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Psychoanalytic analysis of military cases
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Greetings to the Warriors.

Psychoanalytic analysis of military cases
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I present here several military cases analyzed from the perspective of psychoanalysis applied to the military environment. These cases are real and occurred in a certain military reality, no matter

where or with whom; What matters is that the questions that are asked about the military training process and the decision-making process in a military environment are current.

Conflicts are erupting everywhere, and it is necessary to be prepared for new ideas and new doctrines that will encompass the scenario of international politics.

Case studies of psychoanalytic application to the understanding of military decision-making processes

Conflict in military decision-making Case 01

<<What can be the understanding of a sniper in a decision-making process in which he has to make a difference between shooting a 10-year-old child and shooting a 10-year-old child carrying an explosive device that will kill an entire patrol of his fellow combatants, who should he protect, the reason for his mission?>>

The hypothetical situation I described above did indeed exist, no matter where, and who it is, but it existed and will repeat itself.

For an emotionally unprepared soldier we have here a brutal moral dilemma with no easy solution. Psychoanalysis is the ideal tool for understanding the complex emotions and thoughts that a sniper faced at that crucial moment when his shot and score would be kept active or annihilated.

The question is to shoot? Or not to shoot?

What can be the results of the absence of the shot or its accurate placement?

Here are some views that psychoanalysis can bring to light:

The conflict between Duty and Morals:

In this case, the sniper is caught between his duty to protect his colleagues and his morals, which prevent him from taking the life of a child.

Psychoanalysis recognizes that the superego (the moral conscience) conflicts with the ego (the search for a balance between duty and morality).

The Impact of Trauma:

In the modern conception of psychoanalysis applied to the military environment, there are two options of suffering from an action, or an omission.

1. Impact
2. Affect

Impact: the occurrence, according to individual resilience does not generate damage supervening the action.

However, in the case of **affecting**, there is psychic damage to which the resilience and the condition of mental liquidity may not allow the soldier to recover mentally at the exact moment he is in need of it in that action.

The experience of war and constant exposure to violence can lead to psychic and psychological trauma. The sniper may be struggling with guilt and fear, which can distort their perception of the situation and make it difficult to make a decision. This way of thinking and calculating your decision in the face of the situation we call <<unbridled decision-making process>>

Conceptual construction of modern psychoanalysis applied to the military environment

Fear

You talk about the notion of reality, ignorance of the next step and resulting uncertainty.

Blame

Assumption of responsibility of a fact produced by another.

There are four types of guilt.

1. Legal fault
2. Blame the other
3. Blame the group
4. Blame a third party

Legal fault

The subject committed an illegal act and was held personally responsible

Blame the other

The subject practices a conduct and holds another responsible for its result

Blame the group

The subject assumes a green of the group and takes responsibility

Blame a third party

The subject takes responsibility for something that was done by another

The Influence of the Unconscious:

Here is the main reason for the psychoanalytic process, as it investigates the conscious decisions decided by the subconscious.

I am affirming that when an individual decides something and imagines that his decision is conscious, such a situation does not correspond to the truth at all, because the subconscious has its own ideal and the decision assumed by the conscious and referring to the decision process of the subconscious.

Here there is also the inconvenience of controlling patterns that have the power to annihilate the behavioral pattern of the combatant as well as of any person in any situation.

The unconscious influences the decision of the sniper.

Fears, traumas, and repressed desires influence his judgment, leading him to act impulsively or to make a decision that he would rationally not approve of.

The Weight of Responsibility:

The sniper's decision will have devastating consequences, both for the child and for his classmates.

The weight of this responsibility can paralyze you, causing you to hesitate or make a hasty decision.

Conclusion on this case

Some researchers and humanitarians say and even claim that <<it is important to emphasize that there is no "right" answer to this dilemma>>.

Others claim that <<Psychoanalysis does not offer ready-made solutions to situations like this and the moral dilemma presented is a reflection of the complexity of war and the difficult decisions that soldiers face. The sniper's decision will be influenced by his own history, values, and psychological conditions>>

The fact is that in war there is no possibility of hesitation, because the choice will always be between life and death, and this is the dilemma with which the military psychoanalyst must work.

In this case there is nothing to think about.

The immediate reflex of the sniper is not to shoot a ten-year-old child, but an enemy who has in his hand the power to kill a whole patrol of his comrades whom he has the primary duty of protecting, because he has not only the military mission entrusted to him, but the mission that his brothers in combat have entrusted to him, because he is in a combat situation in which this sniper is the guarantor of the patrol's survival.

If you understand my thinking well, instead of condemning me, you first condemn the enemy and then come to talk to me.

