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## **MANAGING A MILITARY UNIVERSITY – SELECTED ISSUES**

### **ABSTRACT**

The presented material covers issues related to managing a military university as a special type of organization. On the one hand, it is a research and didactic structure, on the other, it is a military unit supervised by the Minister of National Defense. The functioning of this interesting, from the point of view of management sciences and quality of construction, subject to military canons and common law, including those relating to the space of operation of universities in general. A privileged place in the publication is occupied by issues that relate to the management of a military university, taking into account its characteristic structure for this type of organization, its resources and individual qualities of management. At the same time, innovative management methods and techniques are essential for all content included in the publication, which today seems to be necessary to be implemented in any modern and well-managed organization.

### Key words:

management, organization, military university, higher military education, management of military university

*Commanders of all ranks!  
The commander is not the nature of the rights, but the duties.  
Only a commander who does his duty  
in relation to subordinates, and superiors,  
deserves respect, and the title of a commander.  
An officer, and a non-commissioned officer  
should not be characterized, but must  
have courage, spiritual, and physical endurance,*

*dedication, and willingness to risk.  
Apart from these features,  
my basis for the assessment of commanders  
will show constant care for the existence of a simple soldier.*

Commander of the "Pomorze" Army  
Major General Władysław Bortnowski

## INTRODUCTION

Military universities are an element of higher education, and with the entry into force in 2005 of the Law on Higher Education, they became its inherent, and unbreakable link. Before that date, they operated as universities in a certain, conventionally named, closed, military environment, functioning somewhat alongside other civil Polish universities, creating an undoubted system. This state of affairs was associated with numerous discrepancies, e.g. the nature of the basic organs of higher education institutions, and their competences, the procedures used, the content of education, and in some cases problems with the recognition of professional titles. The year 2005 was a peculiar breakthrough in the development of military universities, which since then, when it comes to widely understood scientific, and educational procedures, including professional titles, and academic degrees, are treated equally with all other entities included in this system. Regardless of the above, military universities differ from others, for example, in that, in addition to the functions of a teaching, and research institution, they are assigned the role of a military unit. Thus, in the organizational structure of a military university there are two conventionally accepted levels. The first one relates to university management (rector), the second one is related to the implementation of tasks in the military sense (commandant). This duality of the professional role performed results from the fact, that each military university, apart from the function of a research and teaching center, is also a military unit, and is subject to the nomenclature and rules like other structures of this type present in the Ministry of National Defense. Such a justified solution results from the provisions of the Act of November 21, 1967 on the universal obligation to defend the Republic of Poland<sup>278</sup>. Military colleges are supervised by the Minister of National Defense

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<sup>278</sup> Art. 3 sec. 5 of the Act of November 21, 1967 on the universal obligation to defend the Republic of Poland, Journal of Laws of 2019, item 1541 as amended d.

<sup>279</sup>, however, due to the multiplicity of structures subordinate to the minister, they were subordinated to the Secretary of State at the Ministry of National Defense through the Director of the Department of Military Education <sup>280</sup>. Hence, the name of the Rector-Commandant for the first person at a military college was used.

The adopted standards should enable, on the one hand, the efficient fulfillment of research, and teaching functions by universities, and on the other hand, other tasks resulting from their typically military purpose. Both specified functions are performed in a continuous manner, and require extensive experience and competences, which include aspects of both the knowledge, and application of "research and teaching" procedures, as well as experience in command of elements (sub-units, divisions, ships, military aviation organizational units), the so-called "Linear", occurring in the structures of the Polish Armed Forces. Such high requirements result in certain limitations in the selection of rectors of military universities appointed by the Minister of National Defense from among active, or former professional soldiers<sup>281</sup>. Moreover, the rector may be a person who holds at least a doctoral degree. Nevertheless, additional requirements in relation to qualifications for this position may also be specified in the university statute, of which entry into force depends on the decision by the supervising minister approving it<sup>282</sup>.

The article separates the introduction, five content-related parts, and the ending. The first part contains the justification, and methodology of the research undertaken in the context of managing a military university. The next part unifies the most important concepts from the point of view of the study. The essence of this part of the work is to establish, and adopt the terms command, management, and direction for further consideration. The tasks, and duties of the rector-commandant of a military university are another element of the entire study. The contents presented in this part show the tasks, duties, and competences of the Rector-Commandant from the point of view of the applicable acts of general law, military regulations, and the university statute. The fourth substantive component of the publication is a presentation of the military university as an

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<sup>279</sup> Announcement of the Minister of National Defense of 30 October 2018 on the list of organizational units subordinate to or supervised by the Minister of National Defense (MP of 2018, item 1104).

<sup>280</sup> Ordinance No. 20 / MON of the Minister of National Defense of November 6, 2020 amending the ordinance on the organizational regulations of the Ministry of National Defense (Journal of the Ministry of National Defense of 2020, item 178).

<sup>281</sup> Art. 438 sec. 1 of the Act of July 20, 2018 Law on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended).

<sup>282</sup> Art. 24 sec. 1 and art. 441 of the Act of July 20, 2018 Law on Higher Education and Science.

organization, as understood in the sciences of management, and quality. An important place in the analysis of the above issue is taken by a diagram presenting selected elements of the organizational structure of a military university. The fifth, and last substantive part of the publication is Managing a military university – selected aspects. It indicates some selected elements that should be taken into account when holding managerial positions at a military university. Most of the discursive considerations relate to the highest decision-making level of this organization, trusting that they will contribute to the continuous improvement of the already good condition of these important research, and teaching centers. In the final part, one presented the ending regarding the management of a military university in modern reality, quoting a fragment of the order of the "Pomerania" Army Commander – Major General Władysław Bortnowski – March 1939 – as a special way of showing care for his subordinates.

### **JUSTIFICATION AND METHODOLOGY OF THE UNDERTAKEN RESEARCH**

The main reason for taking up the analyzed issues are the constant changes in the broadly understood social reality, which, in my opinion, must be taken seriously in order to meet the fundamental goals of higher military education. Comprehensive preparation of officer cadres for the implementation of tasks related to the defense of the state against current, and future threats is not possible, *inter alia*, without a proper, systemic approach to managing military universities. These issues are undoubtedly influenced by the entry into force of the Law on Higher Education and Science<sup>283</sup>, which should be treated as a certain challenge, and opportunity for the functioning of military universities, and higher education in general.

With regard to the proposed issues, it seems reasonable to try to answer the following problems: What model / system / method of managing a military university would be adequate to properly fulfill its contemporary role? What necessary actions should be taken to properly, rationally, and effectively use the university's potential? What relevant competences, and skills should core management have? How to shape, and develop the competences of employees of military universities in the face of emerging challenges, and threats? The presented problems must be reflected on the level of systemic, and well-thought-out activities that will be implemented in a permanent, and rational manner. Any unjustified departure from the adopted rules, and model solutions is inappropriate, as it may cause the system to become unstable, and destabilized.

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<sup>283</sup> The Act of July 20, 2018 Law on Higher Education and Science.

A deviation from the adopted regulations once made may cause an undesirable avalanche reaction.

