CONSIDERATIONS REGARDING THE MEANING OF CHANGE IN THE LAND FORCES POST-SECONDARY MILITARY EDUCATION SYSTEM

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The pandemic crisis has ironically and paradoxically demonstrated an incredible drive for change and the need for this, due to a continuous downgrade of the relations with the authorities and to the phenomenon of "telework" or "online schooling". Change makes sense, whether it is a naturally generated phenomenon or a consequence of human action. Caught between an objective and a subjective reality, the military education system has the power to produce qualitative mutations, through a new version, the intersubjective one, in which the emphasis falls on the importance of values and beliefs. These beliefs represented, beyond physical resources and throughout history, especially through the wars fought, the most important resource through which the leader obtained victory, based on the assumed strategy. Used as a research method, systematic observation created the context for a complex alchemy that confirmed the undesirable obligation of what produces meaning and created an algorithm of future reconstructions, based on changes in all three dimensions giving additional credit to intersubjective reality, through the given meaning.

Keywords: objective reality; subjective reality; intersubjective reality; traditions and values; premises of change; strategic management; educational resources; study programs.

Preliminary considerations on the meaning of change

In order to emphasize the importance of change in the military education system, we have outlined some ideas regarding the current environment and the transition to the future. Change is a constant that resides in the continuous adjustment of the present. The reorganization of military education is an inherent process, both at the system level (macro) and at the military education institutions level (micro).

At the macro level, the defence system should be based on and drive through a set of interdependent and interconnected systems, processes and facts. The implementation of its policies, strategies, objectives and plans must be determined and ensured through a clear and integrated set of processes. They should be continuously developed, managed and improved. Also, decisions should be based on reliable and real information about current and projected performance, process capability, expectations and experiences of those involved.

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At the micro level, the ideal setup relies on leaders who set and communicate a clear direction for the organization they lead. They establish the culture, values, ethics and leadership structure that give the organization its own identity and interest for the parties involved. Likewise, leaders must demonstrate the ability to adapt and realign the direction of the organization, in uncertain times.

The aim of the study is to systematically observe the need for change, with an emphasis on post-secondary military education, diagnosing both the need for change and the change itself through three types of realities: objective, subjective and intersubjective.

In this respect, the methods used in the evaluation of the real status of the organization providing post-secondary education, as required by the current educational system regulations, have focused on processing and interpreting data collected from the institutional programmatic documents, doubled by a systematic and external observation. From a systemic perspective, the evaluation:

• applied to the context, it aimed to identify the needs for change and the beneficiary/students acceptance level;

• applied to the inputs, it targeted an initial

status scan;

• applied to processes, it aimed at the activities practical performance;

• applied to outputs, it aimed at accounting for the results obtained (favorable or unfavorable reactions of the parties involved) in relation to the established objectives and the satisfaction of the identified needs.

What is important is that the military education modernization prospects are based on four important pillars, namely: strategic management, educational resources, study programs and quality management. In this sense, the expected results are intimately related to these.

