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## Modern Management Approaches in the Governance of Military Pedagogical Personnel Activities

### Abstract

This article explores the theoretical and practical application of management science in the governance of military pedagogical personnel in the contemporary era. The primary aim is to identify optimal methods and approaches for the effective management of pedagogical staff working within the military training and education system amid a dynamically changing security environment and rapid technological advancements. The study begins with an analysis of the functional role of military pedagogical personnel, emphasizing their strategic importance not only in the educational process but also in the moral and psychological preparation of personnel, the formation of team spirit, and the development of leadership skills. Subsequent sections examine the historical evolution of management theories and assess the potential for adapting these conceptual approaches to the military environment. The scientific findings and recommendations presented in the article provide a valuable foundation for enhancing both the regulatory-legal framework and practical management mechanisms in this field.

**Keywords:** Military Pedagogical Personnel, Management Approaches, Leadership, Organizational Behavior, Military Education System

## Modern Yönetim Yaklaşımlarının Askerî Pedagojik Personelin Yönetiminde Uygulanması

### Öz

Bu makale, çağdaş dönemde askerî pedagojik personelin yönetiminde yönetim biliminin teorik ve pratik uygulamasını incelemektedir. Çalışmanın temel amacı, değişen güvenlik ortamı ve hızla gelişen teknolojik ilerlemeler bağlamında, askerî eğitim ve öğretim sisteminde görev yapan pedagojik personelin etkin biçimde yönetilmesine yönelik en uygun yöntem ve yaklaşımları belirlemektir. Araştırma, askerî pedagojik personelin işlevsel rolünün analizini yapmakta ve onların yalnızca eğitim sürecinde değil, aynı zamanda personelin ahlaki ve psikolojik hazırlığında, ekip ruhunun oluşumunda ve liderlik becerilerinin geliştirilmesinde stratejik bir öneme sahip olduklarını vurgulamaktadır. İzleyen bölümler, yönetim kuramlarının tarihsel gelişimini ele almakta ve bu kavramsal yaklaşımların askerî ortama uyarlanma olanaklarını değerlendirmektedir. Makalede sunulan bilimsel bulgular ve öneriler, bu alandaki düzenleyici-hukuksal çerçevenin ve pratik yönetim mekanizmalarının geliştirilmesi için değerli bir temel oluşturmaktadır.

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**Anahtar Kelimeler:** *Askerî Pedagojik Personel, Yönetim Yaklaşımları, Liderlik, Örgütsel Davranış, Askerî Eğitim Sistemi*

## Introduction

In today's world, global political, technological, and social changes have a direct impact on the security policies of states and the organizational principles of their defense systems. Against this backdrop, transitioning military education and the pedagogical activities that form an integral part of military service to a qualitatively new level has become a strategic necessity. Enhancing the combat capability of the Armed Forces and ensuring the intellectual and moral readiness of personnel can only be achieved through the implementation of modern teaching and management technologies. In this context, the scientifically grounded and systematic management of military pedagogical personnel has become one of the top priorities.

Military pedagogical personnel not only serve as the main executors of the military education and training process but also play a crucial role in shaping the ideological, psychological, moral, and leadership qualities of service members. Their function is not limited to instruction alone; rather, it encompasses a broad spectrum of components such as training, education, discipline, personal example, and socio-psychological support. The effective organization and management of such a complex activity can no longer be achieved through traditional administrative control models. The application of modern management theories and approaches enables the development of innovative solutions in this field.

Recent developments in management science demonstrate that the effectiveness of management depends not only on structuring and control principles but also on considering the human factor, promoting leadership, purposeful planning, and the ability to adapt to change. These characteristics align closely with the nature of military pedagogical activity. In particular, the application of strategic management, project-based management, performance management, human resource management (HRM), and total quality management (TQM) models in military education creates conditions for organizing the work of officer personnel more efficiently and flexibly.

