MANAGING SELECTED AREAS OF PREPARATION MILITARY PERSONNEL FOR THEIR ASSIGNED ROLES IN THE STATE

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Purpose: The main objective of the research presented in this paper is to identify the research gap in the management of the process of competence preparation of soldiers in the context of their social roles and expectations of citizens. To achieve this goal, the first part of the paper explains the concepts of professional training and activities that shape a professional serviceman. The second part of the paper is devoted to social competence vs. emotional intelligence in the management of military personnel. The third part analyzes the results of a study of the extent to which military personnel fulfill the roles assigned to this formation in society.

Design/methodology/approach: The research presented in this study is based on the analysis of the literature and critical review of selected areas of professional preparation of military personnel. The literature study also took into account secondary sources, which were research communications in the subject area. Using methods of logical deduction and inference, conclusions and recommendations were derived, which are presented in the final part of the article. The combination of different research methods made it possible to obtain a broader context of the phenomenon under study and ensured a higher quality of the research conducted. Personal experience regarding the training of military personnel was also used, as the author is professionally involved in the academic training of military personnel, as discussed in this paper.

Findings: The dynamics and high level of complexity in the modern world of VUCA, moreover the expectations of societies force the continuous improvement of the process of competence preparation of military personnel. Studies indicate that the profession of a soldier is oriented towards fulfilling the basic needs of the other which are the needs for security and protection of private property and more broadly of society as a whole. In the research, those interviewed presented that they feel a moral responsibility to fulfill their role primarily to society and their own conscience. This is confirmed by the awareness of military personnel as to their choice of vocation in their professional life and service, as well as the properly conducted process of professional development of cadres and the correct direction of competence development. However, in areas such as the opinions of subordinates, one can find opinions suggesting demonstrated deficiencies in social behavior, especially in superiors, which should be monitored in professional development and supplemented as necessary.

Research limitations/implications: Continuous changes in the sphere of security, customs, trends and in the structure of societies result in the emergence of new expectations and needs addressed to military personnel. This is a contribution to continuing research on the directions

of development in the field of competence development in a dynamically changing environment.

Practical implications: The recommendations developed on the basis of the research is the identified need to develop professional competence in the emotional intelligence (competence) of military personnel, especially in the cognitive and social aspects, ensuring the adaptation of soldiers to function under threat conditions. This should result in the expansion of the periodic evaluation questionnaires, to which soldiers are subjected, with indicators and measures relating to the individual assessment of competence preparation in relation to social and emotional competence, and the preparation of a program to improve the diagnosed shortcomings in this area.

Originality/value: Based on the conducted research, the article proposes original system solutions for managing the competence development of military personnel in their roles in society.

Keywords: human factor, military personnel.

Category of the paper: Research paper.

1. Introduction

The dynamic changes taking place in the world and situation in Poland's surroundings enforces the need to maintain adequately prepared national armed forces, capable of performing the tasks of guaranteeing the inviolability of the borders and the independence of the Polish nation, entering the area of threats of a military as well as non-military nature. Poland's active involvement in shaping security also determines the readiness to participate in multifaceted and multidimensional operations conducted in diverse operating environments. The developing process of reconstruction of the European and global security architecture implies the need for new forms of management of military personnel training.

To meet the need for security, this aspect is fulfilled by specialized state services, also known as state services. They were created to operate internal and external security systems, the national rescue system or the border traffic control system. They are tasked with preventing disasters, responding during threats caused by accidents and natural disasters, defending the sovereignty and independence of borders. The development of state services should be adequate to the needs and requirements of the environment of which the social system is composed. This is because these groups, in their essence, serve society in principle. In order for the effectiveness of the activities undertaken by various types of state services to be high, it is important for them to cooperate closely and relentlessly with local authorities and citizens. This is because it is important to communicate on both sides, to recognize the threats and needs of citizens, to work together and to be responsible for them. If the sense of security is low, automatically the trust of citizens in the state and public authority decreases, which also affects attitudes towards the law, citizens' duties, electoral decisions, self-organization of society. So the public interest is mutual in this case.

The state also has other formations for the defense of the public. They also protect against espionage, sabotage, damage or theft. Every person expects help, support and intervention from other people, institutions and groups in an emergency situation. In order to help effectively, the dispatch groups should have the required equipment, armaments and logistical facilities. It is also important that the dispatch groups interact with each other. Coordination of activities at the national or provincial level plays a key role in the effectiveness and efficiency of their operations. The issue of disposition groups was developed relatively recently, and their division was described and systematized. State services are such composite social structures, the disposition of which we can talk about in a narrow sense due to their specialized and specific nature of activities in a well-defined range.

The army is one of those groups with an important role in the organization of the state. Its originality is supported by the peculiar combination and significant intensification of certain features. It constitutes an organization:

- with the predominance of formal ties over personal ties,
- bureaucratic institution with a hierarchical structure,
- social environment with its own system of stratification,
- set of specific norms and traditions,
- group of purposeful action established to meet specific needs.

