Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2024, Volume 16, Issue 4, pages: 509-541 | https://doi.org/10.18662/rrem/16.4/927
Submitted: November 5, 2024 | *Accepted for publication:* November 20, 2024

Professional Training and Personal Development: Essential Complementarity in the Military Educational Process

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Abstract: *In this endeavor, the authors start from the premise that the characteristics and trends of the current security environment compel higher military education to place great emphasis on training the military leader of the future. Attention is given to future military commanders and planners. The authors suggest that commanders' and military planners' most important skills are those associated with leadership. The approach focuses on the dual aspects of professional training and personal development, whose complementarity can contribute to strengthening the profile of the military commander as an effective leader.*

The purpose of this initiative is to outline general competencies within a military leadership discipline, in accordance with learning outcomes based on competencies associated with complete leadership. The authors propose to redesign the higher military education curricula for training military leaders.

The design of the endeavor is based on the results of a specialized study, which aimed to identify the predominant leadership profile among graduates of higher military education. These competencies will be adapted to the characteristics of education focused on measurable learning outcomes. The proposed objectives include analyzing leadership styles, leveraging the characteristics of the predominant type of leadership among command and staff faculty master graduates, and identifying ways to develop competencies based on an educational program model that enhances military leadership skills. The research hypothesis to be validated is that emotional intelligence predicts complete leadership styles, and the research results could be translated into a new educational program model for developing an effective leader.

Keywords: *leadership; military education; skills; educational programs; training; competencies.*

How to cite: Cioranu, I., Cucinschi, A.-L., & Scipanov, L. V. (2024). Professional training and personal development: essential complementarity in the military educational process. *Revista Românească pentru Educație Multidimensională, 16*(4), 509-541. https://doi.org/10.18662/rrem/16.4/927

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Introduction

This approach starts from the premise that the current security context forces decision-makers within the military organization to place great importance on human resource development. The authors focus on a specialized segment of military personnel, namely staff officers, graduates of higher military education, among which are trained and selected future commanders. Their main practical skill is leadership, an ability that can be developed and refined through several solutions available in the educational system. As specialists within the higher military education system, the authors are concerned with the direct contribution to ensuring the optimal training framework for military leaders. Their attention is directed toward the dual aspect of *professional training and personal development*, a complementarity that can contribute to strengthening the profile of the military commanders as organizational leaders.

This endeavor aims to outline general competencies within a military leadership discipline, by learning outcomes based on transformational leadership competencies, which will contribute to a redesign of military education curricula for training military leaders, and how these could be implemented in order to be acquired during the course of a higher military education program. This process involves leveraging the results of a specialized study (Cioranu, 2021), which aimed to identify the profile of the predominant leader among graduates of higher military education, about the characteristics of education focused on measurable learning outcomes (Scipanov & Bodescu, 2023).

To achieve the purpose of this endeavor, we will consider as objectives the analysis of leadership styles deemed effective, leveraging the characteristics of the predominant type of leadership among master's graduates of command and staff faculty, and identifying how skills are developed based on an educational program model that enhances military leadership abilities. In this regard, a typology of the military leader will be identified according to the main theories of leadership, through a brief presentation of the concepts it defines, some considerations regarding the particularities of professional training and personal development, the role of emotional intelligence, and conclusions and proposals for utilizing the research results will be formulated.

In order to attain these objectives, the results of the specialized study will be utilized, which will aid in identifying the predominant

leader type within a representative segment of student officers in the master program, who have received specialized training in the field of military sciences, where operational art defined the decision-making tool. The study results will be translated into a graduate profile and will outline an educational pathway that aligns with the recommendations of the Sectoral Qualifications Framework for the Military Officer Profession (SQF-MILOF) (European Security and Defence College, 2021), and in accordance with the ESCO classification system (European Skills, Competencies, Qualifications and Occupations) (European Commission, 2019). The graduate model of the target group in the study was based on SQF-MLOF, ensuring that the correlation of the analyzed study outcomes, together with certain learning outcomes, will serve as the foundation for a personal and professional development program for future graduates of higher military education, characterized by developed leadership skills.

The authors reiterate that military leadership, an essential component of organizational management, involves, as a philosophy, the implementation of decisions following comprehensive validated analyses and providing executors with the appropriate resources and tools to meet established institutional objectives. In this context, the initiative to improve the efficiency of military leaders through constant implementation and/or adjustment of rigorous standards for their selection, training, development, and evaluation is justified. This initiative will bring to the attention of military education specialists, as well as human resource specialists, solutions regarding the enhancement of military leaders' efficiency.

Whereas professional training represents a defined educational path, centered on learning (continuous education), personal development is the culmination of innate aptitudes, skills, and attitudes acquired as a result of personal determinations in response to institutional challenges.

Thus, we can emphasize that emotional intelligence is directly connected to the prevalent leadership style, and therefore, solutions must be found for the personal development of future military leaders for who certified professional competencies are a prerequisite.

The competencies are set by the employer, and learning outcomes are set by the education system (Scipanov & Bodescu, 2023). In this context, the authors aim to correlate learning outcomes with the competencies of a military leader, based on a model for developing a

professional training program. The authors mention that a leader's skills are incomplete if there are no conditions for personal development.

A possible model for developing learning outcomes for a discipline (Scipanov & Bodescu, 2023) represents the framework in which the professional training of a future leader can be conducted. This should comprise a profile of the graduate from higher military education according to the requirements of the primary beneficiary (the national security and defense system) by developing the following competencies: knowledge, skills, responsibility, and autonomy. Once these competencies gained, the personal development of the military leader will be achieved by leveraging the acquired knowledge. All the aforementioned depend on the level and potential for developing emotional intelligence.

In a complex international security context, the development of human resources is essential not only for national efficiency but also for the cohesion and cooperation of international defense efforts. This research contributes to the existing literature by analyzing how military leadership training can be optimized on a global scale.

This paper makes a significant contribution to the field of military education by proposing an integrated model that not only highlights essential leadership competencies but also examines how the personality and emotional development of leaders influence their effectiveness.

According to previous studies (Cioranu, 2021) (Scipanov & Bodescu, 2023), transformational leadership plays a crucial role in military education, an argument we support in this research by identifying key competencies that can be developed during training programs.

Although many military personnel benefit from rigorous professional training, it is essential that educational programs more effectively integrate aspects of personal development, particularly concerning emotional intelligence, which is often underestimated in the military context.

Defining the Concepts and the Relations between Them

According to the specialized literature, there are several models for approaching leadership that focus variously on the leader, subordinates, task, environment, and/or the interaction between these elements (van Niekerk & van Niekerk, 2013). For the development of this approach, an integrative interactional model of leadership will be

considered, examining the interdependence of leadership types and their degree of manifestation in a leader's profile. For this purpose, the Multifactor Leadership Questionnaire (MLQ) was utilized, measuring the prevalence of three leadership types: transactional, transformational, and laissez-faire leadership.

