

**APPROACHING YOUNG GENERATION EDUCATION FOR SECURITY
BETWEEN MANAGERIAL PARADIGMS SPECIFIC TO STANDARDIZED NEED
AND ASSUMED FREEDOM**

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ABSTRACT

The management of individual and organizational security becomes imperative fundamentals to the sustainable development of society, as threats from various typological areas increasingly affect the proper functioning of some critical or common organizational infrastructures. The main purpose of the article is to demonstrate the necessity of developing sustainable educational solutions addressed to the young generation, gradually, on different stages of human and professional progress, to realize the awareness of the consequences of the emergence of dangers and to acquire a minimum necessary volume of knowledge to allow helpful interventions to minimize possible effects. Based on the analysis of existing good practices, attention is drawn to how difficult it has become to create competencies in this respect in today's society. Using a critical analysis framework of literature, with central pairs of notions such as formal and informal, protection and security, reactive and proactive, imposed and chosen, military and civil, respectively, the research method embraces both approaches from theory to practice and vice versa. The purpose of this research is to provide governmental or local decision-makers in the fields of education and security management with a robust argument on the opportunity to create and implement in an integrated and interoperable manner educational packages with theoretical and practical content specific to the management of the consequences, dedicated to young people.

KEYWORDS: *Education, Security, Young people.*

1. INTRODUCTION

The analysis of some social aspects generally involves analysis of several stakeholders and the associated roles in terms of functionality, rules and resources. What is useful to the present research to set up a robust conceptual framework of knowledge is Alfred Bulai's (2017) observation according to which any role can be viewed from two perspectives, one prescriptive, that is, in normative terms, and the other as performance in action as an interpreted role, the same the author emphasizing the fact that the interpretation of roles can be thought of as an approach by which social objects are built.

Subsequently, security education has to be conceptually encompassed by wider thematic registries, which provide development support, technical, systemic and operational. For instance, an eloquent correlation must be achieved in relation to the desired level of assurance of the well-being of the young, as an educated subject, taking into account at least the following explanatory coordinates, some of which are used and developed within the proposed conceptual framework: at individual

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level, welfare of a child means health and safety, school participation and learning outcomes, psychological and emotional development, social development and behavior; at the level of relationships, the well-being of the child means family relationships, relationships with the group of peers, school relationships, community relations, societal relations; at the level of the context, the well-being of the child means the family, the colleagues, the school, the community, the macro system (the society) (Iosifescu & Stas, 2016). Even if the cited authors refer to children, we consider, extrapolated, for the creation and consolidation of the working concepts, that a large part of these indicators are valid also at the level of adults, respectively young people.

We also considered relevant in our approach the reference to what is the change of the paradigm in management, because the management, as art and science, is in this case the integrator of some organizational aspects that bring to our attention the human element as a multiplier of performance in the field of security, both as an object and as a subject. With different levels of experience and educational and professional expertise demonstrated through the level of knowledge with which he/she participates in the activities of the organization he/she belongs to at a time, not necessarily as an employee, the 21st century young man has standards of values and, implicitly, expectations, different at the personal level and professionally, compared to the generation of parents or grandparents. The success factor in its systemic integration, as a key stakeholder in everything that means sustainable development and sustainability, is organizational and complementary management, managerial organizational psychology. Both in content and in practical terms, these areas create value-added, regardless of the individual or organizational and national or international approach. In other words, the performance management of individual security, both in terms of perception and operational, can provide solid premises for success in collective security processes. Returning to the duality at the end of the title of the article, trying to explain the positioning of the young as secure as the systemic component of an infrastructure that has entered into a state of malfunction or dysfunctionality, the delicate problem is the proper setting of managerial actions in the field of security between the two stated coordinates, the imposition of norms (standardized necessity), respectively, the deliberate action (assumed freedom). This latter aspect brings to the attention the correlation between the professional job of officer, regardless of the specialization in the field of security, public order and national security, as a specialist in the service of society and civil society. Returning to the framework of managerial analysis, Clarke and Clegg (2000, p. 45-46) asserted the research team's work on this topic: "A proliferation of management paradigms is occurring, defining paradigms as means of understanding the world and a basis for informing action. Frequent paradigm shift are essential for survival in a business context of constant innovation".

