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LECTURES ON COMBAT PREPARATION

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WARSZAWA

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ACADEMY OF NATIONAL DEFENCE



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**SOLDIERS PSYCHOLOGICAL PREPARATIONS
TO ACTIONS IN DIFFICULT SITUATIONS**

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Parris Island 1998

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SOLDIERS' PSYCHOLOGICAL PREPARATIONS TO ACTIONS IN DIFFICULT SITUATIONS

Armed forces are trained for military purposes — this principle means that in peacetime the army is obliged to reach such a level of military readiness which is necessary to defend its peoples in the case of military conflict. It is obvious that there is no combat readiness without human participation as this is the man who defines it through preparation to combat actions. This process is conducted in training, the aims of which are the following:

- keeping permanent combat readiness,
- preparing forces to combat in physical and psychological difficult conditions.

As it results from Polish experiences, the effectiveness of psychological preparation process depends on soldiers' personality and also on situation in which the training is carried out. Undoubtedly, these situations should be close to real ones, namely difficult situations. I think that not only the personality characteristics, but most of all the ability to behave in various combat situations indicates soldiers' preparation.

Difficult situations, extreme in particular, always exercise influence on soldier's functioning in spite of the performed task character. The most typical example of difficult situation is a case of conducting a task on the combat field. Obviously, the range and level of difficulty varies if we analyse the activities of a commander, equipment operator or a plain private. According to realised tasks, each of them should have appropriate knowledge, abilities and should be suitably psychologically prepared. Each

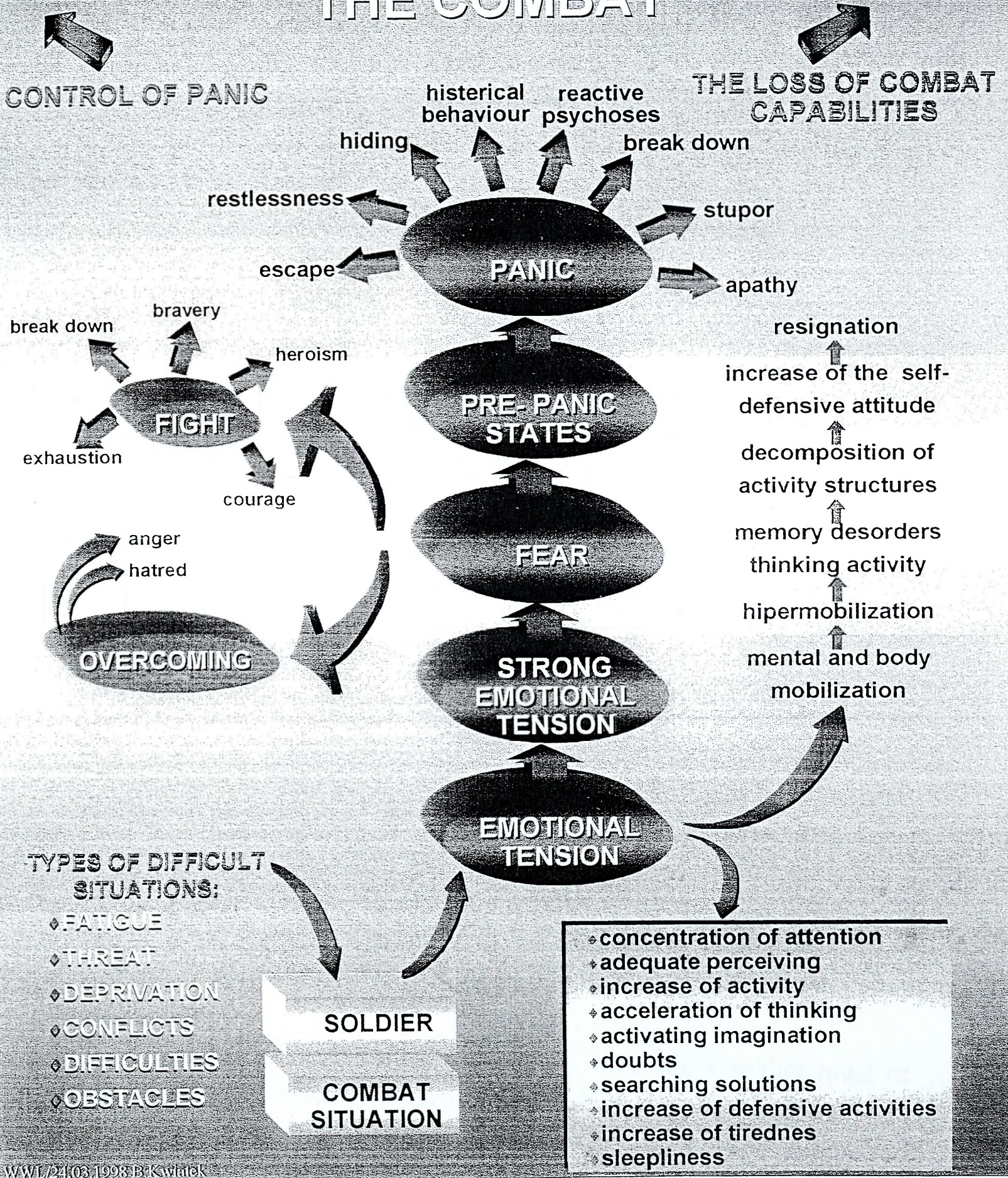
of them, however, perceives combat situation as difficult from an individual point of view.

While preparing soldiers to actions on battle field, we create situations similar to combat ones on training ranges and fields. Therefore, it can be said that the soldier's situation during tactical training can also be a difficult situation. We can speak about such a situation when the relations between the soldier and his environment are characterised by the lack of balance, disagreement of aspirations, values, aims and realisation potentials or individual characteristics and conditions of activities. Created training conditions in which a soldier performs his tasks play the following roles:

- task generator (task situation),
- modifier of task performance due to the situation change,
- performance evaluator, which actions completion and value depend on.

These conditions can be considered in the context of soldiers' possible mental reactions (see Chart 1).

PSYCHOLOGICAL REACTIONS AND BEHAVIOUR OF SOLDIERS IN THE COMBAT



WWL/24/03.1998.B.Kwiatk

In my opinion, difficult situations can be taken into consideration as:

- stimulation system, in this case the specific situation influence on the way of behaviour and the kind of actions is stressed;
- social-psychological system, the influence of a soldier as a human being and soldiers groups on situation arising and development is considered;
- functional system, the values which direct soldier's activities are stressed;
- time-dimension system in which time and space area can significantly modify the remaining elements functions.

Soldiers' behaviour in difficult situation can be considered in three dimensions, namely as:

- consistent task realisation; a soldier should be ready to reconstruct the actions structure in case of need; this is a task attitude,
- resigning from further actions under the pressure of difficulties encountered;
- disorganised actions. Soldiers facing arising difficulties being strongly motivated are not able to act effectively, they concentrate on themselves (fear attitude) or on an obstacle. The obstacle can make the action difficult or impossible. Therefore, a soldier might tend to pass the obstacle. It sometimes happens that instead of rational actions there appear reactions relieve the nervous tensions but not decreasing frustration situation. These reactions are: aggression, regression, escape, fixation self-aggression. The meaning of these terms is obvious and I will not explain them.

A soldier in difficult situation receives a number of information concerning the situation components — external and internal conditions — and reverse information relating to the course and results of his own action and behaviour.

In order to perform tasks in a difficult situation, a soldier must be psychologically resistant. The idea of psychological resistance consists in an individual ability keeping to inner controlling of his own action and behaviour in such a relation to the environment which:

- is characterised by the lack of balance or disagreement between aspirations, values or aims and realisation possibilities.

This ability means keeping the possibility to direct the processes of own cognitive and emotional situation perception and concentration on own information consistency in the aspect of action ask.

Soldiers' behaviour in a difficult situation can be modified by:

*the appropriate to the performed tasks morale level, which can be understood as a system of internalised ethical values (patriotism, freedom), the ways to evaluate closer and further social environment and personality features such as: courage, bravery etc.,

*psychological preparation which should be understood as the most stable psychic characteristics; the effect of the well realised preparation is a psychological readiness to act.

Dfferent types of psychological preparation are : (see chart 2).

Chart 2 DIFFERENT TYPES OF PSYCHOLOGICAL PREPARATION

- ◆ RESISTANCE TO STRESS
- ◆ KNOWLEDGE AND SKILLS
- ◆ CONFIDENCE BUILDING
- ◆ INFORMATION ABOUT TASKS
- ◆ BUILDING GROUP COHESION
- ◆ SUPPORT TO SOLDIERS FAMILIES
- ◆ SUPPORT TO LOCAL COMMUNITY
- ◆ PREPARATION FOR A GIVEN TASK

In the Polish armed forces training practice, some solutions, including the once requiring psychological competencies, have not been fully applied. Meanwhile military psychologists offer commanders a number of practical activities aiming at:

- developing solid convictions and motivation,
- shaping notions relating to the battle field character which are adequate to current knowledge,
- strengthening psychological resistance to threats and difficulties characteristic to a battle field,
- developing dispositions and abilities required taking into consideration combat aims, including:
 - ability to bear frustration,
 - resistance to threats,
 - ability to endure unpleasant emotional excitement.

