

ZOLTÁN VÖLGYI¹**Psychological Aspects of Military Training****A katonai kiképzés pszichológiai aspektusai****Abstract**

The psychic endurance of soldiers taking part in military engagement has a substantial influence on the success of the military force. Consequently researchers pay increased attention to examining the collective and personal factors of military action, in the course of which the identification of stimuli evoking behaviour and the mitigation of their influence on the psychic function is of utmost importance. The first part of the article introduces the life threatening stressors in direct contact with military operations and the related complex emotional reactions. Next the author enumerates protective factors which can be target areas of trainings involving conscious psychological developments.

Key words: direct stressors, emotional reaction, combat motivation, combat cohesion, morale

Absztrakt

A harcérintkezésben résztvevő katonák pszichés állóképessége nagy mértékben befolyásolja a haderő sikerességét. Ennek megfelelően a kutatók növekvő figyelmet fordítanak a katonai műveletek csoportos és a személyi tényezőinek vizsgálatára, melyek során lényeges feladat a viselkedést kiváltó ingerek azonosítása, valamint ezek pszichés működésre gyakorolt hatásainak csökkentése. A cikk első részében a harctevékenységgel közvetlen kapcsolatban levő életveszélyt okozó stresszorok és az ehhez kapcsolódó komplex érzelmi reakciók kerülnek bemutatásra. Ezt követően olyan védőfaktorokat sorol fel az író, melyek célterületei lehetnek a tudatos pszichológiai fejlesztéseket tartalmazó kiképzéseknek.

Kulcsszavak: pszichológiai felkészítés, közvetlen stresszorok, érzelmi reakció, harci szellem, csapatösszetartás, morál

¹ Nemzeti Közszolgálati Egyetem, Hadtudományi és Honvédtisztképző Kar – National University of Public Service, Faculty of Military Science and Officer Training, E-mail: volgyi.zoltan@uni-nke.hu
ORCID: [0000-0001-5779-9536](https://orcid.org/0000-0001-5779-9536)

INTRODUCTION

War induced psychic injuries have been recorded since the middle ages. Beside the literary descriptions, the 19th century saw the evolvement of the medical diagnostic categories, and then treating the growing number of psychic problems caused by the horrors of World War II also became important. In the beginning redeployment was the main aim. Commanders refused to accept the opinion that mental collapse can also be the reason for being unfit for fight. However, with the development of psychology, the recognition became acknowledged that beside somatic injuries the psychic state also substantially determines operability. Since World War II military forces all over the world consciously apply psychology in selection and in screening for different tasks. Nevertheless, selecting the individuals with the adequate competencies and the lack of excluding ones do not always ensure appropriate effectivity on the area of operation. It is also necessary to carry out a complex development with theoretical and practical elements comprising both tactical training and adjusting the personal factors to the tasks. Thus, for today, psychological preparation has become an important component of military training.

Psychological preparation means the development of the soldiers' psychic endurance. Beside general psychological skills development, recognition and effective treatment of special military task performance related psychic activities is carried out especially by small group training methods.

The psychological preparation is indispensable for every member of the staff serving either at home or abroad, but it is of extraordinary importance in the case of soldiers who take part in continuous, life threatening combat situations. For units of such target themes the general psychological endurance is complemented by special requirements, the instalment of which into the training system is of utmost importance. In this field the attention of the researchers is mostly focused on the special operation forces, however, in my opinion each and every soldier serving on areas of operation is exposed to potential danger. Considering the special operation forces, in my opinion, the psychological preparation should be carried out in the third phase of the training system recommended by Forray László, where the aim is : „...to create such operational soldier who is able to perform his individual special task in the theatre (armed, engineer, paramedic, signal) under the formerly described complicated circumstances.”²

I consider the collocation „complicated circumstances” mentioned by Forray very important, which, in my understanding means that in theatre operation greatly differs from the protected training environment, since the activity is greatly influenced by stress. In the light of this, the effectivity and the speed of the performance of weapon use, weapon handling and field movements mastered during the training can be modified by the psychological preparedness and stress fighting potential of the individual.

² Forray, László: The Developmental Possibilities of Training and the Preparation of the Hungarian Special Forces Soldiers, *Hadtudományi szemle*, 67. (2011/2) 63-73.

As opposed to the trainings, on the areas of operation the soldiers are bound to encounter numerous unknown and unforeseeable factors, resulting in insecurity, which in turn greatly influence behaviour, evoking basic psychological mechanisms in them³. Below I will examine the psychological components which influence the emergence of the above mentioned mechanisms and which deserve attention during the development of the training system. First I will introduce the most remarkable factors causing insecurity, in other words stressors, and I will take a special look at the psychic processes which are connected to life threatening situations. In the second half of the article I will describe the factors which can decrease the feeling of insecurity and as a result should be consciously used in the course of military training.

