in the process of inducting individuals into the military academies. Cadets are individuals in the early stages of early adulthood¹⁰, which determines in advance the adaptation of adaptation methods. It is necessary to take into account the specifics of command training, whose task is to strengthen the country's defense capabilities for NATO and EU needs, through competency matching for future command positions¹¹.

⁸ NEKORANEC, Jaroslav; NAGYOVÁ, Lenka 2014. *Adaptation of employees in the organization and its importance in terms of human resource management*. Management and Economics, The Armed Forces Academy of gen. M. R. Štefánik, Liptovský Mikuláš 2014. Retrieved from: https://www.armyacademy.ro/reviste/rev1_2014/NEKORANEK.pdf. [28.05.2023] and Rosse Joseph, G.; Miller, Howard E. 2000. *Model of Adaptation-1-Toward a comprehensive model of the employee adaptation decision proces*. Retrieved from: <https://leeds-faculty.colorado.edu/Rosse/Research/WDSI-Adaptation.pdf>. [28.05.2023].

⁹ Aleksander, Tadeusz 2017. *Pedagogiczne elementy adaptacji (kierowanej) społeczno-zawodowej nowych pracowników*. „Annales Universitatis Mariae Curie-Skłodowska”, Lublin – Polonia, vol. XXX, nr 2, Warszawa 2017, s. 115–. s. 115–116.

¹⁰ According to Erikson Erica H., early adulthood is the period from age 18 to 35, [in:]. Erikson, Eric H., 1993. *Childhood and Society*. W.W. Notrhone & Company, New York 1993, s. 262-263. It should be noted that this case is about the beginning of early adulthood, when young people leave school and prepare to become military officers.

¹¹ See: Taurogińska-Stich, Agnieszka 2022. *Shaping the leadership competencies of military students during the initial adaptation process* (dissertation), Wrocław University of Economics and Business Faculty of Management, Wrocław 2021.



In this case, the basis of adaptive efficiency is the totality of educational activities, which should be considered the beginning of the development of a ground forces officer.

Professional initiation, which may include the start of studies at military universities, absolutely requires a meticulous organization of the adaptation¹². A military student who enters a new role must face new challenges that are quite different from those he has faced before.

Such experiences (especially negative ones) have a big impact on young people and their further professional life, so "support and wise introduction to professional life by the employer is very important"¹³. In labor pedagogy, adaptation activities are meant to promote: "adaptation, adjustment, adaptation to the current situation, needs, circumstances, expectations" or support "process of adapting the employee on the job to the requirements of the tasks and work group"¹⁴.

For the purpose of studying the phenomenon of initial adaptation to military universities (AWL, USMA, TM, S.S.E), a comparison of the parameters listed below was conducted¹⁵:

1. Duration, nature of adaptation, number of participants, age of participants.
2. Goals and objectives of the initial adaptation process.
3. The course of the initial adaptation process, i.e.: activation of adaptation mechanisms, acceptance in the new environment, implementation – change.
4. Basic training, i.e.: purpose, nature, duration, verification of achievements, termination.
5. Continuation of the adaptation process after basic training - adaptation i.e.: general academic training, general military training, physical fitness development,
6. monitoring progress.

¹² Cf. Kalinowski, Marian 2012. *Adaptacja nowo przyjętych pracowników*. [In:] Golnau, Wiesław; Kalinowski, Marian; Litwin, Joanna 2012. *Zarządzanie zasobami ludzkimi*, CeDeWu, Warszawa 2012, s. 187.

¹³ Kalinowski, Marian 2012, *op. cit.*, s. 187.