In this work, I made use of many years of experience, which I acquired during my military service at a military university, the General Staff of the Polish Army, and the Department of Science and Military Education of the Ministry of National Defense. Considerations undertaken, *inter alia*, based on the achievements of management, and quality sciences, they result from theoretical aspects, but also from practical premises. The main discursive premise of the study was to fill the absenteeism in the literature on the subject of works related to the management of a military university due to its specific essence of operation. However, the study is not about the functioning of the entire higher military education, but about a very important part of it, without which the goals of the superior system cannot be achieved. Thus, no study has been prepared so far that would be dedicated to the efficient management of a military university from the perspective of its dual nature and, *inter alia*, its significant contribution to the maintenance, and development of the defense potential, and state security. The analyzed issues are legally sanctioned, which is presented above in the publication. The practical context also deserves attention. First of all, it is about increasing awareness of the importance of certain actions taken by relevant decision-makers for the proper functioning of the structure. They are often overlooked, and / or underestimated, and their relationship to an efficient system is undeniable. An able-bodied leader must see the necessity to combine the functioning "model of conduct" with the goals of the institution he leads. This is the second important, practical aspect of the operation of the military college. Only the coherence, and logic of conduct (management), the ability to combine goals with practical activities through the prism of the university's greatest capital – people, enables the implementation of tasks, and meeting possible challenges, and threats. Another, third practical premise, relates to the effective improvement of the functioning of military universities, and the construction of innovative, modern, perfectly managed structures that are so important from the point of view of the development of the state, and its security.

Taking up the issues included in the material required the use of many scientific methods, which include: analysis, analysis of documents, and comparative studies. The analytical methods used made it possible to separate more complex things, or phenomena into details in order to better, and more non-superficially investigate them. In addition, the analysis of documents has found application in gathering information on the studied issues, and has become invaluable, among others, to analyze the content of legal acts, and other documents constituting the basis for the functioning of military universities. In turn, I used the comparatist method at every stage of the research. It enabled

scientific exploration in the field of searching for affinities that could show the influence of one element on another, and their possible mutual dependencies, similarities, and differences. I used this method to compare the content of selected literature items relating to the subject matter. During the research process, it was necessary to refer to such cognitive processes as synthesis, abstraction, generalization, and inference. To a large extent, I used my own professional experience, which I gained over a dozen years as a person directly related to the functioning of higher military education. The knowledge gained during participation in national, and international projects with the participation of bodies from various foreign academic environments turned out to be valuable, where there are systemic solutions different from the Polish ones.

Due to the adopted limitations, the publication attempts to analyze issues related to the management of a military university only with regard to the highest decision-making level of this structure.

### **UNIFORMATION OF THE ESSENTIAL CONCEPTS APPLIED**

As it was noted at the beginning, a military university consists of two integral parts that constitute its internal system, i.e. the conventionally named university element (research and teaching), and a military element (military unit). So it is not a typical military structure, nor is it a classical university. This organization combines the two analyzed types of institutions. In the first case, the rector-commandant performs the function of the university rector, similar to those performed by the heads of other civil, and public universities. The second function, on the other hand, is related to holding the position of "commandant" within the meaning of military regulations. It seems justified to continue the research process, and to maintain the continuity, and consistency of the study, it seems to resolve, and establish the basic concepts adopted for further considerations, which I do in the rest of my work.

An analysis of the literature dealing with the issue of command allows us to notice various approaches to its essence. There is no doubt that they changed with the evolution of the development of the army, and its use in various conflicts, the use of new technologies, and weapons, as well as the transformations that took place in the broadly understood art of command. The last dozen years, or so has been a period in which many military practitioners, and theorists considered command in terms binding for the developing management sciences (currently a scientific discipline: management, and quality sciences). Therefore, it was more, and more often analyzed, and compared through the prism of the notions: leadership and management. Taking into

account the above, it seems reasonable to clarify the indicated terms, and to adopt definitive categories for the purposes of this study.

According to J. Zieleniewski, *directing* is understood as *an activity aimed at causing other things to function in accordance with the purpose of the person who directs them*<sup>284</sup>. L. Krzyżanowski specifies *directing* as *(...) influencing the organization with the use of established rules (procedures) for its members (elements), also in order to achieve the intended goal, but it may take the form of: administration (the source of power – the right to influence the organization are the formal competences of the manager acquired with the selection, appointment, or appointment to the role of administrator); management (the source of power is the right to dispose of the resources that determine the functioning of the organization, especially resources of particular importance for the functioning of the organization, and the fate of its elements)*<sup>285</sup>.

On the other hand, *management* is a *type of control in which the title to exert influence on hierarchies, and value systems, interests, and aspirations, as well as attitudes, and organizational behaviors of the directed results mainly, but not exclusively, from the possession, or the fact that the manager has material, and energy resources, or nominal information, and information of particular importance for the functioning, and development of the organization, or the management's belief that the manager has the possibility of acquiring these resources*<sup>286</sup>. The authors of the textbook *Organization and Management* state that *management is a sequence of activities that are functions of planning, stimulating, organizing, and controlling, which are arranged in specific patterns of organizational processes (usually in information, and decision-making systems), and are fulfilled by management units, and managerial positions*<sup>287</sup>.

J.A.F. Stoner, R.E. Freeman, D.R. Gilbert, Jr. unify that *directing (management) is the process of planning, organizing, leading, and controlling the work of organization members, and using all available resources of the organization from achieving its goals*<sup>288</sup>. Despite the interchangeable use of the terms *management* and *direct*, it should be noted that J.A.F. Stoner, R.E. Freeman, D.R. Gilbert, Jr. treat the latter in a broader sense. You can direct, or manage,

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<sup>284</sup> J. Zieleniewski, *Organizacja zespołów ludzkich*, PWN, Warsaw 1982, p. 380.

<sup>285</sup> L. Krzyżanowski, *Podstawy nauk o organizacji i zarządzaniu*, PWN, Warsaw 1994, p. 208.

<sup>286</sup> Ibidem, s. 207.

<sup>287</sup> A. Stabryła, J. Trzcieniecki (edit.), *Organizacja i zarządzanie*, Akademia Ekonomiczna, Kraków 1986, p. 132.

<sup>288</sup> J.A.F. Stoner, R.E. Freeman, D.R. Gilbert, Jr., *Kierowanie*, Polskie Wydawnictwo Ekonomiczne, Warszawa 2011, p. 20.

a company, but it's not usual to talk about managing a school football team<sup>289</sup>. Similarly, he notices these dependencies, among others L. Krzyżanowski, J. Zieleniewski, and J. Michniak, consciously distinguishing between these two concepts, while pointing out that directing is one of the forms of management, therefore it is a narrower concept<sup>290</sup>. The latter also defines *management in a military organization*, which he sees as *a managerial activity consisting in setting goals, and causing their implementation within the formalized organizational structures of the command system, and above all in the production (securing) of staff services, but also in training, etc.*<sup>291</sup>

Consistently to the adopted procedure and presentation of the definitions of the terms *management and leadership*, it is necessary for further analysis to present the meaning of the concept of *command*. NATO's Glossary of Terms and Definitions makes it clear that *command is the power given to a person in the armed forces to direct, coordinate and control military formations*<sup>292</sup>. J. Michniak clarifies that *command is the basic form of military management, based on the right to comprehensively shape all elements of combat readiness, and capability in relation to soldiers directly and indirectly subordinate to them, and thus to prepare them comprehensively in peacetime for all kinds of operations, and to manage them during their implementation in times of peace, crisis, and war*<sup>293</sup>. R. Kuriata states that *command is a special, due to the scope, type of management consisting in designing, and organized informational, and decision-making interaction, with feedback implemented by commanders, and other command bodies, on the subject of combat potential in the time preceding, and during armed combat. persistence, aimed at the best possible preparation of this potential for combat, maintaining it in combat readiness appropriate to the situation, and using it to win a victory over the opponent by making him submissive, or smashing him in armed combat*<sup>294</sup>. The authors of the selected terms in the field of *command and management* define this concept as *a decision, and information process through which the commander imposes his will, and intentions on his subordinates, and within which, assisted by his staff, plans, organizes, coordinates, and directs*

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<sup>289</sup> Ibidem.