The awareness of basic tasks in soldiers; psychological preparation is essential as this process is not a separate subject but only a certain area included in the combat training. The variety of military training tasks and subjects which shape soldier's psychological sphere refer to:

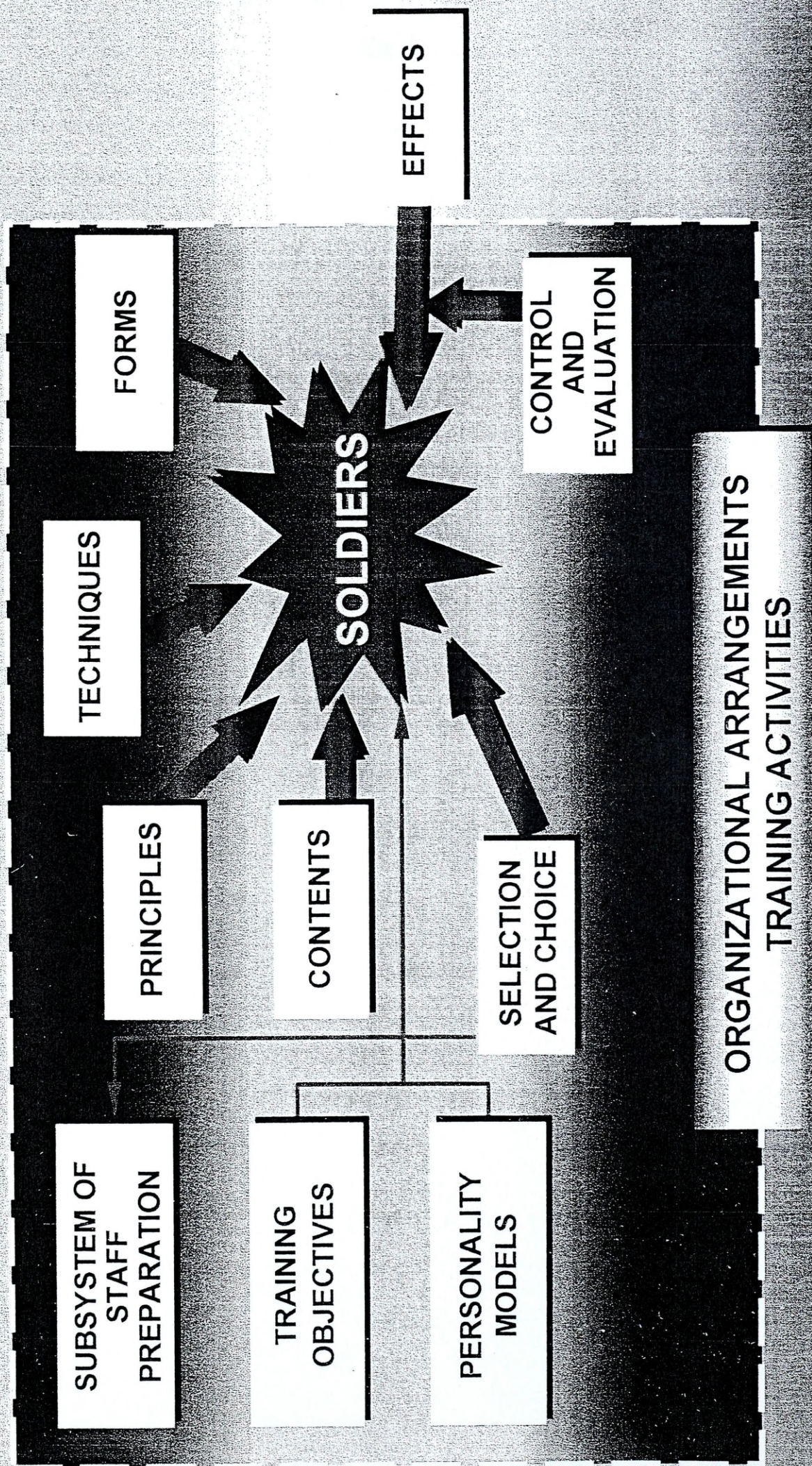
*the level of training realism, thus physical and psychological training situation approaching to real battle field conditions,

*general training effects evaluation methods, psychological preparation evaluation including,

*detailed problems such as resistance to stress, relaxation effectiveness, influence of a group on soldier's personality and others.

For the needs of the Polish armed forces, we have prepared a system of soldiers' psychological preparation (see Chart 3).

MODEL OF PSYCHOLOGICAL SOLDIER PREPARATION



Psychological preparation structure (Chart 4). The components of psychological preparation structure are the following:

- * selection and choice,
- knowledge relating to a potential battle field,
- psychological readiness for actions,
- resistance to stress,
- desirable psychological dispositions,
- team integration (commanders' interpersonal skills),
- psychological and medical aid,
- physical cover of a man.

Chart 4 THE STRUCTURE OF PSYCHOLOGICAL PREPARATION:

- ◆ SELECTION AND CHOICE
- ◆ KNOWLEDGE RELATING TO A POTENTIAL BATTLE FIELD
- ◆ PSYCHOLOGICAL READINESS FOR ACTIONS
- ◆ RESISTANCE TO STRESS
- ◆ DESIRABLE PSYCHOLOGICAL DISPOSITION
- ◆ TEAM INTEGRATION (COMMANDERS INTERPERSONAL SKILLS)
- ◆ PSYCHOLOGICAL AND MEDICAL AID
- ◆ PHYSICAL COVER OF MAN

The methods of psychological preparation (Chart 5).

The following methods of psychological preparations are distinguished:

- attack immediately after the explosions of the friendly artillery's bullets,
- crossing water obstacles,
- overcoming obstacles in real danger conditions,
- long exposure to anti-chemical protective clothes and shelters,
- parachuting, shooting, throwing hand grenades, exercises in the contaminated terrain etc.,
- long marching in different terrain and weather conditions during the day and night ,
- exposition of a „battle field”.

Chart 5 METHODS OF PSYCHOLOGICAL PREPARATION

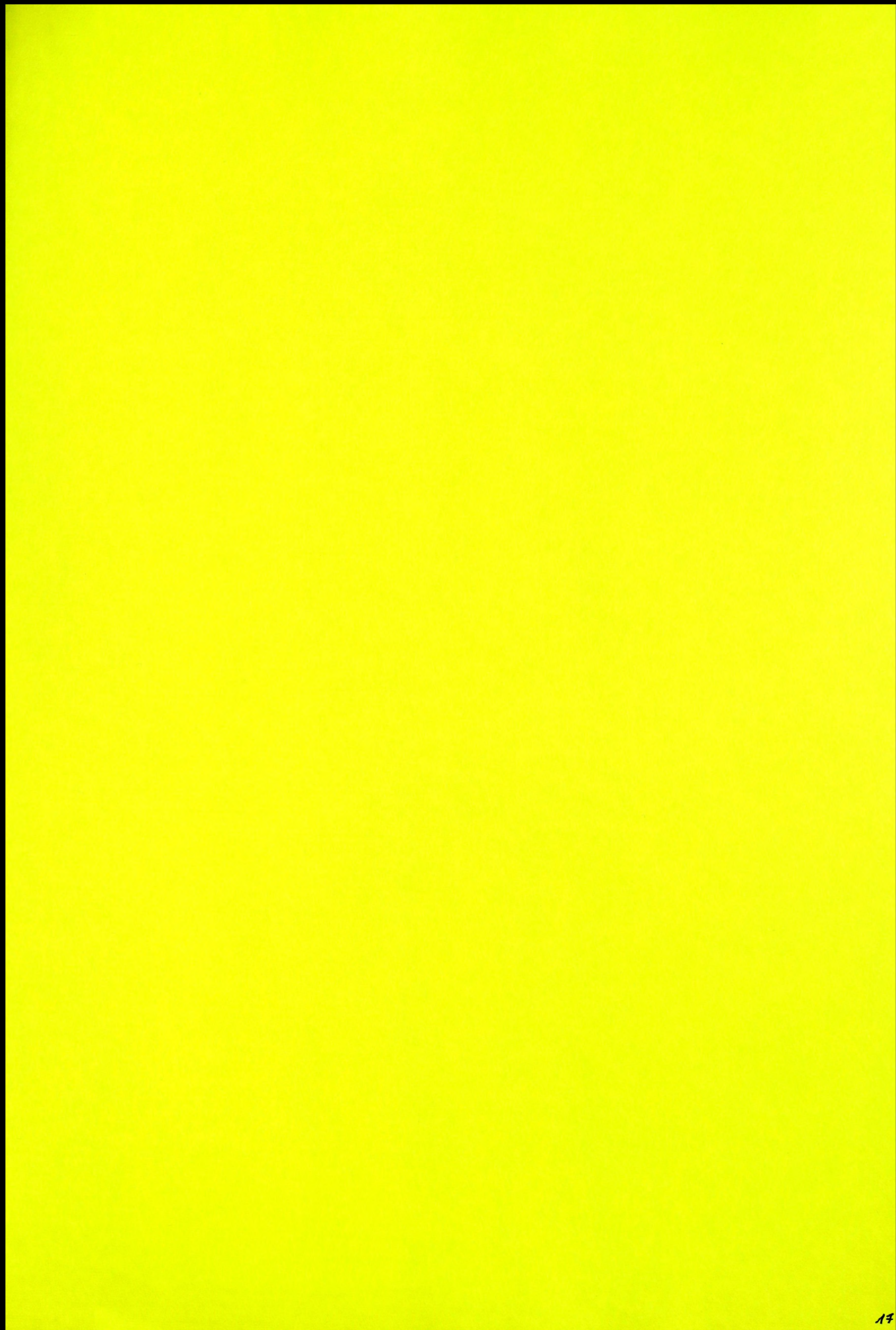
- ◆ ATTACK IMMEDIATELY AFTER THE EXPLOSIONS OF FRIENDLY ARTILLERY'S BULLETS
- ◆ CROSSING WATER OBSTACLES
- ◆ OVERCOMING OBSTACLES IN REAL DANGER CONDITIONS
- ◆ LONG EXPOSURE TO ANTI-CHEMICAL PROTECTIVE CLOTHES AND SHELTERS
- ◆ PARACHUTING, SHOOTING, THROWING HAND GRANADES, EXERCISES IN CONTAMINATED TERRAIN ETC.
- ◆ LONG MARCHING IN DIFFERENT WEATHER AND TERRAIN CONDITIONS, DURING THE DAY AND NIGHT.
- ◆ EXPOSITION OF A „BATTLE FIELD“.

