

THE MILITARY CARRIER VALUES FACING THE LABOUR MARKET CONTEMPORARY DYNAMICS

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Abstract: *In the context of the labor mobility increasing, as a prior desiderate for assuring a proper employment rate within crisis framework, the military carrier as any other professional occupation has to be viewed and judged in its dynamic evolution but in a full connection and relation with open market labor particularities. At the moment, from the educational perspective, the military carrier has to follow the main contemporary tendencies in competencies' and abilities design policies, to be positive related to the labor market requirements. The military personnel have to get larger perspective in a civilian carrier and, as a corresponsive condition of a desired mobility, a wider number of qualification perspectives. This paperwork are depicted some theoretical aspects regarding the functional correlations between military internal and external environment, proposing a model for adapting the military educational system to the real need of the labor market.*

Keywords: *military carrier, management, education*

The recent economic, social and political environment, deeply influenced by global systemic turbulences, is hall-marking in its volatile dynamics the labor market. In this respect, the educational system is forced to adapt itself, offering proper conditions in direction of forming well prepared human resources, from the quantitative and qualitative point of view, influencing, on its turn, in a dynamic pace, the labor supply and demand within industry and private or public services. So, as it is known in the contemporary social and economic doctrines and certified by statistics in the last decades, the quality of education contributes decisively to retrieve those real skills and abilities that will ultimately ensure economic, social and cultural performance of human activities. In this regard, to ensure real performance of the education system in relation to the labor market may be set apriority, several conditions *sine-qua-non*, the minimum for optimal quality of human behavior in work, as follows:

- educational development should be based on a social or institutional firm command, timely and consistent as adapted to the needs of the real economic, public and social system, both short and medium term, and especially as long term by anticipating probable trends in the evolucional balance of various careers in the labor market;

- operational performance of human resources must be built on permanent monitoring of competences dynamic dictated by environment variables of the labor market, such as technological progress, the evolution of organizational structures, typology of work processes organization, tends of structural development of world economy or other conjuncture developments;

- the educational process should center on "centrifugal tendency" in graduate training (by harmonizing the relationship between social interest, personal interest in career and labor market trends) and not "centripetal tendency" of the institutional dimension of schools (tendency of preserving institutional interest – brakes the curricular progress);

- the didactic process must include appropriate meanings for the purposes of capitalizing real application of theoretical knowledge, learning by "simulating" as the basic technique recommended in forming of skills and practical abilities – through simulation the graduate can benefit from practicing real practical protocols in the work field, that

subsequently lead to an effective integration and insertion in the labor market.

More and more active concerns in international legal approach, on the harmonization of quality parts of the education system, on the European Union example, confirm the perspective of education as a strategic and priority domain to ensure the quality of work processes in order to optimize circulation and optimal insertion of the workforce at regional and international level in terms of globalization and economic integration.

The military, as part of national public system, through the specialized education component, is part of the same international trends, subject to virtually the same challenges, tensions and dilemmas, like all public services or economic subsystems. In this context, the component of training, development and preparation of staff of their own defense system, acquired new meanings in the context of high volatility of labor market indicators and the redefinition of national strategic priorities.

If for centralized economy, in terms of defending human resources and the sizing of resources was a constant, at the present, due to integration in traditional military alliances (NATO case), at least in the example of our country, the optimization of public resource allocation process permuted in the background of short and medium term priorities of national external safety. In this case, human resources of its own national defense system, characterized in the decades previous to the transition to a market economy, by a solid stability, are now subject to the same pressures to circulation, specialization and insertion that are manifested in the general size labor market.

As shown in figure 1, the process of training specialized personnel in the armed forces has taken a series of new valences, defined by increasing interdependence, on one hand to national economic and social dynamics and on the other hand to the specialized requirements and interference of human resources from the external market labor. Social order made by the public authority in the military is now backed by real and dynamic requirements of the public system, defined in relation to financial assurance capacity of the state, limited in relation to the possibilities of supporting the public national consolidated budget.