The main purpose of this publication is to identify the research gap in the management of the process of competence preparation of soldiers in the context of their social roles and expectations of citizens. Against this background, on the basis of literature studies and available research, as well as logical deduction and inference, conclusions and recommendations are brought out, which are presented in the final part of the article. This knowledge should contribute to complementing the theory in the field of security management functions at the level of preparation of specialized personnel, and in practical terms make recommendations on the directions of changes in the process of military personnel management at the stage of formation of professional competence.

2. Professional training of military personnel - conceptual issues.

As the researchers note, *the profession of soldier requires specific knowledge, specific skills and appropriate personality predispositions. The more important the function in the armed forces, the greater the knowledge and skills must be* (Szulc, Mazurek, 2011). In its conceptual area, professional preparation includes such elements as the educational process, which is, for example, the basis for the implementation of the studies of professional soldiers in a military academy, and the process of upbringing, which is, so to speak, complementary to the former. However, its role in the area of shaping the personal profile of a future officer is not at all less.

According to Kupisiewicz, *the process of education simultaneously includes all conscious, planned and systematic didactic and educational influences on students, providing them with general and professional education* (Kupisiewicz, 2000). However Okoń, on the other hand, defines the process of upbringing as *a system of activities of educators and educators that enable the pupils to change in the desired direction, and thus shape and transform feelings, beliefs and social, moral, aesthetic attitudes, the formation of will and character, and the comprehensive development of personality* (Okoń, 1984). It is also necessary at this point to define the term education, which this researcher describes as *not only conscious interactions aimed at ensuring that someone (or oneself) acquires a certain system of knowledge, skills and habits, but also at forming a view of the world and developing cognitive abilities and interests* (Okoń, 1984). In terms of the research problems under consideration, it seems necessary to clarify the concepts of vocational training and professional qualifications. Vocational training is described in the literature as *the specialized preparation of people, properly educated in general, for their chosen profession, which is carried out by higher, lower and secondary vocational schools, as well as (...) vocational courses organized and conducted also outside education by workplaces* (Huzarski, Wołejszo, 2014).

Continuing with considerations in the area of professional preparation of personnel, professional qualifications are *closely related to professional standing and result from formal recognition of professional knowledge and skills* (Huzarski, Wołejszo, 2014). Thus, one of the primary tasks of schools and vocational courses is to equip future graduates with the appropriate professional skills necessary for their professions. Phrases such as student, teacher, formation or personality indicate that the terms cited refer to classic concepts in the field of pedagogy in the broadest sense, as well as to its individual divisions, such as didactics - including military didactics and college didactics. Pedagogy (*paidagogikè*) is *the science of upbringing, the subject of which is educational activity aimed at equipping the whole society - and especially the young generation - with knowledge, general and professional skills, interests, value systems attitudes and beliefs, as well as preparing them to influence their own development* (Okoń, 2007). In the conceptual area, we can distinguish between general pedagogy and specific pedagogies, among which is military pedagogy. As a sub-discipline, it emerged from general pedagogy in the second half of the 20th century and is the result of the need to improve the functioning of the military as a social institution, to professionalize it and deepen its ties with society. This is because the defense of any state is based on its economic strength, military potential and the patriotic consciousness of a society ready to defend its sovereignty, independence and territorial integrity. One of the factors that determines the efficient, effective and in accordance with the traditions of a given nation, the functioning of the military as a state defense force is military, patriotic and civic education. The emergence of military pedagogy is therefore associated with *the need to form such views of the military and such attitudes towards this institution that reflect an understanding of its enormous social role as an agent of defense against aggression and territorial expansion of adversaries (enemies)*

and as a guarantor of preserving the independence of the state (Okoń, 2007). On another hand, the "Leksykon obronności" defines military pedagogy as *a branch of general pedagogy dealing with education, training and formation of personality (upbringing) of all soldiers, treating of the goals, contents, forms, methods and the didactic and educational process in the military environment* (Huzarski, Wołejszo, 2014). The objects of study of military pedagogy are the goals, content, methods, forms, systems and organization of the process of military education and training, describes the goals of upbringing from the point of view of their suitability for the realization of those values that, in the minds of young people, strengthen the role and importance of the military as an institution for the defense of the nation's rights to independence and freedom.

The term didactics comes from Greek, in which *didakticos* meant "instructing" and *didasko* meant "I learn". The evolution of the term throughout history has led to the present state, where didactics is treated as a science of teaching and learning, and therefore as a system of correctly substantiated theorems and hypotheses about the process, dependencies and regularities of teaching-learning and the ways in which humans shape this process (Kupisiewicz, 2000). Overall didactics deals with the analysis of all learning and teaching, organized in a conscious, systematic and planned manner, in other words, the analysis of all activities that make up the learning and teaching process. In addition to general didactics, there are also specific didactics. Among them can be identified defense didactics and military didactics. Defense didactics focuses on *the teaching and learning of defense knowledge and skills in various spheres of the defense system and the state security system* (Huzarski, Wołejszo, 2014). Military didactics, on the other hand, deals with *the processes of individual and team education (teaching and learning) in the military. It is part of defense didactics* (Huzarski, Wołejszo, 2014).

