

Selection and Training of Leaders in the Turkish Armed Forces

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ABSTRACT: Leadership is the most frequently studied concept at the beginning of every period of history. Leader is a commander and the leadership is a command the unit in military sense. The majority of studies about leadership are conducted in the armed forces. Many countries have designed their armies in accordance with these studies. The Turkish Armed Forces (TAF) believes the importance of these studies and designs education systems and training in the selection and training of the leaders. The biggest advance in the TAF was being held during the period of education and training improvement. This study investigates to bring that issue into focus and offers a whole social science agenda for leadership in the TAF related research. In this article exploratory research was applied and military history specimens were used. The results of the study demonstrate the geographically powerful armed forces are always needed. A powerful army can indicate the presence of strong leadership. The criteria determined by the selection and training of staff will be one of the most essential tasks that will lead the TAF into the future. These results, however, need further work to validate reliability.

Key words: army; leader; military schools; training

JEL Classification: M00; M53

1. Introduction

Many studies have been done to define the concept of leader and leadership throughout history. These studies have become more concentrated and have begun to take a scientific from the second half of the 20th century. In these studies, a leader in executive and managerial concepts is often used as synonyms. Over time, managers enjoy managing and maintaining the current situation, while leaders innovate and constantly improve the current situation. Managers strive to produce order and stability, whereas leaders embrace and manage change. Good leaders motivate subordinates and create the environment for them to motivate themselves (Nickels et al., 2010: 189). Although they look similar to each other, they are actually two very different concepts.

Leadership research in the 1920s and 1930s focused on isolating traits- that is, characteristics- that would differentiate leaders from non-leaders. Some of the traits studied included physical stature, appearance, social class, emotional stability, fluency of speech, and sociability. Leadership research from the late 1940s to the mid 1960s concentrated on the preferred behavioral styles that leaders demonstrated (Robbins and Coulter, 2012: 488, 491). Researchers wondered whether something unique in what effective leader's behavior. They were discovering that predicting leadership success involved something more complex than isolating a few leader traits or preferable behaviors. They began looking at situational influences. Specifically, which leadership styles might be suitable in different situations and what were these different situations (Robbins and Coulter, 2012: 492, 500). After that leader-member exchange theory, transformational-transactional leadership, charismatic-visionary leadership, and team leadership were argued as contemporary approaches.

Individual characteristics were compared with leaders and managers (Stoner and Wankel, 1986: 446). The concept of leadership, leadership variable, and the leader is only determined by the traits. Physical, intellectual, or personality characteristics differed between leaders and non-leaders or between successful and unsuccessful leaders (Newstrom and Davis, 2010: 164). But leader could not have been identified by the physical properties or characteristics alone (Mondy and Premeaux, 1995: 349). Approaches on the physical properties are insufficient to explain the concept of leadership developed by the "Trait theories". In reaction to the trait leadership theories, the behavioral theories are offering a new approach. Behavioral theories (Iowa University) classified leadership behaviors or

styles autocratic, democratic, and laissez-faire (Robbins et al., 2013: 323, 324). They have had modest success in identifying consistent relationships between leadership behavior and group performance. The Contingency approach proposed that effective group performance depended on the proper match between the leader's style and the degree to which the situation gave control to the leader (Robbins, 2003: 318, 320). There was no single way of leading and that every leadership style should be based on certain situations for the Contingency Approach.

The current leadership style could not be found in all cases. It is tried to determine which leadership style would be most effective. Environment variables may be different and stronger, and therefore replace has been suggested that instead of leadership in alternative approach (Northcraft and Neale, 1990: 431). Alternative approach a hero by the people, Charismatic leadership is seen as the spiritual figure or superhero (Sharma, October 2008: 11), or offers rewards (or threatens punishments) for the performance of desired behaviors and the completion of certain tasks (Transactional) leadership (Zagoršek et al., 2009: 147), and lifting people into their better selves (Transformational) has emerged as a leader (Gardiner, 2006). Transactional leaders tend to focus on meeting established goals, making sure employees understand their roles in the organization, making sure the correct resources are in place. Transformational leaders can reshape the destination of their organizations by inspiring employees to see the world in a ways, to find creative solutions to business challenges, to rise above self interest, and to create new levels of success for the company as a whole (Bovee et al., 2007: 240).

The vast majority of leadership research is conducted in the armed forces. A leading commander in the military sense, correspond to the concepts of leadership found in the command. One of the most important studies, was by the pioneer Fred E. Fiedler in the Contingency approach, was carried out in the United States Military Academy (West Point) in order to determine the effectiveness of leaders. Students are divided into three groups and sent to various units as team leaders. Publications related to education were given to the first group before the leadership training. The second group was not informed. It was told that the third group would observe during the training. As a result, the group leader who is knowledgeable about education showed higher performance than the other two groups. According to him, people are not born as a leader, but they can be trained. Because every human being has a dimension of situational is successful in the world (Fiedler and Chemers, 1984: 3, 15). The important thing is to reveal these situational dimensions.