My job is to form the psyche of the soldier and he, in turn, sure of his emotions, will do what everyone expects him to be done, which is to defend and protect the lives of his comrades.

The purpose of psychoanalysis in a military environment is not to investigate the enemy's mind, at least in the first analysis, but to strengthen our combatant by reinforcing his condition of resilience and mental liquidity with the absolute purpose of fulfilling his mission in the manner and time determined by the military command and in a situation that he freely chose.

Conflict in military decision-making Case 02

In a hypothetical case in which one country invades militarily with all its offensive power, another, parents, with an almost impossibility of military resistance, and within this scenario, a young child, in possession of an explosive device, launches himself against a patrol of the invading enemy in an attempt to destroy those who for this child is the invading enemy of his land.

I am seeking a line of psychoanalytic study to understand the mechanism of intention, motivation, expectation of this young individual who has just sealed his fate.

The above phenomenon is based on what I call the psychoanalytic trifecta and is made up of the following three elements

1. Intention
2. Motivation
3. Expectation

The situation described here is undoubtedly a human drama of tragic proportions that reveals the complex interplay between war, violence, and the child's psyche.

Psychoanalysis offers us tools to unravel the motivations, intention and expectations of the child in this context, exploring the forces that impelled him to such an act.

Identification with the Homeland and Hatred of the Invader:

The child, even at an early age, internalizes the idea of homeland and enemy. The invasion of the country is perceived as an aggression against their land, their culture and their identity. Hatred of the invader becomes a driving force, fueling the need for resistance.

Psychoanalysis highlights the role of identification with the group, the nation, and the culture.

The child, in this case, identifies with his people and with the struggle against the invader. Love for the homeland becomes an engine of action, driving it to defend its land, even if desperately.

The Need for Protection and the Search for Justice:

The invasion poses a threat to the safety and life of the child. The need for protection and justice becomes a powerful force. The child seeks to protect his family, his friends and his people from the violence of the invader.

Psychoanalysis understands the search for justice as a fundamental impulse of the human psyche.

The child, even at a young age, recognizes the injustice of the invasion and seeks to fight back, even if in a symbolic way. The child's action, although suicidal, can be seen as an attempt to reestablish justice and order.

The Oedipus Complex and the Search for Recognition:

Psychoanalysis gives us tools to understand the dynamics of the Oedipus Complex, where the child, in his search for recognition and love, identifies with his father and seeks to assert himself in relation to him.

In the context of war, the child may identify the invader as a powerful and aggressive father figure.

The child's action can be interpreted as an attempt to challenge the power of the invader, to assert himself and to obtain recognition. The suicidal act, in this context, can be seen as a form of revenge against the invader, seeking to avenge the "father" who represents the homeland.

Hopelessness and the Search for Meaning:

The child, faced with the invasion and powerlessness of his people, may feel hopeless. Suicidal action can be seen as a way to give meaning to your life, to leave a mark on the world, even if it is through death.

Psychoanalysis understands the search for meaning as a fundamental impulse of the human psyche.

The child, in the face of war and destruction, seeks meaning for his life, even if it is through an extreme act.

The Influence of Social and Cultural Context:

The child's action is influenced by the social and cultural context in which he lives. War culture, conflict history, and nationalist ideology can shape a child's perception of the world and the role of the enemy.

Psychoanalysis recognizes the influence of the social and cultural environment on the formation of the psyche.

The child, in this case, is the product of a society at war, where violence and hatred are present elements.

Psychoanalysis allows us to unravel the complex motivations of the child, recognizing the influence of war, culture, the need for protection, the search for justice and the search for meaning.

Nevertheless, even here in this sad case we can say that the child's action is a tragic act, but one that reflects the deep human fragility in the face of war and violence.

Conflict in military decision-making Case 03

<<In a hypothetical situation in which a soldier trained, trained and indoctrinated to be a special operations commando living with the belief that he suffers and does the right thing to defend his flag and his comrades in arms, and within this doctrinal process who is in command of instruction and doctrine includes within an alien element to the doctrinal process that includes the idea that this soldier and his life It is disposable, and can be exchanged for another at any time without any difficulty for the flag it serves. >>

In this case I am studying a psychoanalytic line of understanding to understand the intention, motivation and expectation of this soldier.

The situation I describe here, I have seen it often in various military environments, and it is considered to be a minefield for the human psyche, where military indoctrination clashes with the fragility of individuality, creating an internal conflict that psychoanalysis can help us unravel.

Constitution of the psychoanalytic trio.

1. Intention
2. Motivation
3. Expectation

Intention.

It is the initial idea of the decision-making process soon after the occurrence of perception.

