



## COOPERATION WITH US-UZBEKISTAN ARMED FORCES: TRAINING COURSES ON DEVELOPING LEADERSHIP POTENTIALS OF HIGHER MILITARY UZBEK CADETS

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### ABSTRACT

*Literature on leadership exists on the processes of personal development within diversity context. In this paper, the author uses the United States Military Academy cooperation for understanding character development processes within an institution of higher military armed forces of Uzbekistan. The author presents a discussion of relational developmental systems theories and relevant research areas that might be leveraged to promote the positive character new development approaches cooperation between US. Transformation of modern leadership skills and potential of Uzbek cadets learned in the next part of the research. It concludes with the implications of this work for improving new partnership with US Armed Force for further development of bilateral military relations with upgraded education, training and practical settings.*

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### 1. Introduction

Leadership is considered as a natural socio-psychological process in military system, built under the influence of a person's authority, and directly affecting the behavior of members of individual cadet and other officers in Army. A leader can be described as a person who can unite people in order to achieve any goal under convention. Leadership is

always a matter of degree, power of influence, depending on the ratio of the personal qualities of the leader with the qualities of those whom he is trying to influence, as well as with the situation in which military base is located. There are different approaches to the study of the leadership phenomenon, among which are: an approach based on the analysis of leadership qualities (theory of leadership qualities), a behavioral approach (theory of leadership behavior), a situational approach (author's concepts of situational leadership), modern approaches (theories of

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adaptive leadership, among which: the concept of substitutes and efforts of influence, self-and super-leadership, coaching style, transformational leadership and a charismatic approach.

The approach from the standpoint of personal qualities (temperament, needs, motives and values, various aspects of personality) implies that leadership requires a set of certain qualities, such as activity, initiative, sociability, organizational abilities, etc. Later, this approach was criticized by the American psychologist S. Ralph, who believed that “there is no such universal set of personal qualities that all effective leaders would have. This fact partly proves that the effectiveness of leadership is situational in nature, different situations require different abilities and qualities.”

The distribution of roles in the military system largely depends on the characteristics of the social perception of the military personnel of others and themselves. In addition, the accuracy and efficiency of perception in military units substantially depends on the level of development of the military team. In teams of a higher level of development, with more pronounced leadership processes (processes of self-organization), leaders, as a rule, correctly perceive and evaluate colleagues, their role, activity and contribution to the achievement of socially significant goals.

**Figure 1. Leadership team model for the cadet program**



**Source:**

[http://www.858skookumchuk.ca/858\\_parent\\_information.html](http://www.858skookumchuk.ca/858_parent_information.html)

In close-knit military collectives with a favorable psychological climate, leaders more accurately predict the opinion of the collective on socially significant issues, more finely determine the mood of the collective and more accurately capture its general mood.

Of course, leadership qualities must be developed in the process of education of military personnel. Therefore, leadership education is becoming an integral part of the professional training of military personnel, a guarantee of the effectiveness of military command and control. To develop the leadership qualities of a future officer, the

following tasks need to be solved at present in the educational process of a military higher military school:

Development of personal motivation, sustainable desire to be a leader, self-confidence, willingness to make decisions and take responsibility, consistency and perseverance in achieving goals, awareness of one's own strength, faith in achieving a goal.

The development of intellectual and moral leadership qualities, professional competence, decency, intelligence, manifested in the ability to analyze, understand the essence of the problem, the flexibility of the mind, prudence, the ability to plan and set goals.

Ensuring the social competence of the leader and his goodwill in relations with the military team. This implies: a communication culture, the ability to clearly and clearly express thoughts, correctly listen to subordinates, make comments, give advice, and respect the dignity of other people, the ability to understand them, to be imbued with their concerns and problems, to support them.

## 2. Methods and Materials

In this paper work author used qualitative method with case study data collection. Main materials are US-UZBEK cooperation memorandum and outcomes obtained from training course on improving leadership potentials of Uzbek cadets. International and local web sites and some articles from Scencedirect platform and Google Scholar are also presented as for the quick reference and proof of evidence.

## 3. Purpose

Main objectivity of the current work is analyzing great advantages of the US Army cadet management system for improving leadership and professional development of the soldiers, classification of modern approaches, methods on improvement team building characters of the Uzbek cadets via self-confidence and highly qualified leadership skills under bilateral training course outcomes.