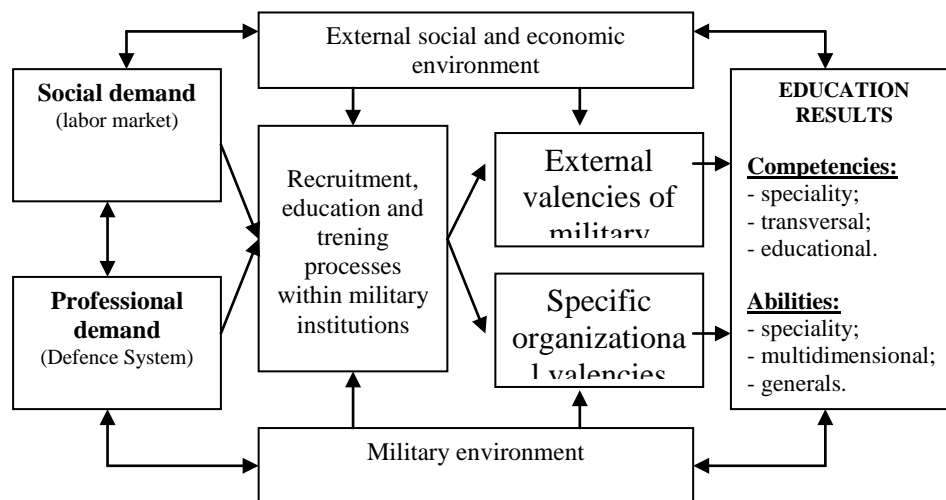


Figure nr. 1: Functional correlations between the military and extern environment from the educational system's perspective

In this situation, due to the establishment of major interdependencies between national defense needs and real possibilities of insurance and financing from the company at a time, the valences of the military environment are intertwined increasingly stronger with the external values of society, this certifying, hopelessly and inevitably, the need for strategic rethinking of personnel policies and thus the need to redefine the priorities of military education system. In other words, the learning outcomes, reflected in the competences and skills gained in the stages of preparation and training of military specialists, should be combined with equivalent or compatible elements from other work fields, so as the educational curriculum provides institutional satisfaction but also social and individual protection, respectively in ensuring a real safe and mobile insertion of military personnel in the labor market. Rethinking the curriculum of military training programs can provide, in conditions of uncertainty, not only the immediate increased in the quality of education, but rather may cause actual mobility of own personnel, characterized by increasing opportunities for vertical and horizontal insertion.

Taking into account the minimum criteria set out above about increasing the quality of education, as can be seen in figure no. 1 military education system must be "coupled" to external social and institutional order, the processes of training, education and learning is necessary to

be oriented both to specific organizational valences and especially to valences "outside" of the military environment. Learning outcomes must be found in knowledge, abilities and practical skills as a dual applied possibility (military and civilian), the specificity of the operational function of subsequent employment, can be covered in a complementary manner by developing a vocational "career" education, and express oriented on assigned tasks. From this, the normal pattern of adaptation of military education to new realities and economic, social and cultural challenges can be configured in accordance with the vision expressed by the figure 2.

Currently, the perception of military career reflects as an individual argument, only during recruitment and selection processes, practically the image and perception of military career being isolated and targeted exclusively inward, based on "elitist" criteria. "Isolation" of career evolution for military personnel is no longer a viable solution, intensive and extensive increase of relations with the outside labor market, based on the promotion of "export" of military value through consistent and efficient migration of highly qualified human resources from the military to the civilian and vice versa, can be a correct and consistent solution to improve the real image of the institution of the army on a human resources market at a national level.

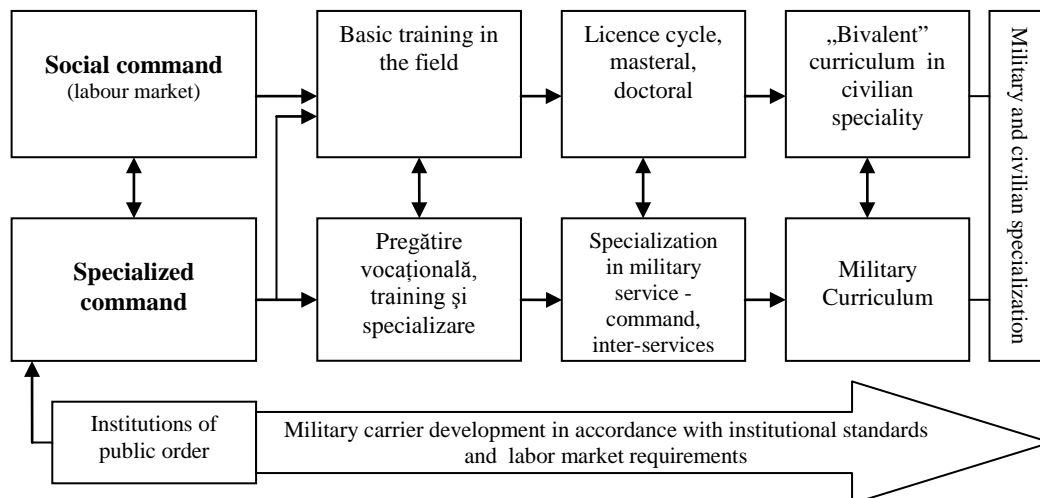


Figure 2: Model of “adapting” the military education requirements to the real needs of the labor market

Actions to improve public perceptions of military career must be filled with concrete methods and techniques to increase staff mobility and inclusion on the labor market.