Motivation

It is the energy that fuels the intention

Expectation

It is what one imagines one can achieve in terms of results, but without conditions of proof and reality of result. It is an idea, and this, may or may not materialize. It is only hoped that there will be an expected result.

The Confrontation between Indoctrination and the Ego:

The soldier, on the one hand, is shaped by military indoctrination, which conditions him to follow orders, to sacrifice his life for the flag and to dehumanize the enemy. This indoctrination, however, conflicts with your ego, which seeks to preserve your individuality, your integrity, and your desire to live.

Psychoanalysis helps us understand how military indoctrination can affect the ego, creating a fragmented identity.

The soldier may feel torn between his desire to survive and his duty to serve, creating an internal conflict that can lead to anguish and suffering.

The Oedipus Complex and the Search for Recognition:

Military indoctrination can activate the Oedipus Complex, where the soldier seeks recognition and approval from the father figure represented by the military leader or the flag itself.

The promise of glory and recognition for your acts of bravery can be a powerful motivator.

Psychoanalysis shows us how the search for recognition can lead the soldier to submit to orders, even if those orders are morally and legally questionable.

Fear of rejection and not being recognized can lead you to deny your own values and submit to indoctrination.

The Idea of Disposable and Death Anxiety:

The indoctrination that places the soldier as disposable and replaceable generates a deep anxiety of death. The belief that your life has no value, that it can be exchanged for another without consequences, can lead to depersonalization and the loss of the meaning of life.

Psychoanalysis helps us understand how death anxiety can affect the psyche.

The soldier may feel helpless, hopeless, and in constant fear of death. This anxiety can manifest itself in impulsive, self-destructive behaviors or emotional detachment.

The Search for Meaning and the Need for Justification:

The soldier, faced with the indoctrination that places him as disposable, can seek a meaning for his life, a justification for his acts and for the sacrifice that is imposed on him.

To die, it must be worth it.

Psychoanalysis shows us how the search for meaning can lead the soldier to cling to indoctrination, even if it is cruel and inhumane.

The need to justify your actions can lead you to deny reality and convince yourself that you are doing the right thing.

Psychoanalysis allows us to understand the complex motivations of the soldier, the anguish he experiences and the fragility of the human psyche in the face of military indoctrination. For this reason, I say that nothing can be done in any military training if there is no analysis of the psychoanalytic trifecta constituted by intention, motivation and expectation.

The situation described is an example of wrong application of alien element in a training process of any kind.

Psychoanalysis offers us tools to analyze and understand the conflicts that occur in the barracks and that usually go unnoticed by the leadership, but over time, or in the fulfillment of a mission, the crystallized problem appears and from there it can generate a situation that will possibly be uncontrolled.

The Dehumanization of the Enemy and the Repression of Empathy as a Combatant's Need:

Military indoctrination dehumanizes the enemy, turning him into an object to be destroyed.

This dehumanization impedes empathy and compassion, making it easier for the soldier to obey the rules of war and to engage in the acts of combat of his duty far more than his duty.

People are confused with the words "duty" and "obligation", since it is not considered that when there are two words on the same subject, there are two different meanings in the rule.

Duty is something you feel you need to do, based on your personal values and principles.

It's a moral responsibility that you take on your own.

For example, you may feel a duty to help a friend in need, even if you are not obligated to do so.

Obligation, in turn, is something you have to do, usually due to a law, contract, or rule.

It's a legal liability that you can't avoid.

For example, you have an obligation to pay your taxes even if you don't agree with the tax system.

In summary:

Duty is something you choose to do for personal reasons.

Obligation is something you have to do for external reasons like the written and unwritten rules of a combat unit

That is why somewhere it was said that dying is not an option, losing nor is fulfilling the mission is not a duty, but an obligation.

Psychoanalysis helps us to understand how the dehumanization of the enemy can affect the morale and ethics of the soldier unprepared for combat.

The repression of empathy can lead to guilt and psychological and psychological suffering, even if the soldier is not aware of it.

Here we are among the theory of guilt that we have already seen its principles above.

There is a psychoanalytic consequence in this erroneous doctrinal process, which is as follows:

The soldier has entered the military universe with his beliefs and is defied any knowledge of reality, and possibly does not want to know about it because belief, contrary to the process of believing, is continuing.

The price to pay for the defense of his flag is still little for him. But it happens that in the course of the process of doctrinal training he is told and forcefully placed in his head that this soldier is disposable and nothing matters to the unit that can replace him at any time by any other volunteer and this is not lacking.