If the state of security can be accepted as the individual or collective state of the person, community, nation and various local, international or supranational social organizations, in the absence of risks, threats, dangers, defiance and non-military aggression towards common or collective national values and interests, and ensuring that they are in no way endangered, concurrently, individual security is a relative dimension of security, dimensioned primarily by the characteristics of the individual, the environment in which it lives, and the value system (Cîrdei, 2015). The approach to security education has to be correlated with the economic, ecological, geopolitical, societal, technological, legislative trends in the current global climate, the common denominator of the characteristics of these analytical dimensions being volatility, uncertainty, complexity, ambiguity (Rouvrais et al., 2018). The World Economic Forum's Report (2019) highlights the following risk categories in the higher risk category (product-related probability and impact): extreme climate events, failure of climate change mitigation and adaptation, natural disasters, cyber-attacks, man-made environmental disasters, interstate conflict. Within them we observe the collective characteristic of security (especially through the manifested consequence), but the human element can be a trigger for a part of them, obviously predominantly the individual component of security. It can be concluded, based on these data, the need to create, through

dedicated educational programs, competencies in line with the most commonly identified or predicted types of risks (Cioca & Moraru, 2010). Also, given the fact that there are manifold types of risks affecting society as a whole (the collective dimension of security), the research team is advancing the assertion that there is a need for a readjustment in the educational curriculum, for specialized military programs or civil education programs, adaptable and according to the dominant traits of the psychosocial profile of the youth, of addressing issues related to non-military security as a basic condition of quantitative and qualitative increase in the effectiveness of the reaction to the manifestation of those risk events.

2. MATERIALS AND METHODS

As a research framework, both intuitive methods were used to refer to novelty elements and qualitative changes, as well as exploratory methods based especially on contextual representations for knowledge of the existing elements in the reality of the field under investigation. The working hypothesis (without statistical significance) has been tailored around the idea that solutions to addressing younger generation education to create security competencies must be mixed with the limits set in the title of the article.

By content, meanings and methods of solving, the issue addressed by this article also requires a reference to the national framework for designing appropriate public policies, some of which are underlined by Valdivieso and Anderson (2018) on the relationship between multilevel governance, institutional capacities, municipal investment decisions, and critical infrastructure outcomes, which constitute benchmarks for investigating good practice in the field. On the one hand, government actions are intended to promote the goals of society (health, personal safety, freedom of expression, freedom of choice, economic opportunities, clean environment) and on the other hand, individuals are exposed to different ways of looking at the surrounding reality and must deal with third parties who have extremely diverse perspectives and ways of thinking. Therefore, pertinent answers to queries such as: What determines us to choose a behavior (a way of action) and not another, and on what basis do we make that decision?

As presented in the previous section, it is clear that the current generation of young people positions themselves differently in internalizing and outsourcing the values specific to a secure society and education for that purpose. It is of interest to have detailed analyzes in this respect both for the large mass of young people in the situation of security service consumers and especially for the training specialists, an issue answered to at a conceptually small scale on the scale of the scientific investigation made through a study conducted in a military higher education institution. An aspect very little referred to in the literature is the fact that, due to the gradual increase in the number of millennials in the army, and due to their specific beliefs about some aspects of life, awareness of these differences is important for military leaders. Because of the need to professionally train, lead and educate millennials to subsequently serve different functions in security and defense organizations, it is very important for military leaders to understand the distinctive features of this generation and to become aware of millennials' attitudes to the basic processes of the respective organizations: leadership, influence, power and authority (Bumbuc, 2019). Because an essential aspect of military higher education is the responsibility of developing the next generation of leaders, teachers and military specialists need to understand very well how to engage in the formation of future leaders. But, on the other hand, no one should expect the militarized institutions to reorganize to fit their millennials. More than that, it is noticed in specialized literature the idea that further more work is needed to understand how millennials' attitudes translate to developing behaviors that are more in tune with responsibility and care for the planet (Woosnam et al., 2019).