STRESSOR – STRESS

The term stress was coined by Selye János. Since then the definition he created has been completely accepted in the world of science. According to the theory stress is “the non-specific response of the body to any demand for change”⁴. The theory shows that appearance of stimuli other than what we are used to induces changes in the organism, which have physiological and mental signs as well. It is the stressor i.e. a stimulus, which evokes the stress response of the body. Unknown stimuli, which decrease the quality of life, and threaten life, create a feeling of insecurity, so the response (stress) in extreme cases can result in complete freezing down, in becoming unable to react.

From the point of view psychological preparation there are two types of stressors, which differ both in the duration of their development and in the expected forms of behaviour. Distinguishing them is important from a practical point of view, since the different stress generating situations require different methods of preparation.

1. Sudden and/or unexpected extreme stressors, which are explicitly in connection with military engagement and pose *direct threat to life*: may result in injury or death of the individual or his comrade, and can only be avoided by activity (firefight, explosion, etc.) This corresponds to the „sudden exposure stress” described by Moore – Reger – Greg⁵ ;
2. Stressors of smaller impact but of longer prevalence in the area of operations *indirectly connected to engagement*. They do not pose threat of death or injury, but they have a significant influence on the individual’s emotions, motivation and through these on his behaviour (distance from loved ones, accommodation-

³ Bolgár Judit: The Behavioral Psychological aspects of Ethical Dilemmas, Especially the Phenomenon of Cultural shock, Egyetemes értékek lehetősége nemzetközi konferencia kiadvány, 68-69. (2008) 63-71.

⁴ Selye, János: Stressz distressz nélkül, Akadémiai Kiadó, Budapest, 1976, 25.

⁵ Moore, Bret A., Reger, Greg M (2007): Historical and contemporary perspectives of combat stress and the Army Combat Stress Control Team, Combat stress injury: Theory, research, and management, 6. (2007) 161-181.

provision, foreign environment, deprivation, etc.) According to the terminology of Moore – Reger – Greg this is „cumulative exposure stress”⁶.

Stressors experienced in the area of operations, which are not directly connected to engagement can be categorised as follows:

- Problems in the family and private life (difficulties arising in family or among friends prior to or during mission, or problems stemming from experiencing these);
- Problems with hinterland (problems of public life, politics and workplace);
- Difficulties connected to foreign environment (different cultural, hygienic and environmental factors);
- Relationship with colleagues (conflicts, lack of trust);
- Relationship with superiors (trust, connection, judgement);
- Work-related problems (workload, monotony, motivation, responsibility);
- Difficulties relating to living circumstances (problems of accommodation and provision)⁷.

From the point of view of their psychological effect it is not necessary to distinguish between the two stressors, but it is obvious that during the phase of preparation different methods are required to decrease their negative washback. Preparing for stressors experienced in the area of operations, which are not directly connected to engagement can be done on the one hand by imparting knowledge, team building, training skills and leadership functions, and on the other by learning and practising stress decreasing techniques⁸. However, in the case of stressors directly connected to engagement it is more difficult to determine the exact training goal. Most researchers recommend training methodology which corresponds to real life situations in order to mitigate this type of stress.

DIRECT STRESSORS OF MILITARY ENGAGEMENT

When presenting the stressors connected to engagement in the previous chapter, two types of stressors were distinguished. One comprises stressors not directly connected to engagement, which do not definitely threaten life. The other constitutes stimuli and situations directly connected to engagement implying danger to life, and in my opinion, beside the death or injury of the individual and his comrades also the extermination of the soldiers of the opposing force. The psychological processes connected to direct stressors will be discussed in detail later.

FM 8-51⁹, the handbook of the American Army, which is decisive from the point of view of stress management, classifies the stressors in the theatre of operations as follows:

⁶ Uo.

⁷ Völgyi, Zoltán: The Psychological Aspects of Combat Stress, *Hadtudományi szemle*, 280-281. (2018/1): 270-286.

⁸ Bolgár, Judit (2003): *Sress in Peace*, *Humán Szemle*, 81. (2003/1) 79-87.

⁹ *Combat Stress Control In a Theater of Operations*

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

- environmental stressors (meaning environmental effects, which are outside the optimal limits from the point of view of the human organism, e.g. cold, heat, noise, dust, inappropriate light conditions, etc.);
- physiological stressors (problems arising from body functions e.g. sleep disorders, dehydration, illness, etc.);
- cognitive stressors (problems related to thinking e.g. lack of or abundant information, difficult decisions, time pressure, etc.);
- emotional stressors (arising emotions e.g. fear, distress, compunction, frustration, sadness, etc.).

Based on the above mentioned preparation focused differentiation, the emergence of life threatening stressors experienced in direct military engagement (attack, activities implying threat to life) entails the appearance of further serious reactions, which according to the classification of FM 8-21 come under the heading of emotional stressors, such as fear, distress, compunction. Seemingly there is a contradiction between the Selye-theory and the characterisation of the above mentioned publication, since according to Selye the stressor is the stimulus inducing stress, so in this case the object causing injury. On the other hand stress involves the emergence of emotions therefore fear and distress are not stressors, but the emotions accompanying stress. However, the thoughts and imaginations of the human mind, the possible events and the related emotions also evoke tension so can be considered as stressors. Consequently, in the course of the psychological preparations the character of the stressor is of key importance. The interpretation of Selye entails the tactical level development of the training whereas the emotional level requires a psychological approach. The main question is what the preparation should be aimed at and what methods should be used to reach that aim.