## 4. Results

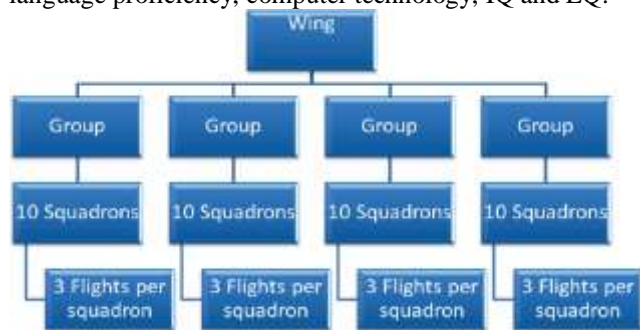
Based on the results of classes and working meetings with representatives of the US Army Command and Staff College to study the Leadership course from May 6-17, 2019 analysis showed that reviews from the troops indicates that a significant part of the young officers do not have enough developed leadership qualities. Many of the cadets get lost in difficult situations by various means. In accordance with the order of the Chief of the Joint Armed Forces of the Armed Forces of the Republic of Uzbekistan No. 21 dated April 25, 2019, meeting was organized at the Academy of the Armed Forces of the Republic of Uzbekistan on May 6-

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17, 2019 with representatives of the Command and Staff College of the US Army, led by Lt. Col. David Lopez, instructor of the department international cooperation - responsible for the DIP program and Lieutenant Colonel Romae Araud, instructor of the Department of International Cooperation, successor of David Lopez for the DIP program. Initial analyses showed that cadet lack: the ability to quickly adapt to a new environment; responsibility; independence; initiatives; physical development; flexibility in building relationships with subordinates; sensitivity and tact in solving their personal problems; ability to resist negatively directed leaders; solid military professional knowledge; skills; competencies; the will and organizational abilities that underlie the commander's authority, his leadership behavior and effective informal influence on soldiers and sergeants of the unit.

The result is a paradoxical situation in which there are a large number of military officer managers, but there are not enough leaders too. This is especially detrimental in rapidly changing situations of service and combat activity, in which the only chance for success is the manifestation by the commander of leadership qualities, which, based on the foregoing, are absent from the young officer due to English language proficiency, computer technology, IQ and EQ.



**Figure 2. Evaluating Cadet Leadership Position at the U.S.**

**Source:**

[www.semanticscholar.org/paper/Evaluating-Cadet-Leadership-Position-at-the-U.S.-Didier/abb44ccded1f1b505f83a5bf8695ad0e0f520864/figure/2](http://www.semanticscholar.org/paper/Evaluating-Cadet-Leadership-Position-at-the-U.S.-Didier/abb44ccded1f1b505f83a5bf8695ad0e0f520864/figure/2)

It should be noted that the peculiarity of the formation and development of leadership qualities among the institutions of military service activities of the internal troops is the transfer of the center of gravity of their training from the field of military practice to the field of education. In this point of view Uzbekistan intended cooperate with US Army for improving higher military cadet on this occasion. This circumstance required a rigorous scientific justification of the model of the development on military educational process in Uzbekistan.

The information received was used to develop

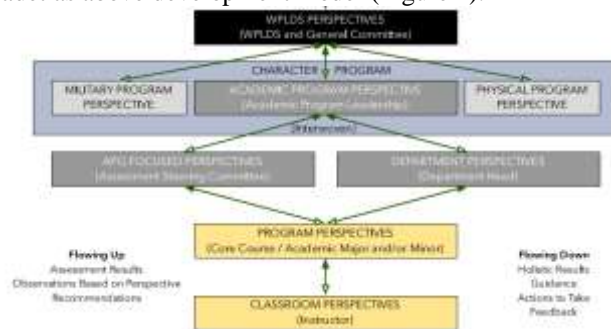
criteria for analysis, namely:

(1) Nature of military operations of the current defense forces of the countries mentioned – whether they are offensive or not;

(2) Statutory foundations of military leadership character development, including political direction and determining whether the different countries' leadership character development models are normative, prescriptive or descriptive;

(3) Selection of officers;

(4) Leadership character development in practice – comparing what the US officers put forward as the essence of their military leadership character for Uzbek cadet as above development model (Figure 2).



**Figure 3. US Academy perspective developing leadership skills**

**Source:** *Educating army leaders, Developing intellect and character to navigate a diverse and dynamic world. Page 26.*

To gather the information based on the training approaches to leadership character development, the same request was initially put forward. Each country was supplied with the focus of the research and requested to supply information. It was indicated that the research focus was on leadership character development, and that information on the following would be appreciated:

- The countries' approaches to military leadership character development –their views on the importance undertaken development;
- Current programs to develop leadership character – detail about the content of programs and, if available, methods to test the effectiveness of programs;
- National legislation, which is prescriptive with regard to military leadership character development and military doctrine and documents that address the topic;

The importance of leadership character in the selection of cadet leadership improvement skills in the military forces – whether it is a determining factor in accepting or declining a candidate.