The idea of the leader and his leadership in this case dies and with it the belief that he found an alien element that made the belief that was seen as truth is now questioned and, therefore, I move on to the next reflex in not believing anymore, since I knew categorically and repeatedly, now, that his sacrifice is worth nothing to his boss as well as his corporation, And as a result, he lost the recognition of his boss, of his colleagues who agree with the idea, and no one cares about him anymore.

In this way, this soldier no longer serves the military process, since he will no longer volunteer for anything and will do everything to obey orders in order to suffer the least possible impact.

The military training process itself has just rendered its own human resource useless and has not yet done anything to strengthen the cohesion mechanism, because what is done against one

does not affect everyone and does not impact everyone, there is one in that micro community that will not be in agreement with what happened, generating dissension in the troop activity and will affect the relationship of the soldiers with each other.

And if some do not care about the acts and sayings of the instructor, there will always be one or the other who, in secret disagreement, will nurture negative ideals about that instructor, who, as I have already said, only contributes to removing an always valuable arm and will have promoted disagreement and lack of cohesion, which are inalienable military principles.

This soldier, if armed, is obliged to be put in the knowledge that his life is uselessly put at risk, in his understanding, and the risk now is no longer worth taking.

In the continuity of the studies of this one, if I am trying to understand what can go on in the mind of a soldier in this specific situation and the possibility of this soldier firing a lethal shot against his superior, or even, if he does not do so, this same one architects a situation for an event to occur damage against his superior.

The situation I described above is a scenario of extreme tension, where the fragility of the human psyche is put to the test.

Military indoctrination, the belief in being disposable, and the dehumanization of the enemy, coupled with distrust and fear, can lead a soldier to a tipping point, where violence against his superior becomes a real possibility.

Disobedience as an Act of Liberation:

Military indoctrination requires blind obedience, but the belief that it is disposable can generate a deep revolt. The soldier may feel that his life has no value, treated as an object that his individuality is ignored. Disobedience, in this context, can be seen as an act of liberation, a way to regain control over one's own life.

Psychoanalysis helps us understand disobedience as a defense mechanism against oppression and dehumanization.

The soldier, by disobeying, may be seeking to assert his individuality, regain his dignity and challenge the authority that oppresses him.

Dignity of the soldier.

What can we understand and understand as the dignity of a soldier in the face of military doctrinal training in an expeditionary force?

We will look at this issue below.

Anger and the Quest for Revenge:

The belief of being disposable can generate anger and resentment against the superior, who represents the authority that treats him as an object. The soldier may feel that he has been deceived, that he has been used, and that his life has been sacrificed in vain. The quest for revenge can become an engine of action, driving him to attack his superior.

Psychoanalysis helps us understand anger as a powerful emotion that can lead to violence. The soldier, feeling that he has been wronged, may seek revenge to relieve his pain and resentment.

In the particular of this article, I see it as important to observe the environment where the situation is occurring, whether the soldier is a volunteer, his training, specialty, activity, relationship in the troop, his weaponry, his disposition, and especially the level of training, physical exhaustion, diminished resilience, affected mental liquidity and especially the impact and/or affectation within the doctrinal training system.

All of this should be noted when not noted.

Observation:

There is a need to always review the functioning of the psychoanalytic trifecta in the format already explained above. This mechanism is a thermometer that cannot fail to be used by the command in the evaluation and supervision of its military activities.

I must emphasize that it is necessary that there is always psychoanalytic supervision of the combat operator and that his own commander is subjected to psychoanalytic evaluation in order to measure the relationship of orders x compliance x and performance of the military activity in its concreteness.

Death Anxiety and the Desire for Self-Destruction:

The belief of being disposable can generate a deep anxiety of death. The soldier may feel that his life has no value, that death is inevitable. This anxiety can turn into a desire for self-destruction, leading you to risk dangerous situations or to seek death through an act of violence.

Psychoanalysis helps us understand how death anxiety can lead to self-destruction. The soldier, feeling helpless and hopeless, may seek death as a way to escape pain and suffering.

The Repression of Empathy and the Dehumanization of the Superior:

Military indoctrination dehumanizes the enemy, but it can also dehumanize the superior.

If this occurs, you will lose control of your troop at the moment you need it most.

**Here, I recall the psychoanalytic mechanisms that must be applied in
military training**

**Structure of thought
Perception. Decision. Share**

**Psychoanalytic Trinca
Intention x motivation x expectation**

Psychoanalytic situations in which impact x affect results

Opposition vs. resistance

Transfer and counter transfer

Emotional transposition

Assimilation

Sublimation

The soldier, when treated as disposable, can lose empathy and respect for his superior.

He may begin to see you as an oppressor, an enemy to be fought.

Here there is an emotional transference in which the <<enemy>> value is transferred to the instructor responsible for introducing the alien doctrinal element.