THE COMPLEXITY OF EMOTIONS

The complex character of the emotions experienced with stressors directly connected to military engagement makes it difficult to determine the related key points of the training. The essential part of complexity is that the soldiers aim at destroying the enemy. In my understanding emotional complexity means that the support and inhibition, which substantially affect the thinking and activity connected to fighting appear at the same time. Naturally, it is impossible to clearly separate emotions, yet it is necessary to distinguish certain factors from the point of view of the effectivity of the training. One part of the emotions is connected to our forces while the other part is connected to the opposing forces. The key to complexity is that the character and fighting task related sign of emotions show divergence:

- fear and distress connected to own or comrades' death or injury (orientation – own force, sign related to task – negative),
- attachment to comrades, ideologies, and ideas (orientation – own force, sign related to task – positive),

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

- killing another person is an unnatural task for a healthy personality (orientation – opposing force, sign related to task – negative),
- hate for the members of the opposing forces, and their ideology (orientation – opposing force, sign related to task – positive).

Several studies analyse the fact that in the course of wars when standing opposite each other soldiers fired very few targeted shots¹⁰. This can be explained by the psychological barrier in connection with killing another person. Nevertheless, it is easy to imagine that behaviour is determined by the complex nature of emotions.

However, it is certain that a healthy personality is significantly strained by the continuous engagement and the tension connected to the perception of himself, his comrades and the enemy, most of which have emotional motives, partly fear of death and distress, and partly ethical and moral inhibitions concerning taking the life of another person.

This is supported by the research conducted by Swank and Marchand, which relates that in the North-West European theatre of World War II 98% of the American soldiers who took part in continuous combat for over 60 days exhibited psychiatric illnesses. The remaining 2% was diagnosed with „aggressive psychopathic personality disorder”¹¹, which supports that enduring tension generated by military engagement poses difficulties for the healthy personality¹². If we misinterpret the data of the research, we might think that the military needs psychiatric patients to raise effectivity. However, it is important to mention the findings of another research, which negates this conclusion. In the course of their research, which involved examining American soldiers, Roy Ginker and John Spiegel found that only a small percentage of soldiers enjoy killing and chronic brutality. At the same time these extremely aggressive persons are unable to comply with instructions and military discipline, either in their thinking or in their acts, consequently they are unsuitable for teamwork, for carrying out organised tasks necessary in the theatre and for responsible action or for obeying orders¹³. Disregarding such requirements of military discipline is inconceivable in today’s modern warfare, since the members of a military unit are totally dependent on one another and a wrong decision can have far reaching consequences regarding the survival of the whole group.

COMBATIVENESS

The analysis of stressors, especially the ones which are directly in connection with military engagement led us to the complex assessment of emotions. Increasing the combativeness of soldiers is a basic element of military preparation, meaning that they should be able to

¹⁰ Jones, Franklin D., et al.: War psychiatry, Office of the Surgeon General (Army), Falls Church VA, 1995, 15.

¹¹ DSM-5 antisocial personality disorder characterised by aggression and lack of conscience.

¹² Jones, Edgar: The Psychology of Killing: The Combat Experience of British Soldiers during the First World War, *Journal of Contemporary History*, 239-240. (2006/2) 229-246.

¹³ Uo. 230.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

suppress the above mentioned inhibiting factors, at the same time enhance the will to fight. In the following I will examine the components of combativeness as the training target.

In the course of executing a military task the aim is to set back and halt the activities of another person or group directed against us or our units. This most often carries with itself the intention to injure or destroy the other person. This - in the literal sense of the word – is an aggressive act, which:

- is directly aimed at another person,
- involves a definite, directed action,
- can mean physical violence.

According to the classical definition „aggression is every deliberate action the motive of which is to cause either open or symbolic damage, injury or pain to somebody or something”¹⁴.

The research of aggression has two opposing psychological theories. According to one aggression is instinctive characterising man from the very beginning, while the other theory regards it as a reaction attained by social learning. The first theory was brought forward by biological research and the study of animal behaviour, but its most remarkable representative renowned for his psychological work was Sigmund Freud, who regards it as a projection of the death instinct to another person. The other theory linked to the name of Albert Bandura considers behaviour as the result of socialisation. It has become the starting point of research as a social learning model. These two psychological theories had their impact on the method of military training, and determined the way of „incitement to fight”. The first serious studies on this issue advocated the instinct based view and sought to prove that for soldiers killing is a liberating feeling, which causes pleasure, so training should just unchain aggression. According to Niall Fergusson soldiers fighting in World War I considered the dangers of war interesting and cheerful. In her book *In an Intimate History of Killing* Joanna Bourke mentions that according to some civilian eye witnesses the soldiers enjoyed killing, but adds that the recruits were aversive in the beginning. In her opinion a military unit as a group encouraging „aberrant” behaviour has an immense effect on the behaviour of the individuals regarding murder. Theodore Nadelsen shares this opinion. According to him, having defeated the initial aversion, some experienced excitement similar to sexual arousal, when they could unchain their desire to kill. At the same time, based on his interviews with veterans he rejects Bourke’s view that soldiers who were not allowed to kill exhibit increased psychological problems¹⁵. According to the above theories, killing another person does not pose a real problem for people, all there is to do is to destroy the barrier erected by socialisation in order to be able to extinguish the life of the enemy. This standpoint determined the methodology of military training. Drill-sergeants widely applied humiliation and