In an implicit relationship with sustainable development education whose purpose is not to promote or change behavior but to allow young learners to take competent decisions (Bauer et al., 2018), before discussing some examples of case study value, it is necessary to highlight the value of the

theory of planned behavior according to which the behavioral intention can be predicted from three global latent constructs: attitude toward the behavior (captures the degree to which an individual has a favorable or unfavorable evaluation of the behavior in question), perceived behavioral control (describes the extent to which a person finds it easy or difficult to perform a given behavior) and subjective norm (conceptualizes the perceived social pressure to perform or refrain from a behavior) (Fishbein & Ajzen, 2010).

3. FINDINGS AND DISCUSSIONS

Prior to the writing of this article, there were no concerns of the authors regarding research on specific themes, and some more conclusive results with theoretical value on the relationship security and sustainable development were synthesized and published (Badea et al., 2015) (see also between the idea of sustainability in crisis management, the resilience-sustainability matrix of an infrastructure; the 3C conceptual model of critical infrastructure protection – sustainable development interaction). In this context, introducing the concept of situational awareness with the unanimously agreed and used significance in the military field - the human perception of all available elements of information in relation to a specific situation that allows for a more comprehensive and informed cognitive interpretation of reality - constituted the elements sufficient for the construction of a first component (working variants) of a conceptual model for approaching the problem (Figure 1).

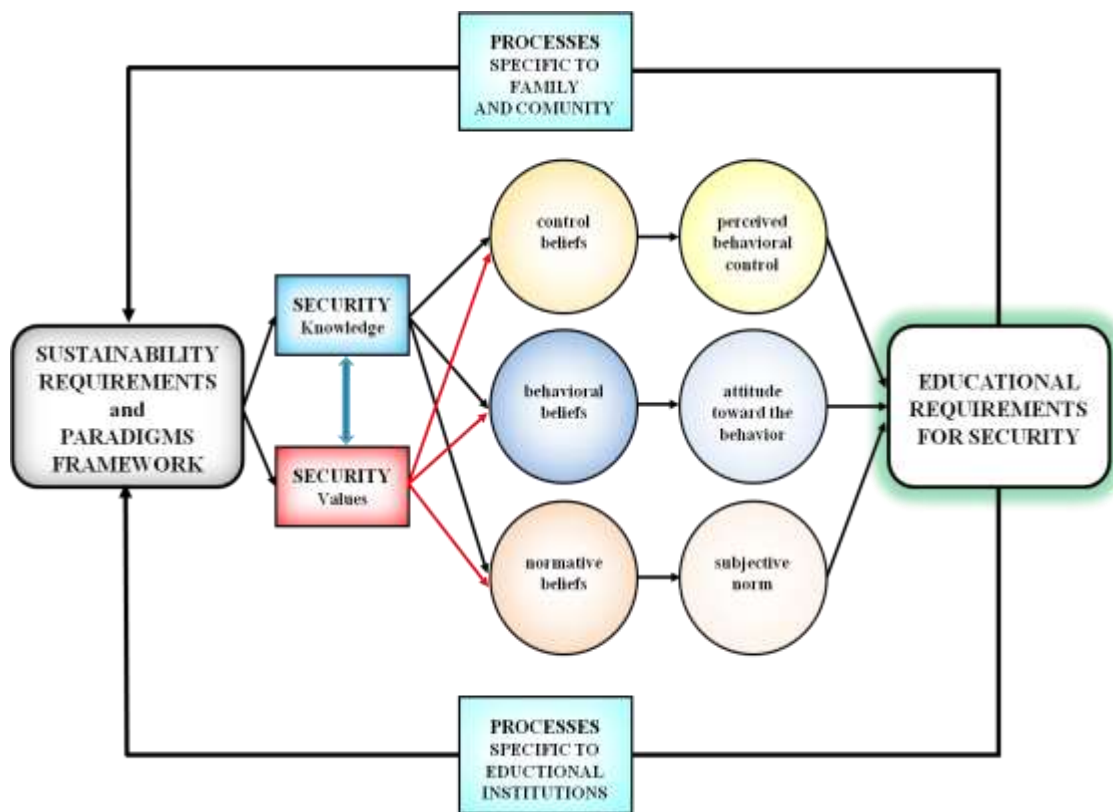


Figure 1. Interdependencies between sustainability, security and education

Source: adapted from Bauer et al. (2018).

