# МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА БЕЗБЕДНОСТА И ЕВРОАТЛАНТСКИТЕ ПЕРСПЕКТИВИ НА БАЛКАНОТ

# ПОЛИЦИСКИТЕ НАУКИ И ПОЛИЦИСКАТА ПРОФЕСИЈА  (СОСТОЈБИ И ПЕРСПЕКТИВИ)

# INTERNATIONAL SCIENTIFIC CONFERENCE SECURITY AND EUROATLANTIC PERSPECTIVES OF THE BALKANS

# POLICE SCIENCE AND POLICE PROFESSION  (STATES AND PERSPECTIVES)

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**Abstract**

*Modern globalization trends bring great challenges to managers in different levels of the security systems. Globalization and the high technological development have brought many advantages to humanity, but created many favorable conditions for expansion of security challenges as well. Integration of the function systems in all areas of society (economy, health, education, etc.) has made the multidisciplinary knowledge of different science areas mandatory for managers.*

*Key factor to the successful managing of security organizations represents the possession of knowledge from different areas. The knowledge of the areas of law, economy, politics, philosophy, military history, military doctrine, strategy, management, operative skills, tactics and other scientific disciplines is necessary for the efficiency of managers on tactical, operative and strategic level.*

*Within this paper, specific scientific areas will be determined, and to a certain degree - the specific scientific contents within each scientific area that are necessary for efficient functioning of the managers in the security sector. There will also be a specific empiric research, through a questionnaire designed for this purpose. Students from the second cycle of studies, "Specialization in command and staff duties" at the Military Academy "General Mihailo Apostolski" in Skopje will be the participants in the study. The group of respondents consists of persons included in the field of defense in all three levels of management, tactical, operative and strategic. Given that these people have relevant experience in management, the obtained results will clearly determine their real need for knowledge from different scientific disciplines in the course of work, and the same will confirm or reject the hypothesis from the first part of the paper.*

**Introduction**

Management is a subject which has long piqued the interest of people, especially these last years, with the tendency of increased interest. The questions of management have long been a subject of speculation, because scientific experiments concerning management had not been conducted until the $20^{th}$ century. In 1991, Hunt claimed that there are over 10000 empirical studies on the subject. Considering the speed of the development of science in the last two decades, we can only assume how much this knowledge has grown. Social scientists have attempted to determine which traits, capabilities, actions, knowledge, sources of power or aspects of situation determine how successfully will a leader influence his subjects and fulfill his goals. The reasons why some people arise as leaders and the determiners that define how some leaders act have also been subjects to studies, but mainly have been studied the effects of management. There has been some success in revealing the secrets of management, but many questions still need answering.

There are different views as to where the theory of management falls into different sciences and scientific fields. Great importance is also placed in the adaptability and usage of civil theory of management into the military theory of management, considering that military management has the great responsibility of human lives. Many military experts claim that the theory of military management is a part of tactics, operation art and strategy. On the other hand, many sociologists, psychologists and cyberneticians claim that it is a part of their science.

However, military theorists claim that a successful management requires knowledge from all those sciences. The military theory has few or many overlapping parts with other theories, thus allowing a certain influence to other scientific fields and vice versa. Because of this, there are different aspects of management. For a successful functioning of a military organization, a need arises for knowledge from philosophy, politics, operational concept, strategy, organization, economy, tactics, technology, technique, and this list is gradually upgraded and classified with new modern areas or combinations of several areas, connecting all these theories together. For a successful function of management, all areas of knowledge must also be successfully governed. The question is to what extent does all this formal knowledge need to be covered in the level of management, i.e. how does need for knowledge at different levels of management change, what is the structure of the necessary knowledge for military management. Empirical

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studies on the subject of the need of formal knowledge in military management in the Army of the Republic of Macedonia are rare, even though there are a significant number of theoretical studies and professional analyses. The purpose of this is to determine the significance of the formal knowledge and the standards of the formal organization in relation to the extent of the performance (effects) in the Army of the Republic of Macedonia, and to increase individual and organizational efficiency.

