

Human Capital Management in the Wandering Context of Events – Challenges for the Managerial Staff

edited by Marzena Stor



Publishing House of Wrocław University of Economics and Business
Wrocław 2022

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Wrocław 2022

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e-ISBN 978-83-7695-988-7

DOI 10.15611/2022.988.7

Quote as: Stor, M. (Ed.). (2022). Human capital management in the wandering context of events – challenges for the managerial staff. Wrocław: Publishing House of Wrocław University of Economics and Business.

Chapter 2

TRAINING AS A PROCESS IN CIVIL AND MILITARY ORGANIZATIONS – THE CONCEPT OF STANDARDIZATION FOR THE NEEDS OF THE ARMED FORCES OF THE REPUBLIC OF POLAND

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How to cite this chapter: Wojtasik, K. (2022). Training as a process in civil and military organizations – the concept of standardization for the needs of the Armed Forces of the Republic of Poland. In M. Stor (Ed.), *Human capital management in the wandering context of events – challenges for the managerial staff* (pp. 25-32). Wrocław: Publishing House of Wrocław University of Economics and Business.

2.1. Introduction

In the previous chapter, the subject of interest was competency management and employee development, which also included training. Both of these HRM subfunctions were considered in the context of MNCs. In this part of the monograph, attention is focused exclusively on training, but in the changed organizational context, namely from international organizations to military organizations. The basic premise for the discussion states that training is important for all types of organizations, including of course military.

The goal of this chapter is twofold. Firstly, the author's intention is to identify differences and similarities in the approach to the training process in two scientific disciplines, i.e. management & quality sciences, and military science, the latter being significantly determined by the legal regulations for the armed forces. Secondly, these comparative activities enabled the author to propose his own concept of the training process in the Polish Armed Forces¹ (PAF), which would standardize the approach to training in the doctrinal military documentation.

To achieve this double goal, the following content structure was adopted. The discussion is opened by a section dedicated to a review of literature covering Polish and foreign publications devoted to training processes and issues in civil and military and organizations. This provided certain theoretical foundations for an

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¹ In this chapter, the term 'the Polish Armed Forces' was used interchangeably with the 'Armed Forces of the Republic of Poland'.

interdisciplinary and processual perspective on training. Next the author presents a brief description of the research methodics used to develop his own theoretical concept of the training process in the Polish Armed Forces proposed in the next section. The final conclusions and research summary make up the last section.

2.2. Theoretical foundations for an interdisciplinary and processual approach to training

Training, along with recruitment, selection, employee appraisal and remuneration, is one of the most important elements of human resources management. Training is a basic tool for employee development, without which it would not only be impossible to improve the organization, but even its functioning (Garavan et al., 2021; Kunasz, 2008; Lendzion and Stankiewicz-Mróz, 2005, pp. 86-99). The way of understanding the role of training in an organization has been changing over time earlier it was treated as a necessary expense to prepare newly hired employees to perform their tasks, however nowadays an increasing importance of the constant development of competencies is observed (Jangbahadur and Sharma, 2018; Kupczyk and Stor, 2017), as well as motivating employees to develop and build the human capital of the company (Łaguna, 2019, p. 116; Stor and Haromszeki, 2020). Therefore, training is perceived as an investment that is expected to bring tangible benefits, and an element of staff development strategy and of increasing the competitiveness of the company. Moreover, the necessity of employee training stems from the needs of the labor market and the expectations of employers towards their employees (Rakowska and de Juana-Espinosa, 2021; Juchnowicz and Kinowska, 2019). It is worth adding that employee training 'fits in' with the idea of lifelong learning (Dębska, 2012, p. 23). As a result, training is supposed to enrich, shape, complement, extend, and deepen the knowledge, skills, attitudes, values and behavior of those being trained. Regardless of how training is defined, it plays an important role for both employees and organizations, regardless of the type or specificity of activity (Jarecki, Kunasz, Mazur-Wierzbicka, and Zwiech, 2010; Pietruszka-Ortyl, 2019, p. 22).

