

An exercise study in the development of command and staff personnel of the Armed Forces of the Republic of Poland based on examples from the Russo-Ukrainian War

Krzysztof Krakowski 

General Tadeusz Kościuszko Military University of Land Forces, Wrocław, Poland,
e-mail: krzysztof.krakowski@awl.edu.pl

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ABSTRACT

Preparing command and staff personnel to plan, organise and conduct operational and tactical actions in accordance with the evolving organisation, equipment and tactics of a potential opponent is the basic objective of armed forces training. The outbreak of the Russo-Ukrainian War initiated a range of processes affecting the quantitative and qualitative improvement of the Armed Forces of the Republic of Poland. One of the key efforts to strengthen operational capabilities is training, including the training and improvement of commanders and entire commands, based on real-life examples derived from the Russo-Ukrainian War. In this paper, the author points out the constitutive features and possibilities of using an exercise study in the process of shaping command and staff competencies. The main research method used in the exercise study is multi-criteria analysis and the possibility of drawing conclusions, as it were, live from an ongoing war is educationally appealing for commanders and staff officers. The author's theoretical considerations are summarised with an exploration of a selected example from the current Russo-Ukrainian War.

KEYWORDS

exercise study, officer development, Russo-Ukrainian War



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Introduction

The Russo-Ukrainian War and its course have drawn particular attention from the academic community of military universities. During its 600+ days, it has afforded the opportunity for scholars from various disciplines to conduct research, and in particular, to analyse and draw general conclusions as to its patterns and the extent of changes that have occurred in the theory and practice of the art of war. The modern battlefield appears to be a cross between M. Howard's (1990) tech warfare and R.H. Latiff's (2018) psycho-social warfare. Previous wars and armed conflicts – from the war in Afghanistan (2001), the Second Gulf War (2003), the Second Lebanon War (2006), the Russo-Georgian War (2008), the civil wars in Libya, Syria, Ivory Coast and Sudan (2011), Mali and Yemen (2012), Russia's hybrid war against Ukraine (from 2014), to the Russian invasion on 24 February 2022 – did not fully allow a wide range of researchers to critically analyse the ongoing processes, primarily due to the distance, the socio-cultural differences of the societies involved, as well as the lack of national interest in resolving them. The attention of researchers has focused on the Russo-Ukrainian War for numerous reasons. These include: the scientific search for answers to questions about the origins and causes of the war, the potentials and organisation of the armed forces of the parties involved, the course of the war and lessons for the entire international security environment, the perceived need to revise the existing assumptions of strategy, operational art and tactics, as well as the armed forces training system.

The process of troop training and continued improvement of command performance at the tactical level serves to develop command and staff competencies necessary for command and control, as well as for supporting commanders in the decision-making process at the command post. The forms and methods used in these processes include the exercise study, which is a type of preparatory exercise (Centrum Doktryń i Szkolenia Sił Zbrojnych, 2023). The ongoing war in Ukraine is replete with episodes and battles that can be included in the training curricula of future tactical-level commanders as purposefully selected cases. Following a review of the educational and personnel improvement literature on military organisation and analyses of multiple organisational assumptions included in the training of armed forces command and staff personnel, a thesis was adopted that exercise studies at military universities – as a form rather than an educational method – should constitute the basic form of exercises for future commanders and for the development of command and staff

personnel. An exercise study can be conducted as an operational study and as a tactical study. This breakdown is by no means accidental – it results from the content of the training and the nature of the participant. The specific educational forms include the study tour, which is implemented as a historical and geographical excursion or a field exercise. Unlike a study tour, an exercise study takes place indoors, effectively requiring no field trips to work sites. An exercise study can be characterised as follows:

- an exercise study aims to obtain “knowledge enabling a better understanding of corresponding, more general phenomena or processes and to learn about the course of general phenomena in corresponding, specific conditions” (Królikowska, n.d.);
- the essence of an exercise study is a case that is special and unique on the one hand, but typical of certain conditions and types of action on the other;
- the input, course of action and outcomes are the basic elements of critical analysis in the exercise;
- the course of the exercise is based on a case study, though not as a qualitative research method but rather an educational method.