¹⁴ Ranschburg, Jenő – Popper, Péter: Személyiségünk titkai, Saxum Könyvkiadó Kft., Budapest, 2012, 209.

¹⁵ Jones, Edgar: The Psychology of Killing: The Combat Experience of British Soldiers during the First World War, *Journal of Contemporary History*, 229-230. (2006/2) 229-246.

intimidation, which according to ideology destroys every human feeling in the soldiers, that is, destroys the barrier for killing created by socialisation.

Samuel Lyman Atwood Marshall's publication brought a radical change in the approach of the issue. Based on the interviews he prepared with riflemen of the American Army serving in World War II, he concludes that 15–20 % of the soldiers fired targeted shots¹⁶, which raises the question if it is really enough to destroy the barrier erected by socialisation.

The emergence of analyses, research and debates dealing with taking human life are connected to the age of mass wars. The reason for this on the one hand is technical development, which raised murder to a professional level, on the other hand the appreciation of humanity, which resulted in broadening social sciences and the gradual strengthening of psychology as science. Jones draws attention to an interesting fact in this respect. Several data prove that with the development of weapon systems face-to-face fighting resulted in less fatality while artillery fire or the use of grenades killed much more victims. According to Jones murder became easier in the psychological sense¹⁷. Consequently, combativeness cannot be explicitly connected to aggression. A new term, dehumanisation, was introduced, which means that fighting soldiers do not consider enemy soldiers as humans, they depreciate them and they regard the opposing party as of less value. This was facilitated by the lack of contact, avoiding the others' eyes, the others' personality.

COMBAT MOTIVATION

The strengthening of research and observations regarding combativeness can be attributed to the emergence of two strongly related factors. Both are in connection with the increase of firepower and the development of weapon systems.

1. Successful military operations called for „more offensive mentality”¹⁸. The study of human psyche was expected to create the practice of more offensive mentality, thus the concept of the so called „psychological battlefield” started to develop¹⁹.
2. The view that everybody is able to utilize their full capacity had become more and more widespread. The first remarkable evidence of that came from the extraordinarily great number of psychological problems experienced in the 1942–43 North African campaign²⁰. Due to the appearance of several war inflicted psychological and psychiatric disorders and illnesses beside their treatment the explanation of their reasons, mitigating the possibility of their emergence and thus the role of training became very important.

¹⁶ Uo. The research is considered as basic paradigm by some, while others are trying to negate it. However, it is certain, that regarding training it had organisational development effects.

¹⁷ Uo. 237.

¹⁸ Uo. 234.

¹⁹ Uo. 234.

²⁰ Wessely, Simon: Twentieth-century Theories on Combat Motivation and Breakdown, *Journal of Contemporary History*, 274-275. (2006/2) 269-286.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

The majority of the investigations was trying to find an answer to the question of what influences people's motivation to engage in fighting. This led to the introduction of the concept of combat motivation, which is an impulse that forces the soldier to face the enemy, or the intention which starts the soldier off to fight regardless of the dangers²¹. The training targets presented in the first part of the article had changed. The aims accepted earlier – reducing the emotions of the soldier, enhancing aggression – were not really successful in modern warfare.

Dirk Oetting, German general defined the factors which, according to him, increase combat motivation. Below are the most important ones that in his opinion directly influence the increase of combat motivation:

- the direct superior,
 - legitimating the aim,
 - trust
 - appropriate group cohesion²².
1. The influence of the commander's work is of extraordinary importance from the point of view of the unit's functioning. A commander does not only control his team, but also looks after them, and provides example with his behaviour and expression. This example greatly determines the attitude of the subordinates, the way they carry out their tasks and also the connections within the group. The responsibility of the commander in creating and sustaining combat motivation goes without doubt. As a result of small group leadership the commander has much greater oversight of the individual driving power, strengths, and areas to be developed. He also has greater influence on the functioning of the group due to the simpler character of the group-dynamic processes.
 2. The more the soldiers are ready to believe in the legitimacy of the cause represented by their military force, the more committed they become to it. This is a good example of the rate of identifying with the ideology. The German soldiers' conviction about the legality of the war resulted in their extraordinary loyalty. The opposite of this can be observed in the Vietnam War, where the initially committed American soldiers questioned the legitimacy of the war after the idea itself became questionable. It is important to note that in both cases the feeling of legitimacy is greatly influenced by the political regime and the social opinion, and also that the effect of religious, cultural and ethnical conviction also urges that the legitimacy should be acknowledged as a factor increasing combat motivation. Just think of the terrorist acts committed because of fanatic religious motives.