The specificity of education and training in the military is determined by its peculiar organization, consisting of a complete regulation of the service life of soldiers. In military training should take into account the relationship and interrelationships with other sciences, especially with general didactics, war science and war doctrinal assumptions, determining the characteristics of military training and defining its scope. The subject of military didactics includes the principles of determining the objectives, the criteria for selecting the content of education and training, the organization of the didactic and training and educational process in military institutions and the principles of its implementation, as well as all varieties of forms and methods of teaching and learning.

Shaping the silhouette of a soldier, in addition to education, also includes upbringing. Commonly described by educators in the literature as a conscious influence of the educator (teacher, commander) on the pupil (student) aimed at producing a certain change in his personality. These changes are to include both the cognitive and instrumental side. They are supposed to enable the alumni to change in the direction planned by the educators, transform the ways of perceiving the world, shape moral and aesthetic feelings, create certain social attitudes and beliefs, shape the personalities and characters of the alumni. In this area, the term

method of upbringing additionally appears, understood as *a consciously and systematically applied way of pedagogical influence, which makes it possible to achieve the intended educational goals* (Bieńkowski, Stępień, 2003). In the methodology of education, there are three groups of concepts: *personal influence, situational influence and environmental influence* (Stępień 2001).

An area that also remains in the author's sphere of interest, in relation to professional development of military personnel, is the management of the process of improving human resources, that is, the process of improving qualifications (professional competence) through various forms of education and self-education (Krakowski, Leśniewski, Wiśniewski, 2011). Competence management means a practical activity, oriented towards achieving the set goals of the organization. It must be conducted rationally, using the rules of economics, effort and ethics (Moczydłowska, 2008). Personnel management is a way of conducting the organization's personnel policy, where the concept of competence becomes the main link between activities in the field of recruitment, selection, career path, employee evaluation, training or motivation systems. It should be conducted in a rational method. Competence management is a set of activities leading to an increase in the value of human capital and the effectiveness of an organization. Mastering management is not easy, as it requires a certain interdisciplinary knowledge, the necessary information resources and good communication within the organization.

The professional training gained will become outdated as the environment changes and as a result of work demands, technology change and the introduction of new procedures or processes. Accordingly, professional development has become a necessary and permanent process, which applies to both organized forms of education and training and self-education, which should be understood as a didactic process carried out independently with and without the assistance of others (Kuźma, 2003). A special place in the system of managing the competencies and qualifications of Polish soldiers is occupied by personnel development, and in this case, an organized and formalized system of professional development for officers and non-commissioned officers.

3. Professional (social) competence versus emotional intelligence (competence) in management of military personnel

Another conceptual aspect that is important in the process of managing the military personnel improvement system is social behavior, otherwise seen as social competence and related emotional intelligence. From the point of view of considerations of the effectiveness of human functioning in society, the most useful seems to be the definition, which by social-emotional competence understands *the complex skills that determine the effectiveness of*

emotional regulation and coping with various types of social situations (Matczak, 2007). This definition indicates that it is not possible to speak of one general social competence, but of many types of them. Among them should be mentioned, among others:

- social perception skills (accurately perceiving others, such as their experiences or intentions, and understanding and correctly assessing social situations),
- social sensitivity,
- empathy and interpersonal decentering,
- knowledge of social rules and the ability to behave appropriately in social situations,
- ability to solve specific interpersonal problems and control social situations,
- skills conditioning to deal with conflict situations and requiring assertiveness,
- effective self-presentation and ability to influence others,
- communication skills,
- cooperative skills.

Social competence can also be understood as *the ability, possession of the necessary skills to have the desired impact on other people in social situations* (Argyle, 1999). In this understanding, they are a conglomeration of many factors relating to an individual's functioning in the cognitive, motivational-emotional and behavioral dimensions. Social competence can also be defined as processes that include:

- perception/understanding of the social situation,
- the method of behavior and the accompanying feelings,
- sympathies or antipathies.

In addition, they are reflected in human functioning through cognitive, emotional-motivational and social aspects (Szołtysek, Jeż, Twaróg, 2015). Some see their essence in the interaction of elementary abilities used in specific types of situations, while others describe them as a general ability revealed in many different situations (Jakubowska, 1996). Thus, they are described as specific, context-dependent skills manifested in behavior (Biermann, Welsh, 2001), or as the individual's gaining, in the course of social training, of complex skills that determine the effectiveness of coping with certain types of social situations.

Social competence, moreover, can be considered in terms of static and dynamic. The former assumes that the skills that make up social competence are behaviors aimed at establishing, maintaining and ending interpersonal relationships. The dynamic approach, on the other hand, describes them as purposeful behaviors, adapted to the situation, learned and controlled by the individual (Spitzberg, Cupach, 2002). It should be noted, however, that the need for a holistic view of the nature of competencies is now increasingly emphasized. Such a view of them indicates that they are the result of the totality of experiences acquired by the individual in the process of socialization, and are developed in both formal and informal education systems (Karl-Heinz, Lindner-Müller, 2012). Thanks to high social competence, individuals find their way better and function more effectively in a wide variety of social situations (Martowska,

2012). Thus, social competence is a key component of life and professional skills, necessary for proper functioning in today's dynamic world, which should be possessed by every person, functioning both socially and professionally.