Furthermore, international military experience shows that effective military training and pedagogical activity depend not only on the content of training programs but also on the proper selection, development, and evaluation of the personnel who implement these programs from a management perspective. Reforms carried out within NATO's Defence Education Enhancement Programme (DEEP) have also focused primarily on this area. A modern military leader and educator must not only be a knowledge carrier in their field but also an initiative-taking, innovation-oriented individual who is open to change and possesses high organizational

skills. The recent reforms implemented by the Ministry of Defence of the Republic of Azerbaijan have also prioritized the modernization of military education, the enhancement of the scientific-pedagogical potential of personnel, and the application of new management approaches. In this regard, the establishment and structuring of the National Defence University and efforts to integrate with international military education programs are of particular importance. These initiatives necessitate the systematic management and managerial improvement of military pedagogical personnel activities. The purpose of this research is to analyze the application of modern management approaches in the governance of military pedagogical personnel from both theoretical and practical perspectives, identify existing challenges in this field, and substantiate the possibilities for implementing effective management mechanisms on a scientific basis. The relevance of the research increases in the context of both expanding access to international experience and ongoing reforms in Azerbaijan's military education system. The analysis conducted within this study will provide both theoretical and practical contributions and lay conceptual foundations for future research.

### **Military Pedagogical Personnel and Their Functional Role**

The effective operation of the modern military education system primarily depends on the professionalism, management capabilities, and pedagogical qualities of the personnel engaged in this field. Military pedagogical personnel are not merely instructors or lecturers transferring knowledge; they are strategic resources engaged in personality formation, the development of leadership qualities, and the instillation of national and moral values (Əlizadə, 2021). Military pedagogical personnel include officers and specialists involved in teaching, training, methodological, and psychological preparation within military educational institutions, training centers, and courses. This category encompasses teachers at higher military schools and academies, heads of educational units (departments, sections, courses), command staff responsible for training and education, military psychologists and sociologists, and specialists in military instructional technologies.

These personnel play a leading role in transmitting both theoretical and practical knowledge during military training. Their scope of activity includes numerous components ranging from combat readiness to the moral-psychological stability of military personnel (NATO, 2025). The functional role of military pedagogical personnel consists of classical pedagogical categories—teaching, training, development, supervision, and assessment. However, in the military environment, these functions acquire specific characteristics:

- **Teaching** – systematic transmission of theoretical and practical knowledge related to the military profession. This stage requires the implementation of lesson plans, educational programs, and simulation models.
- **Training** – instilling values such as patriotism, discipline, teamwork, leadership, and obedience to orders.
- **Personality development** – shaping the psychological resilience of cadets and officers, and cultivating qualities such as stress tolerance, decision-making, and responsibility.
- **Assessment and supervision** – objective and systematic analysis of the educational outcomes, behavior, and discipline indicators of personnel (James, 2010).

Thus, military pedagogical personnel act not only as knowledge transmitters but also as character builders and moral leaders. This highlights the strategic significance of their role.

The effectiveness of military pedagogical personnel is determined not only by their level of professional knowledge but also by their leadership and exemplary behavior. In military training institutions, instructors must simultaneously serve as model officers—demonstrating appropriate conduct, ethics, decision-making, and communication skills (<https://mod.gov.az>). According to the transformational leadership model, leadership is not limited to administrative control—it also includes motivating, inspiring, and directing subordinates toward development. In this regard, military pedagogical personnel must act as transformational leaders (Bass & Avolio, 1994). This includes having a clear future-oriented vision, intellectual stimulation, individualized consideration and mentoring, and emotionally intelligent leadership. These factors enhance trainees' interest in education, motivation, and continuous development tendencies.

The psychological and social aspects of pedagogical activity in the military environment are also of critical importance. The psychological resilience, social adaptation, and moral stability of military personnel serving in war and emergency conditions are directly influenced by pedagogical approaches.

In this context, military pedagogical personnel perform the following functions:

- Psychological observation and counseling;
- Implementation of measures to combat stress and post-traumatic disorders;
- Analysis of psychological causes of disciplinary issues;
- Regulation of social relations within the unit.

These functions become especially relevant in combat zones or during high-risk operations, ensuring the effectiveness of the training and educational process (Litz & Schlenger, 2009). Another key responsibility of military pedagogical personnel is the organization and

development of scientific-methodological activities. They are involved in the development of training programs, preparation of textbooks, creation of methodological materials, updating teaching technologies, and conducting practice-based research.

Such efforts include the application of modern educational technologies (simulators, VR, interactive systems), methodological support for distance and hybrid learning formats, organization of continuous professional development programs, monitoring of teaching quality, and analysis of outcomes (Armstrong, 2014). These activities continuously improve the content and form of training, align it with international standards, and enhance effectiveness.