An exercise study enables officers or staff commanders to prepare individually for their tasks. Through association with historical and recent examples, an exercise study develops tactical awareness and imagination. Ongoing armed conflicts provide a basis for analysing and seeking new solutions for the organisation, equipment and tactical operations of subdivisions of all armed forces branches.

This article aims to identify the applicability of the exercise study and Russo-Ukrainian War examples in the process of improving command and staff personnel. Its specific objectives are to identify the peculiarities of the exercise study and its formats – operational study, tactical study and case study – within the theory of military education, and to determine the scope of use of multi-criteria analysis in exercise studies. The main research problem was defined as the following question: *To what extent can the exercise study, based on the examples of the Russo-Ukrainian War, be used in the process of improving command and staff personnel?* The following specific questions were helpful in addressing the research problem formulated in this way: What are the specific features of the exercise study and its formats? What could be the content of an exercise study using cases from the Russo-Ukrainian War? The research process involved applying such theoretical research methods as: analysis, synthesis, generalisation, abstraction and comparison; it also entailed empirical methods like case

study and uncategorised participant observation¹ during command and staff exercises and exercises with troops. Preliminary conclusions from own research made it possible to formulate the following hypothesis: an exercise study based on the real course of typical and unconventional ways to use assets in the specific operational and tactical environment of the Russo-Ukrainian War can become a key educational form in the command and staff training process. The Russo-Ukrainian War can be the core focus of critical analyses within the framework of exercise studies. In this article, the consideration of the exercise study begins by indicating the general conditions of the training of command and staff personnel and commands. The next part describes the exercise study and presents the constitutive features of this form of military education, and in the context of a case from the Russo-Ukrainian War, indicates the possible areas of analysis and consideration. The article closes with a conclusion in the form of some summarising remarks.

1. Exercises in the training of commands and troops of the Armed Forces of the Republic of Poland

Training of all services of the Armed Forces of the Republic of Poland is one of the fundamental determinants ensuring the achievement and maintenance of operational capabilities to operate effectively in a multi-domain international security environment. The continuous process of professional education of personnel, troop training, improvement of commands and commanders themselves, as well as training of personnel reserves, ensure the necessary organisational efficiency and ability of the entire defence system to counter military threats. Apart from command in times of peace, crisis and war, training courses assure the efficiency of organisational structures, flexibility of action and the expected level of coordination and cooperation in achieving synergy between the armed forces and the non-military elements of the national defence system.

¹ Participant observation in exercises with the following codenames: „Granica” (“Border”), „Compact Eagle”, „Szwoleżer” (“Light Horseman”), „Dragon” (“Dragoon”), „Anakonda” (“Anaconda”), „Steadfast Jazz” in 2004-2019 and „Twierdza” (“Stronghold”), „Akademicki Pierścień” (“Academic Ring”), „Pierścień” (“Ring”) in 2005-2022; participation in the drafting of the following doctrine documents: Instrukcja działalności szkoleniowo-metodycznej w Siłach Zbrojnych Rzeczypospolitej Polskiej z 2009, Doktryna Szkolenia Sił Zbrojnych Rzeczypospolitej Polskiej, DD7/B z 2014.

The command training process is being implemented at all tiers and levels of command, from battalion or equivalent command upwards. To that end, a whole spectrum of exercise types, forms and formats is used, according to the appropriate organisational level of participants. The training tasks carried out within the framework of command training focus on:

- preparation and improvement in the execution of tasks in times of peace, crisis and war;
- improving the ability to move, deploy and use forces in various regions of the world;
- developing and improving interoperability with armed forces elements from other countries, as well as the mobility and operational flexibility of armed forces components;
- improving combat system efficiency;
- improving procedures for acquiring, exchanging and processing reconnaissance and intelligence data;
- improving the ability to plan, organise and conduct actions at the strategic, operational and tactical levels;
- falsifying assumptions relating to strategy, operational art and tactics as well as structures, equipment and use of armed forces or their elements;
- falsifying the assumptions of planning documents for the use of the armed forces;
- perfecting the principles, modalities and identification of the support needs of the armed forces by the non-military system.