Psychoanalysis helps us understand how the dehumanization of the superior can lead to violence. The soldier, by losing empathy and respect for his superior, may feel justified in attacking him.

The Desire for Control and the Quest for Power:

The belief of being disposable can generate a desire for control and power. The soldier, feeling powerless and helpless, may seek to control his own life and his own destiny. Violence against your superior can be a way to regain control and assert yourself as an individual.

Psychoanalysis helps us understand how the desire for control can lead to violence.

The soldier, feeling that he has no power over his own life, may seek to control others, even if it means resorting to violence.

Here the use of violence is a tool to achieve the end, and the means of defusing the conflict and its destructive potential through psychoanalytic negotiation is to emphasize the reality of the material occurrence and not the person who provoked the relationship that mismatched the soldier in his belief.

Psychoanalysis allows us to understand the complex motivations of the soldier, the anguish he experiences and the fragility of the human psyche in the face of military indoctrination and dehumanization in the face of the needs of combat.

Dignity of the soldier.

What can we understand and understand as the dignity of a soldier in the face of military doctrinal training in an expeditionary force?

The dignity of a soldier in the face of military doctrinal training in an expeditionary force is a topic that requires careful analysis.

In summary

One way to enable the understanding of what is the <<dignity of the soldier>> would be the need to preserve his physical and moral integrity, even in situations of intense training and pressure, even in the face of the combat that will take place.

This means that, despite the need to follow orders, and to submit to a rigorous regime of discipline and training of extreme combativeness and submission to herculean orders and tasks, the soldier must still have his basic rights respected and not be subjected to inhuman or degrading treatment.

I say and affirm, whoever volunteers for a task is dedicated to it and does not need to humiliate and break the soldier's beliefs to make him a superman.

The super soldier is the one who will follow you to hell, not the one with super muscles, and technical knowledge in the art of combat, or even the fearless one who is not afraid, but the guy whose understanding of the fulfillment of the mission, of his obligation to you and your colleagues are above anything in life even his own life.

**Do not destroy such a man, for he will be the savior you do not expect.
This man go to hell for you. Just ask him to go. And you don't know**

Some important points to consider:

Military training is essential for the preparation of soldiers for dangerous missions, but the training must be proportional to the mission and carried out in an ethical way and there must be a study on the psychoanalytic trifecta both in relation to the soldier and his superior, as there must be a perfect framework and symbiosis in the thinking and performance of the activity.

Respect for the dignity of the soldier and his beliefs must be a fundamental principle in all military activities, including the training that will lead the soldier into combat.

The soldier must have the freedom to ask about the order received orders that may violate his rights or his conscience, always seeking a channel of communication to resolve any conflicts that will necessarily arise from it.

Even in a militarized environment it can only grow in difference. It is the different ideas that make the construction of the mental, intellectual, technical upper, and makes a combat unit go forward while other troops stop.

Conclusion.

In short, the dignity of the soldier in an expeditionary force is manifested in the combination of discipline x training, and respect for the moral, religious, intellectual and physical integrity of those who have volunteered for the defense of their armed ideal, their beliefs and their life offered for sacrifice.

In view of the statement presented below, what are the limits of degrading and bearable in terms of respect for the dignity of the soldier submitted to military training in the face of the need for training in a combatant unit in the face of the conflict situation to be faced.

<<We can understand the dignity of the soldier as the preservation of his physical and moral integrity, even in situations of intense training and pressure. This means that, despite the need to follow orders and submit to a strict regime of discipline, the soldier must have his basic rights respected and not be subjected to inhuman or degrading treatment>>

Limits on biopsychic degradation in military training

The question of the limits of what is considered degrading and bearable in the context of military training is complex and involves a series of ethical, legal, and practical factors.

Here are some points to consider:

Remembering the construction of dignity

One way to enable the understanding of what is the <<dignity of the soldier>> would be the need to preserve his physical and moral integrity, even in situations of intense training and pressure, even in the face of the combat that will take place.

This means that, despite the need to follow orders, and to submit to a rigorous regime of discipline and training of extreme combativeness and submission to herculean orders and tasks, the soldier must still have his basic rights respected and not be subjected to inhuman or degrading treatment.

Understanding of the concept << Degrading>>: According to the understanding collected in books is qualified

<<Degrading treatment is that which humiliates or dehumanizes the individual, compromising their dignity, This can include practices that cause unnecessary physical or psychological suffering.>>

Questions for your analysis

1. *To what extent must a soldier be subjected to physical suffering in order to supposedly be able to endure the horrors of combat?*
2. *To what extent is it possible to believe that the destruction of a soldier's psyche by his instructor can make such a soldier really efficient in facing combat?*
3. *To what extent is the use of physical and psychological force to supposedly motivate a soldier to combat that it is in fact necessary to take the soldier to the unbearable level of military training?*
4. *How and how much should we dehumanize the soldier to face combat?*

Hypothetically.