It should be noted that defining training is not simple, because it is the subject of interest for specialists representing various scientific disciplines. The research issues of training are by their nature interdisciplinary and can be placed at the crossroads of at least three fields of sciences: pedagogy (especially andragogy), psychology and management (Oleszak and Oleszak, 2016, p. 210).

In modern management publications, many definitions of training can be found, but probably the most complete one was given by Armstrong, who described training is a process of the purposeful enrichment of knowledge, skills and shaping of employee attitudes and behavior necessary from the point of view of the present and future needs of the organization and the employees themselves (Armstrong, 2000, p. 451). It should be noted that this definition is often quoted in management literature.

As indicated above, training can be perceived as a process. In the management literature one can find different approaches to this process, but usually training is presented as a four-stage process (Assen, 2021; Dessler, 2020 p. 277; Rae, 2004; Salas, Tannenbaum, Kraiger, and Smith-Jentsch, 2012; Stredwick, 2005, p. 121); which entails:

- 1) identification and analysis of training needs,
- 2) definition of training goal/objectives,
- 3) implementation of training,
- 4) evaluation of training results.

This process is graphically represented in Figure 1. Each of its stages is equally important, none of them can be neglected or underestimated because only then will training be able to shape, stimulate, equip, extend, deepen, prepare, remind, update and also reconstruct the broadly understood qualifications of those being trained, responding to the current as well as the future needs of the employees and their organizations.

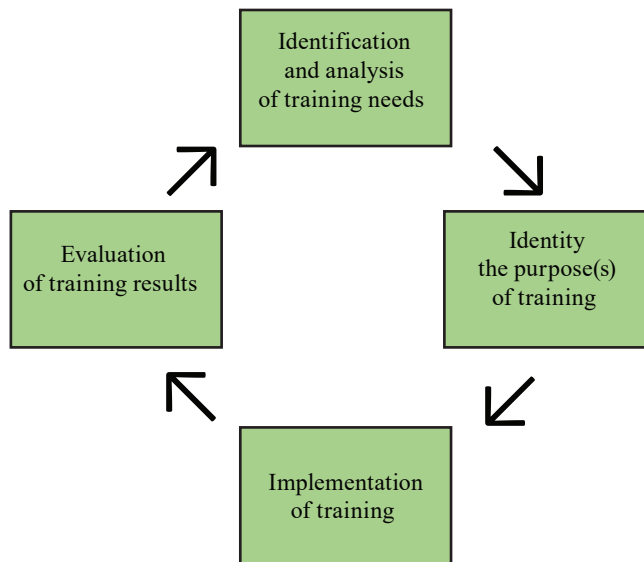


Figure 2.1. The training process (training cycle)

Source: own work based on (Assen, 2021; Dessler, 2020; Rae, 2004; Salas, Tannenbaum, Kraiger, and Smith-Jentsch, 2012).

When considering the literature on training in military organizations, it can be said in general that, as in management literature, expenditure on training and related technologies is also treated in the category of return on investment (Schroeder-Strong, Schreiber, and Bennett, 2022). Some authors focus more on physical training considerations for optimizing performance in essential military tasks, whereas

others emphasize the role of accruing stress coping techniques (Vaara et al., 2022), or ethics training to prepare for operations (Messervey, Peach, Dean, and Nelson, 2022). Interestingly, publications in the field of training in military organizations appear in journals devoted to psychology, including military psychology, sport, education, sociology and many others. This means that the interdisciplinary approach to training is not just a characteristic feature of management sciences, because a multi-perspective view of this issue is also seen in military science.

In summarizing this brief literature review, one can say that nowadays training is implemented in every type of organization, regardless of its size or form of ownership. Training is an important aspect of activity not only for business organizations, but is also important for the Armed Forces of the Republic of Poland, which is in the subject of interest in this chapter. One can even say that in peacetime, training is the basic form of activity of the PAF. However, to ensure the safety of the Republic of Poland, and thus support society, the training process must be properly prepared in the Armed Forces.