On the other hand, the Sustainable Development Goals have been highlighted in the United Nation's 2030 Agenda for Sustainable Development, using an action plan that combines by 5P – people, planet, prosperity, peace and partnership.

In support of the difficulty of approaching the subject and, implicitly, of finding some main lines of decision making by the decision makers, we chose to exemplify a few peculiarities of the perception of the formation of officers for different military branches from the Land Forces Academy in Sibiu, results obtained following the application of a questionnaire (sample made of 111 students in the third year of study, at bachelor level, of which 83.8% men and 16.2% women) in 2017, of which only some statistical results were published (Iancu et al., 2017).

The students included in the sample of our research are the Millennials, and therefore we are assuming that they share a great deal of the tendency towards a shallow approach to learning specific to their generation. We have formulated this premise having as a starting point a study by Meeks et al. (2013) who compared three generational cohorts - Baby Boomers, Generation X and the Millennials - in terms of their preference and predisposition to use certain learning styles, starting from the hypothesis that the Millennial Generation, made up of people born in 1981-2000, to acquire superficial knowledge from a wider range of fields to a greater extent than previous generations. The three cohorts were compared in terms of their predilection for using deep approach or surface (apathetic) approach in activities involving formal or informal learning. As a data collection tool they used the ASSIST questionnaire; it was applied online and was completed by 1,700 students enrolled in a business course in a US state university. In the sample of Meeks and his colleagues, 7.5% of students were Baby Boomers, 23.1% were part of Generation X and 69.4% were Millennials. Meeks and his collaborators have started from the hypothesis that people in the Baby Boom generation are using the deep approach to a greater degree than the other two generations, those of Generation X are more strongly oriented than the Millennials to the deep approach, and the Millennials use the surface approach to a greater extent than the other two generations.

These hypotheses, confirmed by research findings, have been suggested by various studies that have concluded that each type of generation prefers and is inclined towards a specific approach to learning. Every generation is influenced by the social and political characteristics of the moment; they exert some pressure on individuals belonging to that generation, resulting in the emergence of systems of values, beliefs and attitudes with a high degree of similarity, shared by a very large number of people. Studies have shown that significant differences can be generalized at the "main cohort" level of each generation (Howe & Strauss, 2000).

Deep approach of learning is based on the individual's predisposition to reflect on what he/she reads and to analyze and deepen the meaning of what he/she has to learn. Such a person monitors their own understanding, makes connections between what they have learned in different fields, and prefers rational and logical presentations of the subjects to be learned. They are very careful and interested in details and take notes meticulously. Some ideas captivate them so hard that they can spend long periods of time researching about them. The basic intention of such a person is to seek the meaning of what they read or learn for themselves.

Surface (apathetic) approach of learning is specific to those who lack a purpose, who want to meet only the basic requirements of the study subject and of the teachers, often cast doubt on the reasons why they should learn and the value of what they are taught; if what they are asked to learn is worthless, they lose interest and do not do additional efforts. They do not see the connection between the things they are studying and that are why they often call for mechanical memorization (rote learning). If the learning environment is strongly centered on the curriculum, their effort decreases even more. Such people usually complain about their workload and declare themselves overwhelmed. The intent of this type of person is to meet the minimum requirements of the courses. Based on this information, we intend to identify those beliefs that can increase student engagement in the Land Forces Academy in Sibiu academic and military training activities and their level of satisfaction with the choice of military branch. According to the model presented above, students' control, behavioral and normative beliefs should shift to the behaviors and attitudes towards academic and military requirements, standards and activities, building solid foundations to ensure a

high level of performance of theoretical and practical knowledge in the field of security and defense.

As it can be seen from the analysis of the questionnaire answers, there are some beliefs of students who increase their degree of activism and involvement in academic activities and increase their satisfaction with the choice of the branch. For example, the degree in which students are active during seminar activities is even higher as their belief that studying the subjects specific to the bachelor program is an important stage of their own professional development as future military leaders ($r = .31, p < .01$), that academic and military training in the academy contributes significantly to training them as military leaders ($r = .23, p < .01$) and that the way they learn in the academy determines their future performance in the role of military leaders when they get to the profile units ($r = .22, p < .01$). A factor that negatively influences the degree in which students are active in seminar activities is their perception of the strict program in the academy which, in their opinion, affects their academic performance ($r = -.21, p < .05$).

