

THE FORMATION OF STUDENT LEADERSHIP COMPETENCE AT SELECTED MILITARY ACADEMIES IN THE WORLD

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Purpose: The purpose of the article is to identify directions for the most important educational activities to influence the desired development of military students' leadership competencies and their adaptation to the requirements of service.

Design/methodology/approach: The article uses a qualitative analysis of training practices and competence development and training programs at selected academies of the ground forces, in the US Military Academy (USMA) at West Point, the Teresian Military Academy of Austria, in the Tresia Military Academy of the Federal Ministry of Defense (TM.) and the Hellenic military academy, Evelpidon (S.S.E).

Findings: Analysis of the processes of shaping leadership competences military students at USMA in the USA, TM in Austria and S.S.E in Greece - showed that USMA academies in the USA and TM in Austria use multi-faceted models of shaping leadership competencies. They transform knowledge into action and required behavior, and verify student achievement levels. These academies adjust students' competences to future professional positions.

Research limitations/implications: Military academies are organizations embedded in the military security system. This greatly limits the freedom of research and requires familiarity with both the environment being studied and the procedures for handling it.

Practical implications: Using the analysis to improve Polish professional military education. Introduce a program that would include targeted development of leadership competencies. The benefit could be an increased guarantee of a high standard of command in the Polish Armed Forces. The idea is to design a competency model that allows for service fit and facilitates adaptation to the officer profession.

Social implications: Alignment of education standards and cooperation in military leadership development with other NATO alliance countries and the European Union provides the benefit of consciously sharing responsibility for the military security of the region and the world. It enables targeted international training to maintain high levels of command and readiness.

Originality/value: The paper is addressed to representatives of professional military higher education. It presents multifaceted models of cadet leadership training. Indicates the possibilities of introducing a competence system for the professional adaptation of officers. Inspires and indicates directions for improving military education systems in a non-linear, fragile, incomprehensible and turbulent world.

Keywords: Leadership, competence, military education, military graduate.

Category of the paper: Case study, Literature review.

1. Introduction

For armed forces to effectively achieve their goals and objectives in an unstable geo-economic and geopolitical environment, they need leader-commanders who are successful at all levels of command, i.e. collective, operational and strategic (Adair, 2007, p. 57). As Kozerawski D.S. (2002, p. 5) notes, officers, whose preparation is determined by the educational method, have a decisive impact on the functioning and image of the army. In most countries of the world, a fundamental role in the development of future military leaders is played by professional military education (PME), in terms of which cadets gain operational experience, learn how to develop on their own and can observe proper command patterns, which is currently considered the most effective leadership learning (Ryan, Hinds, Steele, 2012, pp. 39-42).

The education of future officers is embedded in the tradition of military history. The biographies of those recognised as outstanding commanders confirm that effectiveness on the battlefield and the greatest victories were achieved by comprehensively educated military leaders. This refers not only to tactics and military art in the broadest sense, but to careful and multidirectional education. Examples include the education of Alexander the Great by Aristotle, Xenophon with Socrates (c. 430 BC – c. 355 BC), or Tadeusz Kościuszko, whose leadership talent, knowledge and skills were verified and confirmed by victorious battles. Research on historically known battles, war campaigns and contemporary command systems in action indicates that there are a number of factors affecting the outcome of a battle. It usually mentions the potential of fighting forces, the type of weapons and equipment, matériel etc. Undoubtedly, however, an important criterion for victory in armed combat is always the level of training of privates and the tactical, operational, strategic and leadership skills and education of their commanders (non-commissioned officers and officers).