2.3. The research methodics used to develop a theoretical concept

As mentioned in the introductory section, two goals were set for this chapter. The indirect goal was to compare the approach to the training process in civilian organizations described in the military science and legal literature, with the approach in civilian organizations conceptualized in the literature in management & quality sciences. The ultimate goal was to propose the author's own concept of the training process in the Polish Armed Forces, which would standardize the approach to training in the doctrinal military documentation.

The preliminary literature review presented in the previous section led to the conclusion that military training as a process is rather a poorly recognized issue in the scientific literature, therefore the decision was made to conduct a more systematic review of literature to reach the established goals. The following databases were used to perform this: Scopus, Web of Science and Google Scholar. The keyword criterion used was "the military training process". This keyword was used to search in titles; keywords and abstracts for publications created after the year 2000 in the discipline of management sciences.

To conduct the comparative part of the research, the author used the technique of researching the documentation (Mróz-Jagiełło and Wolanin, 2013, pp. 113-117) of the Polish Armed Forces, which is unclassified and available on the Internet. The following doctrinal and normative documents concerning training were analyzed:

- *Doctrine of training of the Armed Forces of the Republic of Poland DD/7(A)*, Ref. 837/2010 and – henceforth called *Doctrine of training of the ARFP*;
- *Instruction on Training and Methodical Activity*, Ref. 816/2009 – henceforth called *Instruction of training of the ARFP*.

The documents were examined qualitatively, where the focus was on finding training processes – their definitions and stages. The results were used to perform a comparative analysis of the stages of training processes.

2.4. The comparative research findings

The results of the databases' search are presented in Table 2.1. A large number of results obtained in the Google Scholar search resulted from a not very extensive and only very general search system, while more detailed search results were obtained after narrowing the search term through quotation marks. The publications from the narrowed results relate to the implementation of simulators in the military training process (Bekesiene and Prūsevičius, 2020, pp. 114-124), the analysis of the evolution and importance of the military training process (Huluba, 2021, pp. 189-198), and the general issues devoted to military higher training management (Nicoară, 2011, pp. 123-148). In the quoted publications, the authors did not specify the different stages of training processes in the studied military organizations. Therefore, it can be concluded that there is a cognitive gap related to training in the armed forces.

Table 2.1. Summary of search results for keywords in different search engines

Search keywords	Number of results obtained in each search engine		
	Scopus	Web of Science	Google Scholar
The military training process	69	112	22 800
“The military training process”	1	0	2

Source: own research data.

The analysis of the doctrinal and normative documents concerning training in the Polish Armed Forces led to the general conclusion that the training of troops is the primary area of activity and operation of the PAF in peacetime, carried out both in Poland and abroad. The training activity is usually conducted in the place of permanent location of the military unit, in training grounds and in training centers. According to the internal documentation of *Doctrine of training of the ARFP*, the essence of training of the armed forces is the continuous acquisition, broadening and consolidation of knowledge in order to achieve and maintain the ability to take action against military and non-military threats. Training in this sense is defined in two ways which are presented in Table 2.2. In turn, the second of the examined documents, i.e. *Instruction of training of the ARFP*, did not define training and its stages at all.

The first of the quoted definitions of the training process in the PAF indicates that training is a continuous process, similarly to the previously reviewed literature in the management & quality sciences. Moreover, this process is carried out at all levels of command. At this point, it is worth explaining that there are three levels of command in the Polish Armed Forces: tactical, operational, and strategic.

Table 2.2. Summary of training process definitions in the PAF

Definition found in the main content of the examined document
The training process is a set of consecutive activities including: programming, planning, organization, implementation of training, inspection and evaluation of training and progress. It has a continuous character, is organized and implemented at all levels of command
Definition found in the dictionary of examined document
The training process is a sequence of systematic activities carried out by commanders (trainers) and training subjects (trainees) enabling soldiers and military personnel to master the appropriate knowledge, skills and habits to perform the tasks of their positions in individual and team dimensions. The training process should provide an efficient, effective and economical approach to training by focusing on: the main tasks of units, appropriate operational capabilities for the implementation of these tasks and training objectives. The training process can be divided into consecutive elements: analysis of the tasks and the operational capabilities required to accomplish them, training preparation (programming, planning, organizing), training implementation, training evaluation and the generation of conclusions

Source: (Doctrine of training..., 2010, pp. 7, 47).