Transformational leadership is understood as a process of change that influences the way subordinates think is important for them, motivating them to transcend their own interests for the well-being of the group, organization, and society (Hargis et al., 2001), (Bass, 1990). Transactional leadership is based on the interaction between the leader and subordinates, involving the execution of exchanges (transactions) to achieve organizational goals, conducted through a negotiation that is clearly defined from the start (Bass, 1999).

Transformational and transactional leadership have a mutual relationship, with an intrinsic connection between the specific behaviors of each type. In different situations, the same leader may exhibit both transactional and transformational leadership characteristics (Avolio & Bass, 2019).

Laissez-faire leadership is characterized by passivity and reactivity, strongly associated with subordinate dissatisfaction, presence of conflicts, and ultimately a lack of organizational efficiency and effectiveness. The laissez-faire leader avoids setting goals and standards for subordinates and does not systematically react to arising problematic situations (Bass, 2000).

The Multifactor Leadership Questionnaire (MLQ) validates the Full Range Leadership Model, according to which, to enhance a leader's professional performance, different leadership styles must manifest in different levels, in different situations, gradually over time (Ismail et al., 2011).

Transformational and transactional leadership can lead to group and organizational success, unlike laissez-faire leadership (Avolio & Bass, 2019). Therefore, most leadership studies examine the relationship between these styles and numerous variables, one being emotional intelligence.

Emotional intelligence has been conceptualized from different perspectives. The three most significant models are: the one proposed by Peter Salovey and John Mayer, Reuven Bar-On's model, and the model introduced by Daniel Goleman. From Peter Salovey's model perspective, emotional intelligence is considered pure intelligence, a

cognitive ability defined as a person's capacity to recognize their own as well as others' emotions, to manage them, and to use them effectively for understanding and acting, to adapt to the environment and achieve the proposed objectives (Salovey & Mayer, 1990).

According to Reuven Bar-On's model, emotional intelligence is a mixed intelligence composed of cognitive abilities and personality factors that influence overall well-being.

Daniel Goleman's model differs by focusing on how cognitive and personality factors in emotional intelligence determine workplace success (Stys & Brown, 2004), which can be leveraged for personnel selection in organizations.

From this perspective, we can affirm that emotional intelligence and the predominant leadership style are two key characteristics future leaders must develop and manifest. Therefore, the framework in which military leaders can develop these specific skills will be presented in the following.

Considerations on the Complementarity of Professional Training and Personal Development

Professional training and personal development form the foundation of the manifestation of leadership skills among military commanders. The key question guiding this endeavor concerns the proportion that each of these aspects represents within the total set of skills a leader should possess. Therefore, the following presents some considerations regarding the most dominant characteristics of these aspects, from which a relationship between them and leadership style can be determined.

Professional training plays an essential role in career development and increasing competitiveness. It involves the accumulation of knowledge, skills, and competencies specific to a particular field through various learning methods and continuous training, ensuring efficiency in outcomes - an effective leader, in this case, being associated with the horizontal development of leadership (Petrie, 2014).

Personal development is a continuous process of improvement and adaptation to existing and future conditions, involving progress in an individual's ability to think in more complex, systemic, strategic, and interdependent ways, and is associated with the vertical development of leadership (Petrie, 2014).

The main characteristics of adult personal development, according to Malcolm Knowles' theory, include self-reflection and self-awareness, intrinsic motivation, and practical experience (Cloke, 2024), to which other characteristics such as environment or field of practice, emotional intelligence, and social status may also be added.

In the context under analysis, self-reflection helps commanders evaluate their performance and decisions in stressful situations, contributing to continuous improvement and the formation of a balanced and effective leader. This capacity for introspection allows for the identification of strengths and weaknesses, essential for developing a personalized growth and adaptation plan in dynamic environments, ensuring efficiency in outcomes - in this case, an effective leader.

The duality of the military leader's role, positioned between effective professionalism and effective applicability, as a result of personal development, represents, in our opinion, the complementarity of professional training and personal development, enabling the functional, adaptive, intuitive, critical, and innovative manifestation of military commanders as complete leaders.

In military education, intrinsic motivation is crucial for the perseverance and dedication required for rigorous training. Military personnel are often motivated by a desire to serve the country, personal pride, and the achievement of common goals, prompting them to make sustained efforts and continuously seek personal and professional improvement.

The practical experience gained by adults within the military system assists them in applying theoretical knowledge rapidly and effectively in real situations. This experience is valuable in forming military personnel capable of making quick and informed decisions, based on previously identified lessons and a deep understanding of military tactics and strategies.

Professional training is a broad concept defined and approached differently by various specialists in the field. The authors draw upon several relevant examples. Charles Jennings, advocate of the 70:20:10 model, suggests that learning primarily occurs through experience (70%), interaction with colleagues and mentors (20%), and only 10% through formal education, emphasizing the importance of informal learning in professional training (Hutchinson, 2019). Gary Becker, a Nobel laureate, emphasized the human capital theory, describing professional training as an investment in human capital. He explained that education and training

enhance an individual's performance (Becker, 1994). Donald Kirkpatrick developed a famous model for evaluating the effectiveness of professional training known as the Kirkpatrick Model, which includes four levels: reaction – the degree to which participants appreciate the training program; learning – the extent to which participants improve their knowledge and skills; behavior – the degree to which participants change their behavior in the workplace; results – the final impact of training on organizational objectives (Borbe, 2023).

We would have to conclude that these characteristics of personal development in adults enhance the military education system by creating a learning environment that values personal experiences, motivates participants, and facilitates the practical application of knowledge. Furthermore, the challenges faced by educational systems necessitate a multidisciplinary approach which integrates increasingly diverse solutions, unlocking the full potential of collective knowledge and therefore stimulating sustainable growth and success (Rad & Bocoș, 2024).

In a constantly changing world, adaptability and continuous updating of professional knowledge are crucial. Technologies are advancing rapidly, and labor market demands are frequently changing. Thus, professional training in correlation with personal development not only enhances workplace performance, but also ensures greater job security and career advancement opportunities.

These approaches highlight the importance of diverse training methods and the need for a comprehensive perspective in professional training without downplaying the role of personal development. They underscore the crucial role of reflection and practical application in improving the effectiveness of professional training through personal development.

Study on the Relationship between Emotional Intelligence and Leadership Styles

It should be noted from the outset that the study on the relationship between emotional intelligence and leadership styles is the contribution of one of the authors of this endeavor (Cioranu, 2021), resulting from research conducted during their doctoral studies, the content of which is presented starting from the determination, methodology, results, and their interpretation.

In the present study, consideration was given to leveraging the research findings regarding the relationship between emotional

intelligence and leadership styles, results that the authors utilize in relation to a graduate model for the construction of an educational program aimed at developing the skills of future military leaders, graduates of the command master's program.

The structure of the study focused on arguing its relevance and importance, presenting the research methodology, validating the study results, analyzing the results, and providing assessments and conclusions of the study. Based on these results, the authors will consider leveraging the characteristics of the predominant leadership type among graduates of the leadership master's program.

Additionally, to fulfill the purpose and objectives of this endeavor, following the brief presentation of the study on the relationship between emotional intelligence and leadership styles, the authors will use the study results to identify specific competencies and a model of an educational program that promotes the development of effective military leader skills.