¹⁴ Tojialieva, Elmuradova Lola; Ergashova, Zuhra 2021. *Labor education in pedagogy*. International Journal of Innovations in Engineering Research And Technology. Vol. 8, 2021. Retrieved from: <https://repo.ijert.org/index.php/ijert/article/view/2300>. [25.05.2023] and Modrzewski, Jerzy 2003. *Adaptacja społeczna* [in:] Encyklopedia pedagogiczna XXI wieku, t. 1, Warszawa, Wydawnictwo Akademickie Żak, s. 24–27; Kwiatkowski, Stefan 2003. *Adaptacja zawodowa*, [w:] Encyklopedia pedagogiczna XXI wieku, *op. cit.*, s. 27.

¹⁵ Taurogińska-Stich, Agnieszka 2021. *Shaping the leadership competencies of military students during the initial adaptation process* (dissertation). Wrocław University of Economics and Business Faculty of Management, Wrocław 2021, s. 181-183.



7. Completion of the adaptation process as verification of the degree of: acceptance of the conditions of candidate service, knowledge of the current objectives of the university, the armed forces, the mission and tasks, acceptance of the culture and customs of the environment, mastery of the required military skills and behavior, awareness of the service and the challenges facing the officer - junior ground forces commander, development in ethics and positive values, commitment to further personal development (emotional, competence, qualification) and learning about the adaptation process.
8. Diagnosis of command competence.
9. Diagnosis of the influence of immediate superiors,
10. Analysis of the methods used for induction into the service of the university.
11. Evaluation of the most effective methods of initial adaptation.

Analysis of the presented elements of the course of the adaptation process showed that the initial adaptation stage occurs in all surveyed universities (lasting one or two years). Targeted adaptation activities are indicated as crucial and important from the point of view of preparation for service in the university. The introductory function to the profession of a military officer is expressed through adaptation activities to the conditions of study, which affect the achievements of students, consisting of academic, general military training and formation in the development of leadership competencies, among others. In addition, it is pointed out that the effectiveness of targeted adaptation measures includes: taking into account the characteristics of representatives of Generation Z, recognizing the unique vulnerability of this period due to the complete change of the environment and previous life, and the competence of direct superiors (teachers, commanders), who assume a large burden of responsibility for the implementation of people immediately after admission to the university. They also concern the process of socialization in the course of study and performance of official duties and social activities, which include¹⁶:

- familiarization with cultural conditions, customs, university environment,
- adjusting the appearance of students to the standards of military service,
- acquiring basic soldier knowledge and skills (basic training),
- participation in practical and general academic classes,
- to raise awareness of the role of the military student and the officer's profession, to familiarize and demonstrate attitudes, soldierly behavior,
- building self-discipline, forming habits and habits.

¹⁶ See research from: Taurogińska-Stich, Agnieszka 2021, *op. cit.*



The author, as a result of own research, assumed that the initial adaptation to military candidate service is a key stage in the implementation of general education and military professional service, which takes place at land forces universities. The concept of initial adaptation should be understood as: "*the adaptation of cadets to service in the land forces academy through multifaceted adaptation activities designed to influence the cognitive processes and perception of students. They are intended to enable effective and efficient physical and mental adaptation (psychological flexibility) to further training and military service, providing a basis for building the position of a future military leader (in peacetime and in combat conditions), resulting in a*¹⁷:

- *Acceptance of: the conditions of parallel study and military service obligations, esprit de corps, student superiors/commanders, the role of a military student/candidate officer - military leader, and other students and university staff;*
- *Achieve in the shortest possible time the desired effectiveness in candidate service, high motivation for further study and the ability to develop interpersonal/intrapersonal skills, personal development in the spirit of positive values and ethical leadership habits, a higher level of consciousness*".

Generalizing, the *initial adaptation to military academies* differs from the adaptation to the profession of a military officer, which lasts until the end of study at universities (4-5 years). Targeted initial adaptation should be the last, mandatory stage of the recruitment process at military academies. It performs an adjustment function within the framework of sequentially timed formal activities. It is an absolutely necessary process, very complex, and requires the use of diverse and multifaceted socialization methods. Successful initial adaptation is considered to be the stage of mastering new tasks, entering new roles, realization of the specifics of the military officer's profession, and voluntary readiness to study at the academy dictated by non-financial factors.