<sup>290</sup> L. Krzyżanowski, *Podstawy nauk o organizacji i zarządzaniu*, p. 393; J. Michniak, *Dowodzenie i łączność*, AON, Warszawa 2005, p. 18.

<sup>291</sup> J. Michniak, *Dowodzenie i łączność*, p. 18.

<sup>292</sup> *AAP-6 (2017) Słownik terminów i definicji NATO*, Bruksela 2018, p. 110.

<sup>293</sup> J. Michniak, *Dowodzenie w teorii i praktyce*, AON, Warszawa 2003, p. 15.

<sup>294</sup> Za: J. Kręćkij, J. Lewandowski, *Organizacja dowodzenia na poziomie strategicznym i operacyjnym*, Oficyna Wydawnicza AFM KAAF, Kraków 2015, p. 14.



*the activities of his troops through the use of standard operating procedures, and all available means of communicating information*<sup>295</sup>.

As the authors of the *Command Organization* rightly point out at the *strategic and operational level*, the presented concepts of command link them with the unit in the person of the commander. At the same time, the contents of the command include the laws, principles, and methods of action developed in the history of human development, generalized, tested, and thus elevated to the rank of objective laws operating independently of human will. In command, these rights are used creatively by the commander who, supported by his staff, exercises command functions on the way to the effective achievement of the objectives of operations. Therefore, the command, as a whole of the purposeful activity of the commander, and his command organs, must be carried out within a clearly defined command system, ensuring high combat readiness, and proper preparation of troops for the forecasted actions. The noticed fundamental difference between command, and control concerns the scope of power held by the military commander in relation to subordinates. Therefore, it should be considered as justified as possible, that command is almost identical with management, and therefore can be treated as a specific form of management<sup>296</sup>.

Therefore, command is a special type of management. It is worth adding that it is confirmed by the scope of the formal authority possessed by commanders towards their subordinates, as well as the characteristic, and specific mode of carrying out tasks resulting from orders. An unquestionable category is also proper care for the health, and life of soldiers under his control, and military equipment. Therefore, on the basis of the analysis of the proposed definition of various authors, this view, following J. Kręcikij and J. Lewandowski, is binding<sup>297</sup>. On the basis of the considerations so far, in order to carry out the research process, I also assume *that the management of a military university results from the formal appointment of a person to the position of rector-commandant by the minister of national defense. It is a process of planning, organizing, leading, and controlling that influences the achievement of the goals of the university. It takes place with the use, and observance of established principles, rules, and procedures, while maintaining an appropriate level of internal communication, and openness to innovative activities enabling the permanent development of the institution. At the same time, the rector-commandant is responsible for the results of the university, which is understood as, inter alia, care*

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<sup>295</sup> M. Strzoda (edit.), *Wybrane terminy z zakresu dowodzenia i zarządzania*, AON, Warszawa 2002, p. 15.

<sup>296</sup> J. Kręcikij, J. Lewandowski, *Organizacja dowodzenia na poziomie strategicznym i operacyjnym*, p. 16.

<sup>297</sup> Ibidem.

*for the financial condition, equality of employees in relation to the professional development system, having an appropriate scientific category, development of scientific research, creation of new, innovative fields of study, development of international cooperation in terms of teaching and research, proper improvement of officers, as well as training, and preparation of candidates for professional soldiers (cadets) for the implementation of tasks in official positions in the Ministry of National Defense, technical modernization, as well as ongoing construction investments, and repairs.*

The governance of the university must therefore be carried out in a way that involves all members of the academic community in achieving common goals. Only this approach will enable further successes, and have an impact on the continuous development of the structure, and its employees. Important in the functioning of a university is the ability of its employees to adapt the university's strategy in terms of emerging challenges, and threats. It is worth remembering, that an important issue is the result of the so-called satisfied customer, which in this case are the Polish Armed Forces, or more broadly – the Ministry of National Defense. When analyzing the proposed approach to the term management, we see that it is strongly rooted in the specific culture of an organization, which consists of common goals and values, specific principles, and norms of conduct, and behavior.

### **TASK AND DUTIES OF THE RECTOR-COMMANDANT OF A MILITARY UNIVERSITY**

The implementation of projects in the position of rector-commandant is closely related to the provisions of the law relating to both "military" reality, and those resulting from the Law on Higher Education and Science<sup>298</sup>, as well as acts, and documents related to this area of operation of a higher education institution. Considering the fact that the Rector-Commandant is also the commander of a military unit within the meaning of the Act on the Universal Duty of Defense, his main duties include:

- determining the course of service and life in a university (military unit)<sup>299</sup>;
- performing tasks related to the participation of universities in combating natural disasters, and liquidating their effects, protecting property,

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<sup>298</sup> Ustawa z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce.

<sup>299</sup> Regulamin Ogólny Sił Zbrojnych Rzeczypospolitej Polskiej, SG WP, Warszawa 2014, p. 25 – Annex to Decision No. 445 / MON of the Minister of National Defense of 30 December 2013. (Journal of 2013, item 398)

search operations and saving, or protecting human health and life, as well as in the implementation of tasks in the field of crisis management;

- cooperation with other authorities, and entities in matters related to state defense;
- implementation of development programs of the Polish Armed Forces;
- planning, organizing, and conducting military training;
- planning, and organizing the use of universities in the state of defense readiness in the time of crisis, and war<sup>300</sup>.

On the other hand, according to the Law on Higher Education and Science, the rector's tasks include in particular:

- representing the university;
- university management;
- preparing the draft statute and the university strategy project;
- reporting on the implementation of the university's strategy;
- performing activities in the field of labor law;
- appointing people to perform managerial functions at universities, and their dismissal;
- conducting personnel policy at the university;
- creating studies at a specific field, level, and profile;
- establishing doctoral schools;
- running the university's financial management;
- ensuring compliance with the regulations in force at universities<sup>301</sup>.

It is worth noting that the rector gives the organizational regulations of the university, is the chairman of the senate, takes care of maintaining order, and safety at the university, and ensures safe and hygienic working, and education conditions, in particular by providing appropriate infrastructure, and conducting training<sup>302</sup>. Moreover, the competences of the Rector-Commandant include:

- taking actions to ensure proper conditions for the functioning of the Academy, and meet the social and living needs of students, doctoral students, and employees of the Academy;
- establishing a material and financial plan after consulting the senate;

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<sup>300</sup> Prepared on the basis of art. 11a paragraph. 2, 11b paragraph. 2, 11c paragraph. 2, and 13c of paragraph 1. 2 of the Act of November 21, 1967 *on the universal obligation to defend the Republic of Poland*.

<sup>301</sup> Art. 23 sec. 2 of the Act of July 20, 2018r. *Prawo o szkolnictwie wyższym i nauce*.

<sup>302</sup> Art. 23 sec. 3, art. 31 sec. 1, art. 50 sec. 1, art. 51 sec. 1 of the Act of July 20, 2018. *Prawo o szkolnictwie wyższym i nauce*.