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**Figure 4. US Military leadership interaction**

*Source: Carol Carter, Joyce Bishop and Sarah Lyman Kravits, Keys to Success: How to Achieve Your Goals., Leadership education and training (Let 1), Custom edition for army JROTC, A Character and Leadership Development Program, Page 76.*

The interaction between purpose, direction, and motivation create a variety of situations that require specific leader and follower behaviors to accomplish the mission; therefore, the BE, KNOW, DO Leadership Framework can be applied to both leader and follower. The role of the leader and follower in a specific situation is seen in Figure 4.

**5. Discussion**

Studying at the US North School for Schooling lasts from July to June of the following year; the duration of training is 10 months. The training of officers at the United States School of Missile Forces is carried out in three semesters. The 1st semester covers the period July-November (15 weeks) in the amount of 268 hours and is called:

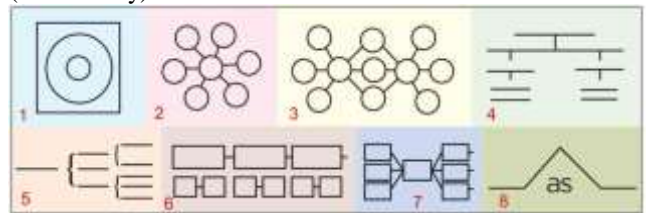
- “Common Core” general courses, the 2nd semester is organized in the period December-April (16 weeks) in the amount of 379 hours and is called “Advanced operation” advanced operational courses, the 3-semester is held in the period April-June (11 weeks) in the amount of 192 hours "Electives" in the form of optional classes and the choice of subjects at the choice of the student.

Leadership courses are taught in the 1st semester (L-100 general courses) and in 2-semester (L-200 advanced courses), at the last 3-semester, courses are taught only if students choose a discipline as part of an optional lesson.



**Figure 5. Leadership levels**

Upon completion of the course, the student is given a written assignment in which he must state the essence of the question posed and the final grades are set based on its results. In the second semester at a more advanced level, 20 L 200 hours were allocated for studying the course. During its study, more focused training at the organizational and strategic level with the active use of various situational tasks (Case-Study) is conducted.



**Figure 6. Thinking maps on improving leadership skills**

Thinking Maps were created to help you organize your thinking so that any cadet can construct knowledge; much like an engineer uses a certain set of tools to build a new bridge. This lesson introduces to cover how each of the eight maps shown in Figure 5 can be used to develop a common thinking-process with leadership skills.

- 1- Circle Map,
- 2- Bubble Map,
- 3- Double Bubble Map,
- 4- Tree Map,
- 5- Brace Map,
- 6- Flow Map,
- 7- Multi-Flow Map,
- 8- Bridge Map.

**Table 1. Principled Leader Characteristics**

Lead with humility	Viewing one’s own strengths and weaknesses in a balanced perspective that recognizes the abilities of others and invites their contributions; demonstrating humility.
Embrace a true, authentic self	Staying open and truthful with others by acting consistently; demonstrating authenticity by accurately representing one’s true intention and commitments; not behaving inconsistently, that is, according to a

	role or position.
Act and speak with courage	Engaging challenging situations proactively by strongly relying on values and convictions. Taking risks that are reasonable in view of potential benefits, particularly for innovation and creativity.
Develop and value people and resources	Taking responsibility for the value of people and resources; stewarding them in the common interest versus using them in one's self-interest.
Empower and hold others accountable	Enabling and encouraging the personal development of others, believing in the inherent value of each individual, and giving authority and power to make decisions.
Respect others by building trust and learning from mistakes	Creating an environment of trust and freedom in which others can make and learn from mistakes. Accepting and understanding others to build trust and healthy interpersonal relationships and to bring out the best in others.
Serve others before self	Serving others by giving support and priority to the interest of others and by giving them credit for achievements.

**Source:** *The Citadel, The Crause center for leadership and Ethics, Cadet Leader Development Program 2018-2019, Page 5.*

Furthermore, provided various case studies under the international experience. Data mining and analyzing experts offered innovation and interactive methods of solving case study problems as following approaches:

- Key players in this situation;
- Desired end state;
- Interests of the parties;
- Data;
- Assumptions;
- Paradigms;
- Problem identification;
- Vision in their resolution.