Deep analysis of post-secondary military education – the premises of change

Change, as a process, makes sense. This sense is given on the premise that there are two kinds of realities: an impersonal or objective reality and a personal or subjective reality. With impersonal or objective reality, things exist independently of our feelings and beliefs. An example of an impersonal reality is gravity, which affects people who believe in it, as well as those who do not believe in it. From the perspective of the military education system, the objective reality is constructed from the representations that an organization providing education offers, in order to carry out military actions to fulfill the missions entrusted to the army. Instead, personal or subjective reality depends a lot on each individual's feelings and beliefs, on the confidence people have in themselves, but also in those around them, in the commander, in the weaponry, in the subunit's cohesion degree, in the satisfaction level and, last but not the least, in the military normativity barometer. An individual's perception of an aspect, context or person represents their own reality, a reality that is filtered and dictated by personal feelings and emotions. It is generally assumed that reality can be impersonal or objective, and personal or subjective. The paradigm by which the world is situated between black and white, between peace and war, between birth and death, between past and future, is resumed. It is not only Dante Alighieri who introduces Purgatory as the third state, interconnecting Hell with Paradise, but also the present as time perspective is interposed between past and future, as such is life, between birth and death, color between black and white, similar to the third level existence, i.e. the intersubjective reality, positioned between the objective and the subjective ones. All these depend on the communication process between several individuals, much more than on their feelings and beliefs. A very concrete example of such a reality is that of money. The fact that billions of people believe in their value makes them indispensable for various purchases. If they lost faith in what they represent, they would be nothing more than mere pieces of paper. The organization being a system structured by people's interaction to achieve common objectives (Vlăsceanu 2003, 19), the relationships established within ensure this third dimension of reality. Whether we are talking about groups built through spontaneous, flexible, informal relationships, or whether we are talking about clearly defined structures with rules, regulations, hierarchies of objectives, relationships of authority, responsibility or formal power, they can develop a network of meaning (Harari 2015, 131). The intersubjective reality created in the military system is the force built by the two synergistically related dimensions, which outlines a military exclusively intended mechanism . The common faith of the military in this force they themselves are building, enables them to overcome the barriers which war raises ever more ingenuously and subtly. The military organization is an institution where the activity is carried out as a team. Interpersonal reality arises on an objective reality fertile ground, where the individual cannot act under the personal emotion exclusive impulse, but under the collective, the group, the values, beliefs and meaning imprint which, they have decided to believe in, collectively.

One of the problems the military education system has is generated by the fact that training programs, are built in accordance with the professional qualification obtained at the end of it, common to civilian education for all the military education institutions, connected to a lack of military occupation national recognition. Alternatively, the need to carry out analytical programs "on services and specialties, corresponding to the occupations and qualifications specific to the Ministry of National Defence..." (Ministerul Educației 2022, 26) is stated and (re)affirmed in the Undergraduate Education Law - Educated Romania, amendment version.

Military post-secondary education ensures petty officers and non-commissioned officers' initial training, emphasizing the future military profile both in theory, through specific knowledge training programs and through practice, provided by the internships related to military training. The low efficiency of the study programs derives from inadequate correlation with the deploymet skills and with career evolution requirement on various stages. The fact that military personnel initial training is carried out through training programs belonging to civilian education professional qualifications, correlated with military training in services and specialty can be seen as the consequence of a system decline felt while satisfying beneficiaries' needs. The defence system thus feels the labor market and culture pressure but also the burden of the technical and technological progress, and seems to give up what it has specifically had so far: cohesion, symbols, own values and norms, traditions, interpersonal relationships. This leads to students becoming specialists before they are soldiers, defining their role in a narrow manner and being less available for common tasks specific to the system. We should also not ignore the relationship between intelligence and education that a school of thought produces in a different sense: "an educational experience that strives to teach us how to think, not just what we believe" (Adams 2020, 196). In the Romanian school and not only, no one knows everything, but knowing one field leads you to knowing all. In the organized body of knowledge that obviously constitutes culture, to know anything is to know how to look for anything and, above all, how to make use of what you have found. Education, the problem of learning and studying in general, is the interpretive key to all difficulties, constantly bringing up the question "who are the ones that learn, those who know, or those who do not know?" (Noica 2019, 225).

At the national level, Romania's Military Strategy 2021 aims to modernize the education system through "three fundamental directions: personalization and ensuring the educational process for all military pupils and students; the flexibility of the education system according to priorities and challenges; adaptability of the system to external changes and future trends. A major priority is the reorganization of the initial and continuous training system for teachers, including those in higher education, in order to increase their training for theoretical, but especially methodological and practical-applicative assessment, for a better connection with the operational unit needs and of the operating environment reality" (Ministerul Apărării Naționale 2021, 17).

The resilience of the military education system is based on two lines of action:

• updating current training programs in order to develop transversal skills, including notions of creative education, as well as skills oriented towards structural and digital transition;

• the modernization of the educational infrastructure and the related endowment, in correlation with the force structure present and future needs and the challenges of the action environments, in order to ensure participation in a quality, modern educational process (Ministerul Apărării Naționale 2021, 26).