The fact that military management is a part of our professional vocation, but also very current scientific area today, with this study we attempted to research these really important and significant questions, followed by introductory theories and findings for the management of knowledge. The implementation of this type of study that follows the needs of modern managerial military personnel is of valuable importance in regard to the promotion of the representation of the necessary areas of knowledge during the overall education and training of the same, especially when the findings come from an experienced staff that has been through all formational positions, combined with the theoretical knowledge of the scientifically-educational staff.

### Military management - skill or science

Management is a word taken from common dictionaries and integrated into the technical dictionary of the scientific disciplines, without a single definition, which as a result carries secondary meaning which makes the primary definition vague. The term continually changes into a different shape or becomes vaguer because of its complexity, creating even greater amount of names in order to clear it further, but despite all this, it is not yet clearly defined. Researchers usually define it in regard to their individual perspective and with those aspects that interest them the most. Most of the definitions of management reflect the assumption that it covers a process with which a person intentionally affects other people, in order to guide them, structure them and cause activities and relations in a certain group or organization. Management is an activity with which a set goal is realized. Leaders are experts that carry out certain tasks. Management in the army is the most fundamental element in the functioning of the military organization.

Management represents a responsibility divided between all military leaders, officers, commanders, no matter what their functional duty or managing level is, because through leading they create the future of every military or military-organizational unit. Management implies working with people. Therefore, the military leader, officer, commander, or manager, is defined as a person that makes things happen through other people's effort. Military management is a function of the organizations of the armed forces

which guides individuals, organizational units and armed forces as a unit in the completion of the set tasks and realization of the set goal. It is achieved by individuals (officers of a unit and its organs) and governing bodies (commanders, staff)[1]. By analyzing[2] the theory from the field of military management, their following views can be systematized:

- Military management is a skill: the development of the military management as a skill represents a process of learning new knowledge, ideas, information, concepts and techniques and their practical use.
- Military management today is a skill, but it can grow into a science in the future: it will grow into a science because this function of the military organization is increasingly based on scientific principles and methods.
- Military management is at the same time a skill and a science: it receives its scientific theory through the principles and the use of the scientific method. When we talk about military management as a skill, it refers to an individual ability in the application of the scientific method in the work of the military leaders.
- Military management is a science: it is a science because a skill is the ability of performance acquired by experience, observation or the ability of doing something as a result of knowledge and practice. This refers to applied military management, knowledge that is gained through learning.

Management is not an easy task. It requires knowledge and practice. That is why there is a hierarchy and ascent trough it. There is no man who has gone straight from military academy of college to a top management, command or general position[3]. Management in the army is called commanding. Commanding is a complex and responsible process, because during the execution of the military responsibilities there are many risks, which is why human lives often depend on the decisions of the commanders. That is why they must develop good professional and human relations among the people they command, and cohesion in their units. The characteristics of the military in modern conditions are the new assignments and new formations, and they can be seen in the new particularities. The increased complexity of the problems requires specialized knowledge from

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[1] NSA. (2009). Allied Tactical Publication ATP 3.2.2. Command and Control Allied Land Forces pp. 18 - 24
[2] Nikolovski, B.(2003). *The Bases of Military Management*. Alfa 94, Skopje, pp. 65 - 77
[3] NSA. (2009). Allied Tactical Publication ATP 3.2.2. Command and Control Allied Land Forces pp. 18 - 24

several areas, which a person can posses, especially a military leader, commander, general.

### Levels of military management

The development and consolidation of the originations and contemporary management operations led to the need of grouping the management and managers in different levels. Because management is developed simultaneously in two directions, horizontal and vertical, it leads to a partition of the managers in the levels of management according to a vertical and horizontal differentiation. Even though there are different perceptions in regard to the number of levels of management, three hierarchical levels of management are generally accepted:

- top management
- middle line management
- first line management

Mangers continually plan and organize an activity in the organization, coordinate the efforts of the individuals and the groups within, motivate the employees and control the achieved performance. In that regard, in the execution of their functions, the managers have different roles (separated into three groups according to Minzeberg: interpersonal, informative and decision roles)[4].