The importance of the study

The study identifies the types of leadership suitable for command positions within military structures, headquarters, combat units, or support units, adding as a new feature the connection between emotional intelligence and the predominant leadership style.

The Full Range Leadership Model (Avolio & Bass, 1995) provides an appropriate framework for understanding the diversity of leadership types, their differences, and the effectiveness of each type. In this model, leadership types are placed on a continuum of effectiveness: at one end, representing inefficiency, is laissez-faire leadership (laissez-faire), while at the opposite end, representing maximum efficiency, is transformational leadership, with transactional leadership positioned in between (Avolio & Bass, 1995).

Additionally, Daniel Goleman, along with other researchers, believes that effective leaders have a good level of emotional intelligence and that it's evaluation could aid in the selection process (Livingstone et al., 2002). Other studies have followed, supporting and complementing this idea, demonstrating that leaders with higher levels of emotional intelligence may be more inclined to engage in behaviors specific to transformational leadership (Barling et al., 2000).

In this sense, the study identifies the types of leadership adopted by officers trained for command positions in the Romanian Armed

Forces. It also captures the relationship between emotional intelligence, both as a global factor and through its dimensions, and the leadership styles adopted by officers in the Romanian Armed Forces who have graduated or are in their final year in the command Master's program within the "Carol I" National Defense University (Cioranu, 2021).

Research methodology

Objectives and Hypotheses of the Research

Within the study, two objectives were established: to identify the predominant *leadership style and to highlight the associations between emotional intelligence and leadership styles in order to create a comprehensive leadership profile* for master degree officers in command within the "Carol I" National Defense University in Bucharest.

To this end, four research hypotheses were formulated:

Hypothesis 1: The predominant leadership style of master degree officers in command at the "Carol I" National Defense University in Bucharest is transformational.

Hypothesis 2: Emotional intelligence is a predictor of the transformational leadership style of master degree officers in command at the "Carol I" National Defense University in Bucharest.

Hypothesis 3: Emotional intelligence is a predictor of the transactional leadership style of master degree officers in command at the "Carol I" National Defense University in Bucharest.

Hypothesis 4: Emotional intelligence is a predictor of the laissez-faire leadership style of master degree officers in command at the "Carol I" National Defense University in Bucharest.

Characteristics of the Participants

The study involved a sample of 70 officers from the Romanian Armed Forces, consisting of men aged between 33 and 51 years. The eligibility criterion for participants was they must be final-year master degree students (full-time or part-time), or graduates of the Master's in command program from the Command and Staff Faculty within the "Carol I" National Defense University in Bucharest, and must have held or currently hold leadership positions within the military organization. Among them, 33% (23 officers) graduated from the master's program between 2018 and 2020, and 67% (47 officers) were in their second year of the program at the time of evaluation.

The study participants have over 10 years of work experience in the military system and were employed before enrolling in the master's

program or are currently serving in leadership roles. Thus, 27 officers lead/manage small groups, and 43 officers lead/manage large groups of personnel within the military system (Cioranu, 2021).

Design and Procedure

The study design was established as a non-experimental cross-sectional type with a predictive correlational model, aimed at identifying both predominant styles and the complete leadership profile of postgraduate officers and graduates of the master's program in leadership, as well as predicting the three evaluated leadership styles based on the level of emotional intelligence as a global factor and by dimensions.

For the conduct of the research a formal report was approved by the rector of the „Carol I" National Defense University. Participants were required to complete two questionnaires and a set of questions regarding demographic and professional characteristics. Individuals included in this study participated voluntarily, following informed consent, with explicit assurance that their responses would remain confidential and anonymous. There was no time limit for the tasks, and on average, answering the questions took approximately 30 minutes.

In the context of the study, the predictors are the global factor of emotional intelligence and its facets, while the criteria are transformational leadership, transactional leadership, and laissez-faire leadership.

Data were collected in both electronic and paper-pencil formats, and statistical analysis was performed using SPSS 20.0.

Instruments Used

The Multifactor Leadership Questionnaire (MLQ-5X) (Avolio & Bass, 2019) was utilized to evaluate leadership styles in a self-assessment format, while the INEM (Emotional Intelligence) Questionnaire (www.psihoprofile.ro) was used to measure emotional intelligence. The short form of the Multifactor Leadership Questionnaire (MLQ-5X) assesses transformational, transactional, and laissez-faire leadership styles and is considered the international standard for assessing complete leadership.

The Romanian version of the questionnaire, adapted and standardized for the Romanian population by Iliescu et al. (2007) contains 45 items scored across 12 scales structured into four categories to cover the entire spectrum of the Full Range Leadership Model. The

first three categories evaluate leadership behaviors, while the fourth category assesses the outcomes associated with these behaviors:

Transformational scales include five scales: IA: Idealized Attributes; IB: Idealized Behaviors; IM: Inspirational Motivation; IS: Intellectual Stimulation; and IC: Individualized Consideration.

Transactional scales are composed of two scales: CR: Contingent Reward and MBE-A: Management by Exception: Active.

Laissez-faire behavior scales are: MBE-P: Management by Exception: Passive and LF: Laissez-Faire Leadership.

Scales measuring leadership outcomes integrate three distinct scales: EE: Extra Effort, EFF: Effectiveness, and SAT: Satisfaction with Leadership. These can be found in column 1 (Table 1).

Responses to the items were collected using a 5-point Likert scale (0 = Not at all, 1 = Very Rarely, 2 = Sometimes, 3 = Often, 4 = Frequently or Almost Always).

The MLQ demonstrates good reliability indices for the Romanian population (for example, the average reliability index is 0.76). In this study, the overall questionnaire showed a good internal consistency index, with α Cronbach = 0.868. Good indices were obtained for transformational leadership (α Cronbach = 0.868) and transactional leadership (α Cronbach = 0.825), while a low index was noted for laissez-faire leadership (α Cronbach = 0.443). Most scales achieved good internal consistency, such as: IA (0.557), IB (0.508), IM (0.779), IS (0.632), CR (0.623), MBE-A (0.741), LF (0.648). Among the scales that recorded a low index are: IC (0.279) and MBE-P (0.033).

The Emotional Intelligence Questionnaire (INEM), (www.psihoprofile.ro), consists of 50 items with True/False responses, without any reversed items. This instrument evaluates emotional intelligence through four factors that represent facets of emotional intelligence, namely: understanding one's own emotions, understanding the emotions of others, regulating one's own emotions, and regulating the emotions of others.

As a global factor, representing the sum of the previously mentioned scales, emotional intelligence refers to a person's ability to identify their own emotions and those of others, to empathize easily, to control their own emotions, and to effectively use their own or others' emotions, both socially and professionally, in order to achieve personal or organizational goals, leading to better overall performance compared to others (www.psihoprofile.ro).