These projections are made with considerable effort at all educational levels, from strategic to quality management, the process involving complex and long-lasting actions.

In his article "War, the army and experimental psychology" published in Revue Militaire Suisse no. 1/1943 Henri Francois Tecos stated   that "the army is nothing more than a complex group of war workers, in other words, a gathering of people who have a special job to perform, using special tools, following certain rules and methods. No other human activity is more complicated, more dangerous, more exciting especially, than battle" (Tecos 1943).

The objective reality

Through the professional qualifications it Currently teaches, the post-secondary military school offers graduates both an occupation in the civilian environment and a position that they can fit through the degree they implicitly obtain upon graduating from the school. This reality enhances a labor force category that can migrate from the military to the civilian environment any time, on the one hand it raises doubt about the congruence between the skills required by employers and the results offered by the post-secondary military school.

A current military post-secondary education thorough analysis brings forward the need for an

education and training system that can be labor market and objective reality correlated. To reduce the discrepancies between labor market demand and educational supply, strategic intervention is needed around the four pillars: strategic management, educational resources, study programs and quality management.

At the strategic management level and in the current context, the center of gravity requires a carefully designed projection both in terms of the institution's human and material capital, by meeting all the requirements needed to obtain professional qualifications in the civilian environment, and in terms of specific capital the military environment, which provides them with the necessary capabilities to obtain the petty officer or non-commissioned officer certificate in the chosen service and specialty. The certificate is based on the of strategic targets establishment for the strategic development project timeframe, with a feasible approach for each operational plan that implements the target fulfillment as well as the educational institution internal organization, the effective functioning of the internal communication system/external with the main actors-direct beneficiaries of education, as well as indirect ones, from parents to other institutions and organizations with a role in designing and providing the educational offer.

An all level general fundamental premises cover:

- a school and student (direct educational services beneficiary) interaction, based on each party understanding role, essential for offering an educational program, going through the recruitment process in an assumed and conscious manner, regarding the knowledge of the training programs scope and consequences in case of not passing the graduation exam;

- school philosophy and objectives, identified and developed in cooperation, clearly stated and mutually accepted, which ensures the educational activity and professional orientation course in order to satisfy the direct educational services beneficiaries changing needs, i.e. students' needs;

- school educational priorities seen as the nucleus around which all aspects of the educational programs are articulated (which provides all students with opportunities for intellectual, personal and social, moral and civic, physical development).

At the level of educational, human and material resources, the material assets development for carrying out the educational process requires two courses of action: both the provision of the educational infrastructure and the endowment related to the professional qualifications for which the school is accredited, as well as the provision of military equipment corresponding to weapons and military specialties assimilated by the training programs for the ongoing professional qualifications. In this context, the endowment requires the provision of sub-assemblies, parts, kits, measuring and control devices necessary to carry out the work of disassembly, assembly, adjustments, maintenance, in appropriate quantities, so that the students can work practically, as well as the rehabilitation/modernization and development of the school infrastructure along with the training and logistics base by supplying it with military technology, equipment, apparatus and materials similar to those pertaining to the operationalized units. It is also necessary to develop the information infrastructure, to simulate and solve some computer based instruction specific processes/phenomena. This year, the Ministry of Education issued an order (No. 3497) that settles the standards for equipping secondary education units with technological equipment. This way, the digital/virtual educational activities quality will be ensured, including the list of technological equipment and the minimum technical specifications.

In terms of human resources, the aim is to develop the teaching staff and military instructors' methodical and specialized skills, to stimulate teaching staff''s improvement by obtaining teaching degrees, in-depth studies, the acquisition of new professional skills through various formal, non-formal and informal training, so as to accumulate a minimum of 90 transferable professional credits for each consecutive five-year interval, considered from the date of employment. It is true that there is a need for'' increased teacher accountability for results, but also greater support for those teachers, including through decent wages, training, equipment, teaching materials, etc.'' (Iosifescu 2022).