- determining the budget provision in force until the material, and financial plan is established;
- determining the number, properties, and competences of vice-chancellors;
- defining the scopes of responsibilities of persons directly subordinate to him;
- exercising supervision over the organization of the functioning of adequate, effective, and efficient management control;
- supervising the cooperation of the Academy with scientific, and economic institutions in the country, and abroad;
- appointing permanent, or ad hoc rector's committees, rector's spokespersons, and appointing, and dismissing proxies;
- directing professional soldiers to individual organizational units appointed to positions in teams working at the Academy<sup>303</sup>.

The tasks, duties, and competences of the rector-commandant presented above show their considerable scope. It goes beyond the "normal" tasks of holding the position of unit commander, and the ability to command subordinate personnel. In addition to the responsibility for people, and military equipment, the protection of the complex, etc., they are associated with the entire sphere of action and thinking, which, for the sake of simplicity, will be called as specific tasks in relation to the functioning of a military university. In connection with the above, the rector-commandant must have the appropriate capabilities to properly perform the tasks entrusted by the minister of national defense.

## MILITARY UNIVERSITY AS AN ORGANIZATION

Each functioning organization, just like a military university, can be viewed from different perspectives. The best known approach represented, among others, by T. Pszczołowski, A.K. Koźmiński, and W. Piotrowski, and A. Czermiński, M. Grzybowski, and K. Ficoń, one should consider the organization

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<sup>303</sup> *Statut Akademii Marynarki Wojennej im. Bohaterów Westerplatte*, Gdynia 2019, pp. 8-9 – Annex to the announcement of R-C of PNA No. 1 of September 16, 2019.; Por.: *Statut Wojskowej Akademii Technicznej im. Jarosława Dąbrowskiego*, Warszawa 2019, pp. 9-16 – Annex to the Announcement of the Rector of the Military University of Technology No. 2 / WAT / 2019 of October 9, 2019.; Por.: *Statut Akademii Sztuki Wojennej*, Warszawa 2019, pp. 10-17 – Annex to Resolution No. 59/2019 of the Senate of the Academy of Martial Arts of September 11, 2019.; Por.: *Statut Lotniczej Akademii Wojskowej*, Dęblin 2019 – Annex to Resolution No. 14/2019 of the Senate of the Aviation Military Academy; Por.: *Statut Akademii Wojsk Lądowych imienia generała Tadeusza Kościuszki*, Wrocław 2020, s. 13-20, - Announcement No. 1/2020 of the Rector - Commander of the Academy of Land Forces named after General Tadeusz Kościuszko, of October 7, 2020.

in the factual, functional, and attribute sense<sup>304</sup>. An organization in a factual (objective) perspective is a certain object that is quite simply distinguishable, and different from other objects due to its distinguishing features, which are characteristic only to it. As the authors of *Podstawy organizacji i zarządzania* rightly point out, *an organization, in the material sense, is an institution, or a functional group consisting of intentionally organized groups of people, and things. It involves real (material and physical) processes, and management, which include information, and decision-making activities*<sup>305</sup>. Therefore, taking into account the above, it should be noted that an organization is an intended product of a human who has been created for a specific purpose, and consists of elements (parts) that are necessary for its proper functioning, assuming the continuity of relations between them, and the external environment of a diverse nature.

In the context of attributes, the organization in question is a feature that distinguishes complex objects, called organization. This means, that this feature may belong to various items to a different degree, i.e. they may be organized to a greater, or lesser degree. For example, an army platoon is more organized than a bridge circle, although we consider both sites to be organizations<sup>306</sup>. A. Czermiński, M. Grzybowski, and K. Ficoń note that the organization in the attribute sense exposes the properties of the considered organization – positive, or negative, significant, or irrelevant, etc. In the attribute sense one say that something is well, or badly organized, or the organization is efficient, or inefficient, effective, or ineffective, economical, or wasteful, etc. For example: the reason for the failure to complete a combat task was a defective organization of cooperation between aviation and ships<sup>307</sup>.

On the other hand, organization in the functional sense is a process consisting in the deliberate grouping of people, and things in such a way that they efficiently achieve the assumed goals. It is therefore organizing, that is, an activity consisting in creating an organization, and deliberately coordinating activities, work, and service<sup>308</sup>. D. Jemielniak, and D. Latusek claim, that

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<sup>304</sup> T. Pszczołowski, *Mała encyklopedia prakseologii i teorii organizacji*, Ossolineum, Wrocław-Warszawa-Kraków-Gdańsk 1978, pp. 150-151; A. K. Koźmiński, W. Piotrowski, (edit.), *Zarządzanie – teoria i praktyka*, Wydawnictwo Naukowe PWN, Warszawa 2006, p. 29; A. Czermiński, M. Grzybowski, K. Ficoń, *Podstawy organizacji i zarządzania*, Wyższa Szkoła Administracji i Biznesu w Gdyni, Gdynia 1999, pp. 29-30.

<sup>305</sup> A. Czermiński, M. Grzybowski, K. Ficoń, *Podstawy organizacji i zarządzania*, p. 30.

<sup>306</sup> See T. Pszczołowski, *Mała encyklopedia prakseologii i teorii organizacji*, Ossolineum, Wrocław-Warszawa-Kraków-Gdańsk 1978, pp. 150-151.

<sup>307</sup> A. Czermiński, M. Grzybowski, K. Ficoń, *Podstawy organizacji i zarządzania*, p. 30.

<sup>308</sup> Ibidem.

organization in the functional sense is a process of organizing, constant introduction of a specific order, or chaos<sup>309</sup>.

The genesis of management development shows that organizations have been analyzed many times, and in addition, in various aspects. An approach comparing the organization to an efficient machine is known in the literature on the subject, which was often equated with the optimization of individual work processes, and the search for ways to constantly improve their effectiveness. This view showed, and interpreted the organization as a special machine that was designed by a man, always operated in a predictable manner, and allowed for improvement through minor activities related to its maintenance, or replacement of minor elements. It is therefore a certain system designed, and functioning rationally, meeting specific goals. The question is whether an organization, including a military one with "civilian" attributes, can operate in such a predictable way? It is worth noting at this point that in management sciences, the so-called sociological perspective introduced a different view of understanding the organization. Referring to the metaphor of an organism that carries out specific tasks, it assumed that it consists of parts fulfilling certain own functions, and constantly maintains relations (exchange) with the environment of the organization. A very important issue of such a structure – completely opposite to the rational approach (of the machine) – is its constant, and not fully controlled development. This approach shows the organization as a natural system that strives to maintain a balance in its relations with the environment<sup>310</sup>. Of course, these are not only perspectives that include organizational issues in their content. However, due to the limitations, and assumptions made, in the further part of this publication I will not make further analyzes in the scope relating to the perspectives of considering the organization.

Taking into account the previous considerations, it should be concluded that a military university, as understood by the organization, is a socio-technical entity of a hierarchical, and organized nature. This finding allows us to interpret the organization as a set of structured, and interrelated technical and social elements. Thus, an organization treated as a certain superior system consists of several smaller elements (subsystems). For further considerations, therefore, I assume that the subsystems of an organization (military university) include the following areas (Fig. 1):

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<sup>309</sup> D. Jemielniak, D. Latusek, *Zarządzanie: teoria i praktyka od podstaw. Ćwiczenia*, Wyższa Szkoła Przedsiębiorczości i Zarządzania im. Leona Koźmińskiego, Warszawa 2005, p. 16.