2 LEADERSHIP COMPETENCIES IN THE INITIAL ADAPTATION PROCESS

A comparison of the patterns of adaptation processes in selected military universities (AWL, USMA, TM, S.S.E), including those related to leadership training (see Table 1) showed that in the process of initial adaptation during academic and military education, the leadership competencies of cadets are developed¹⁸. Learning leadership at this stage is a process to ensure the development of basic leadership behaviors and attitudes.

¹⁷ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 188.

¹⁸ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 174-184.



The proven effectiveness of the earliest possible development of leadership competencies in a military academy¹⁹, entitles to conclude that all educational and re-socialization activities undertaken should be related to the active formation of character in the direction of: ethical conduct, adaptation to duties and demanding learning, building awareness of the profession of soldier-officer, self-discipline, formation of habits and habits of teamwork²⁰. Importance in this regard is attributed to the condition of the organization, established standards, competency models, high competence and morale of employees (teachers and commanders)²¹.

Table 1 Leadership development in the initial adaptation process

ACADEMY (AWL, USMA, TM, S.S.E)
1. LEADERSHIP EDUCATION.
2. DIAGNOSIS OF LEADERSHIP PREDISPOSITIONS AND COMPETENCIES (LEADERSHIP COMPETENCY MODEL).
3. DEVELOPMENT, ASSESMENT AND FORMATION OF LEADERSHIP PREDISPOSITIONS AND COMPETENCIES.
4. LEARNING ETHICS, DEVELOPING ETHICAL THINKING.
5. LEARNING AND DEVELOPING POSITIVE VALUES IN THE LIFE OF A PERSON AND AN OFFICER.
6. TO AROUSE A SINCERE DESIRE FOR PERSONAL DEVELOPMENT THROUGH THE USE OF ETHICAL LEARNING MOTIVATION TECHNIQUES.
7. DEVELOPMENT OF EMOTIONAL INTELLIGENCE (INTERPERSONAL, INTRAPERSONAL DEVELOPMENT).
8. DEVELOPMENT OF TEAMWORK SKILLS.
9. DEFINED MODEL OF A GRADUATE OF A LAND FORCES ACADEMY.

Source: own compilation based on normative documents of the Armed Forces: Austria - *Theresianische Militärakademie, Durchführung des Aufnahmeverfahren, Wien 2016*; Greek – *ΑΔΑ:6ΓΕΥ6-Ζηπαναρτητες Στς Διαδικτυο, Ελληνικη Δημοκρατια Υπουργειο Εθνικης Αμυνας, Αθήνα, 2017*; *United States of America, https://www.usma.edu/admissions/Shared%20Documents/CFA_Instructions.pdf, [01.02.2018]*; Poland, made available for social research conducted as part of statutory research projects in AWL in 2015–2018 y., which were updated in 2021.

¹⁹ Peterson, Christopher, Seligman Martin, E.P., 2004. [w:] Peterson Ch., Seligman M.E.P., *Character strengths and virtues*, Oxford University Press, New York 2004.

²⁰ Cf.: Trziev, Venelin, Bogdanova, Margarita, Kanev, Dimitar, Georgiev, Martin 2019. *The cadets from the military schools as subjects of educational activity*. JAEDU-International E-Journal of Advances in Education. Vol. 15, 2019. Retrieved from: <http://ijaedu.ocerintjournals.org/en/download/article-file/914566> [22.07.2021].

²¹ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 192.



