

## **Leadership curriculum development issues**

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Leadership education there is one of the aims of Military academy. According to the military nature the institution seeks clear and rational process of leadership education, well-developed curriculum as well as appropriate leader training methods. It is, so called, the second nature for many in the military to default any processes of education or training as technically rational and that it is true not only for training in basic soldier and officer skills, but for leader education as well. Among others there is the systematic approach in education which emphasis puts on the design, resourcing, execution, and assessment phases in education (Razik, T.S.) Introduction of the systematic approach towards leadership training and development within military academy is widely accepted approach. It suggests that leadership education has to be developed control orientated mapping of check-list of leader competencies, despite that it narrows the assessment process and represents over technical, more bureaucratic then professional approach toward leadership education. Such leadership education is more orientated toward quantitative knowledge assessment. The research done by the scientist in USA army (Reed. G., Bullis. C., Collins.R., Paparone C., 2004) identify that this approach lacks the complex of contextual and relational elements that combine to determine leadership effectiveness or failure.

Meanwhile realizing the nature of education, which is a man-made structured entity with a specific purpose, we should remember its purpose is usually integrated and influenced by the purpose of its supra-system, that is society. Also, education is composed of numerous sub-systems such as curriculum, instruction, guidance, administration, infrastructure etc. Each of these sub-systems has its own objectives and each serves the overall educational purpose. Changing society as well as the changing environment of military actions requires new or so called other professional and leadership competencies, skills of military personnel. The role of military leader is undertaking changes as well. Professional military officer needs the body of expertise and competencies what are based on abstract knowledge. Military institution, like other companies, needs people who can synthesize rapidly changing information and apply it to the

challenging environment (Kinicki A., Fugate M., 2016) Abstract knowledge are difficult to define because it is the synthesis of experience and intuition. It involves the elements of science as well as the art. Creativity and critical thinking drives from this as the important competencies. Teaching and delivering content of such synthesized knowledge especially in military environment it is the challenge because the role of teacher and curriculum goes in front. A good teacher may overcome the poor curriculum, though great curriculum will not substitute the poor teacher (Reed. G., Bullis. C., Collins.R., Paparone Ch., 2004).

Conference paper is based on the data extracted from the content analysis of scientific articles on the field of leadership education, leadership curriculum development, etc. Also results from survey data analysis gathered among the Lithuania Army officers' and Alumni of national military academy. Data was gathered during winter 2019-2020. The research instrument was created in order to find out the number of answers to following research questions: what kind of skills (*hard and soft*) (Casserly. M., 2013) and competencies should be elaborated and included within the leadership curriculum; who and how should make an decision about the content of Leadership curriculum; how constant changes within society as well as within military institution in VUCA world (Warren. B., Burt. N., 1987) should be reflected on leadership education; what kind of education methodology and why should be apply in teaching that bring to the top effectiveness in leadership education, ect.