In the same vein, an important target is to increase or maintain the general training level for staff and subunits in order to fulfill the basic

mission of the institution, the execution of the internal service and the fulfillment of legal tasks and intervention in different situations. For this purpose, it is necessary to organize and carry out the training of the forces in order to improve the level of training of the personnel and subunits for the fulfillment of their missions, in peacetime, in crisis situations and in war, respectively the provision of security and the security of the institution's objectives, the creation and maintenance of the communications system and the provision of logistical support (supply transport and maintenance of military equipment, armaments and equipment).This should be done rhythmically, on hierarchical levels, Also, participation in activities and actions, missions, exchanges of experience with NATO partners, in order to acquire detailed knowledge about and use the standard operating procedures, their implementation in analytical programs, are much needed.

Moreover, it is extremely important to train teachers and instructors in terms of the help that students need to understand, from the first days after dressing the military uniform, what the rules and principles of military life mean, the reason behind the requirements, the need of unity of action, of cohesion and solidarity, the distinct value that order and discipline have. In the current context, discipline must be based on conscience, on understanding duties, confidence in oneself and in the team; the feeling of safety and balance that is amplified where there is order, where everyone fulfills their assumed tasks.

The of post-secondary education institution programs support the petty officers' initial training with some professional qualifications that are equivalent to the civilian environment, such as: mechanic petty officer, inorganic chemical technology petty officer, machinery and construction equipment mechanic petty officer. Also, for the one-year post-secondary studies program - the non-commissioned officers' initial training - the educational institutions are accredited for professional qualifications equivalent to the civilian environment, such as: instructor-car technician, mechanical technologist technician, land cadaster technician-topographer, road and bridge technician.

At the European level, there is a major interest in the military education, starting from the project to standardize the military instructors continuous training. As an example, the DEEP NATO military education enhancement program (Defence Education Enhancement Program/ DEEP, NCO Instructor Development Reference Curriculum) prioritizes a curriculum development dedicated to non-commissioned officers military education for three types of courses, addressed to the military instructors: Basic Instructor Course (BIC), Advance Instructor Course (AIC), Master Instructor Program (MIP) (Bălășoiu 2022).

At the quality management level, the use of self-evaluation results is ensured both for operation and development optimization of the organization providing education, as well as for the evaluation activities periodic performance, on the extent to which the objective reality offered by the institution is in agreement with the students' subjective reality, by creating a community that submits to an intersubjective reality. Change produces an easy-to-decipher algorithm of this size, being a methodical series of procedures for problem-solving and decision-making, not a calculation in itself, like strategic management, but a method. The only condition in deciphering the algorithms is that those responsible for this field use their own judgment matrix according to the impact on emotions, subjective, personal reality. In this way, it becomes an assumed domain, an organizational strategy of relational cultures. It follows from the objective reality of the educational environment described from the perspective of the four pillars that there are factors that influence the correlation of skills requirements with the learning outcomes offered, while at the management level efforts are supported to provide quality programs and human resources.

Subjective reality

For the classical Greeks, the notion of soul would have been the equivalent of the modern notion of subjectivity. The Stoics were interested, among many philosophical aspects, in individual lives which they considered "fragments detached from the soul of the world" (Marcus 2018, 27). Seduced by the statement that "every being has an irreducible, inexplicable originality, through the simple composition of pre-existing things or principles" (Marcus 2018, 11) we can argue in favor of recognizing the self as a subjective reality,

identity and individual value.

Subjective reality is built by directly collecting the students as direct beneficiaries' personal reality, an aspect related to values and beliefs which allows the configuration of an individual, own, personal map, but also through the educational institution feedback, received directly, through the admission competition existence or non-existence, as well as indirectly, received from beneficiaries (units where graduates occupy the first position). Consequently, the subjective reality is each beneficiary's personal perception, whether we are talking about the student, or the one who uses the student's skills, compared to the four pillars previously presented.

Thus, in terms of strategic management, the leader develops the mission, vision and values of the organization by developing and promoting the personal example of the values, ethics and public responsibilities that support culture, but also through the active involvement of the direct beneficiaries of education, in shaping it, ensuring that there is cohesion, interconnectivity between the values of the organizational culture and their own, although, at first glance, there seems to be an action which is independent of the students – beneficiaries.