According to the author, candidate assimilation programs at military academies that focus on developing leadership competencies should direct their efforts to designing and implementing a specific leadership competency model for a land forces officer candidate during the initial adaptation period. The assumptions of these types of models require consideration of leadership properties important in command²². This means establishing specific command activities, based on which patterns of leadership behavior can be established for students in the process of initial adaptation (behavioral competence²³). In this case, it is required to establish an algorithm for modeling competencies, i.e.: identifying, analyzing, textually interpreting the saturation levels of each behavior desired by the university and indicating expectations for cadet performance²⁴. Undertaking these activities requires answering the question of, *what leadership competencies should be developed in cadets during the initial adaptation period at a military academy?*

Answering the question posed required the selection of a set of cadet leadership competencies, along with the criteria defining each competency (indicators) that allow observation of their intensity. The competencies selected, in the course of the research, are characterized by high versatility and the possibility of continuous improvement, such as in subsequent years of study. These include²⁵:

1. Core leadership competencies, which consist of:
 - Self-discipline;
 - Team morality.
2. Leadership competencies, which consist of:
 - Nation and alliances oriented;
 - Resilience to stress;
 - Accountability;
 - Loyalty
 - Personal courage;
 - Development orientation;
 - Communication skills.

²² R.W. Griffin He defines leadership as a process and a property. According to the author, property means a set of qualities attributed to people who are perceived as leaders. Process, on the other hand, is an influence that is not subject to any form of coercion - its function is to influence the formation of the goals of the group, organization, to motivate, etc., in:] Griffin, Ricky W. 2012. *Management*. Cengage Learning, 2012, s. 581.

²³ McClelland, David C. 1989. *Identifying Competencies with Behavioral-Event Interviews*. Volume 9, Issue 5, 1989.

²⁴ Armstrong, Michael, Taylor, Stephen 2014. *Human resource management practice*. Kogan Page. New York 2014, s. 744 and Adair, John, Eric 2002. *Effective Leadership: How to Develop Leadership Skills*. Pan, 2002.

²⁵ Taurogińska-Stich, Agnieszka 2021. Op. cit., p. 214-215.



The selected competencies and their levels of saturation are characterized with the help of knowledge and skills, as well as personal qualities, which are indicated on the basis of repeated behavioral patterns from which attitudes, motives for action, ethics, as well as acquired experiences can be deduced²⁶.

As the author established, one of the most important aspects of cadet leadership is the world of values, understood as *high morals and ethics in the actions of cadets*. In addition, related to morality is the habit of developing *self-discipline* and developing teamwork skills and building awareness of the duties of a future military officer²⁷. In this context, the most important thing is to achieve skills: to lead oneself, including through emotional intelligence and *building effective interpersonal relationships*, so that further educational goals related to leading others (military, general academic) can be effectively achieved. At this stage of education, it was assumed that the competencies developed on the basis of emotional intelligence are²⁸:

1. *Self-awareness*: concerns one's own emotions, one's own capabilities, assertiveness and objective self-assessment. and objective self-assessment;
2. *Social awareness*: this is about empathy, organizational awareness, focus on the person in the group, team, organization;
3. *Self-management*: this is about managing oneself, one's own emotions, openness, adaptability, motivation for achievement, taking initiatives, optimism);
4. *Relationship management*: it is about inspiring, ethical influence, concern for the development of others, conflict management, teamwork, reciprocity and cooperation, always keeping in mind the need to lead in situations of struggle.

The argument for developing the aforementioned competencies is the assumption of the development of honesty and integrity of character of future officers, which is required in the formation of healthy bonds in small groups, i.e. between commanders and soldiers²⁹. In addition, strengthening and building stress resistance and emotional balance for effective action in situations of military violence or functioning in extremely difficult combat conditions. According to the author, core leadership competencies, perform an essential developmental function for cadets at the initial adaptation stage. They are characterized by high consistency, which means that their corresponding level will influence the development of the other eight leadership competencies.

²⁶ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 223-224.

²⁷ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 221-222.

²⁸ Taurogińska-Stich, Agnieszka 2021. *Op. cit.*, p. 209-210, based on: Goleman, David, Boyatzis, Richard, McKneea, Annie 2020. *Naturalne przywództwo*. Wydawnictwo Biznesowe, Warszawa 2002.