Emotional intelligence is one of those determinants that plays an important role in the life of an individual, influences the correct management of one's own emotions and dealing with the emotions of others, builds social relationships, and supports human cognitive development. The turmoil that the world and whole societies have encountered, as well as the new challenges and relationships between workers, especially the provision in many areas of remote work, dictate that special attention be paid to the issue of emotional and social competence, the ability to communicate and cope with work in an isolated, one-person environment. Researchers are increasingly focusing their attention on verifying the importance of emotional intelligence and its impact on efficiency in professional work. Reviewing the research in this area, it can be concluded that a certain level of emotional intelligence in the main has a positive impact on a person's functioning in professional life.

A person begins to accumulate the skills that make up emotional intelligence through the process of primary socialization, of particular importance is the proper course of these relationships in the primary social cell. As such, the family helps one learn to correctly recognize and name one's own feelings and emotions and to skillfully use them in social life (Goleman, 2007). However, the family does not always provide opportunities for an individual to develop correctly. In companies, organizations and even schools, various workshops, trainings and courses are organized with the aim of shaping and developing the competencies that make up emotional intelligence, thus teaching how to maintain correct interpersonal relations, effective action aimed at achieving success (Matczak, Knopp, 2013). According to Goleman, emotional intelligence plays a crucial role in achieving outstanding results in professional work, almost in every position and profession, outstanding performance depends on emotional intelligence.

The mentioned researchers point out two positive aspects of emotional intelligence that promote human functioning in a professional environment:

a) the cognitive aspect, which enables efficient processing of information affecting thinking processes, which also support creativity and ingenuity,

b) the social aspect, ensuring adaptation to functioning in difficult social conditions.

A measurable skill derived from emotional intelligence is emotional competence, broadening, as it were, the discussion of job or professional competence. As Goleman writes, the skills included in emotional competence contribute to professional success. These include the following five components:

- self-awareness – knowledge of one's own internal states, preferences, abilities and intuitive judgments, realistic assessment of one's own abilities and justified belief in one's own capabilities,

- self-regulation – control over one's own internal states, impulses, abilities,

- motivation – emotional inclinations that lead to new goals or facilitate their achievement,
- empathy – becoming aware of the feelings, needs and anxieties of others, the ability to see things from the other person's point of view,
- social skills – arousing desired reactions in others and the ability to control one's own emotions in interpersonal interactions (Goleman, 1999).

The result of researchers' considerations has been various concepts defining models of social competence in close connection with a person's emotional intelligence. In the simplest approach, it can be assumed that social skills co-create together with emotional intelligence, broadly understood social competences.

In close conceptual range moves Greenspan, who proposed a model of social competence, adopting a three-factor structure that includes:

- temperament,
- character,
- social intelligence.

In this model, temperament is responsible for the activity level and dynamism of a person's behavior during life activities. It forms the basis of psychological and autonomous responses to impulses and social situations. It includes such elements as reflexivity/impulsivity and equilibrium/excitability (Pilecka, Pilecki, 1990).

Character, on the other hand, is defined as the basis of moral responses to stimuli and social situations. It is responsible for the ability to focus on various tasks and coping with stress. It includes such aspects as:

- social activity-passivity,
- pleasant-unpleasant personality disposition.