The entire life of the army is filled with relations created with subordination, establishing a linear system of management, in which on the top of every organizational unit is a general manager, personally responsible to the manager in the higher organizational unit (all part a hierarchically connected with a line), establishing the relation of subordinate-superior. Military managers as well as staff units are classified according to the levels of management and the work they do. In regards to the levels of management the staff is composed of several groups of specialists that are coordinated by a head of staff. The officer that performs his functions mechanically in the staff, no matter how impeccable, without understanding how the commander makes decision is useless to his commander, the manager. The work on all levels of military management is the same. For example, they plan, decide, control, organize, coordinate and motivate.

The managers at top and middle line of management are oriented toward long-term and medium problems in the execution of their missions and the contact with people outside their organizational units.

At the lower line the manager is daily oriented and controls the officers and staff within his organizational units. The staff officers must be

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[4] Shuklev, B. (2009). Management. Faculty of Economy, Skopje. p. 11 - 19

capable of predicting the outcome of current operations, in order to develop concepts for tracking the missions. They must also understand and use the generally familiar doctrine of completing their missions. The size and complexity of military operations is too big for any one officer or part of the staff in isolation to fill the need for management information.

There are different understandings in regard to the number of levels of management. Some opinions state that the military management has two levels: administrative (referring to the highest level of military management, state level) and operative (referring to lower levels)[5]. The abovementioned three generally accepted levels of management give the classification at levels of management in military conditions: Top level of military management, or, in military terminology, strategic level; Middle line level of military management, or operative level; Lower line level of military management or tactical level. The levels of military management differ according to the jurisdictions in forming the character of the goals and measuring the execution, the results[6].

Because of the entire discussion aforementioned, with which we see the complexity and responsibility of the management staff in the army at all levels of management, they must possess knowledge from many areas, which justifies the entire analysis in this research. The rise of the staff in the management system is one of the tasks of the management functions. Training the management staff in the armed forces represents a big area in the theory of military management.

**Knowledge management in the army**

An organization is a complex human creation and as such has a large number of elements that make it a complex unit. The presence of people makes it a specific system, thus making people its most important element. The organizational reality is very complex and the leaders must be aware that in the process of management coping with lack of information (lack of knowledge) is natural. They must make a difference between facts and physical reality on one hand and a subjective reflection on the other, and what are the consequences from lack of knowledge and lack of understanding of the objective and the truth. That is why they must nurture a systematic approach towards organizations and the people as its components. Aware of their limitations and lack of knowledge and understanding of the multidimensionality of the organization as a complex reality, the leaders must continually learn and create a learning environment. Knowledge is also

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[5] Shuklev, B. (2009). Management. Faculty of Economy, Skopje. p. 11-19
[6] Grujić, Z. (1996). Relations in the Military Organization. Vojno delo, 48 (6),