The questionnaire also includes a social desirability scale (control scale) to identify whether the evaluated person tends to exaggerate to present themselves in a favorable light and merely has a subjective impression of being able to appropriately identify and utilize emotions in relationships with others. In the study, a high degree of internal consistency was obtained for this questionnaire, with α Cronbach = 0.890. Very high levels of internal consistency were also reported for the five scales: Understanding One's Own Emotions (α Cronbach = 0.703), Understanding the Emotions of Others (α Cronbach = 0.846), Regulating One's Own Emotions (α Cronbach = 0.733), Regulating the Emotions of Others (α Cronbach = 0.742), and Social Desirability (α Cronbach = 0.649).

The following section presents the results obtained and how to interpret them.

Results

Descriptive Statistical Analysis

Means (M), standard deviations (SD), and the minimum and maximum values were calculated for the scores obtained by the studied sample on the MLQ-5X and INEM instruments, with the results presented in the following table.

Table no. 1: Statistics for MLQ and INEM (means - M, standard deviations - SD, minimum and maximum values) (Cioranu, 2021)

	M	SD	Minimum	Maximum
MLQ				
IA: Idealized Attributes	2.90	0.42	1.75	3.75
IB: Idealized Behaviors	3.18	0.40	2.25	4.00
IM: Inspirational Motivation	3.11	0.53	1.75	4.00
IS: Intellectual Stimulation	3.09	0.42	2.00	4.00
IC: Individualized Consideration	2.76	0.44	2.00	3.75
CR: Contingent Reward	3.19	0.54	1.50	4.00
MBE-A: Management by Exception Active	2.29	0.72	0.50	4.00
MBE-P: Management by Exception Passive	1.32	0.40	0.25	2.25
LF: Laissez-Faire Leadership	0.67	0.43	0.00	1.75

EE: Extra Effort	2.95	0.52	1.33	4.00
EFF: Effectiveness	3.09	0.48	1.50	4.00
SAT: Satisfaction with Leadership	3.00	0.50	1.00	4.00
MLQ: Total Transformational Leadership (5I's)	3.01	0.32	2.30	3.75
MLQ: Total Transactional Leadership	2.74	0.50	1.50	4.00
MLQ: Total Laissez-faire Leadership	0.99	0.32	0.13	1.63
INEM				
Understanding Personal Emotions	8.01	1.91	0.00	10.00
Understanding Others' Emotions	8.29	2.40	0.00	10.00
Regulating One's Own Emotions	8.61	1.76	2.00	10.00
Regulating Others' Emotions	7.73	2.22	0.00	10.00
INEM: Total Emotional Intelligence	32.64	6.59	2.00	40.00
Social Desirability (Control Scale)	7.19	1.99	1.00	10.00

According to the benchmarks for the measured concepts identified in the test manuals, we can state that the sample had an above-average level of emotional intelligence (M = 32.64, SD = 6.59), both as a global factor and across the four facets: *Understanding Personal Emotions* (M = 8.01, SD = 1.91), *Understanding Others' Emotions* (M = 8.29, SD = 2.40), *Regulating One's Own Emotions* (M = 8.61, SD = 1.76), and *Regulating Others' Emotions* (M = 7.73, SD = 2.22).

Furthermore, regarding leadership styles and their dimensions, we can affirm that the group obtained high average values for transformational leadership style (M = 3.01, SD = 0.32) and transactional leadership (M = 2.74, SD = 0.50), with low values for laissez-faire leadership (M = **0.99**, SD = **0.32**).

Concerning the attitudes and behaviors that comprise transformational leadership, the officers exhibit idealized attributes, but these are not most often manifested (M = 2.90, SD = 0.42), and ideal behaviors (M = 3.18, SD = 0.40) in their relationships with subordinates. They possess a good capacity to induce higher motivation in employees (M = 3.11, SD = 0.53), but encounter slight difficulties in intellectually stimulating them (M = 3.09, SD = 0.42) and providing individual appreciation (M = 2.76, SD = 0.44) to help them reach their true potential.

The behaviors characterizing transactional leadership are at a medium level, but there is a slight preference within the group for those associated with constructive transactions (M = 3.19, SD = 0.54), compared to corrective ones (M = 2.29, SD = 0.72).

It can be observed that the specific dimensions of laissez-faire leadership are close to the average level. However, it is noted that behaviors specific to passive management by exception (M = 1.32, SD = 0.40), such as careful monitoring of potential mistakes and imposing sanctions, are used more frequently than those characteristic of laissez-faire management (M = 0.67, SD = 0.43).

These data confirm the Full Range Leadership Model, assessed through the MLQ, which asserts that every leader exhibit behavior from all leadership styles, but in different proportions.

The efficiency of leadership is self-assessed by the group as being at a medium/high level across all dimensions, specifically regarding extra effort (M = 2.95; SD = 0.52) dedicated to achieving performance, effectiveness (M = 3.09, SD = 0.48) demonstrated in meeting the needs of subordinates, representing the group to an authority, fulfilling the organization's requirements, the efficiency of the entire group led, as well as satisfaction felt in interactions with others (M = 3.00, SD = 0.50).

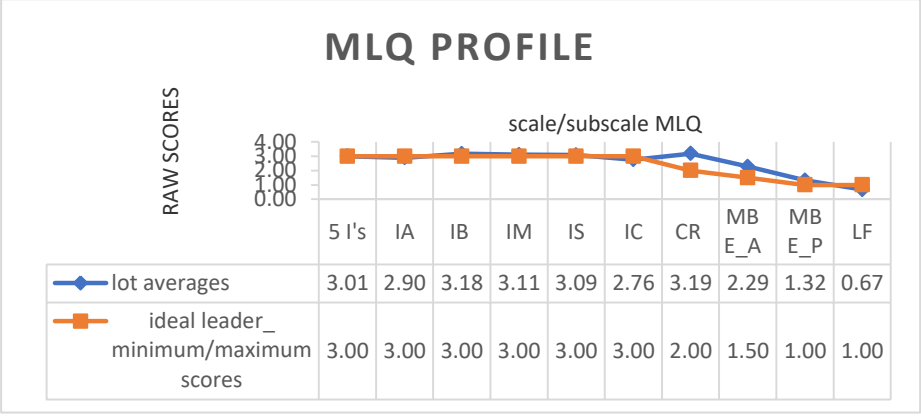
In developing the *comprehensive leadership profile* of the sample consisting of officers attending master degree in command or graduates of this program held within the "Carol I" National Defense University in Bucharest, the specialists' recommendations (Aguilar & George, 2019) were followed to report the data of the studied group to the ideal leader profile mentioned by Bass & Avolio (2019). According to this profile, the scores on the transformational scales (IA, IB, IS, IC, and IM) should be greater than 3.00, while the scores on the scales describing transactional leadership are differentiated as follows: on the CR: Contingent Reward scale, the score should have a value greater than 2.00, and on the MBE-A: Management by Exception: Active scale, the score should be below the threshold of 1.50, with scores obtained on the MBE-P: Management by Exception: Passive and LF: Laissez-Faire scales being less than the value of 1.00.