Social intelligence, in this view, allows one to understand the rules of behavior of other participants in life while performing tasks and to adjust one's own behavior to ensure maximum success in achieving the organization's goals. According to Greenspan, it is the ability of an individual to understand other people, the social events taking place and the processes that determine the direction of these events. The structure of the model of such competencies according to Greenspan is shown in Figure 1.
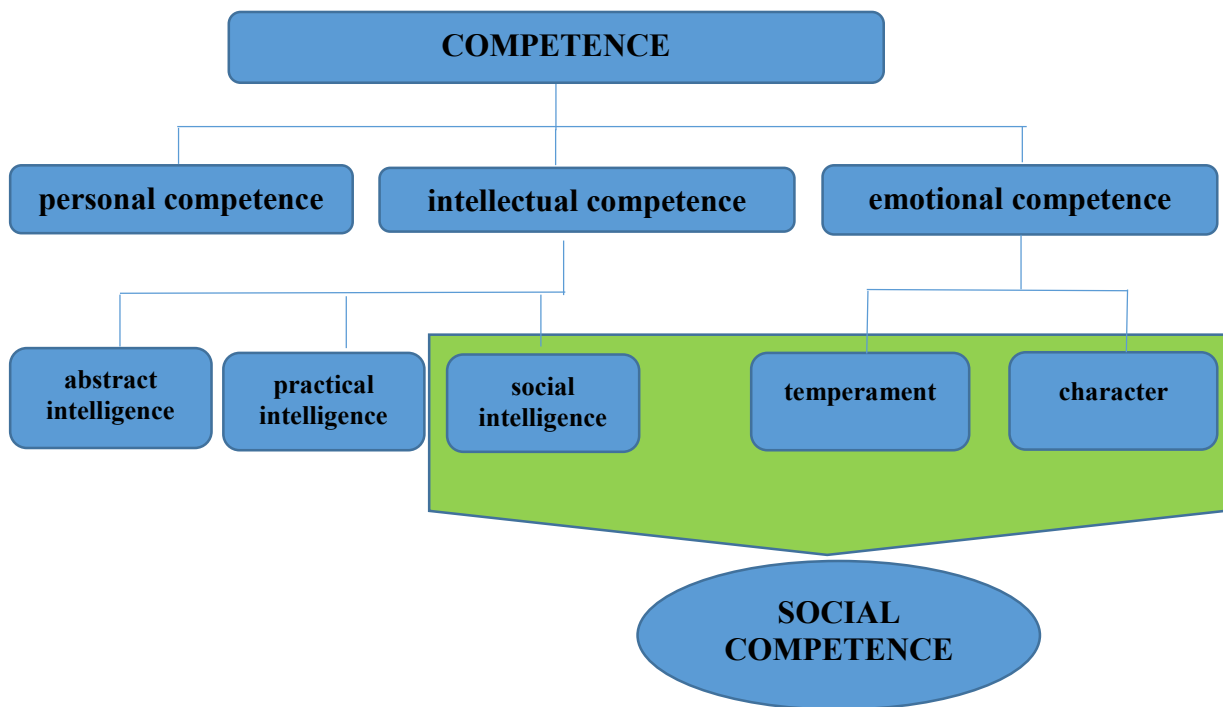
Figure 1. Model of social competence according to Greenspan.

Adapted from: Pilecka, W., Pilecki, J., 1990.

Available scientific research clearly indicates that emotional intelligence, the resulting skills and behaviors have a positive impact on a person's functioning at work. Referring to empirical studies of emotional intelligence, Matczak and Knopp write that people with higher emotional capabilities manage better in their professional lives and are more likely to succeed, are also more effective leaders, and perform better during job interviews (Matczak, Knopp, 2013). The results of the research between the relationship between the emotional intelligence of managers and the effectiveness of their work have shown that there is a relationship between emotional intelligence and the factors for increasing work effectiveness. Internal factors are directly related to the knowledge, competence of employees, their motivation to work while external factors are related to the organization, its structure and processes (Gofman, 1975). For example, soldiers with high emotional intelligence are those with high career ambitions, satisfied with their jobs, who have the skills to cope with setbacks at work, while soldiers with low emotional intelligence are more likely to develop burnout syndrome in their lives (Basińska, Jaskólska, Piórowski, 2007). In today's labor market, emotional intelligence is a key component of business management, especially when it comes to improving team effectiveness and team productivity. Also, numerous studies by consulting companies prove the value and importance of emotional intelligence, treating the skills and abilities constituting it as particularly desirable in the labor market. Employers expect from modern employees, first of all, interpersonal skills, teamwork skills and the ability to work under time pressure, motivation to work, self-organization. In today's global labor market, emotional competencies are

becoming an extremely valuable asset. Identifying and developing the individual competencies and abilities that make up emotional intelligence can bring many benefits to today's organizations and the employees who comprise them. By supporting the development of the emotional competence of employees, it becomes possible to maintain proper interpersonal relations between colleagues, achieve high work efficiency, shape the desired, on the job, behavior. Modern organizations are trying to develop their emotional intelligence. Emotional intelligence of an organization means such a way of managing the organization, in which the communication process and interpersonal relations contribute to its efficient and effective operation and problem solving. An organization's team emotional intelligence defines the extent to which it uses the intellectual capital of its employees. Goleman highlights that maximizing intellectual capital boils down to the proper formation of interactions between people who have expertise and professional skills. The four main skills included in team emotional intelligence are:

- self-awareness,
- managing the emotions of the group - involves the proper recognition and control of emotions so that they do not have a negative impact on the work of the entire team; the ability to manage emotions affects the effectiveness of the work of an organization,
- internal relationship management - means the ability of individual team members to interact with each other in difficult situations,
- external relationship management - is the ability of a group to work effectively within a larger organization (Bradberry, Greaves, 2006).

Professional knowledge demonstrates competitiveness, while it is the relationships between employees that allow an organization to succeed in the market. It seems interesting to ask to what extent does emotional intelligence affect an employee's career trajectory? The answer to this question can be found in large part in Bradberry and Greaves. The main conclusion is interesting - emotional intelligence (emotional quotient - EQ) is much more important for career success than rational intelligence (intelligence quotient - IQ). Indeed, the level of emotional intelligence is responsible for as much as 58% of performance in any profession. Of the people surveyed, 90% with good job performance also had high levels of EQ. The authors prove that there is also a close relationship between the level of emotional intelligence and the amount of income. Each point more on the EQ scale corresponds to an increase in annual income. In turn, people with high EQ earn more than those with low quotients of this type of intelligence (Bradberry, Greaves, Leoncioni, 2009). Relationships regarding emotional intelligence and income are found all over the world and regardless of the industry and level of the professional hierarchy.