Regarding educational resources, whether it is human or material, informational, the subjective reality is shaped by interacting with the direct educational beneficiaries, by participating in meetings, understanding and responding to needs and expectations. It is essential to recognize them individually, for their contribution to the improvement of educational resources, for their loyalty, etc. Knowledge and communication are elements that contribute to identifying, understanding and anticipating the both parties' needs and expectations.

In the approach regarding the short-term and long-term analysis of the data regarding the effects of completing the training programs given the current educational offer, it is necessary to assess the degree of satisfaction and to follow the professional path that will allow the outline of a reality as maybe obvious. Thus, the revision of the educational offer is required, essentially based on the feedback received from the beneficiaries and the benchmarking used to optimize the educational offer. The process of revising the curriculum for post-secondary education, under all methodological aspects, of developing and approving professional training standards, represents a complex, rigorous and very expensive process, especially from the time resource viewpoint. Through the education plan and school programs the written curriculum is based on the professional training standard. It is designed on modules, determined by the structure of the competence units. Each competence unit in the professional training standard corresponds to a module. Practical training is ensured by the contents and number of hours in the specialized modules and is included in the didactic of the specialized teacher. It is also necessary to expand the practical training supported by the need for in service training and the military majoring for which the graduate is trained.

Consequently, change at this level cannot be achieved without rigorous analysis to determine the impact, effects, risks and, why not, critical success factors.

Quality management, as any organization ubiquitous process, has a role in establishing the mechanism for personal perception evaluation for each beneficiary, regarding the institutional trategic management, the educational resources and training programs.

Intersubjective reality

The military organization is an institution that manages, develops and exploits its full potential at the team level, implicitly and constantly encouraged interaction. The meaning given by this phrase is constructed by several individuals who weave together a common network of beliefs, who share the same vision, consolidate their beliefs into a network of meaning. Beyond the objective reality, which is palpable and real, through the entire arsenal that defines it, the defence system also has a special mechanism for the construction of spiritual weapons, which, personally, I consider extremely important, valuable and which outlines the core of this ingenious and complex mechanism that is the military. Ideas, experiences, crowd feelings, hinder each other, synchronize with each other or suffocate under the avalanche of new information and impressions that the group provokes. But when they manage to balance and to get structured, to gain relief and personality, they acquire style and architectural unity. They build an intersubjective reality that becomes indestructible.

Research methodology

The issue of this research, in addition to the certainty of the contemporary value it holds, is also closely correlated with the current context of the security environment, the war in Ukraine and the confirmation of the need for specialists who can ensure combat power, for the military personnel capable of countering any type of risks and aggressions directed at the Romanian sovereignty and territorial integrity.

In the research process we used the method of systematic observation, a method of direct exploration of reality. The transformation of military educational structures, through the creation of a specific physiognomy, the recognition of military occupation and the introduction of military qualifications is a variable that deserves special attention granted Investigating the relationship between objective and subjective reality leads to the highlighting of a phenomenon that generates issues on a series of determining factors worth inventorying and investigating.

The purpose of using this research method was to see the observed subjects' perception on the norms and values that led them go through the military post-secondary study program, to contextualize the observed events in order to correctly understand, to describe the observed persons in order to understand what is happening in the educational institution, to provide a research design that allows an open inquiry into the unpredictable or unforeseen aspects.

The observation focused on the specific aspects of post-secondary military school, on the current context of completing a study program that combines general and specialized military training with a professional qualification that will allow easy integration into the civilian labor market. From the type of observer's viewpoint, we chose the option of being a present and uninvolved observer, for a short timeframe.

A first question emerged in relation to the reason for choosing a military career: did the students access the training programs of the post-secondary military school because of the safety and stability offered by the military environment or because of the subjective reality that agrees with the values and beliefs of the organization providing the education?