Educating future officers is a challenging and continuing undertaking for any army. The entities fully responsible for the training of young officers in professional military education include specialised military academies, which deliver educational programmes in line with their areas of purpose. The primary task of the academy is to match the competence of future officers with the duties, roles and functions they will perform in their first duty positions (Michaluk, Kacała, 2013, p. 148). The preparation of commanders – military leaders with the right competence resources – requires fitting in with the current pace of scientific and technological, social and economic and political changes. Above all, however, this process should correspond to the forms of warfare that is currently waged in the world (cf. Bartosiak,

Budzisz, Świdziński, 2022). One of the most important challenges that modern states face, i.e. maintaining national security and supranational security within the scope of the NATO and EU communities (Mariański, Włodarczyk, 2009), is the reason for this approach. Maintaining security, i.e. one of the most highly prized values, requires the formation of policies and the development of management methods (Spustek, Paluch, 2017), which will take into account the appropriately aligned competence of military leaders.

Within the NATO alliance and the EU, attempts are being made to harmonise standards for the formation of leadership competence. Examples include the international Military Academic Forum – iMAF and the European Initiative for the Exchange of Military Young Officers. Each year, as part of the forum, an analysis of educational curricula is carried out, experiences of leadership competence development are exchanged and work is undertaken to establish educational standards (including leadership competence formation) for military students and young officers in the context of new educational challenges for the security of the international environment. iMAF is a project initiated by representatives of Austria's Theresian Military Academy together with the Czech University of Defence, Polish Military University of Land Forces in Wrocław, Hungarian National University of Public Service and Romanian "Nicolae Balcescu" Land Forces Academy. This international discussion forum, which currently has 22 partners, was born out of a desire to create and deepen culture, security and defence by ensuring the highest possible level of educational standards ([https://www.wojsko-polskie.pl/...](https://www.wojsko-polskie.pl/)).

To gain a more in-depth understanding of the ways in which leadership skills are developed in the military education process, the authors of this study performed a case study analysis of the formation of leadership competence in selected land forces academies, i.e. the American - USMA, the Austrian - TM and the Greek - S.S.E. The objective of the analysis was, among other things, the willingness to learn from others by reviewing different patterns of leadership competence formation and to learn about the patterns of activities shaping future officers and educational military experiences between allied countries, making it much easier to set the course for change. This is particularly true of the use of selective imitation, where only some of the solutions that the leader in a given industry uses are implemented and the leader incorporates their own diverse methods and forms, e.g. diagnosing and shaping competence using the Assessment/Development Centre method.

2. Training in professional military education – general principles

The training process in professional military education is dual in nature. It is conditioned by alternating theoretical learning of general academic and general military issues and practical aspects of command. The essence of this approach is the opportunity to learn in or very close to the working environment. The dual system assumes that at least 50 per cent of the learning

time will be devoted to gaining experience in real working positions and a real working environment (Kabaj, 2010, p. 38). This requires military academies to undertake activities involved in the preparation of officers for command in specific types of armed forces.

Working out ways and creating learning opportunities at military academies aim to ensure both competence improvement and comprehensive competence matching for the future role of military commanders. The intention is to prepare them for the efficient use of acquired competence in the collective command process (Adair, 2007, p. 57). In this case, what matters is mainly the effectiveness of the military academy graduate in their first duty position in terms of military specialisation and command. Graduates are mainly expected to be adept in the command of people, which consists of problem-solving, effective communication (including debate skills, self-presentation), acquiring and maintaining a high level of self-motivation. In addition, the ability to build a high level of trust and appropriate moral cohesiveness within the team together with a good understanding of the individual needs of team members is required. As pointed out by M. Van Creveled (2020, p. 19), the nature of command is closely linked to moral forces, without which it is also impossible to speak of leadership. In this context, military leadership is absolutely linked to the development of the commander's automated moral habits.

The complex nature of officers' tasks in defence systems of armed forces around the world means that training models in military academies are geared, in most cases, towards a very meticulous combination of theory and practice, as shown in Figure 1.