For the purposes of the research process, the author reviewed the literature and available legislation referring to formalized processes for finding or assessing specific social and emotional competence in the management of personnel of the uniformed services. In military structures, this area is regulated by *Rozporządzenie Ministra Obrony Narodowej z dnia z dnia*

4 lipca 2022 r. w sprawie opiniowania służbowego żołnierzy zawodowych and specifies a number of criteria that form the basis for their evaluation. To a large extent, these are competence criteria, included in the universal requirements profile - applicable to all professional soldiers who meet the requirements specified in the regulation. The analysis and evaluation of the social competence of professional soldiers is subject to a common catalog for the army, based on precisely defined behavioral criteria. The catalog of competencies becomes a kind of "communication code" of the organization, which allows people from different areas of the organization to communicate effectively. It is important to take into account the diversity of profiles in different types of the Armed Forces and at different levels of command. It can refer to the content of competencies and their required level, globally, profiles allow to increase the efficiency of managing the development of subordinates. Taking into account the level of requirements in the profiles is possible in the situation of using "tailor-made" competency profiles, but the lack of a defined level of requirements usually results in the overestimation of assessments in the periodic evaluation. In the absence of a requirement level, the supervisor and the employee usually consider that the highest level of competence is the most preferred one and, as a result, try to "nudge" the evaluator's notes closest to the end of the scale. This raises the question of whether the highest level of competence is required to effectively perform the duties of the position. In the case of managerial profiles and the leadership competencies included in them, sometimes their standard (not highest) level is sufficient. Although already in the case of competencies common to specialized and managerial profiles, such as "communicativeness", usually higher requirements are placed on the supervisor than on the employee. It seems reasonable to implement officer profiles by the participatory method - with the participation of officers. The participatory method increases the acceptance of the requirements set, since it is the employees themselves who participate in their development, taking into account their experiences in carrying out their professional duties.

In the process of professional evaluation (in terms of social competence) carried out on the basis of the said regulation, each soldier is evaluated:

1. Performance of the appraised person in his official duties (in strictly defined areas).
2. Competencies and aptitudes of the appraised person - among others:
   - communication skills,
   - ability to work in a team,
   - responsibility,
   - personal culture and attention to personal appearance.
3. Character and behavior of a soldier outside duty hours.

Interesting research results in the area of evaluation of selected aspects of personnel management in hierarchical organizations can be noted from Szulc, Mazurek, Majewski - where it was presented that military commanders (officers) are often perceived by subordinates as having specialized and organizational competence, striving to develop their skills, firm in action, rather hardworking and committed to performing tasks. However, on the other hand,

subordinates rated their superiors less favorably in terms of skills typical of leaders, and concerning personal example, winning over subordinates, and showing interest in subordinates. The results shown in Figure 2 clearly reveal deficiencies in selected social behaviors within the personnel management process.
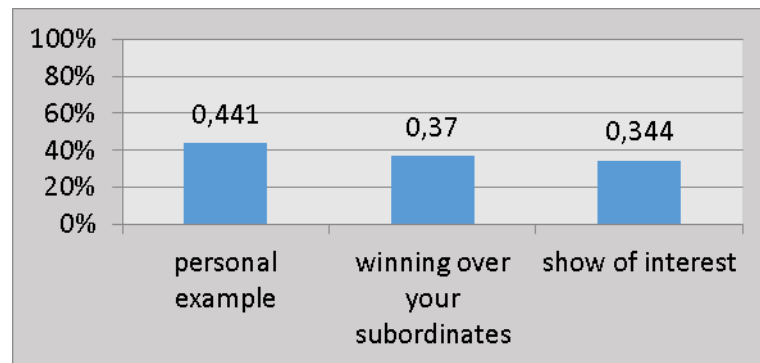
Figure 2. Evaluation of supervisors in terms of more important skills typical of leaders.
Adapted from: Szulc, Mazurek, Majewski, 2002.

Another interesting research results in the area of developing professional competence of military personnel can be noted by R. Balcerzyk and D. Balcerzyk. When asked about the values conducive to competence development, respondents listed creativity and innovation in a positive sense in first place (29.4% of officers), readiness to make sacrifices (26,3%), avoiding responsibility (12.6 %), deception, (12.1%), patriotism (8 %), feeling of social mission (7,7 %), no competence (3,6%). Those with such views were soldiers serving in command positions, with a length of service of 5 to 10 years. The results are shown in Figure 3.
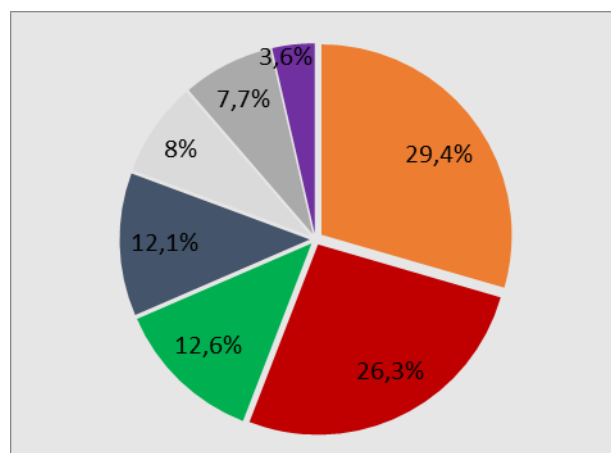

