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COMPONENTS OF MILITARY ORGANIZATIONAL CULTURE INFLUENCING INDIVIDUAL PERFORMANCE IN THE TRAINING PROCESS

KOMPONENTY WOJSKOWEJ KULTURY ORGANIZACYJNEJ WPŁYWAJĄCE NA WYNIKI INDYWIDUALNE W PROCESIE SZKOLENIA

Abstract: The article presents the impact of military organizational culture on the individual performance of learners. Its aim is to identify some components of military organizational culture that influence individual performance in the training process, which is especially related to motivation for training and military activity. Specific subjects of empirical research are trainees in the Military Science professional field, specialising in Organisation and Management of Military Units at a Tactical Level at the National Military University in Bulgaria.

Zarys treści: W artykule przedstawiono wpływ wojskowej kultury organizacyjnej na indywidualne wyniki uczniów. Przedmiotem artykułu jest identyfikacja niektórych elementów wojskowej kultury organizacyjnej, które wpływają na indywidualne wyniki w procesie szkolenia, co jest szczególnie związane z motywacją do szkolenia i działalności wojskowej. Szczególnym przedmiotem badań empirycznych są stażyści w dziedzinie nauk wojskowych, specjalizujący się w organizacji i zarządzaniu jednostkami wojskowymi na poziomie taktycznym w Narodowym Uniwersytecie Wojskowym w Bułgarii.

Key words: military organizational culture, individual performance, cadets

Słowa kluczowe: wojskowa kultura organizacyjna, wyniki indywidualne, kadeci, studenci cywilni

Introduction

The article constitutes a small part of a larger study, carried out by the author in the period 2012–2019, relating to motivational salience and satisfaction with training in the field of security and defence, following the example of higher education

institutions in Europe. The study was supported by 19 educational institutions in the field of security and defence in Europe. The larger study in its entirety has not been the subject of publication so far, as only individual elements have been presented. Therefore, we hope that interest will be aroused in scientific audiences. The office of the rector of the Vasil Levski National Military University has received letters of recommendation, highly appreciating the scientific achievements, teaching practice, academicism, publishing activity and work presented by Associate Professor Elitsa Petrova on motivational expression and satisfaction in education, following the example of higher education institutions in Europe in the field of security and defence, on the behalf of:

1. Brigadier General Tsvetan Harizanov, Bulgaria.
2. Major General Vasile Roman, Romania.
3. Coordinator of the Distance Learning NATO portal – Prof. Piotr Gawlicek, PhD.
4. Director of the Centre for Security and Military Strategic Studies, University of Defence, Czech Republic, Brno – Associate Professor Josef Prohazka, PhD.
5. University of Manchester, United Kingdom – Professor Leonidas Koutsoregas.
6. Military Technical University, Warsaw, Poland – from the whole academic community, signed by Colonel Marius Gontarchik, PhD.
7. Military Technical University, Warsaw, Poland – Associate Professor Dr. Bogdan Cwik, Head of the Department of Economic and Social Sciences.
8. Military Technical University, Warsaw, Poland – Katarzyna Swierszcs, PhD from the Institute of Security and Defence, Faculty of Logistics.
9. Academy of Public Security, Lithuania – Vice Dean for Academic and Scientific Affairs – Associate Professor Aurelia Puraite, PhD.
10. University of Chechanow, Poland – Head of the Department of Internal Security – Associate Professor Rafal Panfil, PhD.
11. Spiru Haret University, Bucharest, Romania – Professor Roxana Stefanescu, PhD.
12. Colonel, Professor Dumitru Iancu, PhD – Vice dean for Scientific Research, Faculty of Military Management, “Nicolae Balcescu” Land Forces Academy.
13. University of Defence, Czech Republic, Brno – Colonel David Ullrich, PhD.
14. Associate Professor Lubomir Belan, PhD – Chief of the Department of Logistics, Armed Forces Academy in L. Mikuláš, Slovakia.
15. Associate Professor Nikorowicz-Zatorska, PhD – Polish Air Defence Academy, Poland, Faculty of National Security and Logistics.