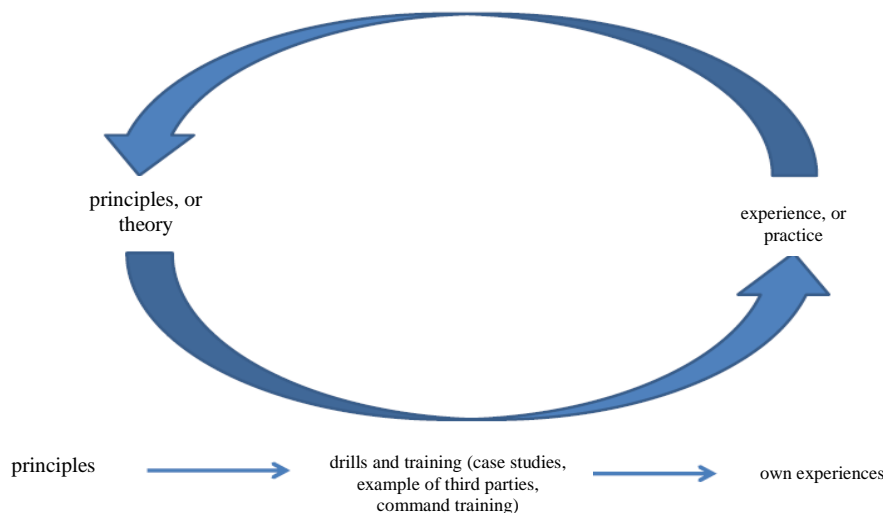


Figure 1. Theory and practice interaction.

Source: Authors' own elaboration based on Adair, J. (2007, p. 97).

The two opposites of teaching, namely theoretical education and competence formation, concern the acquisition of general knowledge, which is only realised in specific professional roles. Military students initially study to develop conceptual understanding, which is key to mastering content in their field of study. In the process of forming leadership competence,

general academic education constitutes an important development aspect that builds leadership awareness. Teaching and transferring theoretical knowledge (mandatory, recommended and complementary), its possession and free verbalisation positively affects leadership learning and the effective development of leadership competence. A solid theoretical basis provides a transition to the next stage of leadership formation that involves practice and experience. Vocational practical training enables the acquisition of procedural knowledge in order to achieve the ability to perform executive and cognitive (mental) activities (Nęcka, Orzechowski, Szymura, 2013, pp. 136-138). These skills are achieved through drills and training. They are developed during repeated activities that expand the possibilities of achieving the relevant results, resulting in a transformation of the content of thinking and a change in the attitudes of those taking part in drills and training (Skibińska, 2004, p. 15). As noted by Debska E. (2012, p. 28), training can be regarded as one of the basic forms of adult education with a high degree of effectiveness in matching competence to the job, as exemplified by higher military education.

3. Forming leadership competence in the American, Austrian and Greek land forces academies

An attempt to provide an insight into the ways in which leadership competence is shaped in selected land forces academies with different histories, political past and geographical locations seems very useful for mainly comparative, practical and developmental purposes. This is particularly relevant when the present analysis can be used to improve purposeful and effective competence alignment for the profession of officer – military leader.

The United States Military Academy (USMA) at West Point has a multifaceted model for educating future land forces officers. Its basis is the mission of the academy, i.e. to educate, train and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honour, Country and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army. (www.westpoint.edu/military).

The formation of leadership competence of USMA cadets is guided by the golden rule, which commits to personal development and the creation of interpersonal relationships based on high morale and ethics. The training programme for future commanders is a multifaceted process of competence diagnosis and improvement (Academic Program Goals, (www.courses.westpoint.edu)). It is designed so that cadets develop leadership competence by learning "how to think" rather than "what to think". Cadets gradually master theoretical, military and tactical knowledge, which is combined with the formation of desired competence. They gain a sound knowledge of military culture and the place of commanders in the functioning of the armed forces. They master communication skills (communicating through

commands, leading discussions), building interpersonal relationships and motivational skills. Cadets form their own awareness of the role of an officer by learning, among other things, how to cooperate effectively when in military service. In addition, they develop the foundations of critical thinking and acquire problem-solving skills in different environments (administrative, military, civilian). Cadets learn to make decisions and to motivate and inspire subordinates to exert themselves mentally and physically. The leadership competence development programme also includes elements of working through and resolving conflicts and mistakes by cadets themselves, practising command and applying the principles of 360-degree feedback assessment.