necessary for a facilitation of communication among the organizational members and mutual help and support among them, because one of the ways to overcome individual inferiority is team work. The human component of knowledge is represented through the members of the organization with their individual knowledge, but also with the overall social network, or rather network they belong to. Knowledge has the ability to influence and cause the desired (effective) behavior with people. Knowledge is power, or power resides with the useful types of knowledge that we posses. Knowledge is not as explicit and specific "thing" as information, but information combined with experience, context interpretation and indication. Knowledge includes the complete personality, integrating the elements of thinking and feeling. There are two types of knowledge: explicit and implicit, and this division can be encountered as a division of rational and intuitive knowledge, or formal and informal knowledge. Knowledge is a resource that must be dealt with accordingly in an organization. Knowledge management may be one of the more current subjects or areas of research today, but successful are those that have understood its true value early on. The value of an organization is the people, their knowledge and their abilities. The only stable source of competitive advantage is knowledge. Those that wait until the knowledge management becomes more current will probably stray behind and never overcome the difference (Draker). Information and knowledge are corporative property and strategies, policies and tools of management with that property are necessary as a basic opportunity for acquiring of competitive advantage, increasing of the performance of the employees and reaching significant savings. The need to manage knowledge is evident, and although discussions on the subject of intellectual capital are more common, those that act in compliance with the importance of knowledge management are rare. Current conditions of increased competitiveness and the constant growing rate of innovation, the reduction of available time for acquiring experience and knowledge and the reduction or loss of employees that carry important knowledge are more than enough reasons for knowledge management. Knowledge management encompasses activities that focus on gaining the knowledge for the organization from personal or the experience of others, and the usage of the said opinion in accomplishing the mission of the organization (R.Gregory Weing). It is a set of processes that allow the creation, transfer, distribution, presentation and application of knowledge in an organization. These processes exist and have a big influence on the decisions that are reached and the actions that are taken, because all decisions are based on a certain type of knowledge. Many of these decisions and actions have big and long-lasting influence, so the recognition and understanding of these processes that effect the decisions is of big importance, and wherever it is possible, efforts must be made for their

improvement, thus improving the actions and decisions. In modern times, leaders and managers have the need to reach decisions faster than ever before, which requires precise, timely and true information. The information that is used in the process of decision making is turned into knowledge. On the other hand, the basic purpose of the systems of knowledge management is to allow access to the necessary knowledge in the process of decision making through successful management of knowledge or intellectual property, and through that process, achieve the organizational goals and gaining the competitive advantage. That is why the need for knowledge in leaders and managers (whose work is closely associated with decisions) must also be observed from the aspect of decision making, which some theorists see as one of the functions of the management. Not only does knowledge management need to find the answers to questions in the process of decision making or provision of necessary knowledge, but also be active in the process of learning from the same, starting from the moment of creation, through analyses, to storage and distribution of knowledge. When it comes to management, its connections to decision making is multiple. It has been proven empirically that in the structure of management decision making is largely present, and the fact applies to all levels of management. The problem with decision making is distinctively interdisciplinary.
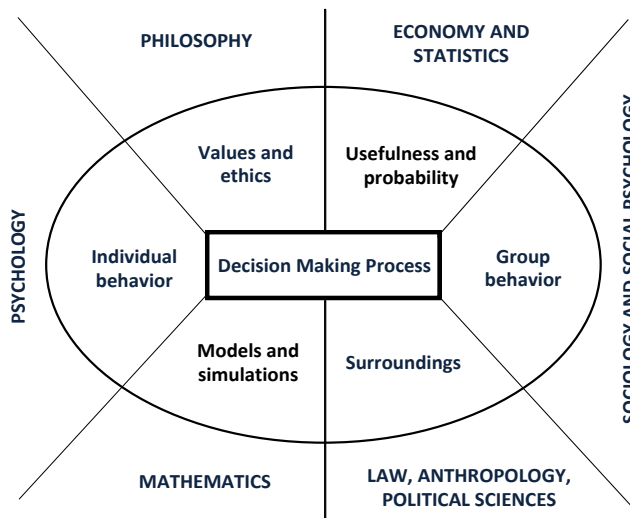


*Figure 1: Interdisciplinary framework of decision [Harrison, 1987]*

The behavioral approach or aspect to decision making implies emphasis on the study of sciences such as: philosophy, psychology, sociology and social psychology, as well as law, anthropology, and political sciences. On the other hand, the classic theory of decision making has the

expressed tendency to direct its focus on the quantitative aspects of decision making, wherein, for example, Harrison entails economy, statistics and mathematics, which is quite traditional and conservative, because latest achievements have not been taken into consideration. Later on, a more complete framework was designed, integrating the behavioral, quantitative and informational approach to decision making (Klein, Methlie, 1995). With the appearance of the area of artificial intelligence, support systems for the decision making based on knowledge have been added.