As regards the level of satisfaction experienced by students with regard to the choice of university specialization, it is even higher as their conviction is that the way they learn in the academy determines their future performance in the role of commanders when they will perform their specific functions in military units ($r = .31, p < .01$), that studying the subjects specific to the bachelor program is an important stage of their own professional development as future military leaders ($r = .30, p < .01$) and that general academic and military training in the academy contribute to their training as their military leaders ($r = .24, p < .01$).

The degree in which students are active in the seminar activities is positively poor correlated with the degree of satisfaction felt with regard to the choice of the university specialization ($r = .19, p < .05$). Convincing students that the way they learn in the academy determines their future performance in the role of responsible in the field of security and defense when they will become employed increases with the increasing confidence they have in the degree of suitability of the method of choice of university specialization ($r = .30, p < .01$). This conviction also raises the degree of satisfaction with the ratio "hours allocated to general military training / hours allocated to specialized disciplines" ($r = .28, p < .01$) and amplifies the belief that academic and military training in the academy contributes to their formation as military leaders ($r = .48, p < .01$).

Rewards offered by superiors are a strong source of motivation for students and increase their degree of being active in activities/events with implications for the development of personal competences or of their colleagues ($r = .26, p < .01$). The degree of involvement in this type of activity increases with the degree of satisfaction in terms of the ratio "hours allocated to general military training/hours allocated to specialized disciplines" ($r = .19, p < .05$) and with the conviction of the students that the way they learn in the academy determines their future performance in the role of commander when they will take different positions in military units ($r = .20, p < .05$).

The level of students' being active in the seminar activities is positively correlated with their level of being active in initiating activities/events with implications on the development of personal or their colleagues competences ($r = .39, p < .01$).

Students consider that coercive measures applied by superiors negatively affect their behavior and motivation in the educational process, and diminish their belief that academic and military training in the academy contributes to their formation as military leaders ($r = -.203, p < .05$).

The conviction that the military organizational culture influences the individual performance of the military student increases the level of satisfaction felt by the students regarding the choice of the university specialization ($r = .24, p < .01$) and intensifies their conviction that the academic achievements obtained are directly proportional to the intellectual effort made ($r = .24, p < .01$). Worse correlations of this belief have been identified with student activity during seminar hours ($r = .20, p < .05$) and with the belief that studying the subject-specific of the bachelor program is an important step in their own professional development as future military leaders ($r = .20, p < .05$).

Applying the t test for independent samples revealed the following significant differences between male and female students:

1. male subjects are more active in seminars than female subjects ($m_1 = 2.68$, $m_2 = 2.28$, $df = 109$, $p = .039$); the effect magnitude index indicates a poor association between gender and the level of activity in the seminars ($\omega^2 = .03$) and the confidence interval (95%) for the difference between the mean values between the lower value .02 and the upper value .77, expresses a low accuracy of estimating the difference between environments;

2. male subjects consider that military organizational culture exerts a lower influence on their individual performance ($m_1 = 22$, $m_2 = 2.61$, $df = 109$, $p = .049$) compared to female subjects; the effect magnitude index indicates a poor association between gender and student confidence in the ability of organizational culture to influence individual performance ($\omega^2 = .02$) and the confidence interval (95%) for the difference between the mean values between the lower value .001 and the .24 upper value, express a reduced accuracy of estimating the difference between the averages.

The results of our study confirm the transfer of student beliefs in their direct behaviors to academic and military training requirements, standards and activities. The millennials are described as optimistic, socially and professionally successful, and overly self-confident, with high expectations and a narcissistic orientation in life. They are relaxed in the midst of cultural, sociable diversity, preoccupied with the balance between work and life, very skilled in technology, smart, and resourceful. As far as their attitude to knowledge is concerned, studies show it to be superficial; this is due to quick access to information through more and more advanced technology combined with exaggerated self-esteem and a narcissistic vision of one's own person. They are subject to a continuous flow of information and want the approval of their group of peers; therefore, they are not concerned about understanding, but about being accepted and acknowledged by various social groups (Meeks et al., 2013).