The basis for preparation for leadership is education, which consists of active learning, guided by the Thayer Method (Kowalik, 2007, pp. 169-170). This method requires cadets to undergo systematic self-learning (Szerej-Glińska, 2017, pp. 32-34). It assumes balancing the content of the sciences, social sciences and humanities, with a particular focus on the philosophy of ethics. This programme allows knowledge to be acquired according to the cadets' intellectual abilities, with an important element of education being the verification of the acquired knowledge on a daily basis. The effectiveness of the Thayer method is due to the relatively small number of participants (15-18 people), ongoing feedback and the selection of academics who are very well-prepared for the task.

Teaching staff play a leading role in the formation of leadership competence of US cadets. It includes civilian and military practitioners recognised as the best with a high level of knowledge, experience and leadership behaviour. They include distinguished academics, members of the Council on Foreign Relations, Fulbright grantees, and members of one of America's most prestigious leadership and public service programmes – the White House Fellows (www.class-white-house-fellows). As part of the culture of the academy, teachers are expected to inspire by their own example, to challenge, to engage, to enable community action. Their job is to promote mutual, two-way respect between teachers, academy employees and cadets, respect for the delivery of the mission statement and the character development of future commanders – leaders (westpoint.edu/academics/dean).

An important element of leadership competence formation at the USMA is a multidisciplinary practical training course entitled: Military Leadership. During the training, students benefit from carefully selected sets of useful practical ideas, which are prepared on the basis of purposefully selected scientific concepts, theories and knowledge. Drills in the training course include shaping character and one's own leadership style, stress resilience, authority-building skills and the appropriate ethical use of power and its influence (<https://www.westpoint.edu/academics/dean/strategic-documents>). In addition, cadets prepare their own "Commander–Leader Portfolio" containing information on leadership competence self-improvement. In terms of self-reflection and self-assessment of leadership abilities ("Reflection Leader"), cadets create a personal development plan and a professed philosophy of their own leadership style, which they put in writing in a portfolio and present orally in

training sessions. Further, a functioning academic student forum, the "Gold and Black Leadership Forum", provides the opportunity for constant contact with outstanding leaders who can serve as role models for cadets. As military leaders, the USMA graduates are motivated and fully aware of their professional role. They understand the dynamics of small group and team interaction.

Military leadership plays a critical role in the Austrian model of military education, primarily because of the military neutrality adopted by Austria. In addition to military training, the Theresian academy focuses on exceptionally thorough training in the formation of leadership competence, including building interpersonal relationships, applying command and intercultural communication styles etc. This leadership model is intended to enable the acquisition of the competence necessary to build good and strong relations on the international front. Theoretical classes that mainly cover law, political science, economics, philosophy, sociology, pedagogy, psychology, as well as training and practice meticulously prepare cadets to serve as a candidate.

The goals of the educational programme in the United States Military Academy (USMA) at West Point are expressed in the competence characteristics of the future officer (military leader), who is expected to be: a social, moral, civic and effective leader who establishes a safe, positive command climate where everyone thrives while achieving tangible results.

At the Theresian Military Academy of the Federal Ministry of Defence (TM) in Austria, military leadership training focuses on the formation of leadership competence through the development of cadets' personal resources (cf. Gell, 2011, p. 20). The premise of the academy is that its students should achieve increasingly higher leadership skills step by step and while being fully aware of them. The idea is that they should be prepared to make decisions in morally ambiguous situations, under great mental pressure and when they are very fatigued – both at peace and war.