In selecting the content of command training, the need to consider the tasks of the Armed Forces of the Republic of Poland in a state of peace, crisis and war must be emphasised. In peacetime, these objectives include practical preparation of commands and troops to operate on the battlefield (managing military resources, planning the use of armed forces, personnel training and development – including for personnel reserves – and participating in the planning of non-military defence preparations), as well as preparation for handling crisis management tasks. Preparing commands to operate during a crisis requires the implementation of exercises focusing on such issues as: monitoring threats and assessing their consequences; planning and implementing search and rescue, emergency aid, chemical emergency and epidemic emergency response efforts; as well as protecting property and repairing and rebuilding technical and communications infrastructure (Ustawa z dnia 26 kwietnia 2007 r. o zarządzaniu kryzysowym, 2013). The general tasks of the Armed Forces of the Republic

of Poland in times of war are framed as missions to be fulfilled: guaranteeing national security, resisting aggression, supporting internal security and assisting society. Preparing the Armed Forces to accomplish the missions and tasks outlined in Articles 5 and 26 of the *Konstytucji Rzeczypospolitej Polskiej* (1997) (Constitution of the Republic of Poland) and Article 11 of the *Ustawa o obronie Ojczyzny* (2022) (Act on Homeland Defence) requires taking account of the changes occurring at each level of the art of war (strategy, operational art and tactics). By analysing the most recent armed conflicts and wars, their course, the assets involved, the strategy adopted by each side, the operations carried out, the tactics, the use of the operational environment and the infosphere and cybersphere impact, it is possible to forecast changes in how wars are waged and, by identifying cases of particular interest, to train future commanders and staff personnel.

By definition, exercise is an activity performed to “become proficient in something, to master and consolidate some skill” (Dunaj, 2005, p. 79); it is “repeated performance of an activity in order to gain practice and acquire mental and motor proficiency” (Okoń, 1995, p. 56) and “continued repetition of exercise activities, organised in a deliberate manner and requiring the use of means ensuring the development of skills [...] performed in order to shape and consolidate skills and increase the efficiency of performing a given activity” (Żegnałek, 2005, p. 175). The authors of the *Leksykon wiedzy wojskowej* (*Lexicon of Military Knowledge*) (Laprus, 1979) define an exercise as an action that is repeated many times, while emphasising the complexity of training and organisational activities that can be carried out during its course. Exercise participants acquire or improve their skills in a specific activity, gaining proficiency in using equipment, performing functional duties and solving individual or collective tasks and decision-making problems.

The essence of an exercise is the complex, multi-actor and multi-faceted implementation of training projects in conditions close to real life, at organised work sites, in a time adequate to the tasks performed. Depending on its type and format, an exercise will have a different structure, exercise site and assets and participants involved, and will provide for a comprehensive or flexible approach to the tasks and ways of their implementation.

The common feature of the above definitions is that they refer to exercise as “repeated activities; motor or mental activities carried out to shape, consolidate and increase motor and mental skills; an organised and deliberate set of undertakings” (Krakowski, 2014, p. 219) and educational activities.

In contrast, a military exercise is a form of training for commands, troops and military university students and course participants, which includes a set of activities performed and repeated many times by soldiers, subdivisions, units, tactical formations and commands across all organisational tiers and levels of the armed forces. They are essential military education forms for achieving and maintaining the required capability of commands and armies to perform tasks as intended, as well as for the coordination, verification and certification of individual subsystems or elements of the system of operations (Krakowski et al., 2016).