Within a process of military training based on the psychoanalytic tool.

Reinforcing the soldier's beliefs regarding his military environment, the defense of the homeland and the interests of his country, evaluating his psychic strength through a psychoanalytic process, taking into account his physical and biological performance, but mainly his intellectual performance in the face of proactivity, his mental with evaluation of his condition of resilience to the impacts of intensive training on the real possibility of a military confrontation, Analyzing your psychoanalytic trio, I question if I can't reach the same result, better, more performant, faster, more efficient than that colleague who still uses the mechanisms of gratuitous violence and destruction of the soldier's volition?

Here, I take into account that in the training of a dog there is no possibility of positive results in the face of the use of violence mechanisms and their corollaries, because the dog does not respond to the treatment and will never respond.

The human being works in the same way.

Human Rights: What are human rights and how to apply them in a military environment?

See the following statement:

<<Respect for the dignity of the soldier must be aligned with the principles of human rights. Even in situations of intense training, soldiers should not be subjected to torture or treatment that violates their integrity.>>

Human rights are a set of principles and norms that aim to guarantee the dignity, freedom, and equality of all individuals, regardless of their nationality, race, religion, or any other characteristic.

These rights are universal and inalienable, that is, they belong to << all people >> and cannot be taken away.

What are Human Rights?

1. Right to life: Protection against arbitrary death.
2. Freedom of expression: The right to express opinions without censorship.
3. Right to equality: Prohibition of discrimination.
4. Right to a fair trial: Guarantees of due process.
5. Right to privacy: Protection against undue interference in personal life.

Applying Human Rights in a Military Environment

Here there is a real problem to be studied, because the question I raise is <<how to make an omelet>> without breaking eggs. And this will be my reasoning.

Ethics training among the components of military activity:

Do not destroy the motivation of the volunteer soldier in the face of his beliefs, in his understanding of military construction and in his understanding of the defense of his personal interests directly or indirectly linked, defense of the nation and participation in the war effort.

Supervision and Responsibility between commanders and commandees:

It is essential that there is adequately trained supervision in psychoanalytic construction and thought structure to implement in training practices and military operations and subsequently, with accountability mechanisms for each one to ensure the maintenance of the soldier's volition, which will lead to the perfect fulfillment of the activity.

Communication Channels within your unit. Be mindful of your soldier:

Soldiers should have safe access to their commanders to report any kind of abuse or violation of any rights, or their own beliefs, ensuring that their concerns, or issues regarding their life in the barracks, on patrol, or in other situations are heard and addressed.

Proportionality and Necessity in military activity in the face of combat are controversial items:

Military actions, in theory, should be proportional to the situation that arises.
But what are the limits? Do the ends justify the actions?

Integration of International Standards. Is it possible to fight in compliance with the rules of good international coexistence?

Think about this question and answer it yourself.

Continuing Education in Human Rights in the Military Educational Process:

Theoretically the idea is good and to promote continuous education on human rights for all members of the armed forces, ensuring that they are always up to date on best practices and norms in a context of international life and negotiation within the desire for a climate of heavenly peace, is great, but in a combat environment, in my view, Nothing is good.

Conclusion

The search for a balance between military discipline and respect for individual rights and the protection of the integrity of the combatant, who cannot be considered as disposable, but rather integral and integrated into the war machine, is of paramount importance for military results, which, in fact, ultimately always depend on how human resources will be managed.

What are the limits of ethics in the application of military training in the face of the needs of facing combat?

The limits of ethics in the application of military training, especially in the face of the need to face combat, are a complex issue that involves the consideration of several factors.

Here are some key points to consider:

Respect for Human Dignity:

Respect is due to that individual who makes his life available to the war effort, which in the final analysis is never his, nor was it decided by him.

As I always teach, each individual has some personal reason for doing what he intends to do and such intention can be analyzed by the psychoanalytic trifecta, and the development of the soldier in his training environment has to be monitored in order to verify two psychoanalytic items, which are the following.

1. Alignment
2. Delimitation

Alignment:

Here let us study the adequacy of the soldier's values to the values of the military environment in which he is. It is always important to note and observe that an individual may not be aligned with a certain military environment, but may be a great member within another environment that will also be military.