<sup>310</sup> See W.R. Scott, *Organizations: Rational, natural, and open systems*, NJ: Prentice-Hall 1987, p. 52.

- goals and values, defining the mission that the organization performs “outside”, that is, in the environment in which it operates, and “inside”, that is, towards its members. Goals understood as sets of specific goals have a hierarchical composition. Long-term, costly, and particularly important goals for the development of the organization are called strategic goals. These, in turn, define the field of specific activities, and undertakings described by tactical, and operational goals;
- psychosocial, which includes the participants of the organization (people), their motivations, attitudes, values, culture, and social bonds between them. People are the most important component of any organization. The remaining subsystems of the organization are secondary, artificial, defined, and created only as instruments of action;
- organizational structure, treated as a set of elements of a given system (individual workstations, organizational cells, and units), and the links between them. These ties are called organizational ties. This subsystem includes formal rules for the division of tasks, powers, information, authority, and responsibility in the organization;
- technical, which includes technologies used in the organization, technical skills (know-how), simulators, trainers, machines, devices, buildings, and their equipment. This subsystem is also comprised of developed operating techniques in terms of general algorithms, and procedures. They include, among others decision-making process, and organized action cycle;
- management, which includes the mechanisms of coordination, and reconciliation of other subsystems in the decision-making processes<sup>311</sup>.

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<sup>311</sup> Por.: A. K. Koźmiński, W. Piotrowski, (edit.), *Zarządzanie – teoria i praktyka*, p. 30 ; R. Krupski, *Podstawy organizacji i zarządzania*, I-BiS Wydawnictwo, Wrocław 2004, pp. 17-19.

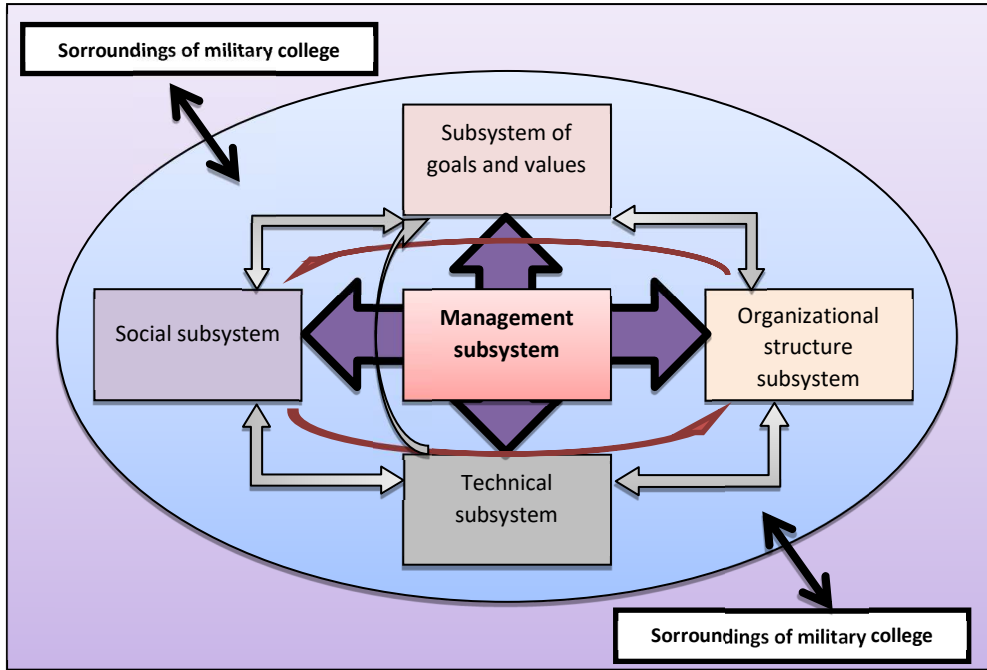


Fig. 1. Organization (military university) as a socio-technical system

source: Liberacki M., on the basis of: A. K. Koźmiński, W. Piotrowski, (edit.), *Zarządzanie – teoria i praktyka*, Wydawnictwo Naukowe PWN, Warszawa 2006, p. 31; R. Krupski, *Podstawy organizacji i zarządzania*, I-BiS Wydawnictwo, Wrocław 2004, p. 16.

The presented diagram shows that the subsystems of the organization are not divergent from each other. On the contrary, they overlap without being completely isolated, and unable to function independently. Each of the presented elements belongs to a larger whole, and has a significant impact on other subsystems. Thus, between the individual parts of the entire system there are internal relations, as well as external influences. Therefore, a military university is not isolated from the environment, and a lot of information from the outside penetrates into its interior. Such an impact of the organization on the environment, and vice versa, is a certain aspect of feedback, and neither of these two environments is indifferent to mutual interactions.

In addition to the above, in the case of a military university, the technical, and social elements include, among others: people, and relations between them, including relations related to leadership at the university at various decision-making levels, goals, strategy and mission of the university, values, formal rules, organizational structure, organizational culture, possessed equipment,



simulators, trainers, specialized software, devices, sports facilities, laboratories, classrooms, canteens, dormitories, and other buildings with equipment.

In his deliberations, I intentionally do not make a specific, and clear division of the organization into technical, and social elements, as it seems to be significantly difficult. However, it is difficult to decide whether, for example, employment of a scientist, lecturer, commander, or infrastructure worker in the chancellor's department is related only to people, or to technology. After all, with such professional issues, "indicated positions" may correspond<sup>312</sup>.

The diagram presented in Fig. 1 shows an organization (a military university) in which the environment plays an important role. It is a specific space outside the university. Despite its external position in relation to the organization, it affects it, and in a sense, is the source of its uncertainty. Due to the constant changes, and the influence of numerous other entities outside the military college, it has limited possibilities to react effectively, and exert influence. Thus, the faster the university is able to adapt to the changes taking place, read them correctly, and interpret them, or cause changes in the external environment, or their omission through its own power of influence, it can benefit greatly. The position of a military college has been built over the years, and according to the ceremony, each of them continues their military traditions. Its strength may be indicated by the significance of the tasks performed from the point of view of the servant role towards state security. A military university plays such a servant role. This is reflected, inter alia, in the wording of the Regulation of the Council of Ministers of June 24, 2003, which classifies the facilities of organizational units subordinate to, or supervised by the minister of national defense as particularly important for state security, and defense<sup>313</sup>. Therefore, its strength, and abilities are influenced by all activities in the areas specified above. Particularly important in building the position of universities are also, inter alia, high level of education, and research implementation, uniqueness of the didactic process, authentic, and measurable international cooperation, scope of impact (i.e. from which places in Poland, and from outside

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<sup>312</sup> Por.: D. Jemielniak, D. Latusek, *Zarządzanie: teoria i praktyka od podstaw. Ćwiczenia*, p. 18.

<sup>313</sup> See. § 2 point 3 of the Regulation of the Council of Ministers of June 24, 2003. *w sprawie obiektów szczególnie ważnych dla bezpieczeństwa i obronności państwa oraz ich szczególnej ochrony* (DzU z 2003 r., poz. 1090). The service relationship between the minister of national defense and a military university is specified in the following documents: *Obwieszczenie Ministra Obrony Narodowej z dnia 30 października 2018 r. w sprawie wykazu jednostek organizacyjnych podległych Ministrowi Obrony Narodowej lub przez niego nadzorowanych*, (MP z 2018 r., poz.1104), and *Decyzja Nr 173/MON Ministra Obrony Narodowej z dnia 20 grudnia 2018 r. w sprawie wykazu jednostek organizacyjnych podległych Ministrowi Obrony Narodowej lub przez niego nadzorowanych wraz z ich podporządkowaniem*, (DzUz MON z 2018 r., poz. 198).

the country students, and doctoral students are recruited), “quality”, and preparation of graduates to perform tasks in professional roles, innovation, and the ability to quickly “shift production” to such results that are, generally speaking, particularly desirable from the point of view of the labor market.