Analysing the soldiers' psychological preparation process in our army, we have to assume that:

- this preparation is a necessary conditions to shape combat abilities,
- this process should be organised by junior and medium level commanding staff,
- psychological preparation process interferes with soldier's mental life, therefore it requires certain moral and legal limitations,
- the possibilities to improve this process should be connected with psychologists engagement in combat training. This process is being realised in the Polish army.

In order to help the commanders to perform the tasks of soldiers' psychological preparation to act in difficult (extreme) situations on the battle field, the military psychologists from the Section of Command and Control Psychology at the Academy of National Defence carry out research concerning the issues of:

- psychological preparation and resistance and also adaptation to changing battle field conditions,
- psychological problems of conducting commanding functions,
- soldiers' emotions in combat (courage, stress, fear, panic),
- factors imparting dynamism soldiers' behaviour (values, motives, needs, attitudes),
- inner (intrapersonal) and external (interpersonal) conflicts and friendly ties,
- the influence of psychological combat actions on soldiers psychological feelings.



**PSYCHOLOGY IN COMMANDERS
EDUCATION**

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Copenhagen 1996

Considering the issue of psychological education and the importance of psychological knowledge and abilities to prepare commanders, one has to be aware of this process complex conditions.

The logical consequence of political system transformation in Poland is also the change of the Armed Forces aims and tasks and their restructuring. In the military education, however, it is expressed in changing education and training syllabuses, creating a personal - professional profile, choice and selection etc. The increased level of professionalism is forecast to make a different from hitherto existing social and psychological situation in the military. In these new circumstances, it will be extremely difficult for the army to achieve assumed tasks only by executing binding soldiers' duties. To accomplish army's tasks, there have to be taken into consideration the rules of human behaviour in various situations, soldiers' motivation towards the service, their adaptation abilities, interpersonal relations, family situation and so on.

Currently our armed forces undergo the stage of creating psychological structures. Basing both on the needs and military service realities, a conception of respective chains of psychological counteraction in the Polish military, better adjusted to present and future needs has been worked out in the MoD Social and Educational Department. The observation of military unit life, however, shows that the commanders' expectations are very diversified. Most often they expect from a psychologist some help to shape discipline. In effect, it is not difficult to see that the preventive, psychotherapeutic and other functions disappear in this way. The situation requires conducting changes in the service conditions and also in preparing commanders to perform their duties.

The process of command preparation is realised in our higher officers schools and military academies and although it is not a completely new research matter but it is an essential field of considerations. This problem is important for many reasons. Generally, they can be divided into two groups of conditions: inner and outer. I am aware of the fact that this division is stipulated and not eventually separable.

The outer conditions can be found in the situation in Europe, the challenges of which can be faced by a state equipped with a modern army and prepared personnel according to abilities and needs. The conditions of the state of the art do not only consist in organisation, equipment and ordinance but also commanders' managerial abilities based on psychological knowledge gained at a military school.

Social life involves various civilisation processes that influence the men in military uniforms. Most of them have a positive dimension. However, one cannot miss numerous negative phenomena related to military service. These

processes can be modified by, among others, psychological structures effectively functioning in the armed forces. But it will require preparing commanders on all levels to co-operate with psychologists.

It is obvious that before joining NATO structures, the Polish Armed Forces have to fulfil the conditions for each soldier's psychological protection (care). It means commanders' assistants dealing with psycho-prophylactics functioning effectively in every unit. It is also connected with the necessity to educate psychologists to have an influence upon soldiers in garrison conditions and preventing negative phenomena of barracks life, like so called „wave”. Including psychologists into the process of working out and running tactical exercises seems a very serious issue. Created psychological situations can significantly approximate an exercised battle field picture to a predicted one.

Inner conditions are related to a series of problems resulting from the army functioning as a democratic state social organisation and requiring solving the problems continually by professionally prepared commanders who have deep psychological knowledge and abilities. A growing need for psychological knowledge is observed in the environment of commanders on all levels who are educated by the military. However, as it results from my research, commanders use it only to a little extent in the training process directed to soldiers' psychological preparation to perform tasks on a potential battle field, in barrack training, in peace missions under the UN or NATO auspices and also in tactical exercises, although these are the crucial aims of the military existence. Some basic questions have to be answered in order to model psychological activity appropriately to a potential battle field requirements. What is the battle field picture today like and what will it look like in the future from the point of view of combat participants feelings? Which actions of psychological preparation have to be taken in order to face the demands of a potential battle field? It is obvious that war does not mean only battles and campaigns but also a wide use of political, economic and psychological influence upon the participants minds and behaviour. Although currently economic methods are more often applied than military ones but numerous local conflicts destabilise large world regions and employ armed forces of many countries.

Psychological knowledge is used by commanders also in order to help the subordinates to solve various problems connected with adjusting to the life in barracks, active participation in the process of training, counteracting all pathologies e.g. domination of soldiers who serve longer over the new „fresh” ones and also problems related to the pathology of soldiers' family life and negative influence of civilian social environment.

Essential inner conditions should be looked for in aims, methods and contents and also in an organisational side of educational process in higher military education. My long experience in educational practice shows that the

main effort is focused on teaching behaviour algorithms which are undoubtedly helpful but only in known and repeatable situations. Thus, in these circumstances, shouldn't we rather shape more creative behaviours in thinking and acting as conditions of effective performing tasks in new situations? But we have to be aware of that fact that there appears a formal barrier that makes it impossible for a commander to prepare to analyse various phenomena of military life in a psychological aspect due to a limited in time psychological education. Obviously, this barrier is not only characteristic for the Polish army. M.Howard of Yale University claims that taking into consideration education in a broader context, we face a problem which is central for a higher military school, namely: (I quote) "In contemporary and future conditions commanders of even very small units will encounter a situation (...) when only a mature judgement - based on a deep psychological knowledge, addition by M.D. - understanding the situation can prevent them from disastrous mistakes" ¹⁾. A careful analysis of current situation and also of future requirements might be an incentive to build a system to educate commanders in the area of psychology which would be comparable in the commanders educational system realised by NATO.

A new model of commanders' education is possible to be carried out if works on psychological personal - professional characteristics of military schools graduates are continued. A personal - professional characteristics should result from current and predicted needs of the Polish Republic's Armed Forces. The works on constructing a personal - professional characteristics should result from established earlier educational tasks. Those who will build educational programmes should find there essential information for the educational process. Functions and professional duties performed by commanders on respective service positions should be the basis to create these characteristics. For instance, the following are required from the Polish Armed Forces company commander:

- to be intellectually effective, highly intelligent, creatively thinking,
 - to have mathematical - logical abilities,
 - to be able to take fast and correct decisions, most often in the situations of time deficit,
 - to have effective perception processes, e.g. spatial orientation and imagination, good hearing and sight,
 - to show effectiveness in cognitive processes including concentration and attention divisibility and switch-over,
 - to have psychomotor effectiveness,
 - and psychophysical resistance.
-

The results of empirical research show students' preferences in selecting education contents and also the need of practice in military units. They stress an urgent need to broaden the psychology education programme. Furthermore, some commanders have difficulties in performing their duties or do not fulfil their duties well due to a low level of psychological knowledge. In this situation psychologists are justified to conduct research concerning the practice of performing commanding duties by commanders and also concerning the selection of officers to work on commanding positions which is based on standardised psychological tools. It is necessary to treat this problem as a priority because command seems to be the most crucial among many issues characteristic for the military. Its importance is influenced by a large scope of competencies which enable a commander for instance to deprive a subordinate of his freedom, to interfere in his family life, shaping the staff's professional career and others. Hence command as a specific case of management is a process which requires numerous abilities based on psychological knowledge. This conviction was formed basing on an assumption that command is an essential condition to achieve earlier established tasks. The importance of command is proved, according to military psychologists, by its direct link with soldiers' effectiveness in performing duties both in peacetime and wartime as well. Analysing command in this context, they meet the needs formed by commanders. Both commanders and psychologists look for an answer to a question which psychological conception of a man to assume to command well, which conditions a commander should fulfil to use the subordinates' knowledge and abilities in an appropriate way, which methods to use to arise their activities in the most effective way, which psychological situation in subordinate - superior relations is the most suitable to perform duties effectively, which personality characteristics are most useful in relation to behaviours in military society, how a commander should cope with his own feelings and his subordinates feelings in peacetime and in a potential battle field. It is understandable that it is difficult to answer the mentioned above questions in a univocal and comprehensive way. Therefore these problems require conducting regular deep empirical research which would have an impact on the development of theory, their results, however, would have the possibilities to be implemented to military practice.

Contemporary military psychologists claim in unison that command should not be a domination but inspiration. Raising the subordinates' fear should belong to the past, gaining their goodwill and involvement in the process of decision taking and realising should be stressed instead. Therefore a commander should be taught to recognise the subordinates' reactions to external stimuli, to understand their feelings and also natural inclinations to certain behaviour. While searching for the reasons of command ineffectiveness,

I conducted research among twenty random chosen commanders of military units. The subject of the research was, among others, the state of their knowledge and the ability to use it. Only six respondents answered positively to the question if the psychological knowledge gained during military studies is adequate to perform the function of a commander. The respondents also indicated area where they felt the most inadequacies such as: personality, motivation, adaptation, morale, behaviour in difficult situations.

Hence a conclusion can be drawn that commanders feel the lack of knowledge on a man as a human being performing tasks in specific situations.

The reasons of these results can be found in a characteristically understood criteria of command quality evaluation which can be seen in practice. Generally speaking, command has been considered in two aspects: organisational and psychological ones². In the organisational aspect it is related to activities of commanding and obeying commands. Its idea is realised in a principle: *I command, he obeys*. In practice most often the attention is drawn to an organisational side of command and its praxiological aspect is stressed.