And of course, the ethical side of the decisions made by key task players. Finally, the role and place of application of the case studies of situational tasks during the clarification of the training material was emphasized. The order of their selection, preparation and use. following key points considered:

- Influence begins with an understanding of the sources of authority in the organization;

- Methods of reasonable and gentle influence are best suited to gain commitment from others;
  - Personal power is conquered and can be very effective in order to achieve commitment when it is supported by the right methods of influence;
- Emotional intelligence is a factor in increasing combat effectiveness in improving methods of influence.



**Figure 7. The Five-Point Star Model of military leadership character development**

**Source:** *Willem D. Erasmus, Faculty of Military Science, Stellenbosch University, Frederick UYS, School of Public Leadership, Stellenbosch University. Military leadership development: a model for the Sa national Defense force, Page 107.*

The Five-Point Star (FPS) Model's components, which are derived from the appraisals of the aforementioned countries, are convergent leadership, political participation, superior selection, interventions for leadership character development and a dedicated military leadership institution. The FPS Model (Figure 7) firstly symbolizes excellence, as a star is usually associated with a person who stands out from the rest. Secondly, the military should have no reservations in accepting the star symbol, as a star is traditionally part of the official rank insignia of the SANDF. Thirdly, the five points of the star represent the five components of the model.

The main courses provided by US Army were:

- L101 "Development of organizations and leaders"
- L102 Ethical Aspects of Organizational Leadership
- L103 Organizational Powers and Influence
- L104 "Leading the process of change in organizations"
- L105 Organizational Culture and Climate
- L106 "Development of Learning Organizations"

- L107 Organizational Stress and Sustainability
- L108 “Development of ethically oriented organizations”
- L109 Implementation of Organizational Vision
- L110 “Enhancing Influence Through Negotiation”
- L111 “Enhancing Influence Through Negotiation - Imitation.”

Each of the topics, based on practical experiences, has the goal of forming and developing certain leadership qualities among cadets.

Acting as a leader at a strategic or organizational level in an operational setting, using leadership perspectives at an organizational level, principles and standards of critical thinking, references to literature, case studies, practical exercises, class discussions, and a block exam.

Material Explanation Contents are distributed

1. Understanding basic ethical theories.
2. A description of how basic ethical theories influence ethical reasoning.
3. A description of how ethical theories help solve the ethical dilemmas of an organizational leader.

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## 6. Outcomes

Information was provided by the training about the seven main directions in the formation of leadership skills:

- Devotion to the army profession, lifelong learning and improvement;
- Balance army commitments in the field of training, education and leadership development experience;
- Manage military and civilian talent in order to benefit the organization and individuals;
- Select and develop leaders with positive leadership qualities and special training, ready to take responsibility at a higher level;
- Prepare adaptive and creative leaders who are able to act in a difficult operational environment and across the entire spectrum of military operations;

Introduce the principles of combat command in the development of a leader.

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## 7. Findings

In this research paper work followings are detected as a main instrument for the prospective ways of improving cadet leader developing skills in defense system of Uzbekistan:

1. Military professionalism –in recognition of the uniqueness of the each cadet, the ability to correctly perform duties through striving to constantly excel and improve the organization and the individual’s achievements;
  2. Human dignity –treating others the way one expects to be treated;
  3. Integrity – to be honorable and follow ethical principles, and to be faithful to one’s convictions;
  4. Leadership –to make ordinary people do extraordinary things;
  5. Loyalty – to be faithful to one’s mission/institution;
  6. Accountability– to be responsible for decisions and the resulting consequences. It promotes careful and well thought-out decision-making;
- Patriotism –to be devoted to one’s country, its interests, freedom and independence.

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## 8. Conclusion and Suggestions

In conclusion, current training model that ensures the successful development of leadership qualities among cadets of higher education institutions of the Higher Military Armed Force of Uzbekistan, which refers to a certain system of student actions aimed at recognizing the ideal of a leader officer, self-diagnosis of leadership qualities, developing a program for their improvement of professional career. Implementation of self-motivation programs in various fields of activity (training, service, cultural and practical), self-control and correction the process of achieving these goals were under the cooperation of US Army experts.

Pedagogical conditions for the effective implementation of the leadership training course model of self-education: the intensification of self-study activities for the development of leadership qualities; the formation of an educational environment conducive to self-development of leadership skills among cadets; pedagogical support of the leadership development process in the system of military sector of Uzbekistan. It is definitely long term cooperation development of the cadet personals in Uzbek Armed Force.

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