²¹ Rodrigues-Goulart, Fernando (2006): Combat motivation, *Military Review*, 94. (2006/6), 93-96

²² Oetting, Dirk: The Motivation and Combat Value: The Soldier's behavior in the War, *HM Oktatási és Tudományos Főosztály*, 1993, 41.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

3. Weaponry believed to be effective results in self-confidence, which in turn greatly increases combat motivation. Besides, if the soldiers trust their equipment, the judgement of their superior, their comrades and their own abilities, they see a greater chance of victory. Opposing forces are fast to assess each other's weapons and weapon systems, which can serve as a tool for deterrence. The attitude to fighting greatly determines how possible the soldiers consider success.
4. Group cohesion means the connection between the individuals. Man is a social creature, so his behaviour is greatly influenced by the reaction of the individuals around him. This is especially true in an environment where the emotional arousal level is elevated, and a certain kind of excitement appears. In this cases very often it is not rationality that leads the behaviour of the group, but the change of the group's mood. Just think of the aggressive mass movements.

From among the Oetting factors hereafter I am going to deal with group cohesion. I will examine its psychological elements and will point out its importance through the methods applicable in the course of training. I will present the multidimensional interpretation, of the concept of combat cohesion, its broadening and connection to morale, which also determines combat motivation.

COMBAT COHESION

According to Syrianus, the Greek scientist, motivation is greatly influenced by cohesion. In his terminology this is identical with organisation. He gives a detailed description of the phalanx, the unit of the ancient Greek military, which was a close military group. Syrianus attributed their success to good organisation, and to the fact that soldiers of different capabilities were employed in the most appropriate positions²³. This opinion determined the course of military training for a long time. The importance of practice and accurate preparation are naturally unquestionable and due to their self-confidence building ability they greatly determine combat motivation.

According to Siebold, however, along with what was mentioned above, social cohesion is also an important element of group cohesion, the development of which in the training period is of great importance, and which keeps developing in combat²⁴.

This is supported by Leonard Wong, who interviewed American soldiers in this topic. In his research he proves that the respondents partly take part in fighting because of the responsibility they feel towards their comrades and towards the group. The research showed the remarkable opinion, that the trust among comrades is an important constituent of their

²³ Whatelly, Conor: Combat Motivation and Cohesion in the Age of Justinian, preprint of a book chapter, 2017, 4.

²⁴ Wessely, Simon: Twentieth-century Theories on Combat Motivation and Breakdown, Journal of Contemporary History, 279. (2006/2) 269-286

attitude towards fighting²⁵. Siebold' ideas were extended several times later. Rand in 1993 stated that beside social cohesion, task cohesion also has a decisive role in the development of combat motivation²⁶.

MORALE

By the 20th century the prevailing opinion was that beside task related cohesion, the bond between individuals, there are other factors which have influence on shaping the attitude to fight. Studies by researchers more and more often refer to combat morale. First and foremost it must be clarified that the expression combat morale does not have the same meaning as the traditional understanding of morale and ethics. It specifically means the atmosphere and attitude within the group.

Below I present some definitions explaining combat morale:

1. It means the „condition or attitude of the group or the individual before starting to accomplish the task”²⁷.
2. According to the definition of John Baynes „enthusiasm and endurance manifested by the group when taking part in the predetermined activities.”²⁸.
3. Frederick Manning defines it the following way: „the manifestation of cohesion and team spirit... cohesion: binding among the members of the unit in a way to sustain their will and commitment towards each other, the team and the goals set.”²⁹

All three definitions consider morale to unequivocally contribute to enhancing military action, on the one hand because of the emotions towards the team mates, on the other hand due to the commitment felt for the organisation and its goals.

I find it important to distinguish combat motivation from combat morale. Both terms relate to the attitude to fight, but while combat motivation considers the positive emotions from among the earlier analysed complex emotions as its main aim, consequently strengthening the bond to own forces and the hatred for the enemy, at the same time rejecting negative feelings, morale in my understanding is a wider category. Morale includes both positive and negative emotions in connection with attacks threatening own forces and with enemy soldiers.

Increasing combat motivation can be achieved by stepping up aggression, strengthening revenge, building dehumanisation. The psychic processes discussed above can start spontaneously, in a natural way as a result of the stressors encountered in the course of engagements. However, in the wars of the 21st century free flow of emotions and the un-

²⁵ Wong, Leonard: Combat Motivation in Today's Soldiers, *Armed Forces & Society* 661. (2006/4) 659-663.

²⁶ Wong, L., Kolditz, T. A., Millen, R. A., & Potter, T. M.: *Why they fight: combat motivation in the Iraq war*, Army War Coll Strategic Studies Inst Carlisle Barracks Pa, 2003, 4.

²⁷ Rodrigues-Goulart, Fernando: *Combat motivation*, *Military Review*, 94. (2006/6), 93-96.