²⁹ Cieslarczyk, Marian, Kołodziejczyk, Adam 2019. *Czynnik X. Morale w życiu osobistym, w działalności społecznej i zawodowej*. Difin, Warszawa 2019, s. 53–57.



The essential property of them is their high impact on self-awareness and the formation of positive team interpersonal relationships. The ability to impart intellectual, psychological moral strength to people is needed to persistently carry out tasks under dangerous and fearful conditions³⁰.

3 DIRECTION OF EDUCATIONAL ACTIVITIES FOR SECURITY AND DEFENSE AS PART OF THE PROCESS OF ADAPTING THE PRELIMINARY MILITARY TO UNIVERSITIES

A key component of the education system for security and defense, are, among other things, public military universities. Education in this area includes the training of future officer cadres for the implementation of tasks for national security and defense, in the context and for the changing international security environment. Defense in this sense is the resultant of the state's ability to repel aggression, through the capabilities of the armed forces, which are determined min. by the competence of soldiers³¹. The main task of military universities is to educate and form future officer cadres in accordance with the study programs³², which should take into account the tasks of the type of armed forces, international (NATO, EU) security and defense needs and the whole spectrum of social needs. An important commitment of military universities is the education of cadets and the formation of their character uninterruptedly, from the moment of admission to its completion. This imposes an obligation to systematize the entire process of cadet education with particular attention to the most sensitive period of learning, i.e. the time of initial adaptation at the military academy³³. In order for military universities to carry out their educational tasks, they should have appropriate models for the assimilation of cadets. The solutions contained in them most often indicate the direction of activities and a set of factors affecting the course of changes in the psychophysical aspects of students, which, as the presented research has shown, are also related to the leadership skills of cadets (building desirable habits, personal and social development). In this regard, the author proposes a simplified model of initial adaptation shown in Figure 1.

³⁰ Adair, John, Eric 2002. *Effective Leadership: How to Develop Leadership Skills*. Pan, 2002.s. 52.

³¹ Crewelled

³² Por. Kaźmierczak, Danuta....

³³ See: Maddi, S.R., Matthews, Daniel M., Kelly, D., R., Villarreal B. 2012. The role of hardiness and grit in predicting performance and retention of USMA cadets. *Military Psychology*, Volume 24, Number 1, 1 January 2012, pp. 19-28(10) Taylor & Francis. Retrieved from: <https://www.ingentaconnect.com/content/routledg/hmlp20/2012/00000024/00000001/art00002> [25.05.2022].

THE POSTULATED MODEL OF INITIAL ADAPTATION

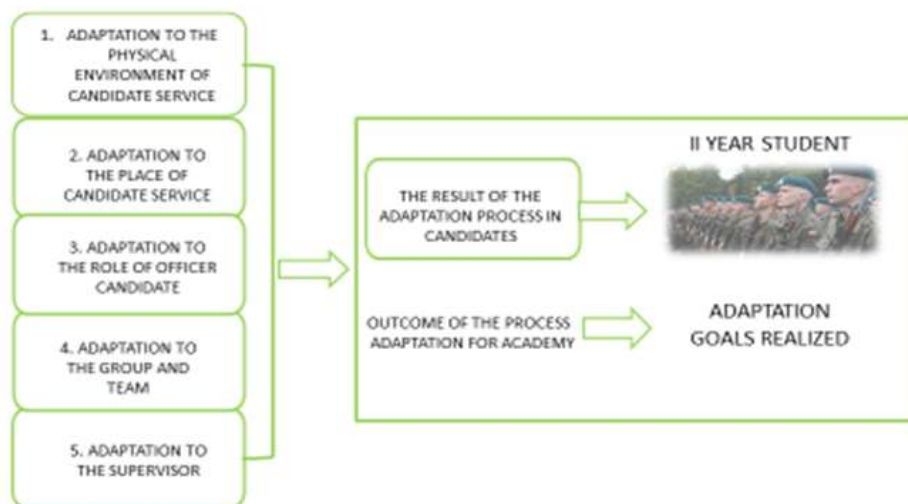


Figure 1 The postulated model of initial adaptation

Source: own study, Taurogińska-Stich, Agnieszka 2021. *Shaping the leadership competencies of military students during the initial adaptation process (dissertation). Wrocław University of Economics and Business Faculty of Management, Wrocław 2021.*

The adaptation stages indicated in the model proceed in relation to the assumed positive outcome of the applied adaptation practices and in relation to the criteria, i.e.: physical environment, place, role, team and supervisor³⁴, as shown in Table 2.