It is important that organizations "know what they know" and make the most of the knowledge they posses. Hence, organizations must identify: Knowledge (as intellectual property) that they posses or should posses. That knowledge must be kept and used at its fullest, by the individuals and the organization; the processes of knowledge management (in regards to knowledge) which generate, organize, transform, transfer, use and keep the knowledge, and must be carefully and explicitly managed in all areas. A bigger problem than the lack of knowledge and the ways of obtaining it is having the knowledge but not the ability to use it properly. Often, an operation is done twice, without knowing that somebody has already done it within the same organization, or it is not done good enough, because all the knowledge that an individual or a group of people that are part of the organization were not included in the realization of the operation. This leads to the idea that knowledge management must allow the necessary knowledge to be available at the time and place it is required.

Organizations need executives that are capable of leading the process of changes, who are ahead of others, who think long-term and understand that taking the stance of a status quo is fatal in conditions of turbulent changes in the surroundings. Knowledge is necessary for the implementation of organizational changes, especially for the developmental process in the careers of the staff during transitions from a lower station of management to a higher one, i.e. organizational sections, for the control of rules and procedures, as well as leadership. One of the more important information in regards to management is what the specific knowledge that managers must possess encompasses, and what knowledge is more important for what position (lower, middle or top level management).

In order to perform their activities, managers must possess the necessary knowledge and abilities (skills), of which most important are technical, human and conceptual skills. The skills, or abilities, are not equally important for different levels in the hierarchy of management. That is why all managers do not possess the three types of skills to the same extent. Assuming that the general methodology of management above can be applied to military management, the following display will be used, which will later on be confirmed throughout the research conducted in this paper.
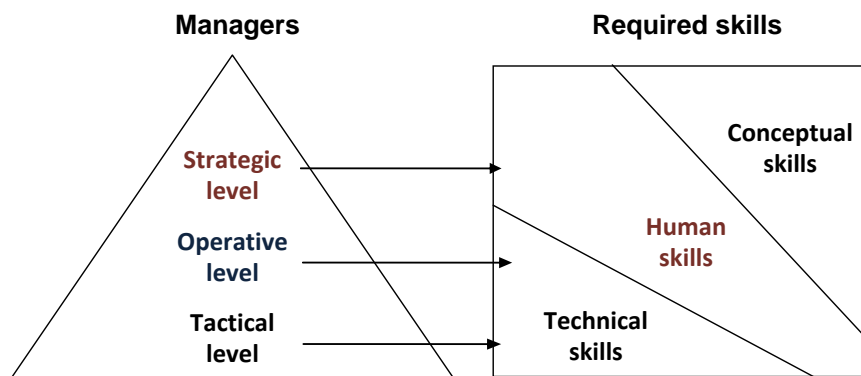
**Managers**　　　　　　　**Required skills**

Strategic level
Operative level
Tactical level

Conceptual skills
Human skills
Technical skills

*Figure 2: The connection between the levels of management and the skills of managers*

These skills are interdependent and distinctive for all managers of the organization. None of them can be partially granted to separate managers. Only their union in one person can produce a successful manager. The conceptual skills are needed most at strategic level, and their need gradually declines as it "descends" in the hierarchy of management. Technical skills are needed most in lower levels. Human skills are needed equally in all three levels. The entire discussion so far has been focused on knowledge management in general, as well as knowledge management in military organizations, and in order to complete their tasks managers must possess certain formal knowledge for work and management, commanding, depending on the levels of engagement.

For the functioning of the military organization, there is a need for necessary knowledge from: philosophy, politics, conceptualism, strategy, organization, economy, tactics, technology, technique, and in recent times they are upgraded and classed with contemporary areas. The theories from all areas are mutually related. The rule and accumulation of the necessary knowledge can be observed from the aspect of the need for implementation of the functions of management aforementioned. For example, management and performance, as activities of the organization, absorb all mentioned areas of knowledge, but at different degrees. Some researches claim that the state of acquisition and application of knowledge is unsatisfactory. The only way out of that state is through the improvement of the acquisition of knowledge form all areas, not just one.