Figure 3. Values that foster competence growth.
Adapted from: Balcerzyk, D., Balcerzyk, R., 2017.

4. Citizens' expectations of military personnel

By reason of its functions, the army is understood as a total institution, penetrating with its actions and filling all areas of a soldier's life, creating certain groups, patterns of behavior (situational, institutional, integrative), which can be distinguished by the roles they play in the overall organization of military life. According to researchers, total institutions are distinguished primarily by their function of meeting the many different needs of the population (Gofman, 1975). According to Gofman's concept within the functional paradigm, the concept of function is alternatively used with the concept of role. A soldier, as a member of a total institution such as the army, has certain social roles to fulfill - he is supposed to defend independence, the inviolability of borders, he is supposed to serve society with his daily work and service, to ensure the highest possible level of security. The concept of social role is linked to the concept of social position. Social position is a certain way of situating a person in a collective, in a group. In modern society, every person, and therefore a soldier, belongs to many collectivities, in each of which he occupies a different position, or even multiple positions. However, in the interpersonal space there is a multiplicity of such positions and roles, in various configurations and connections. In this context, Szacka mentions two basic types of positions - ascribed positions and attained positions. Ascribed positions are those that a person obtains automatically, without the participation of his will, for example, with birth. Achieved positions are those over which a person himself has some influence. In democratic, modern societies, attainable positions definitely dominate. In feudal, authoritarian or totalitarian societies, ascribed positions are much more common. At the same time, a social role, is a set of rights and obligations associated with a given position, or a pattern of behavior associated with the position, a scenario of the position, its dynamic, behavioral element, or normatively defined duties and permissions (Szacka, 2003). In other words, a role is defined as a determinant of how a person who occupies a given position behaves. Thus, a role is a dynamic element of the position occupied. The various roles differ in what is commanded, forbidden and an element of freedom. As Szacka notes, the script for some positions is more rigidly defined and leaves less room for improvisation than for others. Certainly, the role of an officer in the military has less freedom than the role of a student, for example. It is not only the margin of freedom that differentiates the role of an officer from that of a student. As an institution, the military defines in meticulous detail a range of permissible and impermissible behavior. Regulations, a code of honor, military ceremonial or norms of discipline serve this purpose. Reviewing the available surveys in the area of citizens' expectations of the state and its organs, according to the survey, almost all believe that it should provide every citizen with security (99%) and respect for their private property (98%). There is also a common opinion that the role of the state is to provide every citizen with a minimum income (95%) and free medical care (95%). Slightly fewer people (88%) believe that citizens should have the right to free higher education. The majority of respondents (84%) expect the state to guarantee every citizen some kind of housing, shelter, a roof over their heads, as well as a job that is in line with their qualifications (81%) or any job

(80%). Less people express the view that the state should ensure the welfare of every citizen (53%). Thus, society's expectations of the state, in the main, are provided by the military and its formalized structures. Thus, it performs a key function of the state in relation to its citizens. Respondents' responses are shown in Figure 4.
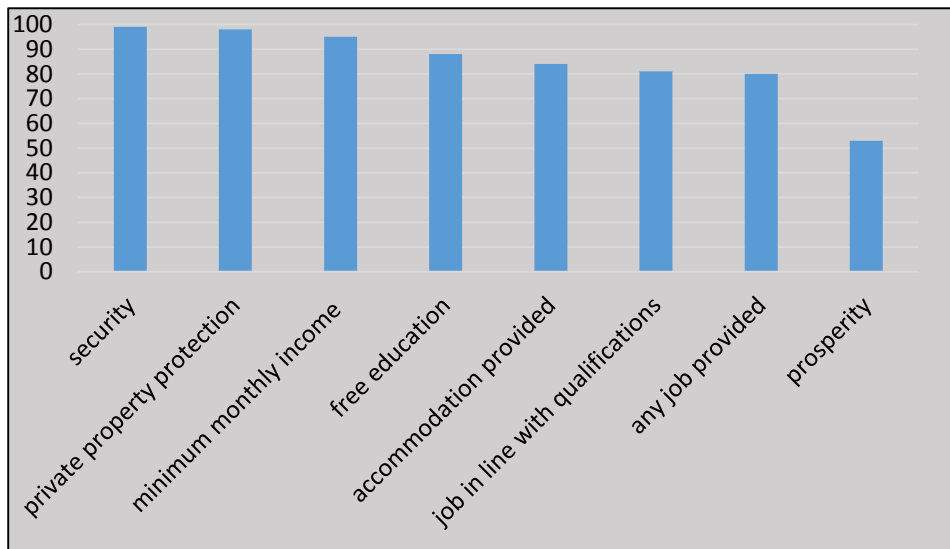
Figure 4. Expectations of Poles towards the state.