The purpose of military exercises can be considered in material terms through a set of objectives related to knowledge, skills and beliefs. These include:

- scientific knowledge of the most general phenomenon that is war and armed warfare, armed combat, military strategy, operational art and tactics. These are not isolated components of the art of war, but, as noted by S. Koziej (1993), successive terms appearing in a fundamental treatise on the Polish art of war at the turn of the 20th and 21st centuries. The author in question distinguishes three components of the art of war – strategy, operational art and tactics;
- the practical skills of officers, non-commissioned officers and privates and, in institutional terms, of commands and armies, related to:
 - planning, organising and conducting operations in accordance with the wartime objectives;
 - functioning of the combat system, including in particular: command, fires, reconnaissance, combat support and combat service and logistics support;
 - leading and participating in crisis response and peace support operations;
 - methodology in education of command, staff and specialist personnel, troop training, command and staff improvement and training for personnel reserves;
 - using experience and lessons learned from exercises in practical operations;
 - interoperability during joint allied and international operations;
 - cooperating with non-governmental organisations;
 - evaluating operational procedures and operation and action plans;
 - verifying and assessing the level of training of armed forces;
 - confidence in the correctness and suitability of the solutions adopted;

- strategic as well as operational and tactical doctrinal assumptions, whether in force or assumed;
- applicable or assumed principles and modalities of operations under different battlefield conditions;
- evaluation;
- functionality of the adopted command and force organisational structures;
- effectiveness of the combat system's individual subsystems;
- combat and mobilisation readiness of units;
- evaluation of the degree to which units and commands are prepared to operate as intended in a specific place and time (Polak, Joniak, 2014).

According to J. Halik and J. Wołęjszo (2003), the fundamental objectives of military exercises are as follows:

- shaping individual and team skills and behaviours necessary on the battlefield;
- acquiring personality traits necessary for warfare;
- verifying the correctness and suitability of operational and tactical doctrinal assumptions, whether in force or assumed;
- verifying the principles and ways of conducting operations in various environments and battlefield conditions;
- verifying the functionality of the adopted command and force organisational structures, as well as the efficiency of combat and weapon systems;
- verifying the combat readiness of military units;
- determining the degree of preparedness and ability of military units to perform tasks in the right place and at the right time.

Military exercises involve setting objectives to be achieved through teaching, coordinating, improving, presenting, testing and examining. This entails teaching that which is new and unfamiliar – procedures, rules and norms. Functional teams are coordinated to operate in a higher-level structure. That which is already known but not mastered, i.e. skills and habits, is improved. The elements that are not yet known, but which must be performed in a certain way, are presented. The functioning of the trainees in a certain structure and the way in which they carry out the intended tasks are tested. That which can be improved, changed or modified is examined.

Military exercises help shape the desired combat qualities of personnel and complex organisational structures, both of command and control bodies and of troops. Armed forces training is a complex educational

and instructional activity directed by commanders and carried out independently by trainees as part of self-education, and its essence boils down to continuous acquisition, expansion and consolidation of knowledge and improvement of individual and team skills of everyone in the training system (soldiers and commanders) (Sztab Generalny Wojska Polskiego, 2010). In the Armed Forces of the Republic of Poland, the fundamental role in shaping the training activity is played by commanders at each level of command. Indeed, it is they who determine how this process takes place, considering the training performance so far, the level of training of troops, coordination and preparation of commands, possibilities of supporting the training process, training tasks received and conditions and limitations determining the training process, as well as indicating the training objectives to be achieved, the organisational forms of training (military exercises), the scale and the participants. The practical aspects of exercises involve:

- conducting field exercises under near-real battlefield conditions;
- adapting the content of exercises to the purpose and tasks of individual elements of the armed forces organisational and functional structures;
- using military equipment, including its simulated or real employment;
- combining the training efforts of multiple branches and services during exercises;
- involving elements of the non-military defence system in the exercises;
- involving in the exercises the personnel reserves within the system of armed forces mobilisation reserve;
- applying methodical principles of exercises.

2. The exercise study and its types

– operational study, tactical study and case study

An operational study is a form of exercise that is particularly recommended for commanders and command staff at higher operational and tactical levels (component commands of armed forces branches and tactical formations). The essential feature of an operational study is the execution of a specific task in an analytical and comprehensive manner, not necessarily within the command post functional teams, but often within ad hoc expert and training teams established for educational purposes. A tactical study is a form of exercise that is similar to an operational study but limited to the tactical aspects of preparing and conducting tactical operations. In a tactical study, every command process activity and the role performed

by the functional person at the command post is considered within the exercising operational staff (Krakowski et al., 2016). The purpose of an operational or tactical study is to practically prepare command and staff personnel, individually and collectively, to plan operations, as well as to plan, organise and conduct tactical operations in a designated area, and to evaluate the operational or tactical area of operations or terrain in tactical operations. The essence of an operational or tactical study boils down to analysis. Analysis may cover such things as:

- operational factors (forces, area and time);
- environmental (natural) factors;
- economic, social and cultural environment;
- technological factors;
- historical background;
- international environment and geostrategic conditions;
- own defence potential;
- threats to subjective security.

