

UDC 355.23:351.743

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MODELING OF DECISION-MAKING PROCESS IN PRE-DEPLOYMENT TRAINING OF MILITARY AND POLICE PEACEKEEPING PERSONNEL

The article analyzes the needs for human resources development for peacekeeping activity based upon statistics data as to the personnel number engaged in peacekeeping missions, method of anticipation, service peculiarities in peacekeeping missions, changes in economic and political situation of the state. Elements of the development strategies of specialized higher educational establishments are presented. The scientific and methodical approach to stimulate employees to combat and everyday service through vocational training and education has been improved. Modeling of decision-making process in pre-deployment training of military and police peacekeeping personnel is suggested.

Keywords: development of human resources; peacekeeping activity; modeling of process; decision-making; specialized professional education.

Problem setting. The formation and development of human resources for their use in service and combat activities depends on the demographic processes that are characterized by a decrease of the total population of Ukraine, particularly of the male population in a conscript age group. The dynamics of these parameters are affected by health deterioration, birth-rate decline and external migration. Insufficient funding into military security sector as one of the public benefits, lack of adequate incentives to service and combat activities affected the state of human resources formation for their use in service and combat activities in peace time as well as in particular (military) period to meet present-day requirements and standards. Salary increase for the military and the conditions when the labor market in Ukraine has become less competitive (because of a decrease in demand for it, and the number of employers) resulted in the improvement of the situation to some extent.

However, the growth of population poverty in Ukraine, deterioration of socio-economic conditions of human development after completing combat operations might intensify migration, particularly of that part of the population that have acquired the military competences and might result in the creation of private military companies in Ukraine that would provide combat activity services to the other states that require them.

The authors of the article consider that pre-deployment training of military and police personnel on the basis of higher military educational establishments of the Ministry of Internal Affairs of Ukraine in specialty 'State Security', specialization 'Peacekeeping Activity' might prevent from such development of events.

The advantages of such approach are the following:

– preserving and developing human resources for Ukraine that have already acquired military competences for Ukraine;

– contributing to reforming military and law enforcement systems of Ukraine;

– increasing the effectiveness of accomplishing international legislative acts as for involving military and police personnel of Ukraine in peacekeeping missions;

– creating conditions for Ukraine's participation in other systems of collective security to preserve human resources of the state due to decrease of their possible participation in military conflicts;

– developing higher military educational establishments and higher educational establishments of the Ministry of Internal Affairs of Ukraine.

The decision to involve the military and police personnel of Ukraine is adopted by the Verkhovna Rada of Ukraine based upon the UN requests.

Military and police personnel of Ukraine are not involved in all peacekeeping units that differ in their competences. For instance, in March 17, 2008 in the town of Mitrovitsa a Ukrainian peacekeeper senior lieutenant Ihor Kynal was killed during the armed conflict between UN police and opponents to the independence of Kosovo.

After this the Ukrainian contingent was withdrawn from Kosovo and never since that time have special peacekeeping units of the Ministry of Internal Affairs of Ukraine been formed.

According to the Decree of the President of Ukraine the development of the National Police of Ukraine, in the second stage (the end of 2020), will be provided to enhance the participation of police personnel in maintaining peace and security within the UN, OSCE and other peacekeeping agencies.

Attention should be paid to cross-cultural conflicts that might take place between military

personnel in performing their tasks in peacekeeping missions. These have a number of peculiarities.

First, social conflicts take place between the armed people influenced by quickly developed negative emotions that might result in fatal consequences among the military personnel. Secondly, such conflicts might change their range and sharpness in case when the population of the host country is affected. It should be borne in mind that the purpose of an international peacekeeping mission is to adjust the existing conflicts in the country. A new conflict caused by a peacekeeping personnel might make the local population distrust the UN peacekeeping and in the end to result in the failure of the operation itself.