The psychological aspect is the other aspect of command. It should be understood that both the commander and his subordinate perform a task. The both subjects of the situation, the commander and the subordinate have - in this approach - the same importance. Psychological orientation in command is expressed in concentrating the attention on soldiers, their intellectual values, knowledge and abilities, motives and needs they are driven by, on their „psychological profile”. A commander of this attitude will tend to support his subordinates activity, including them to take common decisions in so called creative command. Therefore in the process of education we make the students in the art of command aware that they should understand that soldiers are the greatest commodity to invest, appreciate and develop. It has to be noticed that even the best formed tasks can be realised only if a favourable psychological situation is created. I mean correct interpersonal relations, appropriate communication and friendly atmosphere in the organisation.

Thus the following command models: of transaction and of transformation, can be assumed. See Figure 1.

As it results from the research, the commanders expectations directed to psychologists prove that they think synthetic models of human personality created by science³) will enable a relatively easy and at the same time correct subordinates' recognition and effective commanding them both in peacetime and on a potential battle field as well. I think that using models is a certain simplification because a man is too complex biological, psychological and social structure. His behaviour is not only the function of personality but also situation and social environment in which he performs his duties. Thus

psychological knowledge is necessary and can be the basis to understand and forecast subordinates' behaviour who are determined by the situation in which they appear. In modern military psychology, however, short cuts are very often applied to form behaviour algorithms. Mere slogans not supported by deep understanding of their psychological contents may be introduced into life in an artificial way and thus this activity may appear to be ineffective.

Therefore educating military schools students in the area of psychology should aim at preparing them to perform commander's duties in various military life situations. It does not mean that a military school graduate will receive education radically different from a civilian university graduate. The professional individual character is based on carefully selected subjects from general and social psychology.

Improving the system of education should be closely connected with the quality of didactic - research staff and on education programmes constructed by them. It should be stressed that our Armed Forces do not have a university to educate military psychologists. There is a suggestion to create conditions for the officers interested in psychology to undertake studies at civilian universities and also to sign contracts with psychology graduates who after a military training could be commissioned to officer's ranks. It also seems necessary to propose civilian professors to run psychology classes at military schools. The selection of educational contents, however, is an open problem. Currently it is decided by military schools rectors (commandants). In the Academy of National Defence (AON) the programme of improving the students psychological qualifications at the command - staff faculty takes 46 didactic hours. Psychology classes at command - engineer faculty at Military Academy of Technology (WAT) are carried out in similar amount of time (48 hours). S. Czarniecki Higher Officers School in Poznań which together with A. Mickiewicz University worked out a very interesting programme of Bachelor's education is a positive example. There has been taken into consideration the need to integrate the educational system in Poland through ensuring comparability of a Higher Officers School diploma with civilian universities diplomas. In this programme there is a block of social subjects of about 800 didactic hours, the essential component of which is psychology.⁴⁾

Such a co-operation can prevent dispersing research, educational and methodological efforts. It seems necessary to create research teams where civilian universities professors would play a significant role.

My own experiences can also serve as an example. In the Psychology of Command and Control Section directed by me, at the Institute of Humanities in the Academy of National Defence, a number of problems in the military psychology area are carried out in a qualitative different dimension from the military officers school. As the students of the Academy of National Defence

are graduates of military schools and they had a few-year- practice on command positions in military units, we focus on the following problems:

- psychology of commander's (leader's) personality,
- creative behaviour,
- interpersonal relations,
- morale,
- commanding big teams in peacetime, peace missions, tactical exercises and on a potential battlefield.

These considerations allow to form the following conclusions that can be treated as problems:

- commanders in the educational process should be equipped with a significantly broader scope of knowledge in general and military psychology than today. Hence, there can be asked a question concerning the minimum programme;
- it seems necessary to create in the army military psychological institutions which would deal with:
 - the selection and choice of military specialities and also on respective positions,
 - the analysis of battle field factors that influence the effectiveness of soldiers' actions,
 - recognition of the staff and conscripts' psychological experiences during garrison training, on a training range and in peace missions,
- improving leadership, interpersonal and negotiation abilities of future commanders seems necessary,
- the co-operation of military schools with civilian universities in the are of improving educational programmes, conducting research and personnel education is necessary,
- which endeavours our, Polish and Lithuanian, armies can undertake in the commanders' education area .

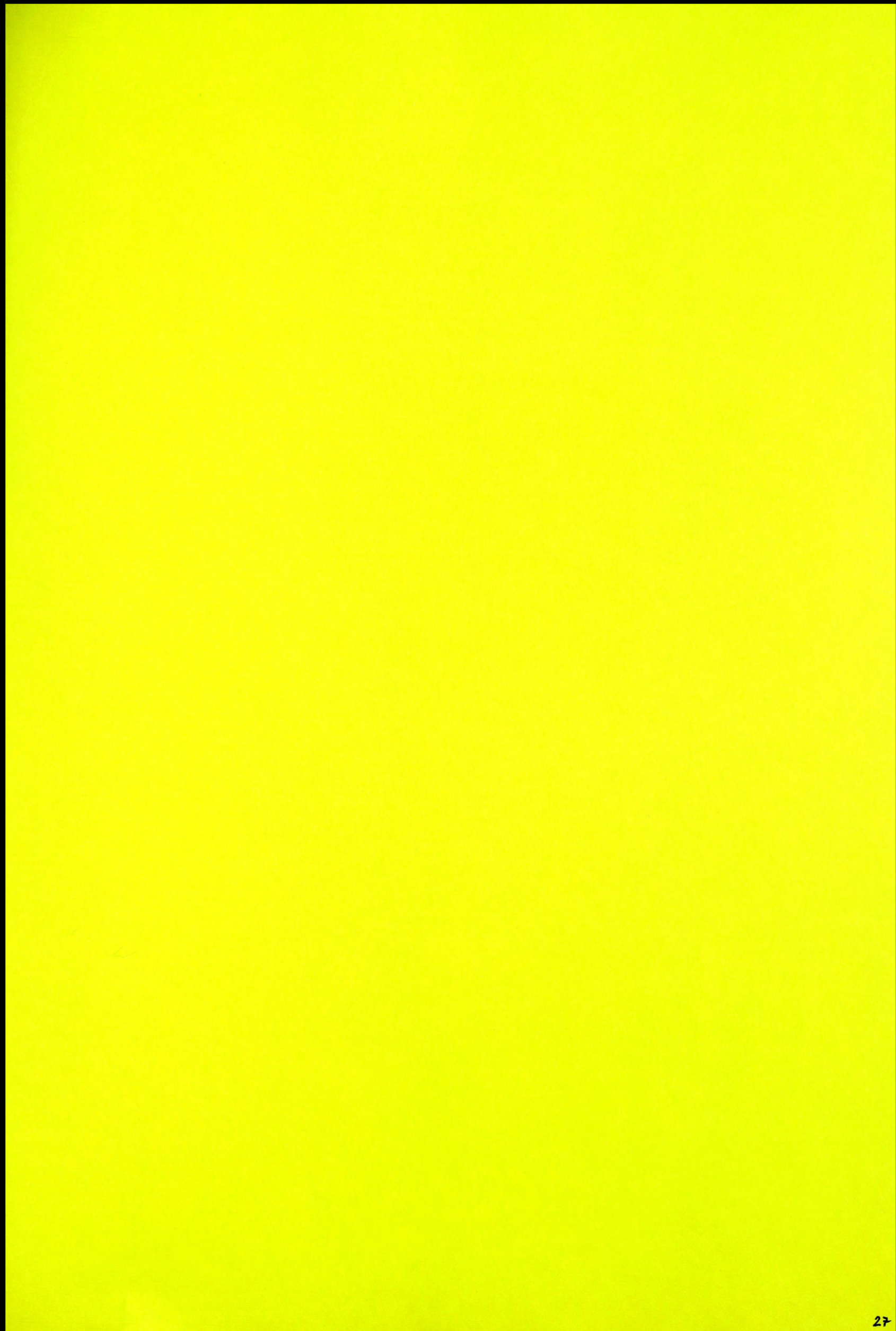
Footnotes:

1. Michael Howard, Edukacja wojskowa : zadanie dla przyszłości (Military Education: a Task for Future) in Rola szkolnictwa wojskowego w restrukturyzacji Sił Zbrojnych (The Role of Military Education in the Armed Forces Restructuring). AON. Warsaw 1995, pp. 180-181.

2 M.Dyrda, (red.), Psychologia w wojsku (Psychology in the Army), Warsaw 1997.

3. See w, Psychologiczne koncepcje człowieka (Psychological Conceptions of a Man), Warsaw 1995.

4. See K.Pajak, Kształcenie licencjackie podchorążych Wydziału Wojsk Pancernych (Bachelor's Education of Cadets at Armoured Troops Department)in Przygotowanie studentów uczelni wojskowych i oficerów do pracy szkoleniowo-wychowawczej (Preparing Military Academies Students and Officers to Training and Educational Work), AON, Warsaw 1996, pp. 39-42.



**THREATS TO NATIONAL SECURITY
IN THE PERSPECTIVE
OF THE ARMY MORALE**

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The planning of state - security system in particular spheres, including the morale, requires the making of a number of given assumption. In the first place these have to be applied to the way in which the ideas of security and threat, can be interpreted. For the purposes of the question under consideration it may be assumed that threat has to be dealt with at such a time when there arises a situation in which human values are encroached upon. The reason for this state of affairs may be observed both in man himself, and in his living and working conditions. The system of values has a designated influence on the behaviour of social groups and units. For this reason, I consider it to constitute their moral basis. On the other hand, the morale of a social group such as the army, as should be clear, determines the security of the state.