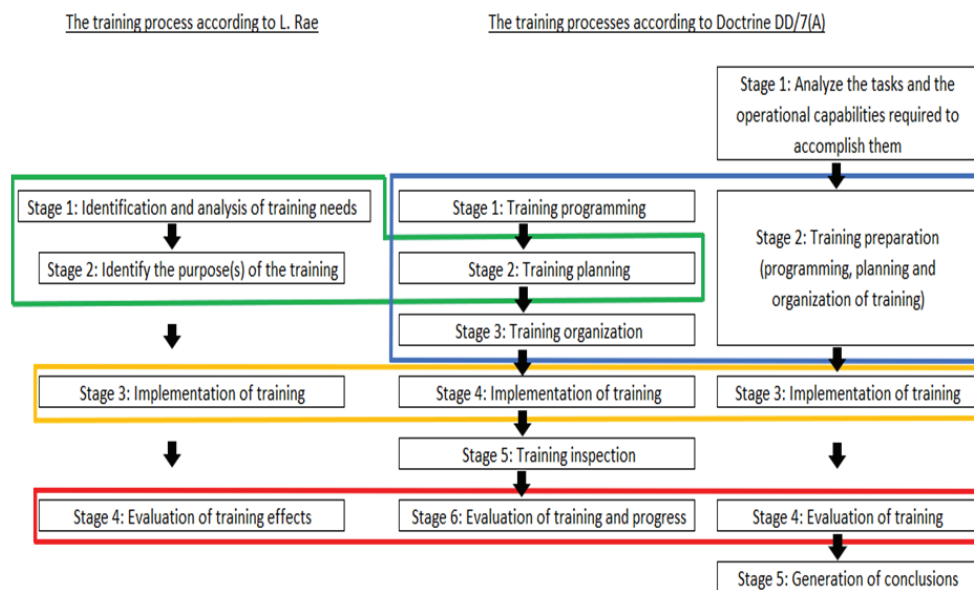


Figure 2.2. The comparison of the stages of training process in the management literature and the doctrinal and normative documents of the PAF

Source: own elaboration based on (Assen, 2021; Dessler, 2020; Doctrine of training..., 2010; Rae, 2004; Salas, Tannenbaum, Kraiger, and Smith-Jentsch, 2012; Stredwick, 2005).

The second definition, on the other hand, draws attention to the need to train not only soldiers but also military personnel in general. Civilians employed in the army

alongside soldiers, are an important group of the subjects of training. The necessity of training both groups is emphasized, and the obligation to ensure the efficiency and effectiveness of the training process is pointed out; this is due to the importance of the tasks that military units and their staff encounter.

In both of the presented definitions of training there is a notable indication of different stages of the training process, which are called a set of activities or elements. A graphic comparison of the stages of the training process developed on the basis of the literature review in the area of management with two different training processes resulting from the examined internal PAF documentation, is presented in Figure 2.2.

The figure shows by using different colors the stages of the training processes that: (1) are identical to each other, e.g. the training delivery stage (orange), or (2) are within the scope of other stages (e.g. green).

Training processes in the PAF differ from the four-stage proposal developed on the basis of the management literature (TP1). The first approach to the training process according to *Doctrine of training of the ARFP* consists of six stages, while the second approach (TP3) comprises five stages. Both of the presented approaches to the training process originate from the same examined documents. The first of the proposals (TP2) was included in the main content of the examined document, where the essence of training in the PAF is presented. The second proposal (TP3) comes from the definition found in the glossary of the examined document.