By comparing the averages obtained by the analyzed sample after evaluating the dimensions of leadership (Table no. 2) to the ideal leader profile proposed by Bass & Avolio (2019) and described earlier, we can state that the average scores for the transformational leadership

style are slightly above the recommended minimum value (M = 3.01), although for two out of five scales that describe the dimensions of transformational leadership, the average scores fell below the minimum threshold, specifically: IA: Idealized Attributes scale (M = 2.90) and IC: Individualized Consideration scale (M = 2.90).

Additionally, the group obtained medium and high scores on the scales related to transactional leadership, specifically on the CR: Contingent Reward scale (M = 3.19 > 2.00) and on the MBE-A: Management by Exception: Active scale (M = 2.29, a score outside the recommended range of 0 - 1.50).

On the scales related to laissez-faire leadership, the sample obtained low scores, but outside the recommended range for the MBE-P: Management by Exception: Passive scale (M = 1.32, score > 1.00) and very low scores on the LF: Laissez-Faire scale.



	5 I's	IA	IB	IM	IS	IC	CR	MB E_A	MB E_P	LF
lot averages	3.01	2.90	3.18	3.11	3.09	2.76	3.19	2.29	1.32	0.67
ideal leader_ minimum/maximum scores	3.00	3.00	3.00	3.00	3.00	3.00	2.00	1.50	1.00	1.00

Note. 5I's = Transformational Leadership; IA = Idealized Attributes; IB = Idealized Behaviors, IM = Inspirational Motivation, IS = Intellectual Stimulation, IC= Individualized Consideration, CR = Contingent Reward, MBE-A = Management by Exception Active; MBE-P = Management by Exception Passive, LF = Laissez-Faire Leadership.

Figure no. 1: Overall/Complete Leadership Profile (Cioranu, 2021)

Normality analyses of the distribution indicated asymmetries in some of the measured variables; therefore, we decided to use Spearman correlation to determine the relationships between them. The intercorrelations among the dimensions and scales of the questionnaires are presented in Table 2 for MLQ-5X and in Table 3 for INEM.

Table no. 2. Simple Correlations Between MLQ-5X Scales (Cioranu, 2021)

MLQ	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. IA	-	.375**	.468**	.537**	.161	.118	.399**	-.049	-.188	.377**	.613**	.284*	.687**	.336**	-.201
2. IB	.375**	-	.424**	.445**	.545**	.467**	.251*	-.128	-.180	.480**	.501**	.338**	.764**	.381**	-.200
3. IM	.468**	.424**	-	.580**	.242*	.280*	.130	-.120	-.223	.601**	.630**	.439**	.756**	.179	-.251*
4. IS	.537**	.445**	.580**	-	.325**	.410**	.305*	-.105	-.302*	.559**	.660**	.418**	.771**	.421**	-.257*
5. IC	.161	.545**	.242*	.325**	-	.350**	.190	.041	-.046	.440**	.439**	.344**	.602**	.304*	-.016
6. CR	.118	.467**	.280*	.410**	.350**	-	.272*	-.025	-.248*	.379**	.464**	.390**	.422**	.671**	-.149
7. MBE-A	.399**	.251*	.130	.305*	.190	.272*	-	.342**	-.062	.256*	.332**	.304*	.333**	.867**	.164
8. MBE-P	-.049	-.128	-.120	-.105	.041	-.025	.342**	-	.186	.106	.032	.214	-.071	.234	.716**
9. LF	-.188	-.180	-.223	-.302*	-.046	-.248*	-.062	.186	-	-.212	-.308**	-.197	-.241*	-.112	.782**
10. EE	.377**	.480**	.601**	.559**	.440**	.379**	.256*	.106	-.212		.637**	.648**	.671**	.336**	-.100
11. EFF	.613**	.501**	.630**	.660**	.439**	.464**	.332**	.032	-.308**	.637**		.641**	.773**	.428**	-.210
12. SAT	.284*	.338**	.439**	.418**	.344**	.390**	.304*	.214	-.197	.648**	.641**	-	.484**	.364**	-.044
13. 5I's	.687**	.764**	.756**	.771**	.602**	.422**	.333**	-.071	-.241*	.671**	.773**	.484**	-	.416**	-.235
14. LTr	.336**	.381**	.179	.421**	.304*	.671**	.867**	.234	-.112	.336**	.428**	.364**	.416**	-	.100
15. LP	-.201	-.200	-.251*	-.257*	-.016	-.149	.164	.716**	.782**	-.100	-.210	-.044	-.235	.100	-

Note. N = 70, * $p < .05$, ** $p < .01$; IA = Idealized Attributes; IB = Idealized Behaviors; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration; CR = Contingent Reward; MBE-A = Management by Exception: Active; MBE-P = Management by Exception: Passive; LF = Laissez-Faire Leadership; EE = Extra Effort; EFF = Effectiveness; SAT = Satisfaction with Leadership; (5I's) = Transformational Leadership; LTr = Transactional Leadership; LP = Laissez-faire Leadership.

Analyzing the data in Table no 2, we can observe that there are significant positive and negative correlations between most leadership styles, the scales that comprise them, and those measuring the efficiency of leadership, without the occurrence of multicollinearity. For example, the total of the Transformational Leadership scales (5I's) positively

correlates significantly with all the scales that comprise it, namely: IA: Idealized Attributes ($r = .687$, $p < .01$), IB: Idealized Behaviors ($r = .764$, $p < .01$), IM: Inspirational Motivation ($r = .756$, $p < .01$), IS: Intellectual Stimulation ($r = .771$, $p < .01$), and IC: Individualized Consideration ($r = .602$, $p < .01$), with the total of the Transactional Leadership scales ($r = .416$, $p < .01$), and with the scales that comprise it, specifically CR: Contingent Reward ($r = .422$, $p < .01$) and MBE-A: Management by Exception: Active ($r = .333$, $p < .01$). Additionally, it positively correlates with the scales evaluating the results associated with leadership behaviors, such as EE: Extra Effort ($r = .671$, $p < .01$), EFF: Effectiveness ($r = .773$, $p < .01$), and SAT: Satisfaction with Leadership ($r = .484$, $p < .01$), and negatively with LF: permissive management from the Laissez-faire Leadership style ($r = -.241$, $p < .05$). No statistically significant relationships were identified between Transformational Leadership and Laissez-faire Leadership ($r =-.235$, $p >.05$) and Transformational Leadership and MBE-P: Management by Exception: Passive ($r =-.071$, $p >.05$) from the Laissez-faire Leadership category.

Moreover, significant correlations were not identified between Laissez-faire Leadership and Transactional Leadership ($r = -.100$, $p > .05$) nor between Laissez-faire Leadership and the scales measuring leadership efficiency.

Observing the data presented in Table no. 3, we can assert that there are statistically significant positive correlations both between the dimensions of emotional intelligence and between these and emotional intelligence as a global factor. No multicollinearity was identified among the facets of emotional intelligence, but it is observed between emotional intelligence and some of the facets.