2. Training Institutions and Tasks of Leaders from the Turkish Armed Forces (TAF)

The TAF believed in the importance of education in the selection and training of leaders. Leaders are respectively grown of the Military High Schools, War Schools and Military Academies. The TAF realized the advance in the periods of importance of education and training of these institutions.

The TAF leader's begins in Military High Schools. With a regulation issued on January 20, 1976 Armed Forces Military High School education and training duration was 3 to 4 years to be implemented from 1975-1976 (The Official Gazette, 1976) and with a regulation issued on May 3, 2008 education and training duration was 4 to 5 years implemented from 2005-2006 (The Official Gazette, 2008a). Its main mission is to educate students for War Schools.

Second-line training of leaders is in War Schools. Law No. 1462 adopted on August 4, 1971, War School education and training duration was changed from 2 to 3 years, to be implemented in 1969-1970 (The Official Gazette, 1971a). Regulation No. 1462, adopted on March 23, 1975, by the Law on War Schools of education and training duration was 3 to 4 years to be implemented in 1974-1975 (The Official Gazette, 1975). Its main mission is to meet the needs of the TAF officers.

Third-line training of leaders is in TAF Military Academies. These Academies educate leaders for the upper level. Military Academy has established at least 2 years in duration of education and training on 05th August in 1971 and accepted by the Law No: 1467. The main task under the Head of the General Staff, Armed Forces, in accordance with the principles of total war, is to bring a high level element of management and administration of academic education, training and research, which makes the high-level review body of the General Staff, which was determined as a scientist and specialist organizations (The Official Gazette, 1971b). Their missions were changed by the Law on Military Academies No. 3563, adopted in May 24, 1989. According to the law, Military Academies have engaged in a high level of academic education in the organization of General Staff and the

qualifications of a staff officer in the Armed Forces, command and staff officer training, combined and joint headquarters staff officers who manage the activities of learning style. The Armed Forces of the public administration and the private sector need senior executives in charge with national security knowledge and skill, in particular, on strategic issues of science. Staff of the foundation and the organization is constituted by the General Staff which are Army, Navy and Air Force Academies, the Academy of the Armed Forces, the National Security Academy of Military Sciences Research Center, and other educational units according to the need (The Official Gazette, 1989). With the task of Regulation adopted in the Armed Forces Military Academy on November 7, 1991, senior executives in charge of public administration and national security issues required special areas of knowledge and skills, in particular, on strategic issues of science and specialized company engaged in research and development as a re-arranged (The Official Gazette, 1991).

With the change of regulations held on January 18, 2006, the Military Academy graduate-level has become academic education and training institutions. The Armed Forces, in charge of public administration and senior executives needed knowledge from the private sector and skills national security issues, strategic issues and scientific research, publishing and consulting, engaged and specialized company organized as a science. Staff for Strategic Research Institute (SRI) was added. The main task of scientific disciplines related to Military Academy graduate level education and training, scientific research and the application of scientific autonomy, which is determined as the higher education institution (The Official Gazette, 2006). SRI's main task is an academic and scientific research and their required activities (The Official Gazette, 2008b).

When the Turkish Armed Forces in the training of leaders from education and training institutions have tried to give the necessary arrangements have been made in line with the requirements of the era.

3. How Should Select and Train the Leaders of the TAF?

TAF Military Academies train the senior lieutenant who have completed the 6th year and junior captains who have completed the 12th year in the Army. Officers have not completed a full-fledged military hospital, "Does Active Duty Troop Report" if they are to take and pass the exam to be accepted to the Military Academies. Combatant class officers and officers alone Support Units, transportation, ordnance, supplies, materials, maps (engineer, pilot), staff and finance staff are members of the class participate in the exam. Officers who have completed TAF Military academies become a priority candidate for senior management, administrative and abroad and the top command positions and selected for the appropriate tasks.

People are becoming candidates for high level manager and academic staff in today's climate. Those who fulfill the conditions required by the organization are elected. A person wants to move to the high level of the academic world title as a priority to provide the conditions for the task, and then being a candidate. It is continuous processes. Become a stepping stone for the title of its next title, but to ascend alone is not enough. However, all high-level positions to be nominated for Military Academies may be sufficient to graduate. This is like having a key that opens every door. Title of Staff is nominated by the leading cadres of TAF provide. Those who also graduated from the academy officers have fulfilled the necessary conditions for the next task provides. Where staffs are required to be nominated for success after fulfilling the task itself, the candidate should be able to appropriate terms and conditions.