A state of security in the moral field may identified by a lack of threats to basic values, perceived as fundamental to assuring national identity, sovereignty and territorial integrity, as well as fulfilling the needs of the citizens. Since the state and its security system operate under conditions of international interactions, identifiable threats with an influence on army morale should, in an analized system, be taken into consideration.

Taking into account the above it may be assumed that: **security threats in the moral sphere are relatively stable trends impressing themselves, upon the awareness of individual and social groups who after attaining a given level may affect the defensive potential of the state.**

With regard to the possibility of forseeing many phenomena of social life it appears possible to apply such research method as modelling⁴. The aim of a threat model in the moral sphere is the creation of moral, axiological and psychological substructure for the realisation of tasks set before the army. It is the weakening or loss of combat power which testifies to the extent to which individual soldiers and the army as a whole have succeeded in internalizing security policy. The efficiency of the system can be rated in terms of a capacity for maintaining an appropriate balance between threats to morale capability of the system of control, command and education in the Armed Forces to neutralize threats.

Morale in peace - time encompasses within itself political, social, economic, technological, legal, ethical and religious estimates of threats to the homeland. They

1. Ch. F. Hawkins, "Modeling the breakpoint phenomena", *Signal*, 1989, No. 7.

can also find an expression in the value system of the nation (society), of parts of it, such as the army and also of every individual considered as an entity. I would like to stress that it is not easy to understand the social reality without taking into consideration the real values of a given society and human entities composing this society². For the value system is a central and relatively stable component of man's psychological structure. It has an important role to play in the formative and functional processes of the personality, as it directs and integrates the flow of psychological and also the behaviour and activity of man in social structures. In short, the value system may design the morale of both the army and the nation.

While it is true that a recognition of values requires a long-term perspective, a superficial analysis of current realities shows in fact that social and economic changes are accompanied by axiological relativism. A cause of this state of affairs can only be discerned in the intellectual-moral climate in which our society has operated over the last decades. This is a fundamental problem, since such an attitude also has an effect on operations essential for the maintenance of the independent existence of the nation. It was from such a perspective that I undertook research into morale both in the civilian and military environment. Considering morale as a category which is particular to the army as a social group (the social aspect) it is not possible to overlook the way in which morale may refer to the individual soldier (the psychological aspect). It is for this reason that I consider that in weighing up threats to state security it is necessary to consider morale as a psycho-social phenomenon.

On an everyday basis we arrive at descriptions and explanation of the surrounding world by way of concepts - this concerns as much the physical as the social world. Science similarly makes use of ideas sometimes known, sometimes not, but tending towards uniting them into a network of inter-dependent statements. The description is called the constructing of models³.

In answering the problem of constructing a model capable of surmounting the threat in the model sphere, I made a number of assumptions verified by empirical

2. W. Koprowski, *Tworzenie sensu. Język - kultura - komunikacja. (Creating the sense. Language - Culture - Communicatio)*, Warszawa 1993, p.10.; T. B. Vaughn, "Morale: the 10th principle of war", *Military Review*, 1983, No. 5; E.C. Doleman, "Human values in war", *Army*, 1986, No. 11.

3. P. Abell, *Modele w socjologii (Models in sociology)*, Warszawa, 1975, p. 11.

research. These can be summarised as following:

- * The carrying-out of identification and of threats in the moral sphere;
- * A description of the reality of threats and factors influencing the weakening of the level of moral;
- * The working-out of draft for methods of countering threats in morale sphere.

In my research approach untill now I assumed the following alorhythm of behaviour:

Model 1. *The Alorhythm of Constructing a Model of Countering Threats in the Moral Sphere.*

	Threats in the Moral Field			
DIMENSION	On an Army scale	In the corps, division, regiment	On a National scale	On an International scale
CRITERIUM	Loss of Combat Power			
IDENTIFICATION	Threat to the RP Defence system <hr/> Conclusions Generalised Proposals			
DESIGNATION	Procedure (Methods) Counteraction			
STRUCTURE, FUNCTIONS, other	Bodies Directive (Supportive) <hr/> The model of Moral Threats Countering <hr/> Direction of Further Research			

Threats to morale may arise from:

- * The outside, and be a consequence of deliberate operations of potential adversity, which may be directed at lowering soldiers' morales;
- * The inside, including as an effect:
 - of different kinds of pathology observable in the life of Polish society, and having an effect on the army,
 - of the action of factors resulting from the process of the functioning of the army as an organisation e.g. the mal-functioning of the system of education in loyalty and patriotism.

I would like to point out that not all negative phenomena, especially those on a declarative level deserve to come under the category of threats to morale. For we base our research into morale on declarations made which are not defined by their situation. I am convinced that actual situation is the best verification of the declarations, psychical experiences and behavioural patterns on the basis of which estimates of morality can be made.

The proximate relationship between the idea of value and people's psychical experiences has important theoretical, empirical and practical consequences. These are linked to treating values as an object of desire, and to attributing to values the capability of transformation under the influence of the situation in which their bearer, Man, finds himself. For it can be assumed that the changeability of values may be caused by changes in moods and needs. For this reason, morale can be modified in the desired direction through the shaping of a value system.

In the course of research carried out hitherto, I came to the conclusion that the measure of verification of soldiers' conduct or that of a sub-division or of larger groups is also a value system, otherwise conditions of functioning. An analysis of these categories indicates that they make up a certain potential. In my deliberations I assumed that morale constitutes a value system directed at human conduct in various life situations, including situations of threat. For it is assumed that values cannot be experienced and realised in themselves. It is from their having been experienced that responsibility directed towards those same values is born. For one can formulate the question: Does a soldier proclaim himself a patriot just for the sake of that idea? I consider that by experiencing such values he simultaneously realises them. From this it appears that by his conduct he gives expression to the intellectual and emotional relationship to actual values such as patriotism constitutes such methodology as may

be equally applied to groupings organised within a civil and military environment and to society as a whole.

In the capitalist society which is now evolving in Poland, a conviction is taking shape as to the superiority of welfare over consciousness, and this is having a disastrous consequences in the moral sphere. One of the main causes of the devaluation of values is the tendency to see these in relative terms. Often the question is posed as to whether objects and acts have a value in themselves, or whether we attribute this values to them depending on our needs and preferences. I believe that a significant threat to army morale is the supplanting of values with needs. Superficially proclaimed aspirations as to social advancement, consumption and welfare, which include conditions for carrying out military service, are frequently expressed not in the language of values but of needs. Of course the fact that should be considered is that needs possess a solid theoretical base by way of a concept of a system of individual and collective needs presented as real. Yet it is wrong to treat values as less rational when combined with needs. A situation in which there exist no commonly-shared values may lead to the falling apart of the bonds joining members of society. Current social reality carries with it defined threats to values which should be cherished in a military environment. One notes a confounding of value with benefit. This state of affairs deepens as a result of published information concerning corruption and economic matters. The desire to attain wealth at all cost discredits such values as: dignity, honour, service to society, solidarity, patriotism etc.

Particularly dangerous for army morale is the deliberate or unconscious elimination of many values from the collective life of society. Mass culture brings about a nihilistic and worthless vision of man and the world. Thus a major threat is posed by the giving up of values in favour of needs. In countering threats attention should be paid to the widening of norm patterns and values necessary from the point of view of national interest. Deeply internalised patterns will provide a strong resistance to all foreign values systems, which will endeavour to undermine or negate them.

A world of values should be a subject for reflection in any consideration of threat with respect for military and social morale. It should also be noted that values are an interdisciplinary concept, relating to diverse spheres:

- * The Religious Sphere (God, Salvation, Eternal Life)
- * The Spiritual Sphere (Honour, Dignity, Sence of Life)

- * The Biological Sphere (Life, Health)
- * The Economical Sphere (work, Money)
- * The Socio-Political Sphere (Peace, Freedom, Justice)

Thus values are objects of quest conducted by each man for his own needs, and at the same time play a key role in harmonising collective life.

Confirmed in the value system, morale is an ethical phenomenon, in some measure growing out of the social environment as well as the psyche of the individual soldier. I consider that the similarity between the ideas of morality and morale results not so much from the function these fulfill but from their very essence. For morality is understood as a sum total of patterns of evaluation of human conduct, of norms designating human duty, and patterns and ideals of individual conduct⁴. On the other hand, morale is an empirical fact; it reflects the operation of standards in a given environment e.g. a military one⁵. Moreover it is wrong to treat these ideas as similar to one another.

Army morale designates civil, moral and military values resulting from the democratic structure of the state and the service rendered to the nation by the army. For one cannot overlook the fact that the principles of soldiers' morale are placed on them as members of a society with specific duties. Those duties do not, upon declaration, arouse opposition. For this reason they do not become objects of disapprobation in times of peace. However, the threat of armed conflict and combat operations turn that duty into fact. This will be expressed in the necessity of sustaining casualties and also fatalities. With regard to this, the threat of loss of life in peacetime can be considered as rather abstract.

At the forefront of the many theoretical and practical problems covering the conduct of every individual who is a potential war participant, will be the problem of conduct in keeping with the recognised system of values. For since human conduct is subject to evaluation, no synthetic picture of an individual or group delineated by

4. M. Ossowska, *Podstawy nauki o moralności (Principles of Moral Teaching)*, Warszawa 1963, p. 9 on.

5. M. Dyrda, *Morale w nauce wojennej (Morale in Combat Education)*, Warszawa 1991; R. Gal, A.D. Mangelsdorff, *Military psychology*, Chichester - New York - Toronto - Brisbane Singapore, 1992, p. 453-468.

scholars, can exist without a deep analysis of the value system of that individual or grup. If the values become internalised they then delineate social consciousness.