The formation of organizational culture is a consequence of the creation of a common human, national and individual culture. Hofstede defined several dimensions of culture that characterize the impact of national cultures. The dimensions are: ranging distance – the extent to which society expects and accepts differences in levels of power, avoiding uncertainty – this dimension reflects the extent to which society accepts or does not accept uncertainty and risk, individualism vs. collectivism, masculinity

vs. femininity as traditionally men consider competitiveness, self-confidence, autonomy, dominance, ambition, accumulation of wealth and material benefits as priorities in their work and personal life, and women's priorities are security, the creation of sustainable relationships, communication, family and love.¹

Johnson's cultural web is probably the most well-known and used concept of organizational culture. It defines the elements that include organizational culture. These are: norms; rituals and practices; symbols; stories, myths, and legends; power structures; organizational structures and control systems.² Norms are the required way in which members of the organization relate to one another. Rituals are all those activities that indicate the organizational values and point out acceptable behaviour as kinds of celebrations, training programmes, rituals for transfer of workers from one job to another, rituals of employee achievements recognition, rituals of social structures improvement, conflict resolution and dispute resolution rituals, rituals for integration between members of the organization, etc. The logo of the organization, signs with the names of people and departments, parking spaces, etc. are one of the many symbols that organizations have. The stories that members of the organization tell each other are important sources of information about what is valued, how to succeed and how to punish mistakes. Often, legends about successful people and the path of their professional growth give additional motivation to the staff. Structures of authority, organizational structures and control systems are also included as elements of the cultural web. The combination of all these elements forms the paradigm of the organization, which can be defined as its character or its way of behaving, its perceptions of the surrounding world and its perceptions of itself.

Various components of military organizational culture are subject to scientific research. Atanasova-Krasteva and Ștefănescu look at change-oriented leadership,³ the importance of power and the key presence in leadership,⁴ as well as building leadership⁵ and establishing leadership.⁶ Doncheva writes on a new way of thinking about training and educating trainees⁷ while Stoyanova focuses on managing groups⁸ and working with specific groups, including those at risk.⁹ Sotirov and Stoyanov

¹ G. Hofstede, *Culture's Consequences: International Differences in Work Related Values*, Beverly Hills, CA, Sage Publications 1980.

² G. Johnson, *Rethinking Incrementalism*, "Strategic Management Journal" 1988, Vol. 9, p. 75–91.

³ R. Ștefănescu, *Change oriented leadership*, "Review of General Management" 2008, issue no. 1, edited by Spiru Haret University, Faculty of Management, Brasov, Romania, ISSN 1841-818X.

⁴ R. Ștefănescu, *Power and its key role in leadership*, "Metalurgia International Review" 2010, special issue no 4, Scientifing Editing house F.M.R., Bucharest, Romania, ISSN 1582-2214.

⁵ N. Atanasova-Krasteva, *Some Theories and Views on Leadership*, "Annual University Conference National Military University" 2011, Publishing complex of Vasil Levski National Military University, Veliko Tarnovo.

⁶ N. Atanasova-Krasteva, *Leadership Establishment of Cadets*, "Publishing complex of Vasil Levski National Military University", Veliko Tarnovo 2012.

⁷ J. Doncheva, *Principles of training in line with the new thinking and action*, SEA – Conf., 3 International Conference, Naval Academy, Constanta 2017, No 3, pp. 74, ISSN 2457-144X.

⁸ S. Stoyanova, *Group Management*, University Publishing House St. Cyril and Methodius, VT, 2013.

⁹ S. Stoyanova, *Groups – Dynamics and Risks*, Publisher: A & B, VT, 2013.

examine the National Military University's methodology for the quality of education in different specialities,¹⁰ which is directly related to the impact of military organizational culture on learners. Świerszcz¹¹ and Ćwik examine national security in modern times in terms of subjective-axiological challenges and build the concept of the model of security threats in logistics systems.¹² Stoykov and Marinov's approach to training and education in the sphere of security and defence¹³ as well as a number of Stoykov's important developments in the field of security and defence¹⁴ are also of major scientific interest. Manolov works on the issues of training and education in a military environment, and discusses the topics of pedagogical practices, combined with the topics of curricula and possibilities of the situational approach in training in security Logistics.¹⁵ At the same time, we cannot ignore the adequacy of the statistical processing of information, which is extremely important for the conduct of each experiment and the specific processing of the data to obtain accurate results. For this purpose, we have studied and used the Lectures on Statistical Methods in Psychology¹⁶ and Statistical Methods in Psychology¹⁷ by Tsvetkov, which we recommend in the processing of data from social, economic, and psychological research.

Military organizational culture and its influence on individual performances of trainees at the Vasil Levski National Military University

The paper examines the impact of military organizational culture on the individual performance of learners as a very important part of the above mentioned research work. The aim of the paper is to identify some components of military organizational culture that influence individual performance in the training process, which is

¹⁰ D. Sotirov, Y. Stoyanov, *A Methodology for Evaluation of the Quality of Education in the Specialities at the Vasil Levski National Military University*, Scientific Papers from the Scientific Conference at the Vasil Levski National Military University – The Bulgarian Way to NATO – Perspectives and Challenges 2003, vol. II, p.156–165, Publishing complex of Vasil Levski National Military University, VT, ISSN 0861-0312.