Committed to ensuring a very high level of education for the future Austrian officers' elite, the academy makes education effectiveness dependent on its own capabilities, programmes, professionalism, ethics and the achievements of its teaching and research staff, as well as on the capabilities of the candidates. During the academy admission process, all candidates undergo a meticulous test for aptitude and leadership skills, and the evaluation is always made after a seven-month NCO course.

The actual process of improving leadership competence in the TM starts with the intellectual preparation of students through lectures. Cadets learn the basics of management, command, self-leadership, military decision-making, logic, philosophy, pedagogy etc. The theoretical knowledge is then put into practice, in a workshop setting, during tactical drills and simulation games, where the aim is for cadets to acquire the skills of commanding a unit, a platoon (up to 50 soldiers), namely the skills of ethical and logical communication, positive motivation and building trust in a team, (www.miles.ac.at/milak).

An important assumption of learning is to determine the improvement of areas in line with cadets' abilities, in which they could reach a competent level of mastery (personalised learning). This refers to acquiring the ability to make autonomous and independent decisions, solve problems, filter, search for and integrate information and develop critical thinking skills including the intellectual capacity to maintain high motivation (www.miles.ac.at/milak/sites).

Leadership skills are also being developed through the use of the "Steel Beasts" simulation system. Through an electronic visualisation system, students communicate information, make decisions and take command. In a word, they perform tasks according to standard command procedures and objectives. What is more, the system allows the creation of unusual battlefield scenarios that can be used to train leadership skills in unconventional ways. Cadets have the opportunity to apply the skills they have learnt during leadership training, which takes place on training grounds under conditions similar to real military service. During simulated attacks, they take command, give orders and perform other complex tasks. The training is designed to enable them to use the command and defence procedure during an attack: from preparing information about the situation they are in and passing it on to subordinates, to giving the orders necessary to plan operational defensive action. When under attack, participants have to follow direct battlefield security procedures (i.e. reconnaissance, security, marching, surveillance and psychological warfare). On the one hand, they have to deal with command and coordination of activities such as radio communications and, on the other, with planning the use of logistical support (critical munitions and medical supplies). Acquiring crisis communication and psychological warfare skills is vital to develop leadership competence. Those responsible for cadet training know full well that real experience and skills gained during drills increase confidence in the practical application of training material when in military service (www.miles.ac.at/milak).

The leadership competence development programme in the Austrian TM is oriented towards the objectives expressed in the competence characteristics of the future officer. They are expected to be: "a capable officer and a person of integrity" with the complete personality of a military leader who is: A leader – officer who is moral, emotionally balanced, committed and effective with highly developed social and communication skills, prepared for international cooperation (www.miles.ac.at/milak).

In the Hellenic military academy, i.e. the Evelpidon (S.S.E), the training of military leaders is focused on the formation of command competence through general academic and military sciences, the development of soldierly competence, fitness, learning to take care of your mental health and on development in terms of cultural sciences and ethical reasoning. In the course of the educational process, cadets learn the psychological aspects of the functioning of individuals and society as well as the functioning of contemporary management (Department of Military Education, 2015-2016).

Cadets develop during additional theoretical, practical and laboratory classes. The introduction to the hierarchical Greek military culture and becoming aware of the role of the officer constitute an important part of the development of cadets. This is implemented by activities taking place both at the academy and compulsory activities outside the academy. Military students will learn about the formations of Greek special units (both naval and land) and the local communities (inhabitants and their customs). In doing so, they shape communication competence and the necessary skills for military leaders to work together within and outside military teams.