In interpreting the specificity, and complexity of the process of managing a military university, it will be useful to visualize the elements included in its organizational structure (Fig. 2). I am doing so because I have a better understanding of the challenges, and dangers involved in running a military university.

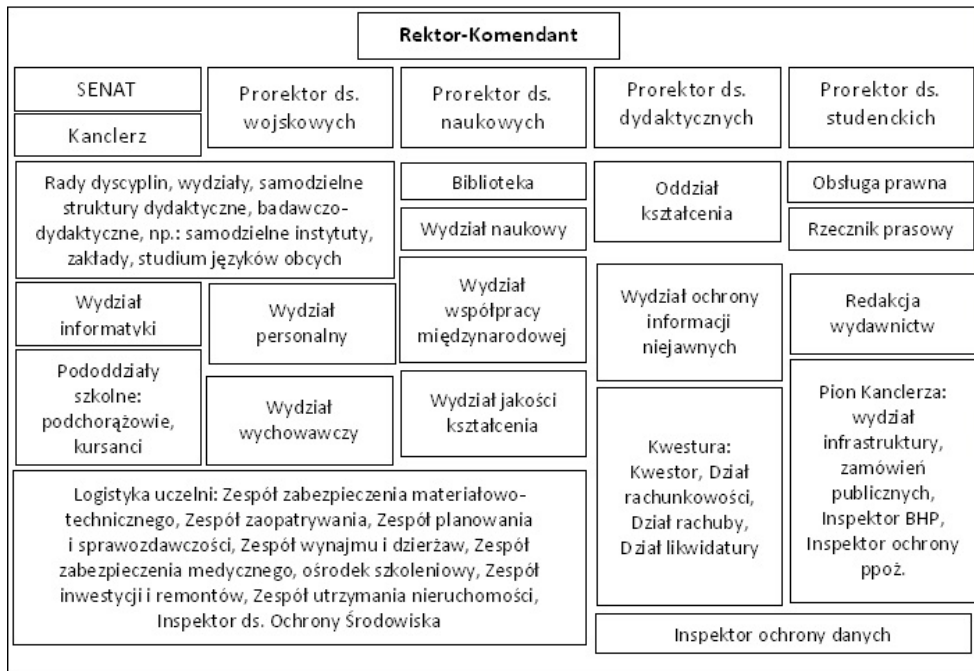


Fig. 2. Selected elements of the organizational structure of a military university  
*source: Liberacki M., own research.*

The presented collection, containing selected elements of the organizational structure of each military university, shows the multitude of its components. It is not difficult to conclude that some of the elements shown are also characteristic of civil universities, which results from the need to implement goals, missions and strategies, and provisions of general law relating to this type of organization. Even a cursory analysis of the diagram above shows the existence of several basic subsystems, namely: military, scientific, didactic, as

well as support, and security. The following elements should be distinguished in the support, and security subsystem: logistic and financial, personnel, educational, personal data protection, circulation and exchange of information (documents) with various disclosure clauses (confidentiality), ICT, legal services. and a press spokesman. The catalog is not a closed set, and depending on the needs of the university, there may be other additional (advisory and auxiliary) elements. The established organizational structure serves to achieve the strategic goals of the university, which can be generally presented as follows:

- obtaining high-quality and educational skills, adequate to the rapidly changing market needs;
- development of science through involvement in a wide spectrum of research projects;
- focusing on the effectiveness, and efficiency of processes, and systems used to manage the university.

Undoubtedly, depending on the military university, these goals may be enriched, as well as others, necessary for the development of the organization, and fulfilling their role in the state security system, and higher education.

The listed elements of the organizational structure of a higher military school do not function in isolation, but interpenetrate one another. It is difficult to imagine a military university without cadets (candidates for professional soldiers, so-called military students), or officers educating, and training in various forms of professional development. It is even more difficult to imagine a university without a scientific, didactic part, supporting students, and doctoral students, or generally called support and security. They all work together to achieve the goals, mission, and strategy of the organization. The multitude of the presented elements of the organizational structure of a military university shows that management requires from people occupying the highest professional positions a number of competences, both military, and related to the functioning of this particular organization in the academic environment as such, and in the wider reality.

## **MANAGING A MILITARY UNIVERSITY – SELECTED ASPECTS**

The most important element of any organization is people, for at least several reasons. People are the capital of the organization, which, through the ability to constantly learn, and improve qualifications, consciously participates in changes, bringing an element of innovation not only to its own activities, but also to the functioning of the entire structure. Such a creative, deliberate, and comprehensive attitude enables the functioning, and development of today's

organizations in a frequently, and unpredictably changing environment. The importance of the human factor is demonstrated by research conducted in the United States in 2007 by the team: T.H Davenport, L. Prusak, and H.J. Wilson. The obtained research results show that *management innovators are managers coming from various management levels, most often, however, higher, which does not mean that they are company presidents*<sup>314</sup>. Therefore, it is worth creating conditions for human teams to properly fulfill their roles in the organization. Therefore, in this part of the study, I would like to raise an important topic concerning effective, innovative, and efficient management as an element having a fundamental impact on the proper functioning of a military university. I am doing so taking into account the arrangements made so far.

In their daily activities, rectors-commanders use many methods that enable them to perform managerial functions in an effective way. The most common ways of proceeding include: management by: goals, exceptions, innovation, motivation, and strategic management. Regardless of the solutions adopted in practice, they are aimed at long-term development of the organization, assuming innovation, and active participation of all members of the academic community. Having appropriately motivated human potential, and technical background, as well as finances, a military university is able to correctly identify its goals, and use the opportunities, challenges, and threats that arise in its environment. The essence of the activity of the chancellors-commanders is to create a situation in which there is synergy between the goals of the organization, and the individual goals of people in the community.

The presented methods of managing the organization specify the systemic approach, which is represented by, inter alia, Peter Michael Senge. The views presented by this American management theorist, creator, and promoter of the idea of developing learning organizations, refute the belief that the world is made of separate, and unconnected elements. The method of repairing an organization he describes is related to its constant self-improvement, and the necessary changes in ways of thinking. No person who is a member of an organization (military university) is separated from the world – on the contrary – is integrated with it. The important thing in this approach is to stop seeing problems as being caused by someone else. This approach should characterize also, and perhaps above all, the chancellors of military universities. Therefore, errors made by the management cannot be blamed on subordinates, or colleagues. In a learning organization, P.M. Senge distinguished five disciplines,

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<sup>314</sup> T. Kraśnicka, *Innowacje w zarządzaniu. Nowe ujęcie*, Wydawnictwo C.H.Beck, Warszawa 2018, p. 49.

i.e. : systemic thinking, personal mastery, thought models, building a common vision of the future, and team learning<sup>315</sup>.