¹¹ K. Świerszcz, *Bezpieczeństwo państwa w czasach współczesnych w ujęciu podmiotowo-aksjologicznych wyzwań*, "Przegląd Nauk o Obronności" 2016, WAT, nr 1–2, s. 65–82.

¹² B. Ćwik, *The Concept of Threat Model in the Aspect of Safety in Logistic Systems*, "Systemy Logistyczne Wojsk" 2017, nr 47, Wydawnictwo WAT, p. 44–58.

¹³ S. Stoykov, R. Marinov, *A comprehensive approach to education and management in the system of security*, International conference Knowledge-based organization-Land Forces Academy, 'Nicolae Balcescu', Volume 24: Issue 1, pp. 329–334, Sibiu-Romania 2018, ISSN 1843-682X.

¹⁴ S. Stoykov, *Scientific knowledge – source of a competitive advantage in security*, International conference on High Technology for Sustainable Development HiTECH 2018, ISBN: 978-1-5386-7039-2.

¹⁵ D. Manolov, *Possibilities of the situational approach in the training in security logistics*, Conference proceedings of the Annual University Scientific Conference of the Vasil Levski National Military University, Veliko Tarnovo 2016.

¹⁶ D. Tsvetkov, *Lectures on Statistical Methods in Psychology*, IVIS 2015, Veliko Tarnovo, ISBN 978-619-205-003-0.

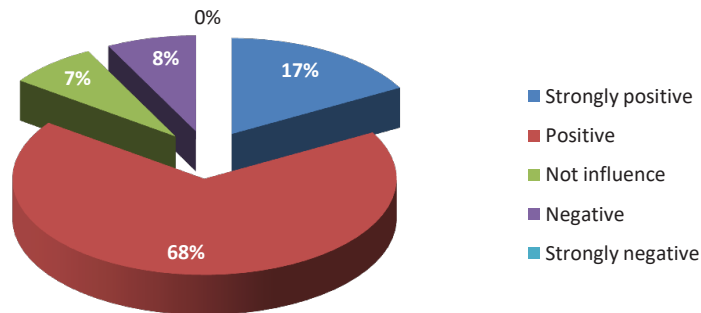
¹⁷ D. Tsvetkov, *Statistical Methods in Psychology*, "Collection of Reports – May Readings", Publisher: Union of Bulgarian Scientists, Veliko Tarnovo 2008.

especially related to the motivation for training and military activity. Specific subjects of empirical research are trainees in the Military Science professional field, specialising in Organisation and Management of Military Units at a Tactical Level at the National Military University in Bulgaria. On the basis of permission from the rector of the Vasil Levski National Military University, Bulgaria, in 2012 a study on the motivational expression in the training process and its relation with the satisfaction of the subjects from the National Military University was carried out. Students and cadets in their first year of training are included as control groups for comparison. The study goes through several phases – diagnostic, basic and final. This paper presents some parts of the research conducted in the basic stage.

During the basic stage of the study the following were examined:

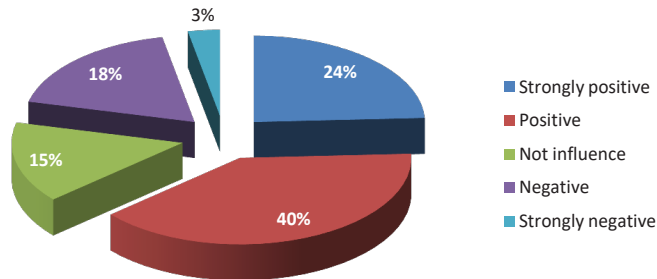
- Basic groups – cadets who graduated in the academic years 2013/2014, 2014/2015, 2015/2016, and 2016/2017 – a total 155 respondents. In the academic year 2013/2014 the general population consisted of 60 people, of whom 53 people took part in the study. In the academic year 2014/2015, the general population was 39 people, of whom 33 were surveyed. In the 2015/2016 academic year, the general population was 46 people, of whom 38 were surveyed. In the academic year 2016/2017, the general population was 35 people, of whom 31 were involved in the study.
- Control group for comparison included first-year cadets who started their training in 2013/2014 – 77 respondents.
- Control group for comparison included first-year civilian students who started their training in 2013/2014 – 88 respondents.