Yet a situation of threat will necessitate conduct out of keeping with the hitherto recognised value system. This may bring about a need for the re-organisation or reduction of the value system. Under everyday, non-threatening condition it seems that paramount human values serve as adornments to a grey life. Experiences drawn from human behaviour in situations of extreme threat plainly show that which under normal conditions appears as an adornment to life, is under other conditions a defence to existentialism and a condition of survival. I believe that soldiers should be prepared for changeability and power, and not conditioned to and made familiar with synonymous situations. It seems essential that they be shown the entire range of possible responses in situations of threat. Soldiers brought up on on-sided models either break down or conclude that their experiences hitherto have failed to match reality, and that therefore the earlier-formulated value system cannot bind them. On the other hand, it is more rare for them to make appropriate moral choices, adequate for an atypical situation. Under conditions of threat a commander and soldiers who come under him will have to demonstrate fortitude of spirit, bravery and decisiveness. The key question seems to be whether the anticipation of possible threats can be matched to a system of education of the personality which is appropriate for such conditions. It may be assumed that certain soldiers will be able to cope well with threatening situations thanks to certain personal traits and behavioural patterns. If it were possible to create such a situation if threat or to observe and describe these behavioural patterns, we would be able to recognise the sources of human spiritual strength, allowing him to maintain high morals. Our knowledge of these would significantly enrich our knowledge of human conduct in situations in which differet kinds of threat, connected with the use of unarmed forms of combat may arise, especially psychological activities.

In weighing up the above the following groups of problems should be considered:

- * The ability to establish and maintain emotional ties and the capability of collective action in situations of threat.
- * Elasticity in regulating a scale of needs.
- * Cabability of experiencing internal freedom under conditions of constant threat.

It should be recognised that conduct supportive of society will be the most beneficial in times of threat for soldiers incapable of giving support or looking for it in others, commonly referred to as "unfriendly", will break down more quickly. On the other hand, those capable of collective action, and of demonstrating goodwill and friendship towards their colleagues have a greater chance of surviving themselves, simultaneously increasing their colleagues' chance of survival. If in the case of small group (crews, teams), the weakest are protected through collective action, then this defence will become inter-dependent. Only he who does not defend only himself but consciously comes to the defence of others will have a chance of overcoming threat. Soldiers unable to reduce their own needs and quickly breaking away from certain habits acquired in civilian life, will break down more quickly. Those able to reduce their own needs to a minimum will have a better chance of survival.

I believe that soldier able to surmount fear will gradually make themselves internally independent of arising threats. This internal independence will enable him to better observe his environment and enable him to gain intellectual mastery over the mechanism of the functioning of threats both in peace and wartime. It should however be observed that in situation of threat it will be difficult for an individual to accept reasons and values e.g. respect for others or the protection of life if he has hitherto rejected them. In proposing this thesis, I would like to draw attention to the fact that in a situation of threat man is faced with very complex choices. Thus it can be asked how a person brought up in a democratic and peaceable society should conduct himself in an unknown situation, carrying with it diverse threats, and requiring the reorganisation or reduction of the hitherto prevailing value system. What of the hitherto prevailing is to remain, and what is to be rejected?

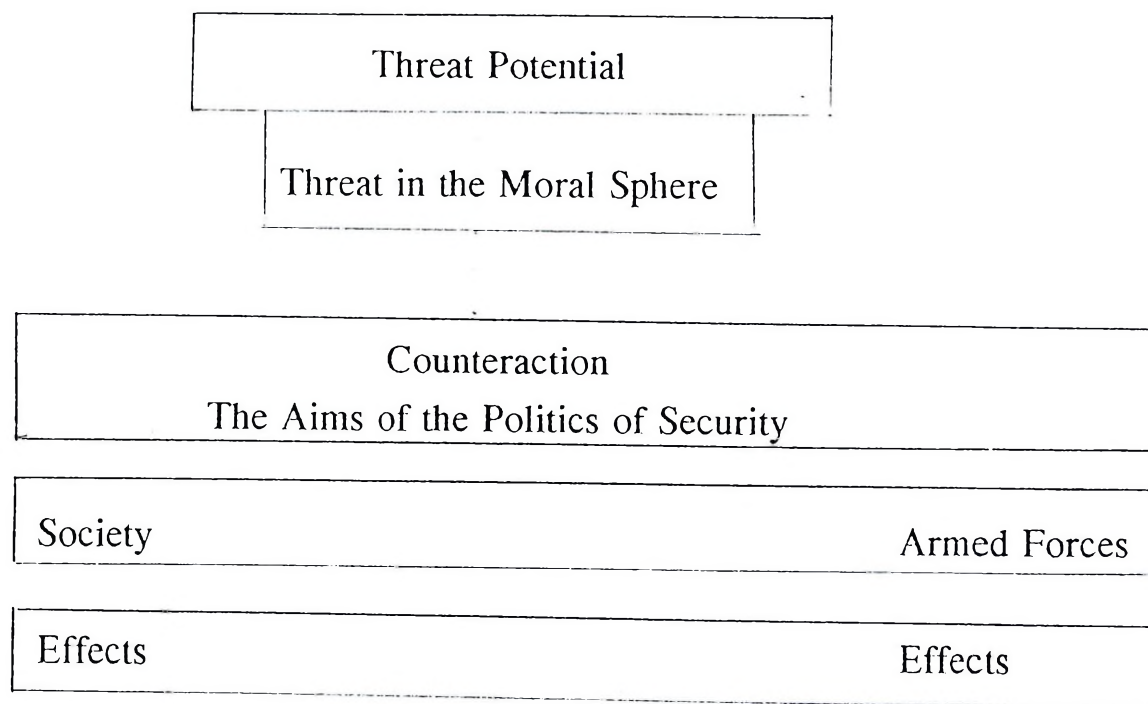
On the basis of the above deliberations, I accepted that values consisting of morale should be weighed up in the context of difficult situations, carrying with them diverse threats. Certain threats to the morale of the army and society may remain in the mechanism reducing the full human dimensions of aspirations and goals in situations of threat. This danger remains in reductionism, which is something I mentioned at the beginning of my deliberations. Particular threats may in some measure force a reduction of the value system. At this time human conduct becomes poorer on a cultural level, in accordance with the newly-arisen condition. Yet a

reduction of the value system with its particular directives cannot be a basis for action. For this reason people should be prepared to modify their value systems in conditions of threat. For a soldier, as for civilian, an increase in tension caused by threat provides a close perspective of armed conflict. Many ethical considerations indicate the necessity of administering suffering and death for this new situation which brings war with it and which will require the reorientation of the value system. Attention should also be paid to those instances which may occur both in peace and in wartime which should raise in rank such values as friendship, co-operation, protection of the weak etc. Moreover I have observed that if we admit the division of norms operating in peacetime to those operating in wartime, this is more a matter of the given situation than of the standards themselves. The relative changeability creates a chance of drawing up a method of shaping morale. Method verification should in practice ensure:

- * An increase in own potential through the shaping and strengthening of the required value system from the point of the army's realisation of tasks.
- * A reduction of the threat potential through, among others, the influence of the adversary's potential on army morale.

The directives outlined above should be included in a strategy of operations as a key element in the politics of security.

Model 2. *Threat Influence*



The realisation of personal aims should be examined through the prism of possibility of blocking the system countering threat through an excessive or difficult-to-master threat potential. This indicates that it is necessary to examine whether a maximum threat potential disrupts morale, or whether it will only modify it in a foreseeable direction.

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MORALE MODELLING PREMISES

Transformations taking place in various areas of the state defence and also the created picture of a potential battlefield cause that new tasks have been assigned in military science and practice. It is possible to solve these tasks effectively using appropriate research methods. Modelling is one of them. When we treat modelling as a projection of a fragment of reality under research then we can say that a model: "... is a thinkable or materially realised structure that while reflecting or recreating an item is able to substitute it in such a way that its research provides us with new information about the item".¹

Thus from the methodological point of view, it is a theoretical construction that describes and analyses particular areas of reality in a simple and without contradictions way.

The tendency to schematization is the consequence of modelling thinking. The idea of a model of thinking is that it is simple, definite and its elements are complete. Neither material nor social reality contains these features. Therefore an assumption has been made for research purposes that a model is a relatively alienated construction, i.e. it has reversible connection with the environment and communication on inner inputs and outputs.

In publications the notion of a model concerns, which I fully agree with, not only things. It is treated as something incomparably broader that also refers to phenomena. As between a thing or a phenomenon and their model exists a special kind of interaction. A model is not a thing but the synthesis of what is important in that thing or phenomenon – its idea, character and functions. It is simpler than things and phenomena and in a way poorer of the whole material sphere. At the same time it is more perfect as it includes its essence and the idea of the whole set of things and phenomena which can be derived from one model.

Therefore the notion of a model can be referred to any particular and abstract entities. Morale understood in this way is a social life phenomenon and also the subject of educational interactions that undergo modelling research.

Depending on tasks that are assigned to modelling, it can have a very diversified character.

The aim of modelling conducted in social studies may be, for instance, explaining the rules of human groups functioning or culture as a certain entity (organisational culture) and explaining the functions of selective elements of these groups etc.

It is natural that each time the task is assigned taking into consideration real possibilities of the phenomenon modelling on a given stage of its recognition.

It is always necessary to begin with forming a hypothesis including qualitative information on the structure or function of the system (subsystem) under research and interactions taking place between these elements.

It is not until later than there appears the problem of tools to construct the model, linguistic issues to serve the description and the possibility to create the model.

¹ W. Staff, *Modelowanie i filozofia (Modelling and Philosophy)*, Warsaw 1971

It is worth stressing that the problem of modelling in social studies is very complex. In most cases it refers to what in cybernetics is called great badly organised systems.

Researching such systems poses a basic question: how to include the influence of numerous and various factors that modify diversified and mutually dependent processes. Social systems and mental/psychological phenomena are of such a character.

Thus modelling in social studies is possible in the form of a "sketch model" including only basic (but single), maybe the most important phenomena taking place in a complicated system. It does not allow, however, to describe such a system as an entity.