Systemic thinking is the so-called fifth discipline that unites the others into one coherent whole, transferable to the theory, and practice of the organization's operation. P.M. Senge notices that *in order (...) to fully reveal its potential, systemic thinking also needs other disciplines (...). Building common visions generates long-term commitment. Mental models focus on the openness necessary to reveal the shortcomings of our current ways of seeing the world. Team learning develops the group's ability to see the full picture beyond the individual's perspective. The pursuit of personal mastery becomes a source of personal motivation to constantly learn how our actions affect the world around us. Thus, the core of the presented systemic thinking is the evolution of thinking in relation to seeing multidirectional mutual relations instead of linear cause-effect chains, and seeing change processes, not static snapshots*<sup>316</sup>.

An interesting approach to managing an organization is presented by Cz. Sikorski, and J. Bieńkowska. These authors maintain that the main error in the implementation of all essential tasks at the university is the belief that the same managers, in the same organizational structure, can manage many branches of the organization's functioning. As a specific example, they give the supervisor who personally manages basic research, and at the same time develops cooperation with research centers, and commercializes research achievements. Meanwhile, there is no doubt that each of these types of activities requires a different type of entrepreneurship. It should be similar at a military college. The person in charge of scientific research should have scientific authority, and unquestionable achievements. His entrepreneurship consists mainly in the ability to inspire subordinates, maintain their creative commitment, stimulate interest in the issues under study. The goal of the manager of the didactic process is to build programs that allow students, learners, and cadets to effectively acquire knowledge, and develop the necessary skills. This is possible thanks to the extensive knowledge of teaching methods, and techniques. Moreover, practical knowledge of the so-called "military specificity" is necessary, which relates, inter alia, to the knowledge of the training process in various types of armed forces, tactical, and technical capabilities of military equipment, documentation, and regulations governing the implementation of the teaching process, as well as the rules, and principles of functioning in the military environment. Important in the performance of managerial (essential), didactic, research and didactic service roles by professional soldiers at the university is

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<sup>315</sup> M. Senge, *Piąta dyscyplina: teoria i praktyka organizacji uczących się*, Oficyna Ekonomiczna, Kraków 2002, p. 17, and next

<sup>316</sup> Ibidem.

the knowledge, and practical experience gained from working in military units, carrying out tasks on training grounds, and participating in missions outside the country. On the other hand, a manager whose task is to develop cooperation with business, and research centers in the country, and abroad must have marketing skills that will allow him to find attractive partners for cooperation. Entrepreneurship in this case is based on empathy, emotional intelligence, and diplomatic skills. Finally, a manager dealing with the commercialization of scientific achievements of a military university resembles a trade manager to the greatest extent, who, in addition to understanding the specifics of the product of scientific, or didactic work, is characterized by entrepreneurship based on the ability to seize opportunities, risk-taking, and interpersonal skills. It is difficult to imagine that all these manifestations of entrepreneurship were concentrated in the appropriate intensity in one person. Expectations towards people holding managerial positions in universities mean, that they are not able to fully meet them. Taking over the full scope of duties, and responsibilities for the coordination of teaching, and research work, logistic and financial security, investments and technical modernization, as well as the functioning of the university as a military unit, with the simultaneous involvement in their implementation, is a difficult, even impossible task. If a university is to be entrepreneurial, it requires necessary reorganisations that will support the development of its potential, and make it able to compete with other entities of this type, and will be a modern, and innovative institution<sup>317</sup>. It is therefore important to be skillful, and appropriate with regard to the spread of tasks, delegation of powers, and lower-level responsibility. In order to fully, and smoothly implement such a model of conduct, the lower decision-making level should demonstrate independence, and self-control. In such a situation, the rector-commandant is largely relieved of the obligation of constant supervision, and control of subordinates. The implementation of such solutions enables the person directly supervising a given process at the university to make a binding decision in a short time. Since that person is closer to the action site, he, or she, may make a better decision than someone farther away from him. Moreover, by adopting such a course of action, i.e. by transferring management competences to a lower level, initiative is stimulated in the closest associates of the rector-commandant, i.e. vice-rectors, and the chancellor of a military university. Undoubtedly, in the situation that has arisen, there are various limitations in terms of delegating powers by rectors. It is essential to delegate powers only to the position where the necessary information is received, to have adequate

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<sup>317</sup> Por.: Cz. Sikorski, J. Bieńkowska, *Przedsiębiorczość i innowacyjność w uniwersytecie*, [at:] *Przedsiębiorczość i Zarządzanie*, Volume XIV, Book 12, *Zarządzanie w XXI wieku. Menedżer innowacyjnej organizacji. Część II*, E. Gołębiowska (edit.), Wydawnictwo Społecznej Akademii Nauk, Łódź 2013, pp. 266-267.

incentives to make decisions (to exercise the powers), and to be able to make decisions by the delegatee<sup>318</sup>. Therefore, accepting the above conclusions as correct, it can be concluded that the subordinates of the Rector-Commandant should be largely controlled through the prism of productivity, and quality in terms of the achieved goals of the organization. It should be remembered that direct results managers should not be expected to make long-term decisions. These people simply do not have time for this, and it may turn out that they lack the appropriate competences, and knowledge<sup>319</sup>.

When analyzing the findings to date, it should be observed that the implementation of tasks by the rectors-commanders of military universities should serve the achievement of strategic goals, missions, and strategies of this organization. They must lead to a situation in which their subordinates will know, and understand their role accurately, assuming support from the supervisor in setting their goals, and then achieving them. The Rector's actions cannot be limited solely to the relationship of superiority, and inferiority. As rightly noted by P.F. Drucker, the relations between the upper, and lower levels of management constitute a three-dimensional system, which consists of the relations: "bottom-up", "top-down", and the relationship of each manager to the organization as a whole. Each of these relationships is associated with responsibility and duty<sup>320</sup>.

As I have already noted, people play an important role in the organization, being its essential, and most valuable resource. In order for it to function properly, in addition to the issues already mentioned in the publication, conditions related to the care for their development must be met. These are systemic actions, of a coherent, and balanced nature, beneficial for themselves, and for the military university. It can be done by a person (rector) with special kindness towards people, the ability to help, and cooperate with subordinates. A person who demands a lot from himself, and places high demands on himself, but at the same time is able to meet them. He also expects this from his subordinates. He always follows the principle of *what is right for the university*, not *who is right*. Such a brilliant-minded manager never puts intellectual brilliance over righteousness in others<sup>321</sup>. By managing people, and enabling

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<sup>318</sup> Por.: P. Żukowski, *Techniki zarządzania stosowane przez menedżerów w organizacji* [at:] *Problemy Profesjologii* nr 2, Uniwersytet Zielonogórski, Zielona Góra 2009, pp. 38-39.

<sup>319</sup> See more: P.F. Drucker, *Praktyka zarządzania*, Wydawnictwo MT Biznes sp. z o.o., Warszawa 2017, pp. 215-222.

<sup>320</sup> P.F. Drucker, *Praktyka zarządzania*, pp. 222-225.

<sup>321</sup> P.F. Drucker, *Praktyka zarządzania*, pp. 512-513; K. Czop, *Prorozwojowe zachowania pracowników a zdolność organizacji do zmian*, [at:] *Przedsiębiorczość i Zarządzanie*, Volume XIV, Book 12, *Zarządzanie w XXI wieku. Menedżer innowacyjnej organizacji. Część II*, E. Gołębiowska (edit.), Wydawnictwo Społecznej Akademii Nauk, Łódź 2013, p. 15.

them to develop, the rector-commandant never forgets about raising qualifications, and systematically educating himself. Such an approach in today's world is something natural, and due to the type of organization (university), it is somewhat easier.