**Research**

This paper covers empirical research on a relatively small, but quite relevant example of twenty four high military managers in the Army of the Republic of Macedonia, students in the second cycle of studies, Specialization of command and staff responsibilities at the Military Academy in Skopje. The objectives of their education require large training and educational facilities which are defined in their study program. For the purposes of our research we used the techniques of polls and interviews to receive its research data, while the results are statistically processed and displayed in the research in three comparative charts that visually capture the results closely. The questionnaire, besides the questions for the necessary areas of knowledge, contains the information regarding age, sex, work experience (years and positions), and the experience in missions in foreign countries of the surveyed, as all this is considered as having an effect in the answers of the questions.

All participants in the survey are carriers of tactical level, but the moment before the start of their education in the second cycle, they were working in teams from all three levels: six at the strategic level, eight at the operative level and ten at the tactical level. Therefore, all respondents were interviewed for all three levels, i.e. the aim of the survey was to hear their opinion on the need for formal knowledge at the levels they already passed, but also for the strategic level, where some of them already work in teams, some will work in the future, and some may become carriers.

The familiarity and differentiation of the levels of knowledge that exist is of great practical and theoretical importance. The idea had been thoroughly developed and the question of what areas of expertise should be covered within the survey was pondered, considering the modern trends of increased need of understanding of several areas. That is why, for the needs of this survey, the questions included areas from the Frascati classification using the recommendations from the Ordinance for normative and standards for establishment of higher education institutions and the performance of higher education from the Government Gazette of RM, No. 103, from 30th July 2010. 23 areas of knowledge were covered, with the conclusion that the area of integral security must be proficient at all levels: strategic, operative and tactical. This does not encompass all areas of knowledge, but the need for this list to be complete gave precedence to the areas which we considered more important. Finally, we believe that this research should be a start of a bigger, continual and more comprehensive process of research with similar goals, because such processes and their results must not be set once and for all, but continually updated and improved. The respondents had the tasks of

choosing one of the three categorizations: priority, necessary and unnecessary, for the stated areas of formal knowledge, for the completion of the duties on the three levels: strategic, operative and tactical. Furthermore, the results were summarized and displayed as following:
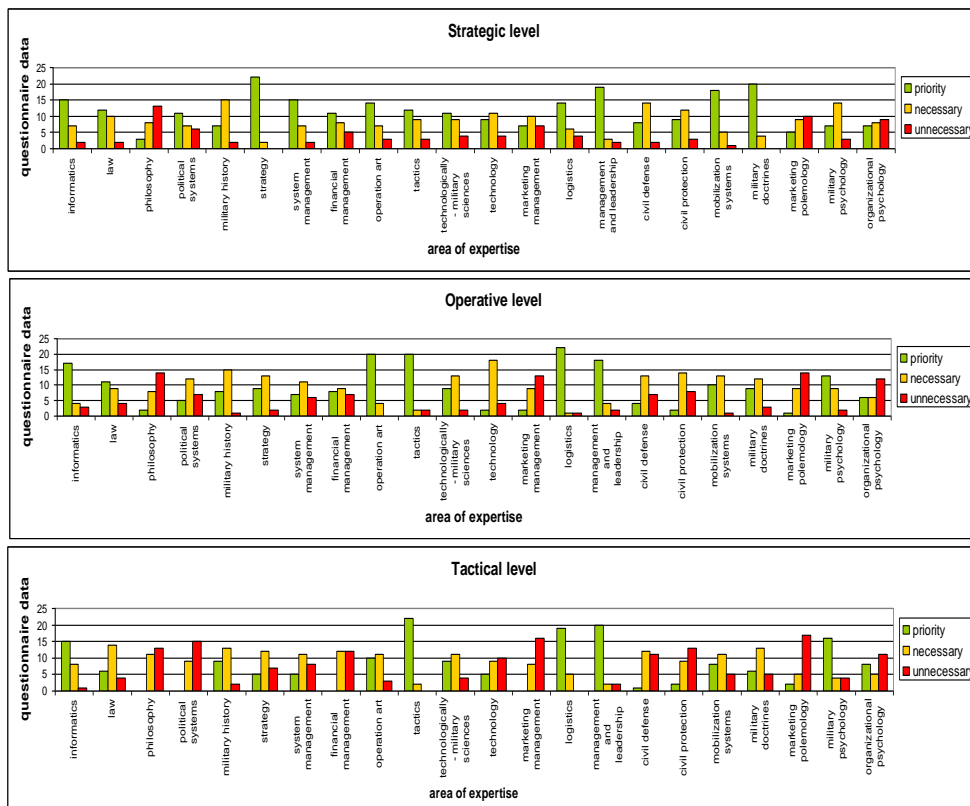