²⁸ Catignani, Sergio: *Motivating soldiers: the example of the Israeli defense forces*, *Parameters*, 110. (2004/3), 108-121.

²⁹ Uo.

controlled presence of the above mentioned processes are inadmissible. Identifying hostile groups, distinguishing them from innocent civilian population is a very difficult task, consequently destroying supposed targets can result in civil casualties. This later can lead to problems of conscience and psychic illnesses.

The definition of morale complements the notion of combat motivation with the acknowledgement of the task related negative feelings of the soldiers. Due to the characteristics of contemporary warfare, it is a very important task for modern training to acknowledge conscience problems and negative feelings related to killing and fear and desperation connected to own force as natural human factors. The above mentioned problems are accompanied by the great dilemma of training. Soldiers must be trained for tasks which in combat circumstances are completely different from the behaviour expected in peacetime. The expected behaviour in the operational area is taking of life, which in the civil sphere gets the most serious punishment. This can leave psychic mark after returning home.

It is obvious that this is a very delicate area, and regarding the complexity of emotions, control is a very important keyword. In this context trainings are expected to build a controlled, active, attitude void of extreme emotions to military engagement.

CHANGING OF MORALE

The subject of this article is to examine the military trainings from a psychological aspect, the central question of which is the possible manner and methods used to encourage willingness to enter into military engagement. Building morale as introduced in the previous pages is of key importance. In this respect in order to reach the required effect the joint application of both long term and short term interventions are necessary. In my opinion strengthening the expected morale can be achieved by the following methods.

IMPROVING ORGANISATIONAL CULTURE

Engen coined the „*regimental pride*” term, which means the pride connected to belonging to a unit³⁰. This is a strong vocation which strongly determines the behaviour of the group members. The behaviour, way of thinking, and commitment of the predecessors does not only provide a model for the group members, but belonging to the group also means certain obligations. The behaviour of the individual and the group is controlled by formal and informal rules. Every unit has heroes to be proud of. Recalling their activities and publicising them, also building and strengthening traditions connected to them exerts its influence on morale through organisational culture, and thus determines the required behaviour. Customs of how members of the group react to a stimulus with behaviour appropriate to

³⁰ Whatelly, Conor: Combat Motivation and Cohesion in the Age of Justinian, preprint of a book chapter, 2017, 9.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

morale will be built and fixed. Creating identification with and pride of the group is of determining character thus it has to be continuously present in the group's life on a daily basis.

CONNECTIONS

Relationships within the group play an important role in building morale. By creating the appropriate contact we do not only achieve the effectivity of communications, and a decrease of conflict situations, but an increase of the trust and commitment of the team members towards each other. Commitment increases the fighting spirit and decreases the effect of stressors based on supportive companionship. Functioning of the group can be modified by the tools of social psychology. Every group has a so called central figure, who plays a central role, whose attitude and opinion is decisive for the others. These persons have outstanding responsibility in building morale. As opposed to them, people on the edge of the group with only few connections marginalise, and in their case increased emotions and uncontrolled behaviour is often discernible. Thus the group functions as a protective factor in the life of the soldiers. It is important to find the central figures in the group because they can help to make the group accept and take on board the expected attitude. In addition, developing the group members' social skills like sensitisation and their mastering communication and crisis management techniques clearly enhance performance on the area of operations. For this the use of small group training is recommended³¹.

COMMAND AND CONTROL

Beside the horizontal connections the vertical bond is of decisive importance, the determining element of which is the immediate commander. The responsibility of building morale is unambiguous regardless of the level of leadership. It is the commander leading the smallest subunit who has the greatest influence on building the expected behaviour. His example, and his creating and consistently enforcing expedient rules are necessary to achieve the desired result. Beside all these, on the basis of modern leadership theories, situative leadership also characterises the effective commander. This means that the commander's behaviour depends on the personality factors and motivations of the subordinate. That is why the selection and training of the commander is of utmost importance.

CLEAR RULES

Emotion guided behaviour on the theatre can later result in guilty conscience. Sudden thirst for revenge or hatred, may be fear can bring about such methods of operation which can lead to uncalled for death, cruelty, or other acts unaccepted by society. Thus, regimental pride and commander's leadership as a controlling factor are very important elements of

³¹ Szekeres, György: Training Experiences on University of National Defence The Analysis og The Listener Opinion with a Psychological Viewpoint, *Hadtudományi Szemle*, 90. (2009/2) 89-100.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

building and enforcing definite and clear rules. The effectivity of the military engagement is increased by rule making partly because of learning and following the tactical elements, by breaking down the tasks and allocating them to individuals and partly because it gives the feeling of security to the soldiers, it creates a sort of order in chaos, provides known in the unknown.