The above mentioned points influence the developing of the required competencies in personnel of military units and law enforcement agencies of Ukraine for peacekeeping activities. That's why there exists a need for developing a decision-making model in pre-deployment training of future peacekeepers that would solve this problem, namely to reduce the level of uncertainty of information on developing the necessary competencies in that category of personnel.

Recent research and publications analysis. In recent years, there has been great research interest in various aspects of peacekeeping missions including burden sharing [1; 16], mission effectiveness [4; 5; 7–12; 17], and peacekeepers' targeting [3; 13]. Although most analyses involve UN peacekeeping activities, several articles also examine non-UN peacekeeping, primarily regarding which countries carried the financial or peacekeeper burdens for past missions [1; 6; 14].

Scientists in the field of economic and pedagogical sciences, such as Nazarova [24], Lodatko [22] and others analyzed teaching processes modeling in their works. However, they did not take into account the peculiarities of decision-making modeling in the field of professional education.

Zakharchyshyna [19], Hatsanovsky [26], Melnyk [23], Kogevnikov [21], Kalenskii [20] and others devoted their works to the pre-deployment training of peacekeepers. However, in their works there is nothing concerning the peculiarities of service and combat activities of law enforcement personnel in peacekeeping missions.

Agayev [18], Sokhadze [25] and others analyzed psychological aspects of service and combat activities in peacekeeping missions in their works.

However, in their works they did not pay

attention to the necessity of developing such quality as tolerance in peacekeepers.

Thus, we do not consider reasonable to combine all known and developed methods of decision-making modeling in pre-deployment peacekeepers training in one system.

The research objective is to develop models of decision-making process in pre-deployment training of military and police personnel for peacekeeping missions.

Key research findings. Model of decision-making process in pre-deployment training of military and police personnel for peacekeeping missions presents the idea of specialized vocational educational system where this model is used in working out managerial decisions. Any model should be checked for completeness of the factors that influence the development of the processes being studied to evaluate the level of its compliance with the object. Model of any process simplifies the understanding of the internal behavior of the system under the given conditions. In modeling the decision-making processes clear understanding of the basic elements of models that are procedures and parameters is required. Some of them have been mentioned earlier in this article.

For decision-making, especially perspective and strategic in its nature, methods of anticipation are required to be used. Exploring the dynamics of military and police personnel involved in the UN peacekeeping missions, the forecast concerning the personnel growing has been conducted with a high level of reliability (Fig. 1). That proves the necessity to train personnel.

The results of the surveys determined that the main reasons of cross-cultural conflicts between law enforcement personnel in performing service and combat tasks in international peacekeeping operations were the following: lack of knowledge of ethical norms of conduct and culture of people participating in peacekeeping operations [2], and the host nation; gender equality that is different in different countries, and insufficient skills in cross-cultural communication.

This is confirmed by the dynamics of percentage rate in involving female personnel, both military and police, to peacekeeping missions of the UN and its prognosis (Fig. 2). As of November 2015 the above mentioned indicator for Ukraine amounted to 1,3 % (Table 1).

Element models are also specialized in vocational training objectives that include: defining competencies and conditions for the formation of the competencies of successful