Therefore, the content of an operational study is as follows:

- selected elements of the strategic study (political, military, economic, social, legal);
- selected studies of operational art theory (operational planning, operational concepts and assumptions);
- a study of threats to national security (mostly military threats);
- a study of own forces;
- a study of the area of operations;
- a historical study.

The content of a tactical study includes:

- experiences and lessons learned from recent armed conflicts;
- theoretical solutions and practical implementation of general tactics and the tactics of armed forces branches;
- a study of the operational and tactical capabilities of selected armed forces elements;
- military threats and tactical modalities of a potential adversary;
- a field study of the area, zone or region of tactical operations;
- a historical study of armed conflicts in a specific geographical area.

An operational or tactical study may be holistic, dealing with the entire spectrum of operations or tactical activities in a specific area of operations, zone or region. It may be departmental or branch-specific and deal with the operations of one armed forces branch or service. Indeed, it may also be specialised, addressing the tactical operations or conduct of operations

in a very narrow section, over a limited time, in a specific combat environment. In this approach, for example, the Battle of Monte Cassino would be considered as an operation the final phase of which involved Polish participation. It can be considered within the following framework:

A. Analyses and assessments:

- a) assessment of the terrain on the northern wing of the battle,
- b) location and task of the 2nd Polish Corps,
- c) assessment of the terrain in which the 2nd Polish Corps fought,
- d) assessment of the enemy,
- e) intention of the 2nd Polish Corps commander,
- f) plans for the use of branches and services,
- g) decisions of division commanders,
- h) course of action:
 - initial attack,
 - break in the attack,
 - second attack;

B. Conclusions.

The same battle can be analysed in a department- or branch-specific dimension, focusing on the actions of a single armed forces branch, or in a detailed dimension, focusing on the actions of an element of the battle order adopted by the 2nd Polish Corps commander or even of a single unit or subdivision.

Operational studies are conducted at permanent facilities like archives, offices and dedicated work sites in the field. Tactical studies are, by definition, carried out in the field. The author of this paper believes that an operational study may last as long as 2-3 months, depending on its purpose, which is considerably longer than a tactical study which only lasts a few days. The duration of an operational study depends on the time taken by the trainees to prepare, and the organisational concept adopted for the exercise.

The case study format is helpful when preparing command and staff personnel to solve the complex problems of the modern battlefield. A case study can be seen as a form or method of training command and staff personnel, in which commanders and command officers analyse the course of combat or operations in historical terms by examining causes, conditions (geographical, organisational, social, economic and other), course and effects, based on a specific case or real or simulated event (non-standardised situation). It is an auxiliary form, also recognised as a type of exercise study. The case study is a method and form aimed at preparing command

officers, commanders or managers to plan and organise actions by analysing solutions to real, unusual decision-making cases. The essence of a case study is the analytical breakdown of a case identified as a problem situation that has actually occurred, or a fictional problem situation generated for the sake of the exercise. The core feature of a case study is the individual, multi-faceted analysis and evaluation of the given case. "A case study could be described as a written demonstration that allows the abstract to be translated into the concrete" (Biech, Silberman, 2006, p. 132).

What can be analysed as part of a case study? A case study may analyse such things as:

- social environment;
- cultural environment;
- environmental (natural) factors;
- economic environment;
- technical factors;
- historical factors;
- international environment;
- psychophysical (individual) factors;
- operational factors (forces, area, time and information);
- principles of the art of war.

The content of a case study is unusual problem situations and their analysis, as well as the historical context of planning and organising operations.