The Hellenic academy directs practical military training in the field to strengthen fitness and interaction when in military service. Acquiring the ability to take care of your health and physical development are intended to strengthen the physical prowess of cadets, which makes it possible to build the authority of the future officer. The academy assumes that the development of habits to strengthen physical endurance has an impact on the natural inclination to be competitive, which is understood as acquiring the competence of a fit soldier who is an exemplary commander (sse.army.gr/el/content/sholi). In this case, fitness is the basis for coping with stress on the battlefield, the skilful mastery of which is an important part of cadet competence formation. To fill in any learning gaps, extracurricular activities are regularly organised for those who were forced to miss them due to other obligations or reasons. Cadets are also required to undertake social, cultural and political activities as part of their educational programme (all cadets without exception). These principles are intended to give Greek cadets a basis for professional tasks, further academic development, performing the officer's mission and to affect moral reasoning. Greek cadets also participate in international leadership competence formation courses, which are also held at their academy, where they are exposed to state-of-the-art approaches to leadership competence formation for future commanders (Hellenic Army Academy, 2021, pp. 6-9).

The educational programme of cadets in the S.S.E is focused on the achievement of commanding educational objectives in line with the current philosophy of educating military warriors: "ambassadors of officer morality and the cultivation of the traditions of the Greek armed forces" (sse.army.gr/.2019). Cadet leadership development is based on maintaining a high level of discipline, ethical functioning when serving as a candidate, participation in cultural and international courses to shape competence in action.

The Hellenic academy ensures that its graduate is a person with a well-formed awareness of the professional responsibilities of a soldier – an officer who exemplifies military virtues and maintains extraordinary military discipline. The principles of the training programme are expressed in the competence characteristics of the future officer, who is expected to be an ambassador of officer morality and the cultivation of the traditions of the Greek armed forces (sse.army.gr/.2019).

The conducted analysis of military higher education made it possible to summarise, from the point of view of the armed forces, the key educational objectives and tasks in the formation of the leadership competence of military students, as shown in Table 1.

Table 1.

Summary of key objectives and tasks of leadership competence formation processes at selected military academies

NAME OF THE ACADEMY/COUNTRY	United States Military Academy – USMA, USA	Theresianische Militärakademie – TM, Austria	Military School „Evelpidon” – SSE, Greece
NATURE OF EDUCATION	Multidirectional Universal. Academic. General military	Multidirectional. Universal. Academic. General military.	Universal. Academic. General military.
1. OBJECTIVES AND TASKS OF THE LEADERSHIP COMPETENCE FORMATION PROCESS			
USMA – USA	<p>OBJECTIVES: To prepare a professional commander with the personality and character of an ethical military leader, focused on continuous development (intellectual, physical, moral) and being a role model for their own generation. Achieving a high level of competence fit for military service.</p> <p>TASKS:</p> <ol style="list-style-type: none"> 1. Education (balancing science, social sciences and humanities). 2. Matching competence to the role and function of the military leader, building awareness of the officer profession. 3. Diagnosis of leadership competence (predisposition to command, use of 360-degree feedback assessment). 4. Ensure the leading role of teaching and research staff (high quality of competence). 5. Improving leadership competence: <ul style="list-style-type: none"> • Active learning, carried out using the Thayer method (small teams of 14 people, systematic self-study, verification of knowledge, ongoing feedback). • Self-learning– "Commander–Leader Portfolio" – personal authentication of self-improvement activities in leadership competence; • Personal development for ethical action, upholding morality and ethical behaviour; • Multidisciplinary, iterative practical training entitled: Military Leadership (development of character, personal leadership style, stress resilience, authority-building skills, ethical use of power and its influence); • Developing skills in building interpersonal relationships, working together as a military team; • "Reflection Leader" – self-reflection and self-assessment, the creation of a personal development plan and a philosophy of their own leadership style, which they put in writing in a portfolio and present orally in training sessions; • Development of communication skills (communicating through commands, leading discussions); • Development of self-motivation and motivation skills, inspiring others to exert mental, intellectual, physical effort; • Development of critical thinking (solving and analysing problems, conflicts, mistakes); • Learning decision-making; • Constant contact with outstanding and exemplary leaders and command practice. 		

Cont. table 1.