Table 2 Course of the postulated pre-adaptation model

COURSE OF INITIAL ADAPTATION IN A MILITARY ACADEMY	RESULT OF ADAPTATION PROCESSES IN THE UNDERGRADUATES
ADAPTATION TO THE PHYSICAL ENVIRONMENT CANDIDATE SERVICE	Full acceptance of the physical conditions and psychosocial conditions of candidate service. Full acceptance and positive attitude to the candidate service and the role of cadet. Full acceptance of the organizational culture of the army, customs and behavior of the social group within it.
ADAPTATION TO THE PLACE CANDIDATE SERVICE	Full acceptance of the conditions of candidate service In the university and voluntarily undertake further service. Presentation of satisfaction and satisfaction of needs for adaptation to the conditions of service. High motivation for further candidate service and education and contribution, own positive values.
ADAPTATION TO THE ROLE OF OFFICER CANDIDATE	Full awareness, conditions of candidate service and understanding of the challenges of the profession of an officer - commander of land forces and his role Acquisition of soldierly behavior. Presentation, the desired positive attitude of a soldier - officer. Presentation of basic leadership habits and behaviors. Presenting full emotional styling (emotional maturity - prudence and courage). Displaying a willingness to take action. Presented sincere desire for personal development in the spirit of positive ethical values

³⁴ Mój doktorat



ADAPTATION TO THE GROUP/TEAM	Demonstrate teamwork habits and team integration. Flexibility and openness to contacts. Presenting a willingness to build a positive atmosphere of candidate service and interpersonal relations within the group. Expressed, verbally and in action, respect for common solutions and agreements. Loyalty and team solidarity in actions taken, developing effective relationships with people of different character traits. Active listening, openness to suggestions from colleagues and learning from them, if necessary.
ADAPTATION TO THE SUPERVISOR	Positive attitude towards the supervisor. Presented confidence in the supervisor. Respect for the authority of the supervisor. Eager fulfillment of the performance of duties and full acceptance of the values and ideologies (in the spirit of ethical assumptions) professed by the supervisor. Active listening, openness to suggestions from superiors and learning from them.
THE RESULT OF THE ADAPTATION PROCESS FOR THE UNIVERSITY	
<ul style="list-style-type: none">• Reducing the stress of recruiting for candidate service and the dissonance resulting from candidates' perceptions of service.• Reducing departures through the proper application of adjustment processes.• Engagement of military students accepted for service that provides a sense of meaning, satisfaction, and satisfaction with learning and the responsibilities of candidate service.• Recognizing aptitudes for candidate service, including leadership in candidates and their development.• Achieving the anticipated adaptive effects in the shortest possible time for high and qualitative educational performance.• Sincere commitment to education and service. Success of students in further stages of education.• High level of physical fitness of students.• High level of mental health and stress resistance.• High level of intellectual development.• High level of feeling of security, balance between the student and the university, and a sense of fulfillment.• Full acceptance of feedback (feedback content), including negative feedback.	