Table no. 3. Simple Correlations Between INEM Dimensions (Cioranu, 2021)

INEM Variables	1	2	3	4	5	6
1. Understanding Personal Emotions	-	.302*	.375**	.390**	.660**	.166
2. Understanding Others' Emotions	.302*	-	.326**	.544**	.746**	.285*
3. Regulating One's Own Emotions	.375**	.326**	-	.378**	.636**	.059
4. Regulating Others' Emotions	.390**	.544**	.378**		.821**	.080
5. INEM: Total Emotional Intelligence	.660**	.746**	.636**	.821**		.211
6. Social Desirability (Control Scale)	.166	.285*	.059	.080	.211	-

Note. N = 70, * $p < .05$, ** $p < .01$.

Among the positive correlations presented in the table above, we mention Emotional Intelligence as a global factor and its four facets: Understanding Personal Emotions (r = .660, p < .01), Understanding Others' Emotions (r = .746, p < .01), Regulating One's Own Emotions (r = .636, p < .01), and Regulating Others' Emotions (r = .821, p < .01).

Testing the Hypotheses

Hypothesis 1: Following the comparison of the means obtained for the three leadership styles for each officer in the research sample, it was found that at the group level, the predominant leadership style is transformational (49 officers), followed by transactional (29 officers), and no member of the sample has the laissez-faire leadership style as predominant.

When comparing the means of the entire research sample across the three leadership styles, we can say that the hierarchy remains the same, but the differences in means are very small between the transformational leadership style (M = 3.01) and the transactional style (M = 2.74), while the laissez-faire style has a low value (M = 0.99). These data reflect that at the group level, attitudes and behaviors specific to transformational leadership are predominant, followed by transactional behaviors, while those specific to laissez-faire leadership are used to a small extent.

The data analyzed and interpreted above *confirm Hypothesis 1*, indicating that the predominant leadership style of the officer graduates or students of the master's program in leadership at the "Carol I"

National Defense University in Bucharest is transformational. Additionally, these results validate the Full Range Leadership Model, assessed through MLQ, which asserts that every leader exhibit behavior from all leadership styles, but in different proportions depending on individual and environmental characteristics.

Hypothesis 2: Testing of this hypothesis was conducted using two linear regression models. Initially, the relationships between the predictors and the criterion were analyzed using the Spearman correlation coefficient because asymmetries were identified in the distribution of the variables. Table no. 4 presents the correlation matrix of the analyzed variables.

Table no. 4. Bivariate Correlation Matrix Between Variables (INEM and MLQ) (Cioranu, 2021)

Variables	1	2	3	4	5	6
1. INEM: Understanding Personal Emotions	-	.302*	.375**	.390**	.660**	-.006
2. INEM: Understanding Others' Emotions	.302*	-	.326**	.544**	.746**	.278*
3. INEM: Regulating One's Own Emotions	.375**	.326**	-	.378**	.636**	.225
4. INEM: Regulating Others' Emotions	.390**	.544**	.378**	-	.821**	.382**
5. INEM: Total Emotional Intelligence	.660**	.746**	.636**	.821**	-	.356**
6. MLQ_ Transformational Leadership	-.006	.278*	.225	.382**	.356**	-

Note. N = 70, * $p < .05$, ** $p < .01$.

In the above table, positive and statistically significant correlations can be identified between transformational leadership and emotional intelligence as a global factor ($r = .356$, $p < 0.01$), as well as with two of the dimensions of emotional intelligence presented by the Romanian officers who participated in the study: Understanding Others' Emotions ($r = .278$, $p < 0.05$) and Regulating Others' Emotions ($r = .382$, $p < 0.01$). In other words, officers with a high level of global emotional intelligence, particularly in the facets of understanding and regulating others' emotions, tend to predominantly exhibit behaviors specific to transformational leadership in managing their subordinates.

After verifying the existence of correlation relationships between the variables, two linear regression models were utilized. The first model had the composite score of emotional intelligence as the independent variable, while the second model included the two dimensions of emotional intelligence: *Understanding Others' Emotions and Regulating Others' Emotions* as independent variables. The statistical analyses for the two linear regression models are summarized in Table no. 5.

Table no. 5. Linear Regression for Predicting Transformational Leadership by Emotional Intelligence and Its Dimensions (Cioranu, 2021)

Predictors	R	R^2	R2 Adjusted	F	B	SEß	ß	t	Sig.
1. Emotional intelligence (global factor)	.256	.066	.052	4.785	.013	.006	.256	2.187	.032
2. Emotional intelligence (dimensions)	.361	.130	.104	5.017					.009
Understanding Others' Emotions					.006	.018	.043	.323	.747
Regulating Others' Emotions					.049	.019	.336	2.501	.015

According to the simple linear correlation coefficient (R = .256) and the coefficient of determination (R^2 = .066), emotional intelligence, as a global factor, explains 6% of the variation in the transformational leadership style of officers (F = 4.785, $p < 0.05$).

Following the application of the multiple regression model, it was found that the interaction between the two facets of emotional intelligence together explained 13% of the variation in transformational leadership, and *Regulating Others' Emotions*, as a factor of emotional intelligence, is the most significant predictor of transformational leadership style (ß = .336, $p < 0.05$). The dimension *Understanding Others' Emotions* was not statistically significant (ß = .043, $p > .05$) to be considered an individual predictor.

Therefore, the results of the statistical analysis discussed above *confirm Hypothesis 2*, namely that emotional intelligence as a global factor and Regulating Others' Emotions, a facet of emotional intelligence, represent statistically significant predictors of the transformational

leadership style of master degree officers in command at the "Carol I" National Defense University in Bucharest.

Hypothesis 3: In verifying the relationships between the analyzed variables, the Spearman correlation coefficient was used, and the correlation matrix is presented in Table 6.

Table no. 6. Correlation Matrix between Emotional Intelligence and Its Dimensions and the Total Scores of Transactional Leadership (Cioranu, 2021)

Variables	1	2	3	4	5	6
1. INEM: Understanding Personal Emotions	-	.514**	.584**	.448**	.784**	.046
2. INEM: Understanding Others' Emotions	.514**	-	.443**	.530**	.810**	.301*
3. INEM: Regulating One's Own Emotions	.584**	.443**	-	.535**	.778**	.032
4. INEM: Regulating Others' Emotions	.448**	.530**	.535**	-	.802**	.245*
5. INEM: Total Emotional Intelligence	.784**	.810**	.778**	.802**	-	.214
6. MLQ_ Transformational Leadership	-.006	.278*	.225	.382**	.356**	-

Note. N = 70, * $p < .05$, ** $p < .01$.

Observing the data presented in Table no. 6, we can say that there is a strong positive and statistically significant correlation between emotional intelligence, as a global factor, and the transactional leadership style of the officers in the research sample ($r = .332$, $p < 0.01$). Additionally, positive and significant correlations are identified between the transactional leadership style and two of the facets of emotional intelligence: *Understanding Others' Emotions* ($r = .278$, $p < 0.05$) and *Regulating Others' Emotions* ($r = .382$, $p < 0.01$). Thus, we can assert that those officers who have a high level of global emotional intelligence, as well as in the two previously mentioned facets, tend to exhibit numerous behaviors specific to transactional leadership in managing their subordinates.