What is a case? In training practice, we identify a case as:

- a single tactical-scale event, an incident, a simple, uncomplicated situation;
- a battle, a skirmish, a complex tactical situation;
- a special, unusual case;
- a non-tactical situation, e.g. related to organisational issues, planning, logistics or training.

In the case study method, it is important to provide the full range of available information describing the multiple aspects of changes in the situation presented. The description should be as complete as possible and include all information necessary to solve the problem. A case study allows the exercise participants to analyse the solutions adopted by commanders in a given real-world case against a specific environmental and operational background.

- rivers (Durna and others);
- vegetation (wooded areas, forests, roadside tree belts);
- settlements and developed areas (Muzyka, 2023).

All these factors shape the activities in the area of interest. Key area 1 – the slag heap – has an elevation of 30 metres, making it suitable to deploy spotters and technical reconnaissance means to reconnoitre neighbouring areas. Key area 2 – the village of Sieverne – allows Ukrainian forces to control logistical supply lines for the first-echelon forces fighting in Avdiivka. Controlling these two areas is therefore crucial from a tactical standpoint; however, their loss or seizure could also have operational consequences.

For Russian forces, capturing Key Areas 1 and 2 means achieving freedom of movement on motorway M-04 and the Yasynuvata-Donetsk railway line, which could alleviate Russian logistical hurdles on the Donetsk and Zaporizhzhia axes.

The two sides have concentrated the following forces in the indicated area: Ukraine – 110th and 53rd Mechanised Brigades, assigned elements of 3rd Special Forces Regiment, Special Forces Platoon Omega, 6th Motorised Battalion; Russia – in the 1st echelon – 114th, 1545th, 255th, 87th, 33rd, 1439th and 1004th Motorised Regiments, Pyatnashka Brigade and 1st Motorised Brigade; in the 2nd echelon: 4th Battalion Tactical Group, Sparta and Somalia Battalion Tactical Groups, with 109th and 1453rd Motorised Regiments in reserve. Subdivisions from 1231st, 1232nd and 1234th Motorised Regiments, as well as 15th, 21st and 30th Motorised Brigades, were also identified in the battle area (Fig. 1).

The objective of the Russian side is to restore motorway (M-04) and rail traffic on the Yasynuvata-Donetsk line and thus improve its offensive positions before winter. Analysing the terrain conditions and the adopted battle order on the Avdiivka axis, it can be concluded that the Russian battle plan consists of two stages. The goal of stage I is to cut off supplies to Ukrainian forces. To that end, the Russians are attempting to occupy key areas 1 and 2, while simultaneously advancing on the Pervomaiske-Sieverne and Vesele-Orlivka axes. The objective of Stage II is to encircle and destroy Ukrainian forces in the Avdiivka area. The encirclement of the Ukrainian forces will be possible with the capture of key areas 1 and 2 (Fig. 2) (Muzyka, 2023). Due to heavy fire from Ukrainian defenders, battalion tactical groups of the Russian first-echelon motorised regiments suffered significant losses and failed to capture key areas 1 and 2. The deployment of the reserve motorised regiments and brigades allowed the Russians to advance near the railway line north of Stepove and take up positions in