Each serious morale theory must either explicitly or implicitly be based on an accepted anthropological concept and must tend to take into account people's actual and forecast behaviours. This general methodological remark must be completed with the knowledge taken from the research of professional soldiers' and conscripts' behaviours in various military life and training situations. Here also results the necessity to treat the problem of morale interdisciplinarily. I think that morale is an issue placed among many problems which are the subject of consideration of such studies as pedagogy, ethics, psychology and sociology. Morale is sometimes perceived as a research subject on the borders of these studies.

Many ways describing morale as a subject of modelling is observed in publications. Another difficulty is that there is such a great variety of approaches in the practitioners' opinions that it is difficult to determine which elements should be taken into consideration to create a morale model.²

For the need of my considerations I conducted a synthesis of opinions representative for such social studies as psychology, pedagogy and ethics.

According to psychologists it should be assumed while building a model of morale that it is an individual spiritual and emotional state connected with a function or a task; corporate spirit ... individual psychological level creating a basis for the actual task accomplishment in the future.³ Therefore many psychologists treat morale as a set of attitudes that favour accomplishing a task. This opinion is not worth arguing, it must be taken into consideration, however, that an attitude is a disposition to an action and not the action itself. Basing on the analysis of psychologists' representative viewpoints a conclusion can be drawn that morale is viewed through the prism of its determining factors.

The issue of morale is treated similarly by teachers and also some sociologists who believe that the starting point in soldiers' morale modelling is looking at this phenomenon as a social and professional awareness of military society members and behaviour reflecting the attitude towards their own group or environment. Thus morale is a group state with regard to the task respected by the group. Morale is thought to be

² See: T.B. Vaugh, *Morale: The 10th Principle of War*, Military Review, 1983, no. 5; A. Manfred, *Napoleon Bonaparte*, Warsaw 1981; C. von Clausewitz, *On War*, vol. 1 and 2, Warsaw 1958.

³ Comp. Webster's New Collegiate Dictionary, G.C. Herriam Co., Springfield Mass, p.748; N. Copeland, *Psychologia a żołnierz (Psychology and a Soldier)*, Warsaw 1957; R. Gal, A.D. Mangelsdorf, *Military Psychology*, New York 1991.

shaped by both positive and negative factors appearing in military life. Therefore many representatives of such an approach use factor analysis for morale modelling.⁴

They include the following factors in their considerations:

1. Individual factors:
 - the system of values
 - motifs, convictions and interests,
 - needs and the possibilities to fulfil them,
 - emotional balance,
 - health and tiredness.
2. The situation of an individual in the group:
 - personal status in military and civilian environment; prestige, personal interest,
 - personal evaluation of successes and failures experienced by the group,
 - future perspectives, the feeling of security in the future,
 - attitude towards immediate and intermediate commanders/superiors,
 - the feeling of belonging and trust to other group members, the will to co-operate, the possibility to achieve a common goal,
 - the scope of possible sacrifices.
3. Material environment:
 - climate,
 - nutrition,
 - accommodation,
 - uniforms,
 - degree of modern armament quality,
 - equipment and materiel provisions.
4. The group structure:
 - the number of group members,
 - milieu (regional) background,
 - formal and informal groups,
 - inner communication,
 - the situation of the group against other groups.
5. Military symbols and traditions:
 - profession ethics,
 - banners and ensigns,
 - uniforms, badges, distinctions,
 - music,
 - ceremonies and parades,
 - hero and history worship.
6. Rational and emotional attitude towards a real or potential enemy.

⁴ See: W.Magoń, Kształtowanie walorów moralno-bojowych marynarzy (Shaping Seamen's Moral – Combat Values). *Przegląd morski (Maritime Review)*, 1974, no.1; R.Studenski, *Morale zawodowe; model i próba jego weryfikacji (Professional Morale; Model and the Attempt of its Verification)*, *Przegląd Psychologiczny (Psychological Review)*, 1986, no.4.

It is easy to notice that the soldiers' behaviour in various social situations is stressed here.

Scholars of ethics⁵, however, think that while constructing a morale model it has to be assumed that morale is a set of values accepted and adopted by a man because people's behaviour is based on values recognised by them.

According to this concept morale is a set of civic and ethic values, personality characteristics and abilities acquired during the process of education and training which are necessary for behaviours in various social situations.

One cannot agree with those who claim that morale is not an ethical phenomenon or notion. According to them it is a psycho-social phenomenon including both legal and praxiological aspects. The ethical notion, however, results from the function it fulfils to categorise people's behaviour. It allegedly does not reflect the idea of this phenomenon⁶.

We have to take into consideration that if morale is a system of individually and socially accepted values then it is a sum of the good and its forming is the aspiration for the good. We can adopt Aristotle's justification that because "both the action as decision seem to aspire to some kind of good, therefore the good has been appropriately described as the aim of all aspiration..."⁷.

Thus if morale is a sum of the good, and its forming is an aspiration to the good, so why cannot it be treated as an ethical notion?

If we assume that morale is a set of (moral, civic, combat) values, then its source is a system of behaviour values, ideals, evaluations and general principles rooted in society's morality⁸. Therefore in order to build a morale model it has to be found out and determined:

- which moral behaviours are morally good
- which values are useful for the tasks of the army that carries out the country's defence policy.

Some of these evaluations, patterns and general principles will make the basis to construct morale's notion and subject contents. For instance the commander's personal pattern

evaluation of the action e.g. heroic, cowardly

general principle e.g. kill, do not kill.

I personally favour the axiological model of morale. I think that a correct methodological approach in modelling should include:

- defining the idea of the phenomenon,
- describing the subject matter of the research, namely:

⁵ See: K. Wojtyła, *Osoba i czyn* (Person and Action), Cracow 1963; M. Ossowska, *Ethos rycerski w Grecji starożytnej* (Knights' Ethos in Ancient Greece), *Kultura i społeczeństwo*, 1968 no.3; H. Skorowski, *Przekonania moralne, powinności, postawy* (Moral Convictions, Responsibilities, Attitudes), *Polska Zbrojna*, 1990, no.30.

⁶ See: S. Jarmoszko, *Morale wojsk* (Troops' Morale), *Myśl Wojskowa* 1992, no.6.

⁷ Aristotle *Ethics*, Warsaw 1956, p.3.

⁸ Morality – a system of principles answering the question what it should be like.

Morale – an empirical fact connected with functioning of morality: answering the question what it is like.

* the system of values (postulate model), if the given value can be accomplished.

* grading system (how people grade – empirical model)

While constructing a model one should answer the question if a given value is accomplished in military service situations.

- research methods (models)
- evaluation criteria. A scale of values has to be constructed which could be a reference to real soldiers' behaviours.

For the needs of my considerations I constructed a set of values and rates of their acceptance. They are the following:

1. Consumption values – material goods, comfortable life, secure living.
2. Values facilitating an intellectual development – knowledge, personal culture, education, interests.
3. Values relating to the good of all – truth, justice, peace.
4. Values regarding religious development – spiritual development, spiritual experiences, inner peace.
5. Values connected with social contacts – friendship, social life, social status.
6. Values conditioning personal adaptation – tolerance, reliability, harmony, independence, personal happiness, smartness in life.
7. Values referring to social prestige – respect, authority
8. Values connected with the attitude towards oneself – honour, personal dignity.

While creating a morale model I used a research procedure called idealisation. The idea of research of this kind consists in recognising principal dependencies appearing in the phenomena under research in abstraction. Then in turn through substantiation of created material I moved to empirical theorem reflecting realistic processes. I assume that these dependencies are the relations between selective elements of morale structure and conditions where function individual soldiers and groups of soldiers who are the morale carriers.

Measuring morale raises many doubts. It is not the question of theory that would ignite the misunderstanding between specialists (researchers) and users (commanders). The theory is required to absorb tradition, experiences and even common opinions of officers' corps. Soldier's morale has so far been most often connected in the military art history with the amount of damage, and particularly losses inflicted to an enemy. In this respect morale is greatly defined by Leo Tolstoy in "War and Peace". The losses inflicted to an enemy are proportional to the number of their own forces. The proportionality factor includes the soldier's spirit, that means more or less strong desire to fight, to expose to danger without taking into consideration supreme commanders' genius, training, troops' grouping and armament.

Morale model is not only a component of factors that we can measure and observe. A correctly constructed morale model should also include such factors that may appear in battlefield situations. Therefore in our intellectual speculations we should differentiate this what exists from this what is possible. In consequence two orders are created:

- an ideal one containing our predictions and imagination
- realistic one which comprises factors actually appearing and realisation recommendations.

While constructing a morale model one can discover new connections between particular structure elements analysing the entire construction. This can be referred to e.g. soldier's psychological resistance onto factors affecting him in various situations of a potential battlefield.

When we view morale model and its praxiological structure in cybernetic approach then we have to pay attention onto dependencies appearing between selective structure elements. As a result the model should fulfil systemic model requirements. Therefore during model construction and analysing dependencies appearing in it, an empirical theorem can be drawn that refer to the whole model functioning.

The methodology of morale research will consist in

- constructing morale model which is to define the aim, subject-matter and factors under its control and dependent on it,
- defining the amount, type, kind of input and output information of the model,
- selection of optimisation criteria. They may include the criteria of means and forces, the number of educational events, task accomplishing, combat readiness, etc,
- optimisation of direction model – the techniques, style and functions of directing, with the use of computer technology if it is possible,
- Forming methodological and substantial conclusions resulting from assumed solution and functioning of morale control and estimation system.

In conclusion, in morale research we will deal with one of research tools i.e. modelling or reality fragment projection in a certain language.