Fig. 1. How does the military organizational culture, including values, norms, symbols, rules, and traditions affect your individual performance? Alumni 2013/2014 academic year



Source: own study.

Fig. 2. How does the military organizational culture, including values, norms, symbols, rules and traditions affect your individual performance? Alumni 2014/2015 academic year



Source: own study.

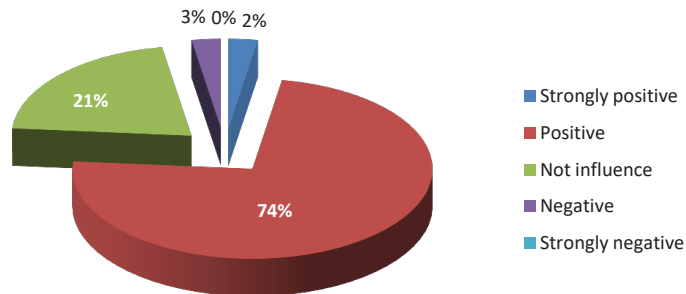
The distribution from 2013/2014 academic year shows that a significant number of the trainees consider that the military organizational culture has a positive impact on their individual performance in the process of training at the university as 17% of respondents believe that military organizational culture has a strong positive impact on individual performance and 68% of respondents reported that the military organizational culture has a positive influence (Fig. 1).

The distribution from 2014/2015 academic year shows that a significant number of the trainees consider that the military organizational culture has a positive impact on their individual performance in the process of training at the university as 24% of respondents believe that military organizational culture has a strong positive impact on individual performance and 40% of respondents reported that the military organizational culture has a positive influence (Fig. 2).

The distribution from 2015/2016 academic year shows that a significant number of the trainees consider that the military organizational culture has a positive impact on their individual performance in the process of training at the university as 3% of respondents consider that the military organizational culture has a strong positive impact on individual performance, and 74% reported that the military organizational culture has a positive influence (Fig. 3).

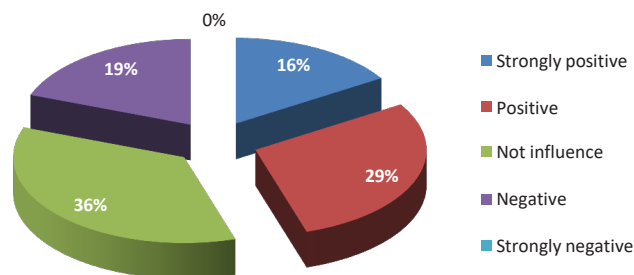
The distribution from 2016/2017 academic year shows some differences as 16% of respondents believe that military organizational culture has a strong positive impact on individual performance and 29% of learners reported that the military organizational culture has a positive effect. (Fig. 4) Most of the results categorically indicate that military organizational culture has a positive impact on the individual performance of learners in the learning process.

Fig. 3. How does the military organizational culture, including values, norms, symbols, rules and traditions affect your individual performance? Alumni 2015/2016 academic year



Source: own study.

Fig. 4. How does the military organizational culture, including values, norms, symbols, rules and traditions affect your individual performance? Alumni 2016/2017 academic year



Source: own study.

Conclusions

The mission of the Vasil Levski National Military University, Bulgaria is to build its students morally, mentally and physically, to inculcate the ideals of patriotism, duty and honour, to form them as individual military and civilian leaders capable of developing and applying scientific knowledge, to prepare them to manage public and special structures in peacetime and crises, to participate in national and multinational projects, to maintain security and peacekeeping and community development. The core values and virtues, adopted by the Vasil Levski National Military University, which are the basis of its organizational culture, and which are respected by all the trainee students and the whole academic, command and administrative staff are: duty towards the fatherland, national feeling and national pride, courage, patience, self-control, initiative, honour, dignity, fellowship, love and devotion to the state and nation, respect to laws, faith, leadership, transparency in work, criticism and self-criticism, labour and continuous improvement in performance.

In pursuance of its mission, the university has built up a highly positive military organizational culture that is considered to have a positive impact on the individual performance of learners in the learning process and which is considered positive by the trainees, both students and cadets. We believe that in this way the university is an example of good practice in the field of military training and education, as evidenced by the conducted research. However, there are always problems that we will seek to solve, and we should pay attention to new achievements and new methods in improving our performance.

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Summary

The article describes the influence of military organizational culture on individual student performance. The subject of the article is the identification of some elements of military organizational culture that affect individual performance in the training process, which is particularly related to the motivation for training and military activities. A special subject of empirical research are trainees in the field of military science, specializing in the organization and management of military units at the tactical level at the National Military University of Bulgaria.