Adapted from: CBOS, 2013.

At the same time, interesting research is provided by the data presented by professional soldiers themselves, among whom, when asked the question "To whom/whom is the soldier morally responsible for his service actions?" The answers also showed this moral and service responsibility to society. In the present analysis, the responses of officers, as the professional group that manages human teams in military structures, thereby having a fundamental influence on the implementation of statutory tasks in relation to citizens, were taken as relevant. The results of the surveys cited are shown in Figure 5.
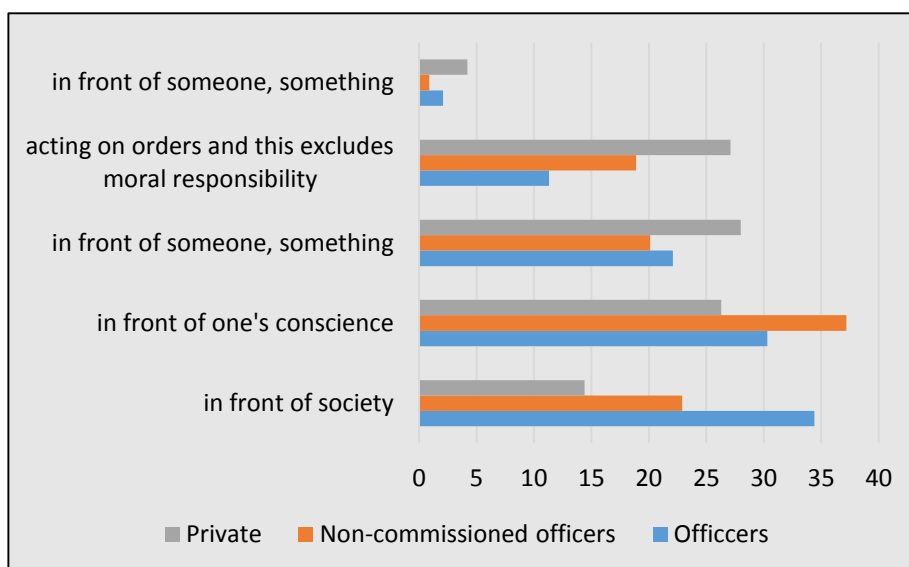
Figure 5. Responses of soldiers in terms of moral responsibility.

Adapted from: Zajdzik, 2010.

5. Conclusions

The main objective of this publication was to identify the research gap in the management of the process of competence preparation of soldiers in the context of their social roles and expectations of citizens. Against this background, on the basis of literature studies and available research, as well as logical deduction and inference, the final conclusions are identified. As the results of the research have shown, the dynamics of change in the modern security environment and the behavior and expectations of societies force the improvement of the management of the process of competence preparation of military personnel. The research has revealed that the soldier's profession is oriented towards fulfilling the basic needs of the other which are the needs for security and protection of private property, towards fulfilling the needs of the local community and society as a whole more broadly. Based on this, the first conclusion was drawn that an important area of professional preparation that is currently not being implemented adequately is the improvement of social competence among military personnel. Moreover, in the research, the interviewees themselves (soldiers) articulate that they feel a moral responsibility to fulfill their role first and foremost to society and their own conscience. This confirms the awareness of military personnel as to their choice of vocation in their professional life and service, as well as the proper selection of personnel for these organizations into their structures and the right direction for competence development. However, in areas such as the opinions of subordinates, one can find opinions suggesting the deficiencies in social behavior shown above, especially in superiors, which should be remedied within the framework of an organized system of professional development.

Another recommendation developed on the basis of the research is the identified need to develop professional competence in the emotional intelligence (competence) of military personnel, particularly in the cognitive and social aspects, ensuring the adaptation of soldiers to function under threat conditions. This should result in the expansion of the periodic evaluation questionnaires, to which soldiers are subjected, with indicators and measures relating to the individual assessment of competence preparation in relation to social and emotional competence.

A practical solution in the area of competence management of military personnel, developed on the basis of the research carried out, is the need to implement in the stage of academic training and in-service courses a program of practical classes involving the development of social and emotional competence. Thus, during academic training at the military academy, it will be an additional subject with a practical dimension within the group of classes of the direction module in the fourth or fifth year of the master's degree program, amounting to 30 didactic hours. During in-service courses, this will be implemented in the general military training module. The subject area of such classes will be the subject of the author's upcoming research.

The above considerations show the occurrence of further expectations and needs addressed to military personnel, as well as other uniformed services or disposition groups. This is a contribution to continuing research on the directions of development in the field of military personnel management, especially in such a dynamically changing environment.

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