For example, an individual serving in a combat unit in which there is a presence of a motorized unit, such a soldier is not well in the combat company, but likes cars. He sends the soldier to drive cars and suddenly maybe he likes vehicle maintenance and maybe the guy does well in the management of the vehicle park, so he decides to send the soldier correctly to the right place where he is the right soldier, in the right place, at the right time, and you can believe that this soldier will thank you for the rest of his life if he does not pick you up in hell where you will possibly have that operate.

Don't miss the opportunity to leave behind you a great soldier loyal to the nation you serve.

Delimitation

Everything has a time, and it is always necessary to clearly delimit the temporal spaces in the fulfillment of any activity.

Proportionality:

Training must be proportional to the demands of combat and in accordance with what the soldier proposes to perform.

That soldier you train for some task may not like this one and prefer another, so use human resources correctly to extract from that soldier the best he has among him, and everyone will be satisfied.

Supervision and Accountability:

It is essential that there is adequately trained supervision in psychoanalytic in a military environment and to understand perfectly the mechanism of the psychoanalytic tripartite, the functioning of the structure of thought.

Furthermore, knowing how to resolve conflict by anticipating the actions, behaviors, conduct, of one and the other within your unit, being close if not close to your men, well before the materialization and crystallization of a problem, removing the conflict from the person and focusing on the problem being solved, only generates positive results for the benefit of the war effort in addition to showing leadership in front of your men.

Feedback and Communication:

In this construction I will only tell you: listen to your soldier. Pay attention to what he does. Don't be afraid to talk to him. He is your subordinate, but in combat he will possibly be your angel because no one makes war alone.

This is the certificate of military cohesion.

In summary

The limits of ethics in the application of military training are fundamental to ensure that preparation for combat does not compromise the dignity and individual rights of soldiers, especially when they volunteer to do what many do not want to do, whatever their motivations.

The search for a balance between the effectiveness of training and respect for ethical principles is essential for the integrity of the armed forces.

What are the limits of ethics in preparing the soldier to face a combat in which the enemy has no ethics and uses any and all means to attack and destroy the soldier I must train to face this threat? Is there ethics in war?

With this question I touch on a crucial dilemma of military ethics:

How to prepare soldiers to face an enemy that is not limited by any ethics, using any means to attack and destroy?

It is a complex situation that requires careful and thoughtful analysis, seeking a balance between the need for protection and the maintenance of ethical principles, which leads me to ask first if there is ethics in war?

This question may seem to belong to philosophy or to some science other than psychoanalysis in the military environment, but to this environment it belongs and there it is very well producing its research, usefulness and positive results responding to the problems that arise in military life.

But if so, you have already answered no, then I must say that you are wrong, because psychoanalysis, in fact, cannot answer about the presence of ethics in war, but it can and should treat the soldier who suffers from a dilemma and crisis of consciousness in the face of the fact of war and is in the presence of ethics in war. his thinking, and therefore his posture and thus his pattern.

In this way, the psychoanalytic can perfectly analyze who can and who can't, and correct the course of the soldier's decision-making process, including improving the internal relationship of the unit, facilitating the flow of communication between the commanders and the commander.

Decision-making
Psychoanalytic triad: intention. Motivation. Expectation.
Decision-making process: consisting of three phases: perception. Decision. Share
Pattern: habit in repetition of conduct
Posture: expression of the pattern in daily activities

How to break a pattern? Changing the posture. There is no need to use violence.

Conflict in military decision-making Case 04

In a hypothetical situation, in a military environment, a soldier receives from his superior the order to do something and the soldier questions the superior about how he can do it, because he does not have the means to comply with the order. The superior should answer the soldier as follows. << turn around, because how you are going to do it is your business, I just want you to comply with the order>>. A conflict has just broken out in the barracks.

The first question is: psychoanalytic analysis in intention, motivation, expectation of the soldier.

The second question is: analyze the psychoanalytic construction of the superior in front of his subordinate.

The third question: analyze the conflict and its resolution on the basis of psychoanalytic knowledge.

In addition to being interesting, it is very important to analyze military situations from the lens of psychoanalysis focused on the military environment

Psychoanalytic Analysis of the Soldier:

Intention:

The soldier, when questioning the superior, demonstrates an intention to comply with the order, but seeks security and clarity to do so. He seeks to avoid failure and protect himself from possible negative consequences.

Motivation:

The soldier's motivation may be obedience to hierarchy, fear of punishment, a desire for recognition, or even a sense of duty. Anxiety about the order and uncertainty about how to comply with it are important motivating factors.

Expectation:

The soldier expects to receive guidance from the superior, expectation of support, and clarity on how to accomplish the task. He seeks to reduce distress and increase security to execute the order.

Psychoanalytic Analysis of the Superior:

Intention:

The superior, by answering evasively, demonstrates an intention to impose his authority, avoiding questioning and reinforcing the hierarchy. He seeks to maintain control and avoid loss of power.