A second question focused on the particularities of the subjects included in the study group: are students from military colleges more focused and interested in subjects specific to the military environment, do they adapt to their contents more easily due to the culture and organizational values accumulated during previous studies than students from the civilian environment?

The basic argument sustained is that all eight subjects, graduates of the military college, wanted to put on the military uniform and perfect their skills in this profession since they were 14 years old. On the other hand, those from the civilian environment are more attracted to civilian subjects, they adapt harder to the rigors and requirements of subjects specific to the military environment, being, at least at the time of observation, more curious than dedicated, more driven by the fear of coercive measures than proactive. Most of them argue that the degree they get upon graduation gives them enough skills to practice a job in civilian life if they are not satisfied with what their job in the military system would give them. From our point of view, the military system, the organization itself, needs a human resource dedicated to the profession, a professional human resource, and why not, even proud of its personal contribution to the development of the organization which it is part of within the military system.
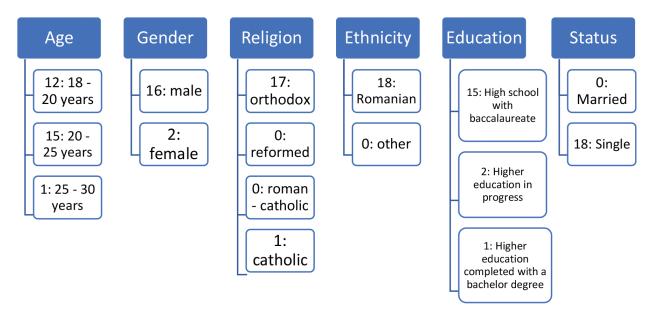
The target group is represented by students from different categories: from military colleges and from high schools and civilian schools, males aged 18-30. We chose this group of people to ascertain the influence of the early military environment in the construction of intersubjective reality. In table no.1 there is the distribution of subjects in relation to age, whose average value from the experimental group, is 66.6%, as well as the particularities related to gender, ethnicity, religion, level of education.

Also, the observation was carried out on the post-secondary military school premises, during the theoretical classes, but also during an instruction session. The observation was made between 06-07.06.2022.

Analyzing the responses, classified into the four communication styles, according to the appendix, one concludes that the subjects are characterized by action-oriented and people-oriented communication styles, and to a lesser extent by ideas-oriented and process-oriented styles. The defining component in such a

Table no.1

Age	Gender	Religion	Ethnicity	Education	Status
12: 18 - 20 years	16: male	17: orthodox	18: Romanian	15: High school with baccalaureate	0: Married
15: 20 - 25 years	2: female	0: reformed	0: other	2: Higher education in progress	18: Single
1: 25 - 30 years		0: roman - catholic		1: Higher education completed with a bachelor degree	
		1: catholic			

distribution is the military occupation itself, which, by its specificity, requires certain traits and qualities.

This results from analyzing their behavior and way of communication during the activity. A first finding is that they are sensitive to the attitude of their superior towards them. Whether it is a compliment or a negative remark, it influences their state and mode of action or inaction. The superior's attitude towards his subordinates, his personal example, the methods he uses in the training and education process have a special impact on the students.

A second finding highlights the typology of the subjects, i.e. the students from a military college, respectively the six subjects from the study group, react differently to requests compared to those from the civilian environment. We noticed that they organize themselves immediately, they have a drive for reaction, they are good performers, but also good teammates.

Another finding, corroborating the first two, is that the other subjects regulate their behavior according to the group, in situations where actions, commands are constituted this way, but also by their own subjective reality. The students' behavior is outer regulated on the one hand, through requirements, commands, orders, or inner regulated, through the beliefs and values they associated themselves with. Where the system of own beliefs and values and the way in which one practically behaves there is a close unity, and at the same time, the requirements system is

fully respected through conduct, the result is an execution oriented integration, with a very high percentage. From this point of view, two situations arose: two subjects were identified, which proved that there is no correlation between the military life behavior and norms; the rest of the subjects responded appropriately to the entire range of requests.