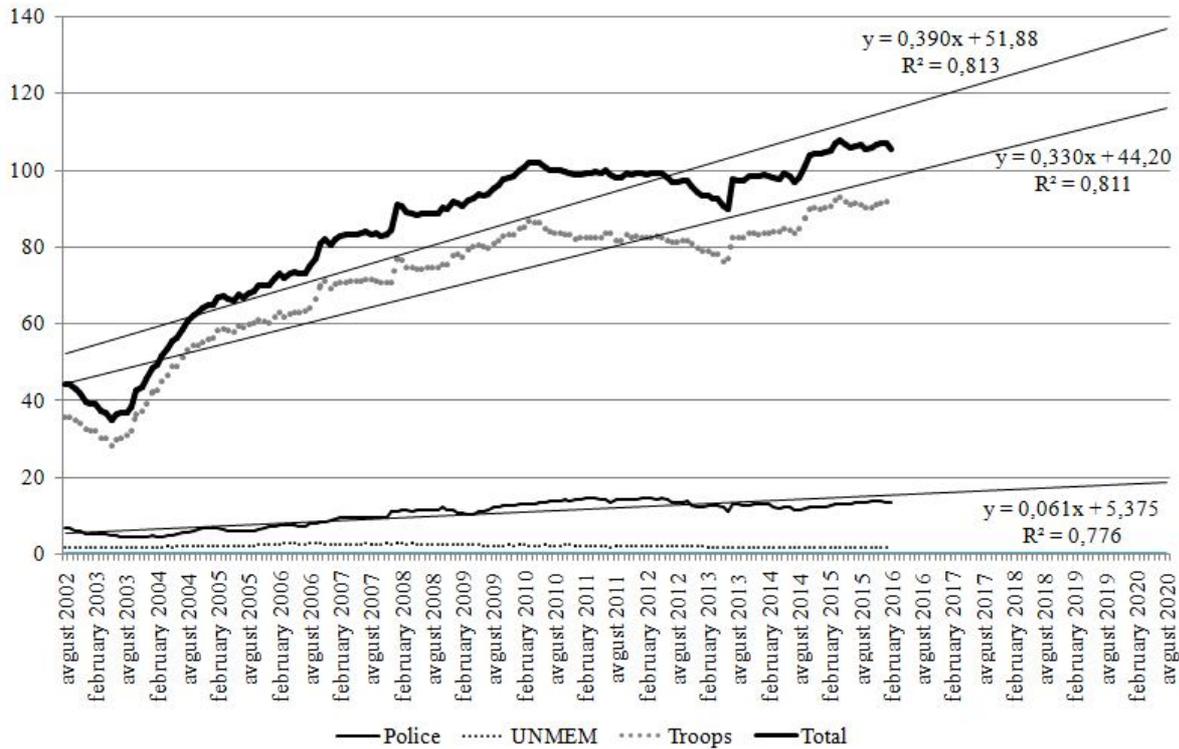


Fig. 1. August 2002 – February 2016 dynamics of Ukrainian military and police involvement to UN missions and its prognosis for August 2020

Comment. The figure made by authors and based on UN data [15].