Military pedagogical personnel are also the main ideological agents responsible for promoting national ideology, patriotism, and loyalty to the state. Their role has gained even greater strategic importance in light of Azerbaijan's recent historical developments—particularly the 44-day Patriotic War (Huseynov, 2022). In this context, educators must ensure the integration of values such as historical awareness, national identity, and devotion to independence into the educational process and strengthen cadets' and officers' loyalty to the state, the people, and the army.

### **Application of Management Theories in the Military Field**

Although traditional management theories were initially developed for civilian organizations, their principles began to be applied in the military field starting from the mid-20th century. Particularly after World War II, the achievements of management science in areas such as operations research, resource planning, and strategic decision-making were integrated into military structures and operational planning (James, 2010).

The application of management in military administration is manifested at three key levels:

**\*Strategic level** – setting long-term objectives, preparing operational plans, and managing personnel and resources.

**\*Tactical level** – planning and execution of operations, organizing teams, and distributing resources.

**\*Operational level** – organizing training, preparing curricula, and coordinating daily activities.

At each of these levels, the classical functions of management (planning, organizing, controlling, etc.) can be effectively applied in the military context. In the contemporary era, flexibility, transparency, result orientation, and collaboration are among the key priorities in organizational management. These approaches are increasingly being integrated into military education and leadership systems as well.

One of the major challenges of 21st-century management is digitalization. In military education systems, modern digital platforms—such as Learning Management Systems (LMS), virtual training environments, electronic performance tracking systems, and data analytics tools—are now widely used. These technologies enhance the operational efficiency of management and improve the effectiveness of decision-making processes (NATO DEEP eAcademy, 2023). Additionally, AI-based decision-support systems, simulation models, and analytical tools support the development of strategic and tactical thinking in commander training.

In NATO member and partner countries, the application of management theories in military education and training is widespread. Within the framework of NATO's Defence Education Enhancement Programme (DEEP), the implementation of modules such as management and leadership courses, strategic planning training, and methodologies for measuring training quality is expanding (NATO, 2025). The Azerbaijan Armed Forces are also taking significant steps toward aligning their management practices with international standards as part of their integration into these processes. In particular, the National Defense University and its affiliated institutions have adopted a transition to a management-based administrative model as a strategic goal.

### **Leadership and Organizational Behavior**

Leadership has long been at the center of management theories and is regarded as an integral factor in ensuring the effective functioning of organizations. In classical management theories, leadership was primarily associated with administrative control and the issuance of orders. However, modern approaches conceptualize leadership more broadly—as social influence, collaboration, motivation, and the ability to create and communicate vision.

In the military context, leadership carries even greater importance. It encompasses not only discipline and structural command but also decision-making under extreme conditions, personal example, moral resilience, and the formation of collective spirit. Specifically, military pedagogical personnel act not only as leaders but also as educators and mentors, directly influencing the personal development of cadets (<https://mod.gov.az>). The evolution of leadership theories has gone through several key phases:

- \***Trait Theory** – Leadership is innate and based on inherited and individual characteristics.
- \***Behavioral Approach** – Leadership can be learned and emphasizes leadership styles (authoritarian, democratic, laissez-faire).
- \***Contingency Theory** – Effective leadership depends on situational factors.

**\*Transformational Leadership** – The leader inspires, motivates, develops others, and guides change.

**\*Servant Leadership** – The leader serves the development, well-being, and needs of subordinates.

Among these, transformational leadership has emerged as the most widely applied model in modern military pedagogy. This model emphasizes personal example, emotional intelligence, individualized consideration, and long-term vision. Military pedagogical personnel are not merely knowledge transmitters or implementers of curricula. They are strategic leaders who influence the moral and psychological state of personnel and guide the formation of values such as command responsibility and patriotism.

Their core leadership functions include:

- **Creating motivation:** Stimulating cadets and officers toward learning, self-development, and service.
- **Serving as a personal example:** Demonstrating discipline, integrity, knowledge, and skills as central influences in the training process.
- **Ensuring emotional stability:** Maintaining psychological resilience under difficult and high-risk conditions.
- **Task-oriented training:** Discovering each cadet's potential and promoting individualized approaches (Northouse, 2018).