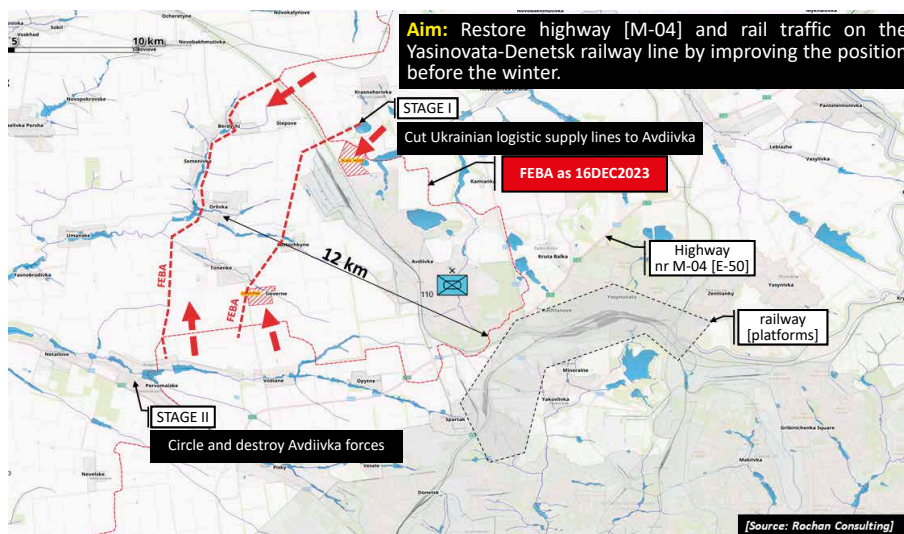


Fig. 2. Likely intention of Russian troops

Source: (Muzyka, 2023).

a forested area within and to the south-west of the village itself. The intensity of subsequent assaults was tremendous indeed. For example, on just one day – 15 December 2023 – in the Avdiivka area, the Russians launched 45 attacks east of Novobakhmutivka (13 kilometres north-west of Avdiivka), Stepovo and Avdiivka, as well as south of Sieverne (6 kilometres west of Avdiivka), Pervomaiske and Nevel's'ke (13 kilometres south-west of Avdiivka) (Lutykov, 2023). According to various sources, Russian losses in the entire Battle of Avdiivka range from 16,000 soldiers and 300 vehicles (Bruszewski, 2024) to around 53,000-63,000 soldiers, with 15,000-18,000 killed and 38,000-45,000 wounded. Ukrainian losses were estimated at around 3,000-4,000 thousand killed and 15,000 wounded (Ditrich, 2024).

For the purposes of an exercise study, the fighting in the Avdiivka area can be analysed based on operational factors – time, environment (space), forces, as well as information in the space-forces, time-forces, time-space and time-space-forces frameworks. Another area of analysis can be a group of factors – dynamic attributes based on gaining or losing ground; physical aspect – size, shape, geographical location, distances, terrain topography, hydrography, weather and climate, vegetation; and the human aspect – cultural conditions and ethnicity, will to fight, command organisation and commanders' characteristics. An exercise study may also involve a simulation of operations based on seven combat functions: manoeuvre, command,

fires, supply, force protection, reconnaissance and information activities. In this variant, the trainees are provided with the maximum amount of information about each side, in particular: structure and equipment; position and combat objectives; state of combat assets; adopted battle order; command organisation and models (doctrinal patterns) of tactical operations. Simulated operations can utilise one of the techniques known from the decision cycle of the command process: stages, directions, objects (NATO Standardization Office, 2019). The course of simulation aims to determine how to maximise the effects of combat potential while protecting own troops, as well as to visualise operations, identify events that are possible within a given time horizon, determine the conditions and means necessary for success, indicate where to use the main force and synchronise its effort with other elements of the battle order. The simulation of tactical operations conducted in this way, and especially its results, can be compared with the actual (real) course of the battle.

Summary and conclusions

The author's research allows the following conclusions to be drawn:

- the exercise study, operational study, tactical study and case study are similar, near-synonymous terms for a form or method of educational work which, with respect to the art of war, focus on individual or team analysis of events, episodes, stages, battles, campaigns and entire wars, although it is difficult to label the last two as strictly typical or atypical events;
- the military, operational and tactical actions in the Russo-Ukrainian War include a number of typical, but also unconventional ways of using assets in specific operational and tactical conditions, which can and even should be subject to critical analyses in exercise studies;
- the ongoing Russo-Ukrainian War is a peculiar repository of incidents, cases, as well as strategic- and operational-level mistakes of both belligerents, which require analysis not only across all levels of command, but primarily as the content of exercises and training.

The author's aim was not to identify specific examples from the combat operations of the parties involved, but only to identify the possibility of using them in exercise studies. An essential feature of armed forces is predicting future battlefield conditions and preparing accordingly. Such

predictions are impossible without continuous analysis of ongoing armed conflicts.