Generational characteristics and attitudes towards the knowledge of the Millennials are reflected in how they approach the education system with its various aspects: structure, organization, curriculum design and activities, evaluation strategies and standards, leadership and relationships between trainee and trainer. Roberts et al. (2012) believe that millennials need guidance and focus on school-based efforts just like any other generation, because although they have all the power of modern technology, they have to learn to identify and select relevant information from the enormous amount of information they have access to. Since the millennials find it easy to retrieve any information identified on the Internet, they have to learn to hierarchize information according to their relevance and use them in complex tasks that require analysis, synthesis, application, interpretation and argumentation. In other words, teachers have to engage them in activities that involve the development of critical thinking and deep learning. Reviewing a series of studies whose purpose was to identify the defining features of the millennial generation (also called Generation Me), Twenge (2009, p. 398) concludes: "These characteristics suggest that Generation Me would benefit from a more structured but also more interactive learning experience, and that the overconfidence of this group may need to be tempered. Faculty and staff should give very specific instructions and frequent feedback, and should explain the relevance of the material. Rules should be strictly followed to prevent entitled students from unfairly working the system. Generation Me students have high IQs, but little desire to read long texts. Instruction may need to be delivered in shorter segments and perhaps incorporate more material delivered in media such as videos and an

interactive format. Given their heightened desire for leisure, today's students may grow into professionals who demand lighter work schedules, thereby creating conflict within the profession". As examples of contemporary practice, a particular case is represented by Poland, where, correlated with the military concept of territorial defense, the term "military classes" is used "to describe junior high school and secondary school classes whose curricula include broadly defined education for security, supplemented with topics related to national defence, the history of the Polish military, and the shaping of patriotic attitudes among children and young people" (Urych, 2017, p. 22). Moreover, the growing interest in modern education for security results from the belief that it provides the appropriate level of preparedness of society to meet the needs of all sectors of human activity, the same source concludes on the fact that "the assumption is to reach such a state that Polish society would be fully aware of the risks, their possible effects, and be able to react safely to them. Therefore, the key issue is to prepare people to live in tolerance and dignity of others, to live in a safe society" (Wawrzusiszyn, 2016, p. 321).

An interesting experience is also the case of Romania, in the field of population training for emergency situations, by organizing, as a result of implementing the delivery of a project of the Emergency Situations Department (2019), with a national of a mobile training center in which training courses are organized in the form of "Be prepared" Caravan. This dynamic training capability is built specifically on the structure of a truck, has a 40 people-capacity room, and is equipped with all medical and first aid equipment, portable devices, including simulators, which enable trainees to be trained in the latest first-aid techniques. Also, on the national training platform for emergency situations, training guidelines for the population are published to increase the response capability for a wide range of situations with impact on individual and collective security: earthquake, tornado, antiterrorism, nuclear accident, etc.

Last but not least, from the point of view of good practice, given that young people spend a lot of time in campuses and educational institutions and there are enough cases of security threats to the educational act, it is a good idea the Department of Homeland Security's from USA (2019) endeavor, following the events of February 14, 2018, to create a dedicated website to provide young people with documents, tools and resources on safety and security in schools.

Further on, an analysis of the main stakeholders involved in the creation of competencies in the field of individual (I) and collective security (C) based on a power-interest framework, appreciated by brainstorming research team members with grades from 1 to 10, corresponding to a gradual intensity from minimum to maximum was made (Table 1).

It can be seen from the graphs (figure 2 a, b) based on the data in Table 1 a majority distribution in the upper square (values above 5 for both power and influence) explained both by the individual's subjectivity component in the analysis of a specific problem related to public policy and the bias, as the majority of the working team members (4 out of 5) are teaching staff in military higher education.

Although there are limitations of research mainly due to the impossibility to relate to more concrete results, generated by the absence of robust, verified and statistically validated studies on young people's perception of complex security issues, an essential contribution brought about by this research in the field is to highlight essential features of the younger generation, which may have an impact at least in the preliminary setting of regional or national intervention tools or policies on security education.