The presented approaches provoke one more general reflection. Practical, and genuinely tangible activities aimed at creating "good spirit" in the university are particularly important in the functioning of the organization. This means that it produces more energy than effort is put into it, and that "ordinary people do extraordinary things." Such a solution is only possible in the moral sphere. Hence, the emphasis on integrity, and demanding standards of justice, and behavior are of great importance in creating the proper spirit of a military university. The above considerations were aptly addressed by P.F. Drucker. He said, that in *management you need specific, tangible, clear practices. They must demand building on people's strengths, not on their weaknesses. They must motivate excellence. And they must express, make somehow tangible that the spirit is derived from the moral sphere, and that therefore its foundation is righteousness*<sup>322</sup>. The author specifies five areas, the clear specification, and observance of which will enable building the management spirit in the organization. One of these areas in the military academy belongs:

1. Demanding high quality and professionalism; not to tolerate averageness, and mediocrity; based solely on quality.
2. Each management position must bring satisfaction in itself, rather than be treated as another level of promotion.
3. The need for a rational, and fair promotion system.
4. The need for a clear system of reporting, competence, and responsibility at all managerial levels, and among employees (academic teachers).
5. Management must show that subordinate managers, and employees are required to be absolutely righteous as the only qualification that must be brought from the university, and not acquired only in the course of work<sup>323</sup>.

When studying the literature dealing with the issues addressed in the publication, it should be noted that the possible catalog of conduct of managers (rectors-commanders) seems to be endless. One thing is for sure. It is difficult to follow all available guidelines, or the known management methods, and techniques in an organization. Due to their multitude, ambiguity, and existing limitations, not all of them can be used in practical activities. Nevertheless, the use of management methods, and techniques significantly improves the efficiency, effectiveness, and quality of the organization's operations. As noted

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<sup>322</sup> P.F. Drucker, *Praktyka zarządzania*, pp. 227-230.

<sup>323</sup> *Ibidem*, pp. 230-231.



by P. Żukowski, it must be remembered that *the number of organizational techniques is growing rapidly, which requires, among other things, ordering, and creating a specific, internally coherent system*<sup>324</sup>. Just as there is no one perfect management method, or technique, it is so difficult to create the perfect manager who will work in all circumstances. While remaining only human, they are never exempt from self-improvement, using the experience of their subordinates, and taking care of their development, taking actions aimed at the prosperity of the organization. Proper operation of rectors depends on the ability to “listen” to the needs of their own academic community, and its environment, as well as to make a precise, substantive, objective diagnosis, and determine how to proceed in the event of the possibility of any events.

## CONCLUSIONS

The presented issues do not present all possible solutions, because there are definitely many of them. Nevertheless, they show some universal, most important in the author’s opinion, content, and directions that should be seriously considered in the activities of every organization, not only a military university. The presented general vision of managing a military university constitutes a certain view based on, inter alia, literature on innovative, and best practices in managing organizations. Being aware that the presented issues certainly do not dispel all doubts, I would like to conclude by pointing out that modern managers base their actions, and decisions on principles, and values that equally apply to all members of a given community. Such action allows you to lead subordinate teams not only thanks to the knowledge, competence, and skills, but also courage, responsibility, and reliability<sup>325</sup>.

Taking into account the specificity of managing a military university, it should be noted, that today rectors-commanders operate in a complex, spontaneous, and not devoid of intensity, uncertainty, and competition environment. In such highly ambiguous, and disruptive conditions, they should demonstrate the ability to resist stress, threats, and uncertainty, taking up new challenges that bring hope for success in running a military university.

In this way, presented below, the Commander of the Army “Pomorze”, Major General Władysław Bortnowski, during the defensive war of 1939, understood the implementation of tasks and the care for his personnel:

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<sup>324</sup> P. Żukowski, *Techniki zarządzania stosowane przez menedżerów w organizacji*, p. 53.

<sup>325</sup> P.F. Drucker, *Praktyka zarządzania*, p. 552.

Soldiers of all ranks!

I appeal to your warm hearts to diligently fulfill your duties. Remember, that only small duties well fulfilled, and strict discipline depends on victory. I can assure you, that even a single private standing on a watch during a dark night, or on patrol is dear to my heart, and my memory. Understand that even the simplest activities of a soldier, performed quickly, willingly, and courageously, lead [...]<sup>326</sup>.

The Commander of the „Pomorze” Army

Major General Władysław Bortnowski

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<sup>326</sup> The quote comes from the Order to the army of the "Pomorze" Army Commander, Major General Władysław Bortnowski, Toruń, 23 March 1939

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## LEGAL ACTS

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- [23] Act of November 21, 1967 on the universal obligation to defend the Republic of Poland (DzU z 2018 r. poz. 1459).
- [24] The Act of 27 July 2005 "Law on Higher Education" (DzU z 2017 r., poz. 2183).
- [25] Regulation of the Minister of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines as well as artistic disciplines, (DzU z 2018 r., poz. 1818).
- [26] Regulation of the Council of Ministers of June 24, 2003 on objects of particular importance for state security and defense, and on their special protection (DzU z 2003 r., poz. 1090).
- [27] Announcement of the Minister of National Defense of 30 October 2018 on the list of organizational units subordinate to, or supervised by the Minister of National Defense (MP z 2018 r. poz.1104).
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- [29] Decision No. 426 / MON of the Minister of National Defense of December 24, 2013 amending the decision on the implementation of the "Regulations on the operation of the food service DD / 4.21.1" in the Ministry of National Defense (DzUrz MON z 2013 r., poz. 380).
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- [31] The statute of the Naval Academy Bohaterów Westerplatte, Gdynia 2019 - Attachment to the announcement of R-C AMW No. 1 of 16 September 2019.
- [32] The statute of the Military University of Technology, Warsaw 2019 - Annex to the Announcement of the Rector of the Military University of Technology No. 2 / WAT / 2019 of October 9, 2019.

## **KIEROWANIE UCZELNIĄ WOJSKOWĄ - WYBRANE ZAGADNIENIA**

### **ABSTRACT**

Zaprezentowany materiał obejmuje zagadnienia związane z kierowaniem uczelnią wojskową, jako szczególnego typu organizacją. Z jednej strony jest ona strukturą badawczo-dydaktyczną, z drugiej zaś jednostką wojskową nadzorowaną przez ministra obrony narodowej. Funkcjonowanie tej interesującej, z punktu widzenia nauk o bezpieczeństwie oraz zarządzaniu i jakości konstrukcji, podlega kanonom wojskowym i prawu powszechnemu, w tym odnoszącemu się do przestrzeni działania szkół wyższych w ogóle. Uprzywilejowane miejsce w publikacji zajmują kwestie, które dotyczą kierowania uczelnią wojskową, biorąc pod uwagę jej charakterystyczną dla tego typu organizacji strukturę, posiadane zasoby oraz indywidualne walory kierownictwa. Istotne dla całości treści uwzględnionej w publikacji są innowacyjne metody i techniki zarządzania, które współcześnie wydają się być konieczne do wprowadzenia w każdej nowoczesnej i dobrze zarządzanej organizacji.

#### Słowa kluczowe:

kierowanie, organizacja, uczelnia wojskowa, wyższe szkolnictwo wojskowe, kierowanie uczelnią wojskową