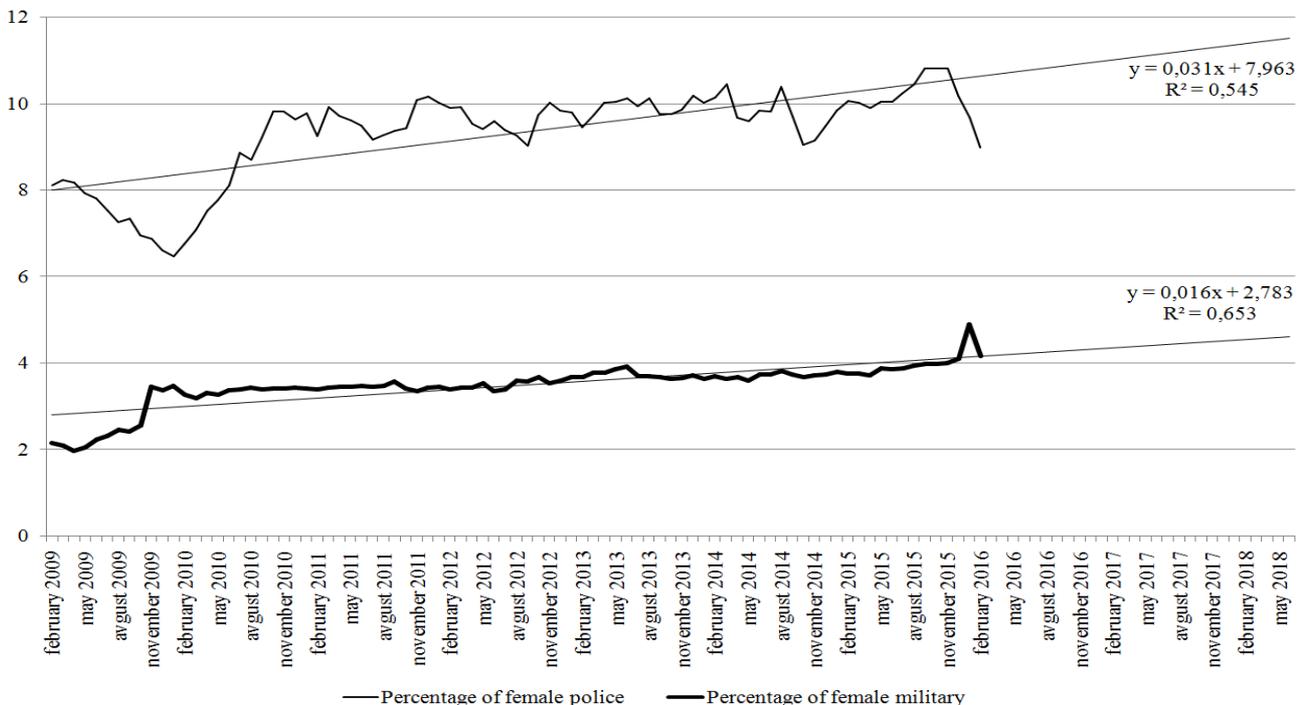


Fig. 2. The dynamics of involvement of military and police female personnel to UN missions from February 2009 to February 2016 and its prognosis for May 2018, in percentage

Comment. The figure made by authors and based on UN data [15].

Table 1

Gender statistics of Ukrainian military and police personnel involvement to UN missions as of December 2015

mission	involvement of personnel			
	position	male	female	total
MONUSCO (United Nations Organization Stabilization Mission in the Democratic Republic of the Congo)	individual police	2	1	3
	experts on mission	10	1	11
	contingent troop	254	1	255
UNFICYP (UN Peacekeeping Force in Cyprus)	individual police	6	0	6
	contingent troop	2	0	2
UNISFA (United Nations Interim Security Force for Abyei)	experts on mission	2	0	2
	contingent troop	2	0	2
UNMIK (UN Interim Administration Mission in Kosovo)	individual police	1	0	1
	experts on mission	2	0	2
UNMIL (United Nations Mission in Liberia)	individual police	7	1	8
	experts on mission	2	0	2
	contingent troop	175	0	175
UNMISS (United Nations Mission in the Republic of South Sudan)	individual police	21	2	23
	experts on mission	3	0	3
	contingent troop	1	0	1
UNOCI (United Nations Operation in Côte d'Ivoire)	individual police	8	1	9
	contingent troop	34	0	34
all missions	individual police	45	5	50
	experts on mission	19	1	20
	contingent troop	468	1	469
Total		532	7	539

Comment. The table made by authors and based on UN data [15]

peacekeeping; determining incentive to peacekeeping through vocational training and education.

Among the elements of a model the following may be considered: determining competences and the conditions for their acquiring for successful peacekeeping activities; determining stimuli for peacekeeping operations through the system of professional education.

Therefore, we proposed a scientific and methodical approach to determining competencies and the conditions for their development for successful peacekeeping operations in organizing pre-deployment peacekeepers training in educational process of higher educational institutions of the Ministry of Internal Affairs of Ukraine.

Consider the steps of proposed scientific and methodical approach.

Step 1. Identifying a list of competencies of

peacekeeping activities for military and police personnel. The results of the analysis can be concluded that the competences of military and law enforcement personnel in peacekeeping missions are different and this should be considered in their professional training [15].

Step 2. Identifying a list of competences required for law enforcement personnel for their successful peacekeeping activities. The subjects of the step implementation of scientific and methodical approach are higher military educational establishments and higher educational institutions of the Ministry of Internal Affairs of Ukraine. This is confirmed by the qualifications requirements to the future peacekeepers: higher education; professional experience – at least 5 years (for some missions – 7 years) in certain areas of law enforcement and military activities (depending on the need for certain specialists);

English language proficiency (preferably one more foreign language). The list of required competencies for successful peacekeeping activities for law enforcement personnel is formed on the basis of defined competencies. The curriculum for pre-deployment training can be based upon the competencies for successful peacekeeping activities for law enforcement personnel.