Hence, two other situations derive: **1)** the two subjects who proved an inconsistent behavior with the regulatory requirements, prove a subjective reality that does not correspond to the system organizational culture and that, over time, cannot contribute to an intersubjective reality achievement, based on the whole values and beliefs gear. Subjects can respond positively to requests in line with their obligations, but integration and engagement in activities is supported by the sanctioning system, not by their own convictions; **2)** the behavior of the subjects that agree with the official requirements is generated by self-regulation exercised by one's own conscience, by personal beliefs regarding the necessity and use of various norms and regulations.

Another observation that stands out is the importance of the pedagogue, since nothing influences more the individuals than the way in which all activities are organized, managed and carried out, whether it is a training session, an exercise, a cultural-artistic activity. Also, motivation was the basis of the students' choice, on the one hand, a choice assumed by the congruence between their own reality (subjective) and the military school reality, in general (objective), in a

percentage of 33% with the rest of the percentage given by the choice generated by safety and stability. The interaction of the group leads to a transfer of personality. Thus, the personality of the group is built from different subjective realities, which leads to the intersubjective reality that gives contour to the values and character traits in real, day-to-day behavior, creating an image of what the NCO profile represents / i.e. the petty officers.

Systematic observation allowed me to monitor students' behaviors in an environment that has become almost familiar, both in the conduct of a classroom activity and in the conduct of specialized military training. The collection of the data provided by the subjects in the two situations allowed us to outline and reconfirm the need for genuine human resources, which, through training programs, acquire the skills necessary for a military occupation, starting from the duties and attributions of the position. This leads to the idea of a vocational qualification that provides general and military-specific skills.

Research results

Each individual, constantly identifies himself with a group or a community through his own inner universe. A subjective identity construction begins with personal research, but also with external representations sortings for which one expressses his consent, only for the comprehensive ones. Awareness and recognition of a subjective reality is the first condition to achieve attachment to a team or community. This occurs at the confluence of the impressions transmitted from the outside and the involuntary experiences that arise inside. Subjective reality, through its qualities: benevolence, freedom, resistance to pain, simplicity, seriousness, greatness of soul, are an individual's strength, his imprint. It thus follows that "values are rooted, indisputably, in the particular needs of everyone" (Papadima 2021, 40). If objective reality is constructed from things external to us, they are neither good nor bad, they are in one position or another according to their influence on us. Thus, an entity that chooses a professional path in accordance with its subjective reality, results in the achievement of a vocational occupation if there are congruent own values and institutional values that correspond to it. Moreover, if the interpersonal relationships lead to the creation of groups and communities, then the foundations of intersubjective reality are laid.

The study carried out at educational institutions level supports the fact that the perception sensed at the military educational institutions management level, as well as at departments level, is a predictor of an evolution potential. In this sense, the subjective reality outlined at a personal level by each actor involved in the transformation process, has an essential role through the implicit obligation to support the project beyond it, taking into account, the objective reality, ultimately contributing to revitalization of the military education system, through the function held. Both those involved at the leadership level and those who contribute practically to its development build an intersubjective reality, becoming spiritual creators, using a personalized matrix according to personal emotions, beliefs and filters potential that become a common project.

It is confirmed that a confrontation between the level of strategic management and the need for change leads to the identification of the objective, an impartial reality that can be extremely rigorous and difficult. This is mainly due a mechanism responsible in the expected change. The transition from current professional qualifications to military ones requires, a rigorous analysis and a strategic design that highlights the stages of the process especially through the prism of the effects, first of all. Considering the range of the project, in addition to the responsibility held by the organization providing education, through the process of creating and proposing professional training standards, as well as the entire approach regarding the accreditation of new training programs, a great responsibility also rests with the coordinating structures that have duties in the process of obtaining approvals and reconfiguring the elements of legislation in the field.

Belief in the same values leads people to associate, to collaborate in the form of a community or force that harmonizes actions and leads to a privileged way of life. Therefore, each individual must practice their duties consciously, in the field of professional life, perform what they must, considering the moral good as an absolute value.