The same processes are examined in history. Not hopeful of conflict in Tripoli, Mustafa Kemal has contacted the authorities in order to take up a position at the front of the Balkan war. He was appointed on the orders of the General Headquarters at the end of November 1912. After a while, he was appointed the chief of staff of the Mediterranean Strait Force, and then chief of staff of Bolayir Corps. Then, he was appointed as military attaché in Sofia in 1913. With the addition of the start of the First World War, he appealed to take part in the fields of battle were found. As a result, he appointed to Dardanelles Front. He returned to the country on 20 January 1915 (Akçakayalıoğlu, 1998: 16, 20) set up a new unity of command, named the 19th Division. As we have seen what Mustafa Kemal wanted to do was run for the post before appointed. In this way, rarely seen at the time, by the command of a battle has taken place in the chain of events that will change the destiny of a nation. This was not the only example in that time. Most of the officer used the same way for being a commander during the war.

All education and training units train leaders for the defense of the country and to be able to order and command the troops. Commands are required to have continuity in habits and location. Headquarters tasks are an important step for the development of the leadership, but not enough. Headquarters staff ensure that commanders make the right decision. Their decisions are often changed and corrected by levels of command during these tasks. They are not able to decide for themselves. However, all of the TAF tasks include crisis management. Every crisis carries within itself the seeds of success up to the roots of failure. It does not mean that there will leave together with the results, lack of control over the source of a problem (Augustine, October 2000: 12, 18). All commanders are crisis managers. Even if the results are discussed commanders successfully manage and solve many crises. It is difficult to solve the crisis stable and sufficient for the headquarters staffs who are accustomed to changing decisions in the process.

Commanders are required to make decisions under difficult circumstances in times of war. It is measured by comparing the results of the decisions given in peacetime and wartime decisions given in a comfortable environment or under difficult conditions being close to each other by skills and competencies of the commanders. One of the most important factors determining the characteristics of leadership emerges that commander in their decision making in both cases in agreement. Only selected based on academic qualifications of staff under difficult physical conditions is not easy to make the right decision. For example, one of the most distinguished commanders of the U.S. Armed Forces, General George Patton, failed a class in Military Academy. He finished behind his classmates and graduated a year later. Later in the course of time, however, due to the emotional intelligence superior to his classmates he came into WWII as a subordinate before leading them in battle. Corresponds to poor academic achievement, demonstrated the success of his mission (Begeç, 1999: 146). As seen, the individual is not only the best measured performance of the mental intelligence, where a high level of combat troops is not enough for the success of battle. With the ability to combine the individual and the use of emotional intelligence can help to increase the effectiveness of leadership.

Assigning leaders in a single source can reduce the accuracy of election staff. Under the law, if personnel successful in the examinations, they can reach a top rank. Expert personnel can be non-commissioned officers, non-commissioned officers can be officers, and officers can be general. Change of status taken as meddling of sugar in the tea in spite of all the struggles. Personnel can reach a higher status, but neither the old nor the new status is accepted by the staff. Commanders must be accepted by subordinates for effective leadership. Leaders may not succeed unrelated cases of directions in accordance with the command chain.

4. Analysis and Interpretations

It is required for receiving student all the education and training schools in the TAF with sufficient academic qualification. Basic reason is to ensure the competence of commander's decision making in difficult conditions while fighting in combat. Military Academies, however, grown in leading levels are considered non-combatant personnel, and the examination grade is sufficient academic knowledge. However, there is no battle that is not a physical struggle and difficult. Exams should be established shooting combined with academic and physical challenges. To do something like this, then the long-distance affair exam, candidates will be able to test the durability of skills and decision-making under difficult conditions. Both academic and physical developments are always being able to provide an adequate level for applicants of command.

Shooting and sports should be in the evaluation exams of command and staff. It is carried out twice a year like academic exams, in certain centers for standardization. Armed Forces Sports School will be determined staffs by age and physical test according to the standards in the same way the Armed Forces Expert Marksmanship Sniper Training Center (AFEMSTC) can test shots. Fitness test should be held without the need for any additional facility, such as running, push-ups and sit-ups. Shooting must comply with the combat troop's guns in the personnel. The company commander shot mandatory pistols, rifles, machine guns, grenades, while the higher of the steps Regiment should be able to shoot a pistol.

Preparation of the specified criteria for competent personnel can run in any environment. Personnel should be tested at all levels determining the adequacy of physical and academic. Successful candidates who fulfill the conditions and tests should be able to apply.

TAF education and training system may be considered as adequate, but should be developed. Geography where we are located requires strong armed forces in the past and in the future. The basis of a strong army is a strong presence of leaders. For this reason, the selection and training of levels of command is important as is identification and implementation criteria.

5. Conclusions and Recommendations

Personnel should be able to candidate themselves, if they fulfill the conditions determined that TAF staff wanting to do the task. Conditions should include the basic subjects of military service such as academic competence and physical proficiency with the shot. Commands require a habit and continuity. Personnel are not be able to candidate that do not do command of grade. Command and staff levels can be selected each levels of source. Echelons of command must be selected according to the criteria measured with the enthusiasm and the desire to command. It is difficult to make leadership in combat environments, if they are selected staff measured values by higher commands. One of the most important factors will be the determination of criteria for the selection and training of staff in order to be able to take leaders of TAF in the future.

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