*Figure 3: Comparison of the questionnaire results on all three levels of management*

Charts contain data from all respondents, for all areas, for all levels of management. Therefore, they are placed one under another, to make parallel comparison for each area on each level. Responses of all participants for each area on each level are summarized separately, and the total sums of the three possible answers for each area are set next to each other, to compare horizontally and vertically.

**Conclusion**

The results from our questionnaire show that most respondents believe that the management skills and knowledge are gained, i.e. that it is a knowledge that can be learned and transferred with implicit or explicit

mechanisms, although some theories claim that a person is born with predetermined inclinations towards leadership, without the abilities of acquiring it. In that sense, our respondents support the attitude or expertise that is a result of previous studies. Considering the responsibility and complexity of the work of the military manager, it is required that he possesses a high level of knowledge and tactically-technical skills. A military manager must also know how to command his / her subordinates, motivate them, lead them forward and support their education upgrade, the way how to achieve that, if the manager does not possess the necessary knowledge and skills. As we move from one stage to the other of the work, managerial cycle, the manager will have more and more different needs for possession of certain formal knowledge, which has the purpose of stabilizing the overly high disorders, respond to new challenges and motivate his / her subordinates for greater results.

Examining the structure of the respondents in regards to the theoretical assumptions and questionnaire questions, it was expected that all of them consider the areas closest to their field of study as most important, which resulted in a slight differentiation or broadening of the answers in the three categories of some of the more specific areas. But, it is normal that all were given a realistic assessment and were not expected uniformed answers, because of their different background as well as work experience and accomplishments. Besides, the fact that the data from a small sample of respondents was statistically processed must also be considered. In order to receive more differentiated conclusions, a bigger sample was necessary. However, things in practice are not as smooth as they are in theory. The goal was not getting idealistic results by any means, but receiving a realistic representation of their needs, analyzing the results from every respondent individually. In fact, the results themselves are quite close to the given theoretical assumptions. For example, we can see it quite clearly in the areas of strategy and tactics, where they consider that strategy is more necessary for higher levels of management, while tactics for lower. Besides, the educational content that older generation had been through is different than today's modern one, and the areas from the questionnaire are taken from a more modern classification which we believe may also influence the results. An increased need for knowledge from information technology is also increased on all levels, and the skills and knowledge for computers become necessary for all. The results for all areas were analyzed separately and compared to the theoretical expectations, which can sometimes be outdated in some sources that do not follow modern trends, but here only the figure is displayed, which says a lot by itself.

In the course of this research we found the need for flow of knowledge within the organization, among its parts, more specifically, the

transfer of knowledge as planned sharing outside the lines of the organizational level and the transferability as a very important characteristic for any type of knowledge, on inter or intra organizational level. The military academy is one of the key links in the chains of knowledge transfer in the army and one of the relevant factors that must give solutions to knowledge management in the army. This research has left some questions open, which will be the subject of further analyses.

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