Conclusions

The change, viewed from the military education system modernization perspective was

analyzed in terms of the effects it implies, not only regarding the legislative dimension, curriculum architecture, resources of all types, but also the challenge to recognize the subjective realities of all the training and education process actors, to value them and support the of military values and belief-centered intersubjective reality development, given to the post-secondary military school organizational culture. Beyond the achievement of goals, mutual support, resources and knowledge, the importance of the elements that lead to the construction of a solid relationship, based on mutual trust, respect and honesty, constitute invaluable resources. Teamwork and breaking down barriers, making each employee responsible for the services provided, loyalty primarily to the institution, but also to the beneficiaries, valuing innovation, all these indicate that such an approach leads to an increase in the quality of education, as a model that it can only be adopted voluntarily, at an individual and organizational level, never being about the quality of someone else's education, but about the quality of one's own activity.

In this sense, the post-secondary military school develops general requirements that can make a difference between organizations: the development of an own organizational culture, investment in people, the existence of policies and strategies, plans regarding the quality of education, clear knowledge of roles and responsibilities, as well as of responsibilities as long as long-term planning. Progress, development, optimization must be seen as a permanent process, therefore understood dynamically and not statically. This is consonant with the evolution of societies in recent decades: change has become permanent, increasingly rapid and unpredictable. School is seen as a stable place where human values are preserved and new generations, the role of cultural transmission being to ensure cultural continuity or to configure and assume one's own organizational culture. But throughout the world it has become evident between what the school supports and conveys and what the individual or nation needs to survive in a changing society. As such, the adaptation of the philosophy of educational institutions to new realities is increasingly strong. This process is based not only on the implicit need, derived from the inherent obligation to change, as an uncontrollable force in manageable challenges, but also underpins other causes. The pandemic led, surprisingly and painfully, to changes that led the individual and society to restart all previous beliefs and customs. Agility and adaptability are just two of the qualities that must be woven into the fabric of any organization so that it changes naturally and freely.

Very important in this process are communication about the need for change, the impact and benefits brought to the organization, and supporting and encouraging those involved in the change process by actually participating in it. From this perspective, moving to the provision of exclusively military training programs, by going through the process of recognizing military occupation and related professional qualifications, it all responds to the needs identified in the answers received with the first question. Thus, a collective project is created, mandatorily accompanied by rigorous planning, resources and research.

The results of the endeavour demonstrate the fact that reality cannot be entirely known and it is not singular, confirming the existence of at least two realities, the objective and the subjective one. Vital, however, especially for the military education system, is the one developed through individuals and the intersubjective reality interactions. This is the social reality representation, which makes the transition from quantitative methods studying a pose real nature to qualitative methods for studying the constructed reality relational character, from a reality neutral observer to an involved one, to the relationship that the known world builds with those who accumulate knowledge about it, and especially about science, as a social process or relational activity. Let us not forget that structure, technique and patterns are not the enemies of creativity, but they are its source and foundation.

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ANNEX

Target group observation sheet

Date: ...

Subject codes:

Experiment start time:

experiment End time :

Familiarization stage:

Identify the behavior:

What does the subject do?

Clarify your communication style:

How does the subject respond?

Measure the purpose:

How does the subject argue his motivation?

How did the subject choose the military career?

The temporal horizon	Before the experiment	During the experiment	After the experiment
Duration of interventions			
Interruptions			
Categorical statements			
Authoritative tone			

Target group Systematic observation grid

Communication style of subjects	Characteristics of styles of communication	Subject 1	Subject 2	Subject 3	Subject....	Subject 18
Action-oriented style	The subject talks about results, goals, moving forward, achievements, change, decisions					
	The subject is direct, determined, jumps from one idea to another, energetic					
Process-centered style	The subject talks about facts, planning, experiments, details					
	The subject is logical, unemotional, patient, cautious					
People-centered style	The subject talks about people, feelings, beliefs, values, hopes, relationships					
	The subject is spontaneous, empathetic, emotional, sensitive, understanding					
Style centered on ideas	The subject talks about opportunities, news, nuanced projects, potential					
	The subject is creative, full of ideas, difficult to understand, unrealistic, annoying					