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EDUCATIONAL AND PSYCHOLOGICAL PROBLEMS CONSIDERED IN COMMAND-STAFF EXERCISES

While constructing a model of educational activity in combat conditions we can also discover new connections between selective elements analysing its whole. In the cybernetic approach of educational model and its praxiological structure one has to take in consideration that every link is dependent on the others. In consequence, in conditions of model construction and dependencies analyses appearing in it one can derive empirical theorems regarding the whole model functioning.

In exercises on operational (tactical) level the results of empirical and praxiological modelling are developments formed as commander's orders, educational officer's instructions, dispositions, educational activities' programmes, conclusions to decisions, commands and reports that are necessary to conduct educational activity. As it has been mentioned before they can be worked out with taking into consideration numerical data received due to mathematical models analysis.¹⁾ Electronic mathematical machines, in field conditions computers working in a network, are not always used to receive these data.

Such factors perceived nowadays as the possibility of a fast change in a battlefield situation as a result of using modern means, the use ABC of weapons, a great force of actions, influx of a big amount of information cause a deficit of time felt on all levels of educational activity command and management. Therefore effective commanding is not possible with at least partial automation of this process. In automated systems some functions are fulfilled by electronic machines. The possibilities of their applications have already been developed for the needs of commanding.²⁾ In educational activities, however, this issue is still a matter of future.

¹⁾ Researching operations is cybernetics component. They ensure working out numerical data necessary to make a decision. See: J.Czujew, *Badania operacji w wojsku* (Researching Operations in the Military), Warsaw 1972; and also K.Zimniewicz, *Nauka o organizacji i zarządzaniu* (Organisation and Management Studies), Warsaw 1984.

²⁾ See: P.Sienkiewicz, M.Szczepanik, W.Więckowski, *Dowodzenie komputerem* (Commanding with a Computer), Warsaw 1984.

In current situation the theory and practice of performing educational officer's commanding functions, despite the fact how well known in peacetime, requires new theoretical development for commanding needs in a potential battlefield conditions. The educational officer could use a computer in relations with his subordinates, superiors and neighbours. This would assure permeability and speed of data transmission from the source of information, i.e. a superior, subordinate, neighbour through a data transmission and imaging device to a decision maker, and after taking a decision respectively for the needs again through the data transmitter to a superior, subordinate or neighbour. The computer would also play a role of an electronic consultant or "a bank of information".

Another important issue to show the educational activity model reality in battlefield conditions is its accordance with assumptions included in the war doctrine that is at present and will be in future a coalition doctrine. Nevertheless, many educational tasks and aims result also from a national part of the war doctrine. Each war doctrine is the closest war model.³⁾ While creating a war doctrine, the past is analysed in order to build a new future war model after stating some regularities. If this model has been verified in practical decisions then it may influence essentially various areas of the armed forces functioning, educational activities organisation and commanding including.

The research methodology of educational activities model will consist in:

- building an educational activities model⁴⁾ to define the aim and subject matter, factors under control and independent on the decision maker and dependencies between the model elements due to the aim to be achieved;
- defining the amount, type and kind of input information carried to the model and taken out of the model;

³⁾ Comp. J.Konieczny, *Cybernetyka walki (Cybernetics of Fighting)*, Warsaw 1970, p.19.

⁴⁾ See: P.Abell, *Modele w socjologii... (Models in Sociology)*, Warsaw 1975, p.11. Comp. K.Zimniewicz, *Nauka o organizacji i zarządzaniu (Studies on Organisation and Management)*, Warsaw 1984, p.65. Comp. G.Leśniak-Łebkowska, B.Wawrzyniak, *Organizacyjne problemy zarządzania przedsiębiorstwami w warunkach kryzysu (Organisational Problems of Company Management in Crisis Situations)*, Warsaw 1982. W.Staff, *Modelowanie i filozofia (Modelling and Philosophy)*, Warsaw 1971.

- choice of optimisation criterion. This may include means and forces criterion, educational activities number criterion, accomplishing the task criterion, desired morale criterion, combat readiness criterion;
- optimisation of commanding functions using computer technology if possible;
- forming methodological and subject matter conclusions resulting from the adopted solution and educational activity control system functioning.

In educational activity none of the mentioned above five problems has been entirely solved and the research has not always been carried out in an appropriate direction.

In the presented scheme of action, the attention is usually focused on the fourth phase, i.e. commanding functions optimisation. Therefore W. Sadowski claims that "The question of the ability to reach an optimal decision is basic if the model research is to have any sense".⁵⁾ In battlefield conditions accomplishing a task bearing the least losses, accomplishing educational projects using optimal means and forces define the quality of the decision.

The model of commanding organisational activities in battlefield conditions is a system of mental assumptions that optimal command concept includes. Thus one cannot fully agree with military model characteristics included in publications on organisation and commanding and represented by K. Zimniewicz who thinks that the military model is defined by:

- commanding functions i.e. the evaluation of the situation, decision taking, combat planning, issuing orders, forcing the aim realisation;
- the style of command i.e. when a superior is obliged to command subordinates then the subordinates are obliged to obedience;
- command techniques are included in rules and regulations and acquired through training.

⁵⁾ W. Sadowski, *Teoria podejmowania decyzji (Theory of Decision Making)*, Warsaw 1976, pp.15-18.

This model is very simplified and makes the command functions less essential. It does not discuss the subordinates' role in decision making process and also a number of modern command techniques used in the military and other elements of this system.

In order to construct an educational activity model in battlefield conditions, one has to assure the following:

1. Updating data on the situation.

Collecting and analysing data on social and psychological situation in the area of actions that may influence soldiers' morale.

Soldiers' morale may be defined by two groups of factors:

* spiritual factors:

respect for tradition, accepting the aims of war, personal dignity, self-confidence, comradeship, religiousness, initiative, courage, dynamism, self-discipline, persistence to accomplish tasks;

* physical factors:

order, supplies, health care, relaxation.

Each factor would be evaluated as either positive or negative.

2. Collecting and analysing data concerning moods and atmosphere.

The dominant feelings and moods that appear on the background of the international situation, situation in the country, corps, division, regiment etc.

* Kinds of moods:

verbal and non-verbal behaviours.

* Range and strength of moods and feelings regarding each environment:
(officers', warrant officers', professional non-commissioned officers', conscript non-commissioned officers', privates')

or:
logistics, etc.

* Moods and feelings dynamics:

the reasons of their extension and disappearance.

* Effectiveness of current activities in shaping moods and feelings:

steps taken by a commander directed onto their shaping.

3. Collecting and analysing data concerning:

- * steps already taken having an influence onto soldiers' mental state:
films shown, talks conducted, meetings held, bulletins, leaflets, appeals and communiqués developed and published.
- * steps already taken directed onto strengthening soldiers' psychological resistance:
instructing about enemy's psychological counteractions, ways to overcome fear, panic or pre-panic feelings.

4. Accepting tasks of social and psychological activity.

They should concern the following problems:

- * creating motivation situations for soldiers' active participation in combat;
- * assuring comprehensive social, psychological and information activities in order to strengthen soldiers' morale;
- * strengthening desired soldiers' personality or a military comradeship to create combat groups capable for actions in complicated battlefield conditions;
- * mobilisation to keep combat readiness according to an operational – tactical situation;
- * improving co-operation as a co- factor of responsibility for the lots of colleagues, unit, brigade, division and for accomplishing combat task;
- * strengthening soldiers' psychological resistance according to enemy's psychological operations;
- * undertaking recreation and relaxation activities in order to relieve psychological tension;
- * spreading the most effective forms and methods of social and psychological activity, combat experiences and soldiers' heroic actions;
- * working out information materials (audio, visual and audio-visual) that deal with battlefield problems and threats posed by them and also soldiers' probable behaviours.

5. Conducting task analysis with situation evaluation elements.

The evaluations carried out in Point 1 have to be taken into consideration in the combat task analysis and the directions of social and psychological actions have to be formed concerning:

- * strengthening desired attitudes;
- * shaping appropriate images of the possible war and armed fighting course and factors conditioning the victory;
- * acquainting soldiers with various probable combat situations and adapting their mentality (at least partially) to function in destructive battlefield conditions;
- * enabling soldiers possibly full physical and mental regeneration.

6. Executive endeavours.

A commander issues an order to develop main aims of social and psychological activities. Possible tasks of social and psychological activity in battlefield conditions:

- * complementing the knowledge, collecting and spreading combat experiences;
- * improving necessary combat skills ;
- * developing moral-combat characteristics;
- * morale strengthening;
- * moods and feelings shaping;
- * strengthening desired behaviours (creating the climate of conscious participation in fulfilling combat tasks)
- * strengthening mental resistance;
- * assuring fulfilment of soldiers' social, mental and biological needs;
- * assuring mental and physical regeneration;
- * soldiers' teams integration.

7. Conducting basic social and psychological actions on selective stages of combat operations:

- * acquainting subordinate commanders with aims and tasks of social and psychological activities;
- * developing commander's guidelines concerning social and psychological activities;
- * collecting data on soldiers' morale, conducting evaluation and drawing conclusions;
- * co-participation in organising recreation – relaxation activities after fighting;
- * effectiveness evaluation of social and psychological activities

8. Time calculation.

A commander performs the calculation of time necessary to carry out social, psychological and included in the programme actions.

9. Working out psychological action intention.

It is a social – psychological activities concept defined by a commander on selective stages of fighting. It is a premeditated and not written project of:

- * tasks and functions division;

- * means and forces use, taking into account their real possibilities, probable needs and situation changes showing time possibilities;
- * the most effective work forms and methods to carry out the tasks.

10. In tactical exercises / combat actions conditions.

The following forms of social – psychological activities to be applied:

- * based on words (persuasion)
- * using mass media
- * based on visual and written materials

11. Working out documents.

For the needs of social and psychological activities there can be developed:

- * social – psychological activities plan;
- * conclusions and proposals to the commander's decision concerning this activity.