All the presented processes differ from each other mainly in the number of steps, their scope and sometimes their names. TP2 consists of additional training process steps related to TP1: (1) training programming, (2) training organization and (3) training inspection. In contrast, TP3 in relation to TP2 and TP1, does not include training inspection step, but is expanded to include the following: (1) an analysis of the tasks and the operational capabilities required to accomplish them, and (2) the generation of conclusions.

The studied processes contain the same or similar steps related to each other:

- stages 1 and 2 of TP1 are part of the scope of work carried in stage 2 of TP2;
- stages 1, 2 and 3 of TP2 are identical in scope to stage 2 of TP3;
- stage 3 of TP1 is the same as stages 4 of TP2 and 3 of TP3;
- stage 4 of TP1 is similar to stage 6 of TP2 and stage 4 of TP3.

This comparison was the starting point for the author's own proposal regarding the training process presented in the next section.

2.5. Final conclusions and research summary

In the PAF training, all stages from both training processes (TP2 and TP3) are implemented by different entities at all levels of command. Taking this fact into account, it was concluded that the existence of two slightly different approaches to the training process in one document, and thus in the whole PAF, is unnecessary.

Therefore, it is proposed to standardize the training process in the doctrinal documentation. Giving a uniform structure to the training process in terms of the stages that are carried out will allow for the improvement of training by, among others, increasing their quality and effectiveness, reducing costs (not only financial), and better control of the process. Therefore the author's own approach to the training process is proposed, which consolidates studied processes TP1, TP2 and TP3. This concept is presented in Figure 2.3.

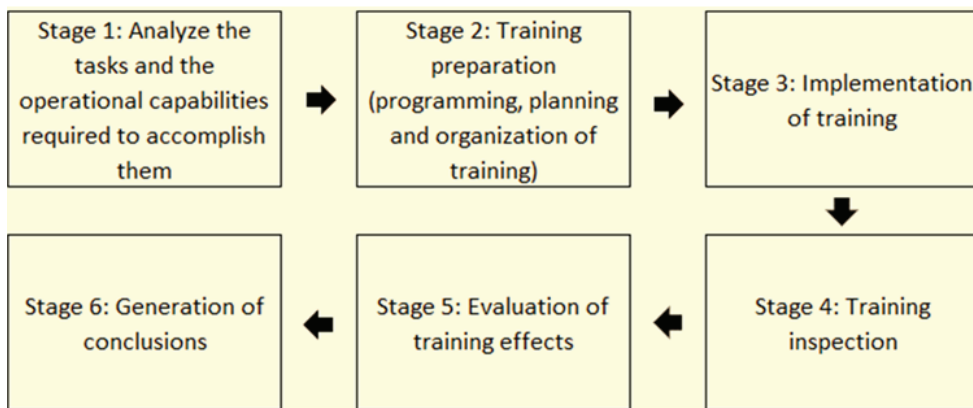


Figure 2.3. Proposal of the training process of the Polish Armed Forces

Source: own work.

The use of a single training process across the Polish Armed Forces will standardize the approach to training and its stages. It is difficult, in this situation, not to agree with the statement appearing at the end of the examined document of the *Doctrine of training of the ARFP*, that the training process of the armed forces should be constantly improved through the introduction of new solutions resulting from experience gained in this area (Doctrine of training..., 2010, p. 41).

To sum up, for practical and conceptual reasons, it is recommended to unify both the number of stages of the training process and their substantive content in the Polish Armed Forces. In this context, bearing in mind the author's research intentions, it should be considered that the goal of this chapter has been achieved. First of all, a concise review of literature enabled the identification of the differences and similarities in the approach to the training process in two scientific disciplines, i.e. management and quality sciences, and military sciences. It should be noted, however, that in the case of the latter, it was essentially based only on legal and doctrinal regulations for the armed forces, because there are not many scientific and research publications in this area. Secondly, the author proposed his own concept of the training process model in the Polish Armed Forces, which would standardize the approach to training in doctrinal military documentation.

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