If one were to assume that the Armed Forces of the Republic of Poland are an organisation, which:

- continues to learn, capitalising on the knowledge and experience of command and staff personnel;
- comprehensively incorporates the conclusions and experiences of other armies;
- responds to any changes in the operational environment,

then, as a consequence of this, one must assume that the Polish Armed Forces are required to use forms and methods adequate for this in the process of training and development of command and staff personnel, including the exercise study. It is one of the educational forms suitable for supplementation with real-world tactical situations and episodes from the ongoing Russo-Ukrainian War. Within the framework of an exercise study, a selected case, tactical, operational or strategic situation can be subjected to multi-criteria analysis and evaluation, and as such, constitute a training situation that allows trainees to solve a specific decision-making problem and compare the adopted solutions with the real course of tactical operations. In the author's opinion, the adopted working hypothesis has been confirmed. The Russo-Ukrainian War can be a core focus of critical analysis within the framework of exercise studies. Hopefully, the Armed Forces of the Republic of Poland will start using them more often in training practice.

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**Ćwiczenie studyjne w doskonaleniu kadr dowódczych
i sztabowych Sił Zbrojnych Rzeczypospolitej Polskiej
– wykorzystanie przykładów z wojny rosyjsko-ukraińskiej**

STRESZCZENIE

Przygotowanie kadr dowódczych i sztabowych do planowania, organizowania oraz prowadzenia działań operacyjnych i taktycznych adekwatnych


do zamian zachodzących w organizacji, wyposażeniu i taktyce działania potencjalnego przeciwnika jest podstawowym celem działalności szkoleniowej sił zbrojnych. Wybuch wojny rosyjsko-ukraińskiej zapoczątkował szereg procesów wpływających na podnoszenie stanu ilościowego i jakościowego Sił Zbrojnych Rzeczypospolitej Polskiej. Jednym z kluczowych przedsięwzięć wzmacniających zdolności operacyjne jest szkolenie, w tym także szkolenie i doskonalenie dowódców oraz dowództw, na realnych przykładach wywodzących się z wojny rosyjsko-ukraińskiej. Autor wskazał cechy konstytutywne i możliwości wykorzystania ćwiczenia studyjnego w procesie kształtowania kompetencji dowódczo-sztabowych. Wielokryterialna analiza przypadków jest główną metodą badawczą stosowaną w ćwiczeniu studyjnym, a możliwość niejako na żywo wyciągania wniosków z trwającej wojny jest atrakcyjna dydaktycznie dla dowódców i oficerów sztabowych. Podsumowaniem rozważań teoretycznych autora jest eksploracja wybranego przykładu z trwającej wojny.

SŁOWA KLUCZOWE ćwiczenie studyjne, doskonalenie oficerów, wojna rosyjsko-ukraińska

Biographical note

Krzysztof Krakowski – PhD, professor at the Military Academy of Land Forces, discipline: security sciences. His research interests focus on such areas as contemporary military education, new educational concepts in military applications, as well as educational technology and challenges for the armed forces in this area. Key publications: *Technologia kształcenia w dydaktyce wojskowej*, National Defence University, Warsaw 2012; *Metody rozproszone w dydaktyce* (coauthor), National Defence University, Warsaw 2014; *Współczesna dydaktyka wojskowa*, National Defence University, Warsaw 2014; *Systemy symulacyjne w doskonaleniu zawodowym osób funkcyjnych i w szkoleniu dowództw Sił Zbrojnych Rzeczypospolitej Polskiej* (coauthor), War Studies University, Warsaw 2016; *Uwarunkowania dydaktyczne przygotowania obronnego państwa* (coauthor), War Studies University, Warsaw 2018; *Konstruktywizm i konektywizm: implikacje dla dydaktyki wojskowej* (coauthor), War Studies University, Warsaw 2019. The author has participated in projects in the field of defence and national security funded by the National Centre for Research and Development and the European Defence Agency.

ORCID

Krzysztof Krakowski  <https://orcid.org/0000-0001-9508-016X>

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Author contributions

The author contributed to the interpretation of results and writing of the paper. The author read and approved the final manuscript.

Ethical statement

The research complies with all national and international ethical requirements.