Diagram in figure no. 3 presents the main issues underlying real improvement in public perceptions of the military career and military life in general.

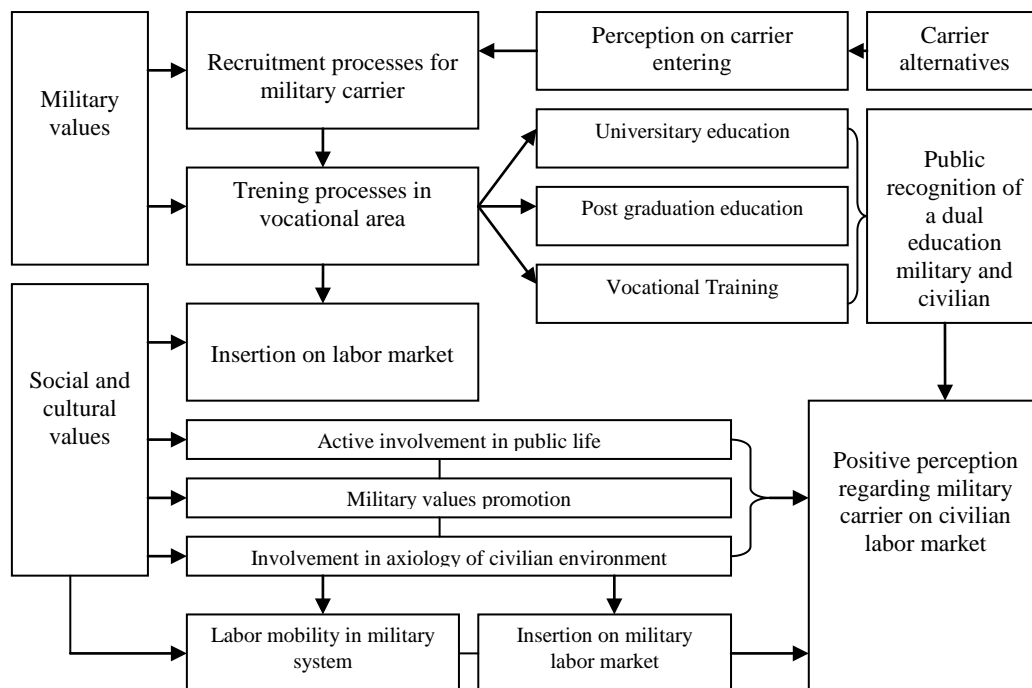


Figure 3: Matrix for determining the insertion of human resources from the military system on the labor market

Thus, there are, in addition to the prerogatives of promotion and cultivation of military values, a series of instruments concerning the implementation of the elements of interdependence with the values of the civil environment, resulting in not only improving the selection and recruitment processes, but rather the creation of a positive perception on the military career, through public recognition of multidisciplinary specialization coherence of the military personnel in relation to fundamental values and specialized labor market. In the reform initiated on the Romanian education, military education is likely to immediately circumscribe to the qualitative objectives recently established

by the EU (the Lisbon Strategy and Bologna Process) and the strategies defined through political programs of national government, with the possibility to compete for a starting point "zero", with the entire educational system in our country. The success of the improvement of qualitative dimension of the military system in relation with the Romanian society will depend, however, in a big part, of the way the military education will be able to harmonize their individual institutional goals with individual goals and with the economic, social and cultural needs of society, so to fully match the dynamic requirements and standards of the labor market.

CONCLUSION

Considering the efficient collaboration with the labor market, the reform of the military education in its qualitative dimension, should be oriented towards four vectors, namely:

- Improving the recruitment and selection processes and orientation of the military education to the student;
- Adaptive correlation of the objectives of the military educational process with institutional standards and the real requirements of the labor market, on the principle of bivalent specialization;
- Adaptation of learning outcomes to the requirements of the beneficiaries through the formation of labor skills and practical-applicative abilities;
- Active involvement in promoting military values in Romanian society.

By promoting a bivalent perspective in academic training in the military field, the military could demonstrate, with favorable evidence for growth of opting for a military career, the orientation towards the student. A wide selection base can provide, alternatively, can direct the orientation of some of the graduates to the civil environment in the form of "external promoters" of the military career values, able to prove the quality of military education in the work field. Generalization of the two values of academic preparation, namely the military and civilian, proposes that based on the model of the Military Technical Academy and "Mircea cel Batran" Naval Academy (which trains within the same institution graduates in both military and civilian specialties), military higher education institutions to contribute to education "opening" to the labor market by creating real alternatives to military careers.

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