Table 1. Appreciating the level of interest and power of some stakeholders related to the issue of security education

Crt.no.	Stakeholders	Types of security typologies (I, C)	Assessment of the level of interest	Assessment of power level
1.A	Young participants in civil education programs	I	4	3
		C	4	4
2.B	Young participants in military educational programs	I	8	5
		C	9	5
3.C	Civil education institutions	I	5	7
		C	5	7
4.D	Military educational institutions	I	10	9
		C	10	9
5.E	The family	I	6	6
		C	5	6
6.F	The community	I	6	8
		C	6	8
7.G	Professional associations	I	5	6
		C	6	7
8.H	Local public authorities	I	5	6
		C	7	6
9.I	Government authorities	I	10	10
		C	10	10
10.J	Private investors	I	5	9
		C	6	9

Source: own research.

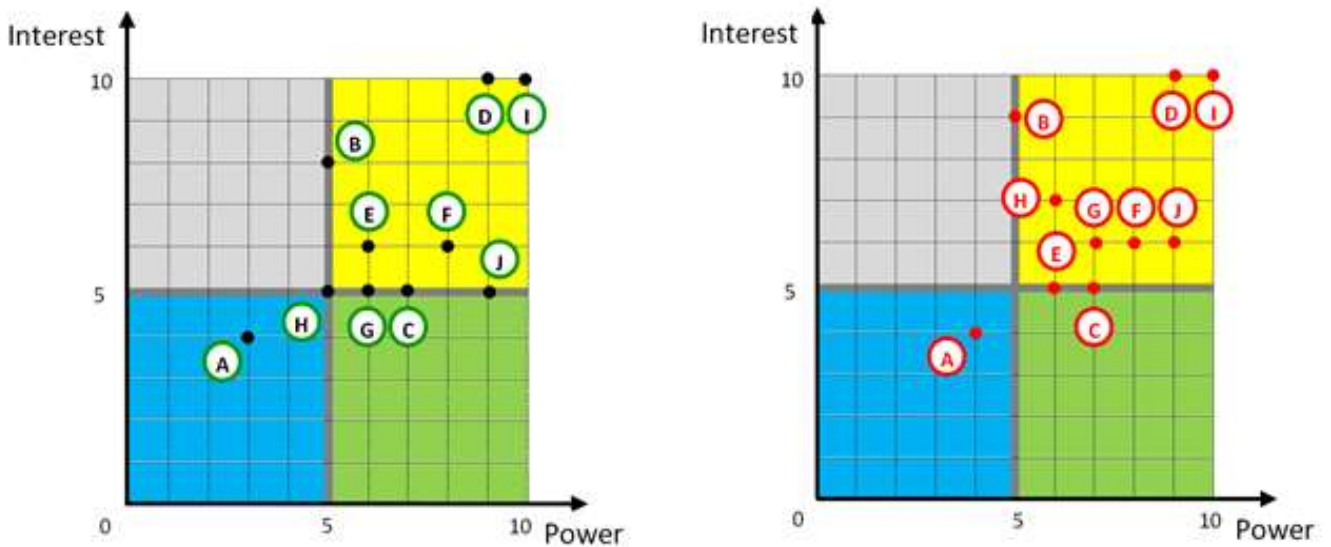


Figure 2. The power-interest matrix of key stakeholders involved in the creation of skills in the field of individual security (a, left) and collective (b, right)

Source: own research.

4. CONCLUSIONS

The article presents, with factual and theoretical arguments, that there is no universal recipe for addressing youth safety education issues in the current security context in which both the threat and the countermeasures are positioned in a hybrid spectrum in which smart solutions tend to be complemented by artificial intelligence solutions. In the effective dimensioning of the reactive-proactive relationship, a recalibration of prevention, topical research (Di Fabio & Tsuda, 2018), may be called into question by the exploitation of some soft features of the human being, which are related to harmony and harmonization, in a frame set by advanced elements of sustainability psychology. As further developments in research, it may be of interest to determine to what extent insistence on the education in the field will be based on practice-based solutions or solutions in which current trends in simulation training coupled with the proliferation of cutting-edge technologies are implemented. Knowledge in the field of security, starting from individual representations, has an obviously subjective character of the construction and internalization of paradigmatic concepts, the competent institutions intervening in the creation of the framework for facilitating the scientific and applied knowledge.

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