Source: own compilation based on: Pulakos, E., Arad, S., Donovan, M., Plamondon, K. 2000. *Adaptability in the workplace. Development of a taxonomy of adaptive performance. Journal of Applied Psychology*. 85, no 4, op. cit. 2000; See. de Vos A., Buyens, D., Schalk, R. 2003. *Psychological contract development during organizational socialization: adaptation to reality and the role of reciprocity. Vlerick Business School, Gent, 2003/14, op. cit. [in:] Taurogińska-Stich, Agnieszka, op. cit., 2021.*

Adaptation to the organization from a psychosociological point of view is a difficult, highly stressful situation for an individual in early adulthood. Determines: attitudes, motives and behavior in the service, which can affect the functioning in the future and the building of key interpersonal relationships for cadets³⁵. The main task of targeted induction into a military academy is to orient, familiarize with the environment, customs and culture prevailing in the academy, make one aware of who one will now be or can be.

³⁵ Woźniak, Jacek 2013. *Rekrutacja; Teoria i praktyka*, PWN, Warszawa 2013, p. 290-293 and Cf.: Janowska, Zdzisława 2010. *Zarządzanie zasobami ludzkimi*. PWE, Warszawa 2010, s. 83.



On the one hand, it is about enabling cadets to achieve personal development in terms of: a state of balance and mental satisfaction, highly developed morale and self-discipline, and physical fitness. On the other hand, it's about meeting the needs of the university and realizing the goals of targeted, consciously guided initial adaptation. One of the forms of adaptation of new people in the organization is "orientation training," which, not unlikely, can play a pivotal role in the process of induction into a military university³⁶. The purpose of the activities undertaken in the training is to raise awareness of the fit with the profession, to support the decision to stay in or leave the organization by: focusing on skillful communication of key information about the organization and the role and function that the student is expected to play in it, which significantly affects the alleviation of anxiety and emotional tensions³⁷. The use of this method, together with the direction of designing a "tailor-made" model of cadet leadership competencies dedicated to the pre-adaptation period, can produce very satisfactory results for both sides of the process. The competency model for the period of initial adaptation fulfills its role through insightful identification of competencies, descriptions of saturation levels and required achievements, which indicate the standards of recurring patterns of behavior that cadets should achieve at this stage of training³⁸. Character improvement and the formation of attitudes: intellectual, moral, civic and a sense of responsibility for one's actions³⁹ are components that play a special role in the formation of cadet leadership competencies. The greatest effectiveness in their formation is achieved when their development falls during the period of initial adaptation at the military academy and the targeted activities of the academy in this regard correspond to the current needs of national security and defense in the international context⁴⁰.

CONCLUSION

The article presents the results of the author's own research on initial adaptation to the military academy and the formation of leadership competencies during this time (in the AWL, USMA, TM, S.S.E), seen by the author as an opportunity to strengthen education for security, national defense and in the international aspect. The author systematized the conceptual apparatus in the field of initial adaptation in the land forces university.

³⁶ Wallace, Karen L. 2009. *Creating an Effective New Employee. Orientation Program*. Library Leadership & Management. Vol 23, no. 4/2009, s. 168.

³⁷ Wallace Karen L. 2009, *op. cit.*, s. 175.

³⁸ See: Taurogińska-Stich, Agnieszka, *op. cit.* 2021.

³⁹ Shields, Daniel, Light 2011. *Character as the Aim of Education*. Sage Journals. Vol. 92, Issue 8. <https://journals.sagepub.com/doi/abs/10.1177/003172171109200810?journalCode=pdka>. Retrieved from:

<https://journals.sagepub.com/doi/abs/10.1177/003172171109200810?journalCode=pdka> [25.05.2023].

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She presented a recommended model for initial adaptation to a military academy as a useful algorithm to facilitate the systematization of the process of introducing cadets to a military academy. The benefits of its application for both the cadets and the university were indicated. Analyses from the research showed that an important aspect of induction into a military academy is the formation of leadership competencies with an emphasis on actively shaping the character of cadets towards ethical behavior, adaptation to duties and demanding learning, building awareness of the officer's profession, self-discipline, forming habits and habits of teamwork and maintaining the moral cohesiveness of teams. Therefore, in addition, selected elements of the model of leadership competencies of land army officer candidates are presented, which the author considered important due to the quantitative limitations of this article.

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