Two linear regression models were then utilized. The first model had the composite score of emotional intelligence as the independent variable, while the second model included the two dimensions of emotional intelligence that significantly correlated with transactional

leadership. The statistical analyses for the two models summarized in Table no. 7 *do not support Hypothesis 3*.

Therefore, emotional intelligence, as a global factor, explains only 0.4% of the variance in the officers' transactional leadership style and cannot be considered a statistically significant predictor for it ($F = 3.265$, $p > .05$). The interaction between the two facets of emotional intelligence, *Understanding Others' Emotions* and *Regulating Others' Emotions*, together explains 10% of the variation in transactional leadership ($F = 3.766$, $p < 0.05$), but separately they cannot be considered predictors of the transactional leadership style as they are not statistically significant: *Understanding Others' Emotions* ($ß = .238$, $p > .05$) and *Regulating Others' Emotions* ($ß = .119$, $p > .05$).

Table no. 7. Linear Regression for Predicting Transactional Leadership by Emotional Intelligence and Its Dimensions (Cioranu, 2021)

Predictors	R	R^2	R2 Adjusted	F	B	SEß	ß	t	Sig.
1. Emotional intelligence (global factor)	.214	.046	.032	3.265	.016	.009	.214	1.807	.075
2. Emotional intelligence (dimensions)	.318	.101	.074	3.766					.028
Understanding Others' Emotions					.050	.028	.238	1.744	.086
Regulating Others' Emotions					.027	.031	.119	.873	.386

Therefore, emotional intelligence as a global factor and through its dimensions analyzed separately do not constitute significant predictors for the Transactional Leadership of master degree officers' program in command at the "Carol I" National Defense University in Bucharest, evaluated in the present study.

Hypothesis 4: Initially, the relationships between predictors and the criterion were analyzed using the Spearman correlation coefficient, as asymmetries were identified in the distribution of the variables, and the correlation matrix of the analyzed variables is presented in Table 8.

Table no. 8. Correlations Between Emotional Intelligence and Its Dimensions and the Total Scores of Laissez-faire Leadership (Cioranu, 2021)

Variables	1	2	3	4	5	6
1. INEM: Understanding Personal Emotions	-	.302*	.375**	.390**	.660**	-.027
2. INEM: Understanding Others' Emotions	.302*	-	.326**	.544**	.746**	-.140
3. INEM: Regulating One's Own Emotions	.375**	.326**	-	.378**	.636**	-.038
4. INEM: Regulating Others' Emotions	.390**	.544**	.378**	-	.821**	-.109
5. INEM: Total Emotional Intelligence	.660**	.746**	.636**	.821**	-	-.077
6. MLQ_ Laissez-faire Leadership	-.027	-.140	-.038	-.109	-.077	-

Note. N = 70, * $p < .05$, ** $p < .01$.

Based on the analysis of the statistical data, we can state that there are no statistically significant relationships ($r = -.077$, $p > .05$) between emotional intelligence and the self-reported laissez-faire leadership style of the officers in the research sample. Since the condition for correlation between the variables was not met, the two linear regression models were not conducted. Thus, **Hypothesis 4 was not confirmed**; we can assert that emotional intelligence, considered as a global factor and through its facets, does not predict the laissez-faire leadership style of the graduate officers or students of the master's program in leadership at the "Carol I" National Defense University in Bucharest who participated in the research.

Considerations and Conclusions of the Study

The predominant leadership style of master degree graduates and in the second year of study in command in the "Carol I" National Defense University in Bucharest is transformational. Additionally, each leader in the researched sample exhibits behaviors from all leadership styles, but in different proportions, depending on individual and environmental characteristics, which validates the Full Range Leadership Model, assessed through MLQ. Therefore, these results provide empirical evidence in support of the idea that in the military system, leaders predominantly adopt behaviors and attitudes specific to transformational leadership, with some presence of those related to transactional and laissez-faire leadership, but to a lesser extent.

These data complement the conclusions of studies regarding the leadership style exhibited by leaders within military organizations (Baba et al., 2019).

Furthermore, emotional intelligence, as a global factor, along with the understanding and regulating of others' emotions, facets of emotional intelligence, are positively related to both transformational leadership and transactional leadership. This means that the higher the level of global emotional intelligence and the two aforementioned facets, the more frequently attitudes and behaviors specific to transformational and transactional leadership styles will be exhibited, although transformational leadership behaviors will prevail.

These results are supported by studies conducted on non-military populations showing that leaders with developed emotional intelligence facets are more likely to exhibit transformational behaviors (Ugoani et al., 2015) and complement studies regarding the relationship between emotional intelligence and military leadership (Aguilar & George, 2019; Baba et al., 2019).

Emotional intelligence as a global factor and the dimension of *regulating others' emotions* can only predict the transformational leadership style of officers of the master's program in command at the "Carol I" National Defense University in Bucharest, who participated in the research.

This finding supports the opinions of authors who have demonstrated the existence of a relationship between emotional intelligence and transformational leadership, namely that individuals exhibiting a transformational leadership style possess developed emotional intelligence (Mandell & Shilpa, 2003).

Additionally, a transformational style among individuals in leadership positions can be predicted by high values of emotional intelligence, both as a global factor and through the facet of *managing others' emotions*.

This conclusion is also supported by results from literature indicating that emotional intelligence is a predictor of effective leadership (Boyatzis, 2009) and implicitly of transformational leadership (Mandell & Shilpa, 2003).

Thus, the overall/comprehensive profile of the leaders in the researched sample, obtained by aggregating the means obtained by the group on the scales of the three types of leadership and compared with the ideal leader profile, alongside emotional intelligence as a predictor of

effective leadership, can serve as the basis for a personal and professional development program. By implementing such a program, the components of transformational leadership that are below the ideal profile threshold can be developed, and those dimensions of less effective leadership styles can be reduced. This is a necessary endeavor since military leaders, through their activities, constantly face new cultural, intellectual, and practical challenges that require high emotional intelligence (Aguilar & George, 2019) and a flexible, adaptive, and innovative leadership style. This proposal is also based on studies demonstrating the effectiveness of leadership development programs for military leaders (Riley et al., 2015), those focused on developing attitudes and behaviors associated with transformational leadership in non-military environments (Masi & Cooke, 2000), and those centered on emotional intelligence and its dimensions (Sala, 2002).

Development of skills based on a specific educational program model for military leadership

The authors propose a method for developing the competencies of a military leader by introducing a military leadership discipline into the educational programs of military students and specialized officers.

Based on a four-phase model (Scipanov & Bodescu, 2023), an educational program is proposed that includes learning outcomes that can be achieved within the Military Leadership discipline, based on the competencies and attributes of transformational leadership.