TM – Austria	<p>OBJECTIVES: To prepare elite military commanders with high personal culture, personality and character suitable for a military leader who are capable of building good and strong relationships on the international stage and multicultural cooperation. Achieving a high level of competence matching for military service, the starting point of which is social competence, ethical reasoning, intelligence and emotional balance.</p> <p>TASKS: Education (balancing science, social sciences and humanities).</p> <ol style="list-style-type: none"> 1. A thorough and reliable adaptation to the conditions of military service and the officer's role. 2. In-depth diagnosis of leadership competence (predisposition to command). 3. Maintaining high-quality teaching and training through highly qualified teaching and research staff. 4. Improving leadership competence: <ul style="list-style-type: none"> • In-depth diagnosis of leadership predispositions and abilities; • Training, drills, repetitive, practical multidirectional military-focused training; • Very high level of psycho-physical-emotional development for decision-making in morally ambiguous situations; • Professionalism, ethics and great achievements of teaching and research staff; • Development of behaviour and critical thinking; Teaching logical communication, motivating themselves and others; • Building trust within a team; • Improving independent decision-making, problem-solving, filtering, searching for and integrating information; • Learning crisis communication and psychological warfare; Learning self-management and self-development.
SSE – Greece	<p>OBJECTIVES: To prepare a fully responsible officer-commander who exemplifies military virtues, mental and physical health. Highly disciplined "Ambassador of officer morality" and the cultivation of the traditions of the Greek armed forces.</p> <p>TASKS</p> <ol style="list-style-type: none"> 1. Command-focused training; 2. Improving leadership competence: <ul style="list-style-type: none"> • Training according to the philosophy of shaping military warriors, • Learning to maintain a high level of discipline, ethical reasoning and taking action; • Cultural development (theatre, classical literature, museums); • Learning health-oriented behaviours and developing motivation to learn and serve; • Developing fitness and nurturing emotional balance and mental health; • Field-based, multidirectional practical military training; • International courses for shaping command competence in action.

Source: Author's own elaboration.

4. Conclusions

The analysis of the processes of formation of leadership competence in military students that take place at land force academies – USMA in the USA, TM in Austria and S.S.E in Greece – showed that, by the nature of education, these processes have similar principles. All academies aim to develop leadership behaviours and attitudes, but differ in the methods

used and the ways in which competence is developed. The USMA in the USA and TM in Austria have high standards in this area. Both academies follow a multi-faceted model of leadership competence formation, which is designed to enable students to achieve a high degree of mastery of the leadership skills required for effective and efficient leadership. The academies closely combine theoretical learning with practical training. They share knowledge based on which cadets' intellectual abilities are revealed, which are then practically transformed into individual and group leadership skills and behaviours. Unlike the American and Austrian academies, the Greek SSE academy is less experienced in modern forms and methods of leadership competence formation. The SSE academy implements and tests new solutions and methods for leadership teaching for its cadets by organising, among other things, international improvement courses (http://www.emilyo.eu/exchange_experience...).

The presented comparisons of cases of shaping leadership competence in land forces academies provide models that can be used to create one's own educational solutions for the needs of the Polish Armed Forces. An example of this could be following the USMA military academy in the application of the Thayer active learning method or military leadership courses in action. Using Austrian methods to develop communication and teach multiculturalism and compulsory cultural participation in imitation of the Greek academy. Imitating certain training and educational solutions is particularly beneficial in order to obtain guarantees of a high standard of security in the unstable conditions of modern international functioning. In the authors' view, it is practically possible to use this analysis to improve the Polish educational programme, which would include the targeted development of leadership competence. The idea is to design a competence model that would facilitate adaptation to the profession of the officer – the military leader.

In recent years, targeted education especially in broad leadership skills has become a completely natural – or even compulsory – part of the preparation of future military leaders in higher education institutions, almost all over the world. In particular, this applies to armies such as the one in Poland, which is a member of the NATO alliance, as well as selected European Union countries, which share responsibility for security and thus combine efforts to improve, among other things, the leadership competence of future officers in the educational process.

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