SITUATIVE TRAINING

The feeling of insecurity mentioned earlier can be decreased by the training method called „drill”. Besides being a learning method, it also serves cohesion and increases the feeling of belonging to the group, thereby results in building a sense of identity³². Moreover, it strengthens the trust of the group members in each other, in their equipment and in their weapons. The essence of this method is that during the training the participants are forced into realistic situations where they ingrain the most appropriate behaviour. The key to effectivity is continuous repetition to create the proficient behaviour to react. During the process it is very important that the authenticity of the circumstances and the actors personifying the opposing force are well devised³³.

IMPARTING KNOWLEDGE

The feeling of insecurity is greatly influenced by the unknown environment, accommodation, feeding, culture, habits, lifestyle different from the usual, the possibility and quality of keeping in touch with relatives and friends back home. These stressors are not directly related to military activities, but they can have a very strong effect on the psychic functions, which divert attention in the theatre and cumulatively can cause serious problems. In the case of stressors directly connected to military activities the amount of tension can be greatly decreased by prior preparation. The recommended form for this are well organised interactive trainings conducted within formal frames in small groups.

INDIVIDUAL DEVELOPMENT

Apart from the group trainings mentioned above the individual level is also very important. Man is a social creature, so his behaviour can be influenced by the group, but his attitude is also affected by individual traits. Recognising emotions, mapping the individual drivers and impediments lead to a better result in the course of a private relationship. Apart from the factors mentioned above in my opinion it is very important to build self-confidence for which it is indispensable to raise the awareness of the individual strengths, and to identify the

³² King, Antony: The word of command: Communication and cohesion in the military, *Armed Forces & Society*, 494. (2006/4) 493-512.

³³ Völgyi, Zoltán: Experiences and advantages of situation based preparation in case of Afghanistan deployed soldiers, *Honvédtudomány*, 45. (2011/1-2), 44-55.

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

areas to be developed. Beside the above, the aim of individual development is to map the soldiers' resistance to stressors and to tailor and conduct their development accordingly.

SUMMARY

21st century warfare entailed the change of military training methods. Among this changes psychology as a science is getting more and more important. Military psychology apart from screening has also become part of training, creating new possibilities for scientific research, one of the key elements of which is disclosing and studying the cognitive and emotional factors related to activities in the theatre. Examining the emotions linked to combat stress we can distinguish different groups, which in their orientation are either connected to own or opposing forces and with respect to their sign they can be grouped into combat related positive and negative categories. The notion of morale emerged from the complex understanding of emotions and it mostly refers to the attitude to fight as an activity.

In building morale it is of utmost importance to pay special attention to the factors that have influence on the soldiers' later life. Among them are the problems of conscience connected to taking the life of blameless, innocent people, or extreme fear. It is impossible to obliterate these factors, but mitigating them greatly enhances the soldiers' attitude to military activities and their reintegration to normal life after returning home. The most important thing from the point of view of morale is that a controlled but active attitude should be built towards military engagement, which is void of extreme emotions. In the course of development the organisational culture, the groups of the sub-units and the individuals are all targeted. The requirement is to apply the methods which are the most appropriate to the mentioned levels and which most effectively support the goal to be achieved. This organisational development involves the method of training in small groups and the psychological tool of individual consultation.

BIBLIOGRAPHY

1. Bolgár, Judit: The Behavioral Psychological aspects of Ethical Dilemmas, Especially the Phenomenon of Cultural shock, *Egyetemes értékek lehetősége nemzetközi konferencia kiadvány*, 68-69. (2008) 63-71. Available: https://www.vhf.hu/sites/default/files/dokumentumok/rendezvenyek/2013/etikai_konf_2008.pdf (Downloaded: 2018. 08. 27.)
2. Bolgár, Judit: Stress in Peace, *Humán Szemle*, 81. (2003/1) 79-87.
3. Catignani, Sergio: Motivating soldiers: the example of the Israeli defense forces, *Parameters*, 110. (2004/3), 108-121. Available: <http://ssi.armywarcollege.edu/pubs/parameters/Articles/04autumn/catignan.pdf> (Downloaded: 2018. 08. 14.)
4. Engen, Robert (2011): S.L.A. Marshall and the ratio of fire history, interpretation, and the Canadian experience. *Canadian Military History*, 20 (4), pp: 39-48 Available:

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

- <http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1571&context=cmh> (Downloaded: 2018. 08. 07.)
5. [FM 8-51 Combat Stress Control In a Theater of Operations \(1998\) Headquarters Department of the Army](http://www.bits.de/NRANEU/others/amd-us-archiv/FM%208-51%2898%29.pdf). Available: <http://www.bits.de/NRANEU/others/amd-us-archiv/FM%208-51%2898%29.pdf> (Downloaded: 2018. 08. 06.)
 6. Forray, László: The Developmental Possibilities of Training and the Preparation of the Hungarian Special Forces Soldiers, *Hadtudományi szemle*, 67. (2011/2) 63-73 Available: http://archiv.uni-nke.hu/downloads/kutatas/folyoiratok/hadtudomanyi_szemle/szamok/2011/2011_2/2011_2_hm_forray_laszlo_63_73.pdf (Downloaded: 2018. 08. 06.)
 7. Jones, Edgar: The Psychology of Killing: The Combat Experience of British Soldiers during the First World War, *Journal of Contemporary History*, 230. (2006/2) 229-246. Available: https://www.researchgate.net/profile/Edgar_Jones2/publication/237804703_The_Psychology_of_Killing_The_Combat_Experience_of_British_Soldiers_during_the_First_World_War/links/00b7d52cbbcff98705000000/The-Psychology-of-Killing-The-Combat-Experience-of-British-Soldiers-during-the-First-World-War.pdf (Downloaded: 2018. 08. 07.)
 8. Jones, Franklin D. et al.: War psychiatry, Office of the Surgeon General (Army), Falls Church VA, 1995.
 9. King, Antony: The word of command: Communication and cohesion in the military, *Armed Forces & Society*, 494. (2006/4) 493-512. Available: <https://ore.exeter.ac.uk/repository/bitstream/handle/10036/68355/milcomms3.pdf?sequence=1> (Downloaded: 2018. 08. 15.)
 10. Moore, Bret A. – Reger, Greg M (2007): Historical and contemporary perspectives of combat stress and the Army Combat Stress Control Team, *Combat stress injury: Theory, research, and management*, 6. (2007) 161-181. Available: <http://www.stress.org/wp-content/uploads/2011/08/Historical-and-Contemporary-Perspectives-of-Combat-and-Operational-Stress.pdf> (Downloaded: 2018. 01. 12.)
 11. [Oetting, Dirk: The Motivation and Combat Value: The Soldier's behavior in the War, HM Oktatási és Tudományos Főosztály, 1993, 41.](#)
 12. Ranschburg, Jenő – Popper, Péter: Személyiségünk titkai, Saxum Könyvkiadó Kft., Budapest, 2012.
 13. Rodrigues-Goulart, Fernando: Combat motivation, *Military Review*, 94. (2006/6), 93-96. Available: https://www.armyupress.army.mil/Portals/7/military-review/Archives/English/MilitaryReview_20061231_art016.pdf (Downloaded: 2018. 08. 07.)
 14. Selye, János: Stressz distressz nélkül, Akadémiai Kiadó, Budapest, 1976, 25.
 15. Szekeres, György: Training Experiences on University of National Defence, The Analysis of the Listener Opinion with a Psychological Viewpoint, *Hadtudományi Szemle*, 90. (2009/2) 89-100. Available: http://epa.oszk.hu/02400/02463/00005/pdf/EPA02463_hadtudomanyi_szemle_2009_2_089-100.pdf (Downloaded: 2018.08.27.)
 16. Völgyi, Zoltán: Experiences and advantages of situation based preparation in case of Afghanistan deployed soldiers, *Honvédeorvos*, 45. (2011/1-2), 44-55. Available:

HADTUDOMÁNYI SZEMLE

2018. XI. évfolyam 4. szám

www.honvedkorhaz.hu/container/files/attachments/321/honvedorvos_2011_1_2.pdf (Downloaded: 2018. 08. 15.)

17. [Völgyi, Zoltán](#): The Psychological Aspects of Combat Stress, *Hadtudományi szemle*, 280-281. (2018/1): 270-286. Available: http://archiv.uni-nke.hu/downloads/kutatas/folyoiratok/hadtudomanyi_szemle/szamok/2018/2018_1/18_1_tt_volg_yiz.pdf Downloaded: 2018. 08. 06.)
18. Wessely, Simon: Twentieth-century Theories on Combat Motivation and Breakdown, *Journal of Contemporary History*, 274-275. (2006/2) 269-286. Available: <https://www.researchgate.net/publication/249710057> (Downloaded: 2018. 08. 07.)
19. Whatelly, Conor: Combat Motivation and Cohesion in the Age of Justinian, preprint of a book chapter, 2017. Available: <http://winnospace.uwinnipeg.ca/bitstream/handle/10680/1451/Combat%20Motivation%20and%20Cohesion%20in%20the%20Age%20of%20Justinian.pdf?sequence=1&isAllowed=y> (Downloaded: 2018. 08. 08.)
20. Wong, L. – Kolditz, T. A. – Millen, R. A. – Potter, T. M.: Why they fight: combat motivation in the Iraq war, Army War Coll Strategic Studies Inst Carlisle Barracks Pa, 2003. Available: https://books.google.hu/books?id=a_ibaNGqeJ4C&pg=PA18&lpq=PA18&dq=why+they+fight&source=bl&ots=Rt1YVE5vh_&sig=dXVb7HJ5SdqHyC-LiSoTwZJ5fJg&hl=hu&sa=X&ved=2ahUKEwiM-czZ9NXcAhUCEVAKHYNXAPg4ChDoATACegQICBAB#v=onepage&q=task&f=false (Downloaded 2018. 08.09)
21. Wong, Leonard: Combat Motivation in Today's Soldiers, *Armed Forces & Society* 661. (2006/4) 659-663. Available: http://archive.palmcenter.org/files/active/0/2006_0925-Wong_critique.pdf (Downloaded: 2018. 08. 08.)