To fulfill these functions effectively, leadership skills must not be left to instinct alone—they must be systematically taught and continuously developed in managerial personnel.

In recent years, organizational behavior and military group dynamics have gained importance in military systems. While military collectives are formed based on strict hierarchy, structure, and discipline, their effectiveness depends not only on administrative mechanisms but also on healthy intra-group relations, emotional support, and mutual trust (Robbins & Judge, 2017). From an organizational behavior standpoint, military pedagogical staff are primarily responsible for:

- Building team spirit;
- Creating a positive organizational climate;
- Managing conflicts;
- Making fair and transparent decisions (Mintzberg, 1979).

Military leadership is not limited to technical skills and management tools. Emotional intelligence (EQ)—the ability to understand and regulate one's own and others' emotions—is one of its critical components. Leaders with high EQ engage in empathetic communication,

demonstrate self-control under stress, and respond effectively to the needs of their units (Goleman, 1998). These qualities are especially vital for instructors operating in high-stakes combat training environments. Leadership based on emotional resilience and psychological stability produces more reliable outcomes.

In international military education models, leadership and organizational behavior are often taught through specialized modules. NATO member states such as the United States, the United Kingdom, and Germany include subjects such as transformational leadership, teamwork, ethical decision-making, and sociological assessment in their military academy curricula (NATO, 2025). The Ministry of Defense of the Republic of Azerbaijan has also begun adopting these practices. Specific training programs focused on leadership development and organizational management skills have been implemented for military pedagogical personnel. New curriculum reforms at the National Defense University reinforce this integration.

In conclusion, leadership and organizational behavior are not merely administrative functions within the activity of military pedagogical personnel. Rather, they are fundamental components that ensure the effectiveness of the educational and training process. When transformational leadership, emotional intelligence, and organizational psychological climate are applied within military training institutions, the combat readiness, moral resilience, and professionalism of personnel are significantly enhanced. Therefore, the development of leadership competencies and the theoretical and practical instruction in organizational behavior must remain at the core of modern military pedagogical strategies.

### **Conclusion**

The conducted research demonstrates that in the modern era, the management of military pedagogical personnel cannot be limited solely to traditional administrative control principles. The changing global security environment, the integration of technological innovations into military training processes, and the growing demands for the professional and psychological readiness of personnel necessitate the establishment of an effective management model based on modern management approaches. These approaches encompass not only the structural components of administration but also human resource processes, leadership models, and the development of organizational culture.

The findings indicate that the functional role of military pedagogical staff is not limited to organizing the training and educational process; they also serve as leaders who shape the moral and psychological resilience of personnel and strengthen motivation and team spirit. Therefore, strategies applied in managing them must be individualized, adaptive, and flexible. It is more appropriate to evaluate the performance of a military educator not merely by



administrative metrics but also by their leadership qualities, capacity for innovation, and level of initiative.

The developmental dynamics of management theories show that technical and structure-oriented models of management are gradually being replaced by human-centered, systematic, and strategic approaches. In this regard, the integration of transformational leadership, performance management, project-based management, and organizational learning approaches into the military education environment is of significant importance. The application of such approaches plays a vital role both in planning personnel development and in enhancing the effectiveness of military staff.

It was also established that the management of organizational behavior and the support of leadership must constitute an integral part of military pedagogical activity. Motivation models, communication strategies, and decision-making mechanisms applied in this area must be adapted to the specific features of the military environment. Strengthening organizational culture, promoting management based on collaboration, and fostering an atmosphere of mutual respect and trust contribute to the improvement of discipline and professional performance in military collectives.

From a practical perspective, these findings indicate that the application of management-based mechanisms in the higher military education institutions of the Armed Forces of Azerbaijan is both realistic and forward-looking. In particular, the implementation of management-oriented tools in the institutions operating within the structure of the National Defense University, the systematic assessment of the developmental needs of pedagogical staff, and the organization of training tailored to these needs are essential. Learning from and adapting international military experience—especially the recommendations gained within the framework of NATO's DEEP program—can create new opportunities in this direction.

In conclusion, the application of modern management approaches in the governance of military pedagogical personnel not only enhances the quality of management but also contributes to the overall improvement of military training and the professional development of personnel. Future research should focus on conducting empirical analyses in this field, examining the comparative effectiveness of different management models, and developing methodological recommendations for their integration into national military practice.

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