Level SQF-MILOF		Phase	1 Initial	2 Intermediate 1	3 Intermediate 2	4 Final
1	Comprehensive	Focus MILOF-CORE	Tactical	Operational		
		Learning outcomes: -Knowledge -Abilities -Responsibility and autonomy	• the initial knowledge about Military Leadership (Doing the right things) • a cognitive knowledge about Management vs. Leadership (efficiency vs effectiveness) • a comprehensive set of cognitive and practical ledership skills • limited exercise of leadership functions in military activities, in a fluid, unpredictable, ever-changing environment • identifying the connections between leadership principles and leader competencies/attributes • exercising effective leadership at the tactical level • understanding the relevance of effective leadership in achieving an optimal micro-organizational climate • manifestation of critical thinking • awareness of emotional intelligence • analysis of tactical operational contexts, from the perspective of efficiency/effectiveness		
2	Advanced	Focus MILOF-CORE		Tactical	Operational	Strategic
		Learning outcomes: -Knowledge -Abilities -Responsibility and autonomy		• advanced knowledge of leadership involving a critical understanding of the theory and principles of military science and operational art. • advanced knowledge about Military Leadership (Doing the right things) • a cognitive knowledge about Management vs. Leadership (efficiency vs effectiveness) • a complex set of cognitive and practical leadership skills • advanced exercise of leadership functions in military activities, in a fluid, unpredictable, ever-changing environment • demonstrated connections between leadership principles and leader competencies/attributes • exercising effective leadership at the tactical an operational level • understanding the relevance of effective leadership in achieving an optimal macro-organizational climate • manifestation of critical thinking • manifestation of emotional intelligence • analysis of tactical-operational contexts, from the perspective of efficiency/effectiveness • practicing leadership skills in complex tactical and operational activities and tasks, and assuming responsibility for decision-making under unforeseen circumstances • advanced leadership skills that demonstrate the creativity necessary to solve unpredictable complex problems in the application of military science and operational art	
3	Highly specialized	Focus MILOF-CORE			Operational	Strategic
		Learning outcomes: -Knowledge -Abilities -Responsibility and autonomy			• specialized knowledge of leadership involving a critical understanding of the theory and principles of military science and operational art. • very advanced knowledge about Military Leadership (Doing the right things) • a highly cognitive knowledge about Management vs. Leadership (efficiency vs effectiveness) • a very complex set of cognitive and practical leadership skills • very advanced exercise of leadership functions in military activities, in a fluid, unpredictable, ever-changing environment • practicing connections between leadership principles and leader competencies/attributes • exercising effective leadership at the operational and strategical level • applying the relevance of effective leadership in achieving an optimal macro-organizational climate • manifestation of critical thinking • manifestation of emotional intelligence • analysis of strategic-operational contexts, from the perspective of efficiency/effectiveness • practicing leadership skills in complex operational and strategic activities and tasks • Highly specialized knowledge of leadership as a foundation of multi-domain thinking • Specialized problem-solving skills are required to advise and develop new knowledge and procedures and to integrate knowledge from different arms/specialties and force categories. • Manage and transform complex military tasks and activities in unpredictable contexts with strategic consequences. • assuming strategic leadership responsibilities of units and large military units.	

Figure no. 2. Educational Program Model Based on the Competencies and Attributes of Transformational Leadership (the authors' conception)

According to the proposed model, learning throughout an educational program follows a progressive path, both in terms of the complexity of learning and personal development (vertically, from levels 1 to 3), as well as related to the level of the educational program (horizontally and diagonally, from tactical, operational, to strategic levels). In this manner, the authors believe that specific competencies of an optimal complex leadership model will be gradually acquired.

At the international level, the results of the research will represent benchmarks regarding ways to approach military leadership within educational programs in the field. The proposal of the authors on the Educational Program Model Based on the Competencies and Attributes of Transformational Leadership will represent a model to be followed by military educational institutions that gradually implement attributes specific to military leadership.

Research limitations

The main limitations of the research are dependent on the study regarding the relationship between emotional intelligence and leadership styles, as the values obtained from measuring the investigated concepts in the presented study could be affected by gender differences, considering that the respondents were entirely male. It remains a challenge to validate the results if the target group were to include women. This aspect remains a focus for the authors for future research, when the level of personal development of graduates from dedicated educational programs can also be assessed. Considering the research sample, it can be mentioned that it was made up of officers with various military ranks, with vast experience in the military art field, all of them adapted to the educational environment; in this case, they were master's students. About the geographical location, it can be mentioned that the master's degree students come from different geographical areas, especially from the southeast of the country, an aspect that, in the opinion of the authors, does not substantially influence the results of the study. The research was conducted over a period of three years, which slightly restricts the findings in this field, considering the fact that in this time frame slightly evolutionary trends of the leadership approaches could occur.

Conclusions

Officers of the master's program in command at the "Carol I" National Defense University in Bucharest, participants in the research, predominantly adopt behaviors and attitudes specific to transformational leadership, while also exhibiting elements of transactional and laissez-faire leadership, but to a lesser extent. They also show high levels of emotional intelligence, both as a global factor and in its facets, but only emotional intelligence as a global factor and the dimensions of understanding and regulating others' emotions have statistically significant relationships with transformational and transactional leadership. However, as predictors, only global emotional intelligence and the dimension of managing others' emotions can forecast the manifestation of attitudes and behaviors specific to transformational leadership.

Thus, identifying the level of attitudes and behaviors associated with the primary leadership styles exhibited by both current military leaders and those in training, in relation to the values of the ideal leader profile, constitutes a starting point for developing selection, development, and evaluation programs for leaders. We recommend including emotional intelligence in these programs due to its predictive power regarding effective leadership.

Competencies/attributes that characterize transformational leadership determined by emotional intelligence may include:

- Understanding one's own emotions;
- Understanding and regulating others' emotions;
- Regulating one's own emotions;
- Managing others' emotions;
- Inducing superior motivation in employees;
- Intellectually stimulating subordinates;
- Encouraging subordinates to develop to their true potential;
- Appreciating individual subordinates.

The authors propose the introduction of a military leadership discipline into educational programs (gradually, from the tactical to the strategic level) to facilitate the acquisition of the aforementioned competencies/attributes.

Concerning these elements, the authors propose an educational content that includes a *Military Leadership* discipline, which could be structurally organized into three levels (Comprehensive, Advanced,

Highly Specialized) with four phases of competency development (initial, intermediate 1, intermediate 2, and final).

For the Military Leadership discipline, the authors propose that it includes the following reference themes, generically named as follows:

1. Military Leadership (Doing the right things). Management vs. Leadership, Efficiency vs. Effectiveness.
2. Definitions, theories, types, principles of military leadership.
3. Emotional intelligence in leadership.
4. Critical thinking in leadership.
5. Vertical development of leadership.
6. Competencies and attributes associated with leadership.
7. Military leadership as a primary element in integrating capability domains.

The authors believe that through these proposals, the importance of the complementarity between professional training and personal development is emphasized, allowing for the expression of emotional intelligence in behaviors acquired through such a model of the Military Leadership discipline, by elaborating learning outcomes based on the competencies/attributes of transformational leadership.

The authors reiterate that such a profile is achieved if the curriculum includes the military leadership discipline, which enhances professional training and promotes personal development through the attainment of proposed learning outcomes within this endeavor.

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