Step 3. Defining conditions for developing competencies in law enforcement personnel for their successful peacekeeping activities. Previous step determines qualifications requirements to future peacekeepers and how to stimulate personnel through vocational training and education. Acquiring necessary competencies through vocational training and education contributes to a significant increase of well-being standards of military and law enforcement personnel.

Consider periods of professional development of law enforcement personnel.

Period 1. Developing the necessary competencies for the organization of service and combat activities. The subjects of developing the necessary competencies are higher military educational establishments and higher educational institutions of the Ministry of Internal Affairs of Ukraine. During this period the reasons for law enforcement (military) personnel to acquire the necessary competencies for the organization of service and combat activity might be driven by increasing their well-being standards during the next period.

Period 2. Improving the necessary competencies for the organization of service and combat activities. The subject of improving the necessary competencies are units and formations of the Ministry of Internal Affairs. Improving the competencies required for the organization of service and combat activities is driven by the differences in salary amount as well as different allowances paid on permanent basis and bonuses.

Period 3. Developing additional competencies required for successful peacekeeping activities. The subjects developing additional competencies are also higher military educational establishments and higher educational institutions of the Ministry of Internal Affairs of Ukraine. During this period the reasons for law enforcement (military) personnel to acquire the necessary competencies for peacekeeping activities are supported by the opportunity to increase their income during the next period.

Period 4. Improving additional competencies required for successful peacekeeping. The subjects

developing additional competencies are precisely peacekeeping units.

The third period is nothing but postgraduate education – professional development of a person by extending, expanding and updating his/her professional knowledge and skills (competences) or by obtaining another profession, or specialty based on earlier acquired educational level and experience.

Operational-tactical and other managerial aspects of service and combat activities are displayed in competences of law enforcement peacekeepers, that's why it is appropriate to implement post-graduate studies as a postgraduate education for "Master" educational level. This training shall be performed by the National Academy of the National Guard of Ukraine in specialty "State Security" specialization "Peacekeeping activities". The proposed model of decision-making process for pre-deployment peacekeeping training of military and police personnel is shown in Fig. 3.

In the process of empirical research in order to identify problems of forming and developing level of readiness for peacekeeping, it was stated that police officers in the second period of professional development on the proposed model (Fig. 3) displayed the loss of foreign language competences acquired by them in the first period. To prevent this, we have proposed and implemented the following in the National Academy of the National Guard of Ukraine:

To meet current needs in foreign language proficiency, all higher school graduates should have standardized (S) language (L) profile (P) SLP-2 according to STANAG 6001.

It should be noted that higher school students (in general) are not motivated to study foreign languages because of the following reasons: students during their internship do not see the practical application of previously acquired competencies in foreign languages; from unofficial sources students receive information about non-transparent selection of officers for participation in international peacekeeping missions, etc. Therefore, to motivate students, attention should be paid to improving existing and developing new legislative acts and regulations aimed at socio-economic incentives to study a foreign language; advertizing the use of foreign languages in service and combat activity by means of films and other agitation materials; assessing and certifying students for SLPs.

To help students improve their foreign language proficiency, assistance should be provided by:

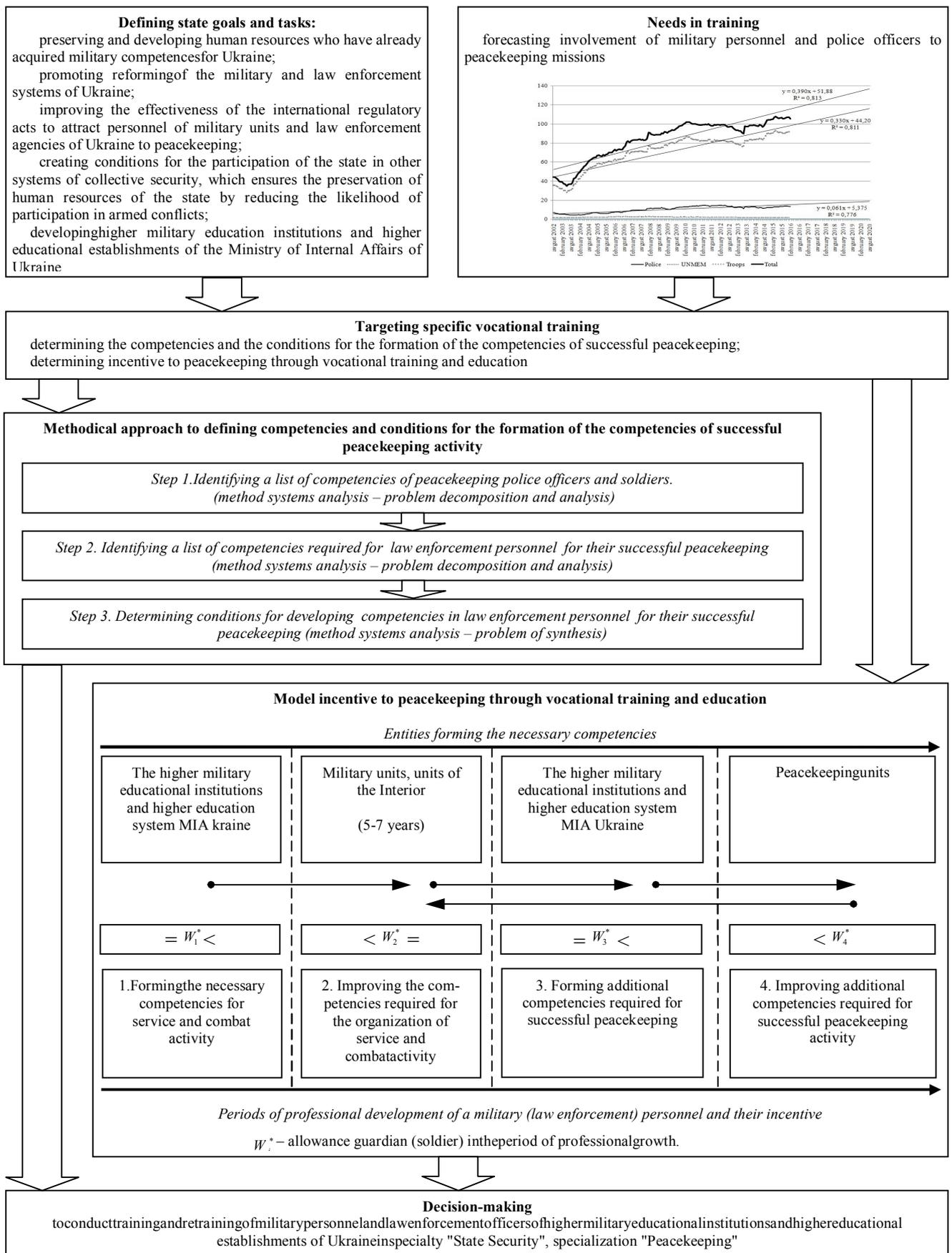


Fig. 3. Model of decision-making process for pre-deployment training of military personnel and police officers to peacekeeping

teaching staff of the Department of foreign languages; Language Centre staff; teaching staff of other Departments who deliver lectures in foreign languages; officers, cadets who participated in international events by conducting optional classes to share their experience with students including the use of a specific terminology.

Research and teaching staff (military personnel) capable to do classes in a foreign language are often involved in peacekeeping missions. Despite the above mentioned information, it is reasonable to change the personnel policy in the National Academy of the National Guard of Ukraine, namely when appointing teaching staff to give priority to those capable to conduct classes in a foreign language. The motivation of those who provide language training is supported by: improving existing and developing new legislative acts and regulations aimed at socio-economic incentives to study a foreign language and conduct classes in a foreign language; certifying teaching staff for SLPs.

The Language Centre of the National Academy also needs reforming to meet needs in learning foreign languages in the units of the National Guard of Ukraine. As a result some other functions would be added, namely assessing and certifying personnel for SLPs; creating a database of military personnel that have been certified; development and constant renewal of Ukrainian-English phrase books for soldiers and police officers that would include terminology concerning service and combat activities, while questioning a prisoner, negotiating with representatives of the OSCE in the area of antiterrorist operations, etc.

Conclusion

Therefore, we developed a model of the decision-making process in pre-deployment training of military and police personnel for peacekeeping.

The model in contrast to the known ones takes into account peculiarities in modeling the decision-making to provide specialized vocational education; peculiarities of service and combat activities of law enforcement personnel in missions; developing such quality as tolerance in peacekeepers..

Based upon the results of the study, the National Academy of the National Guard of Ukraine initiates specialty “State Security”, specialization “Peacekeeping activity”, Bachelor degree for training cadets beginning 2016-2017 academic year, (Order of the Commandant of the National Academy dated 04.03.2016, # 186).

Suggested recommendations resulted in additional assessment of such quality as tolerance as well as foreign language proficiency level for candidates to the Academy.

The curriculum provides for final examination in the subjects of “Cross-cultural Communication” and “Foreign Languages for Specific Purposes”.

Former peacekeepers who participated in peacekeeping missions in Kosovo (2003–2004., 2006–2007), Côte d'Ivoire (2009–2011., 2012–2014), and Liberia (2011–2015) are added to the teaching staff.

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Methodical system of training military personnel
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dis. ... candidate. ped. sciences: 13.00.04 /
V. S. Hatsanovsky ; Nat. acad. State. border.
service of Ukraine.named after B. Khmelnytsky].

Стаття надійшла до редакції 08.06.2016 р.

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УДК 355.23:351.743

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МОДЕЛЬ ПРОЦЕСУ ПРИЙНЯТТЯ РІШЕННЯ НА ПІДГОТОВКУ ВІЙСЬКОВОСЛУЖБОВЦІВ ТА ПРАВООХОРОНЦІВ ДО МИРОТВОРЧОЇ ДІЯЛЬНОСТІ

За допомогою статистичних даних чисельності залучення особового складу до миротворчої діяльності, використання методу прогнозування, виявлення особливостей проходження служби у місіях, змін в економічній та політичній обстановці держави проаналізовано потреби у розвитку людських ресурсів для їх використання у миротворчій діяльності. Подано елементи стратегії розвитку спеціальних вищих навчальних закладів. Запропоновано модель процесу прийняття рішення на підготовку військовослужбовців та правоохоронців до миротворчої діяльності.

Ключові слова: розвиток людських ресурсів, миротворча діяльність, модель процесу, прийняття рішення, спеціальна професійна підготовка.

УДК 355.23:351.743

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МОДЕЛЬ ПРОЦЕССА ПРИНЯТИЯ РЕШЕНИЯ НА ПОДГОТОВКУ ВОЕННОСЛУЖАЩИХ И ПРАВООХРАНИТЕЛЕЙ К МИРОТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

С помощью статистических данных численности привлечения личного состава к миротворческой деятельности, использования метода прогнозирования, выявления особенностей прохождения службы в миссиях, изменений в экономической и политической обстановке государства проанализированы потребности в развитии человеческих ресурсов для их использования в миротворческой деятельности. Представлены элементы стратегии развития специальных высших учебных заведений. Предложена модель процесса принятия решения на подготовку военнослужащих и правоохранителей к миротворческой деятельности.

Ключевые слова: развитие человеческих ресурсов, миротворческая деятельность, модель процесса, принятие решения, специальная профессиональная подготовка.

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