Motivation:

The superior's motivation may be a fear of appearing incompetent, a need to impose his authority, a search for recognition, or even a desire to punish the soldier for questioning him.

Psychoanalytic Construction:

The superior places himself in a position of omnipotence, disregarding the needs and anguish of the soldier. He demonstrates a defense mechanism of denial, ignoring the soldier's difficulty and projecting responsibility onto him.

Conflict Analysis and Psychoanalytic Resolution:

Conflict:

Conflict is established by lack of communication, rigid hierarchy, anxiety and fear. The superior demonstrates authoritarian behavior, while the soldier seeks clarity and security.

Psychoanalytic Resolution:

The ideal resolution would be open and honest communication, recognizing the needs of both. The superior could empathize, offer support, and mentor the soldier. The soldier, in turn, could express his difficulties and seek joint solutions.

All in all:

The situation demonstrates a conflict typical of a hierarchical relationship, where the lack of communication and the imposition of authority generate anxiety and frustration. The ideal resolution involves open communication, empathy and recognition of the needs of both sides.

Conflict in military decision-making Case 05

In a hypothetical case, in a situation of a military unit created and prepared for combat, a military member of this unit gives the following testimony to a national radio station with international publication:

First question:

how to understand and comprehend the thought of this soldier in a psychoanalytic construction, intention, motivation, expectation.

Second question:

In possession of the psychoanalytic understanding of this soldier based on the psychoanalytic understanding what can or should we do to avoid problematic situations with this soldier in the future and possibly in a military operation?

Third question:

From the knowledge and understanding of the position of this soldier before his operational military unit and with the knowledge of psychoanalysis applied to the operational military environment, how the superior may decide when listening to this testimony.

'We are the Army's cannon fodder xxx', says X a soldier

Xx says he is satisfied, but has criticisms about the work in the special military unit he is serving:

"The first shot is us, then comes the Army. If the Special Unit wins the war, that's fine, but the merit goes to the regular Army. If it was lost, that's fine, whoever died was unknown to a military unit that doesn't really exist," X told BBC Brasil.

"Those who are new have to clean until 9 o'clock at night, in addition to training like everyone else. And in the beginning there is no telephone, no contact with anyone. I spent a year without having contact with a civilian, without talking. It was just work, work and work."

"The most difficult thing is the psychological factor, because each one is of a different nationality," says xxxx.

"What we call mafias end up happening. You end up teaming up with the guy who has the same homeland as you. There is a lot of racism," he told Radio xxx.

"I think deep down we are all pacifists. Who wants war? War only brings destruction. A soldier tells me that he wants war, he's crazy in the head. We do it because it's our job. You have to do it, we do it," she said.

This complex and extremely negative situation, both for the military environment itself and for the negative image of the Armed Force, passed on by one of its members, paid and paid by its army, which it must defend, which is and its obligation to have accepted this task, is not understandable and such a situation must be reviewed by psychoanalytic analysis, in the investigation by the psychoanalytic trífeca, perhaps it may be subject to administrative investigation in the military sphere. In this the command must decide.

Psychoanalysis offers us a path to understanding this issue and helps us to better understand his motivations and the impact of his words. Let's analyze:

Psychoanalytic Analysis of Soldier X:

Intention:

This soldier seems to have the intention of exposing his vision of what he understands to be the reality of the special unit in which he serves and is paid, revealing the precarious conditions and the feeling of being "cannon fodder" thus being disposable.

Could their integrity be endangered?

Is there a lack of alignment between the values of the person and his or her unit?

This seeks to vent, to warn about the suffering experienced.

But he is not a volunteer in that unit, and he can leave at any time, because no one is obliged to do what he does not believe he should do, not even to live with someone he does not want to, and therefore he has the possibility of discharging or requesting a transfer to another type of unit.

But maybe you want to provoke, a change. But what change could it be, if it can change its environment itself. Why change an environment that is exactly what it has always been and that, in fact, most do not want to change?

Motivation:

This soldier's motivation can be frustration, a sense of injustice, anxiety, fear, solidarity with colleagues and a desire for recognition. Does he seem tired of being invisible and wants his voice to be heard?

Expectation:

It is difficult to know exactly what this soldier expects, but perhaps he wants a change in working conditions, recognition for his work, psychological support or even to be transferred to another unit.

Avoid future problematic situations:

Understanding Anguish is important, but knowing where it comes from is much more:

It is crucial before recognizing and validating the anguish of this soldier to check if there are others in the same conditions of understanding.

The military environment is highly stressful, and the lack of psychological support and permanent psychoanalytic support can lead to inappropriate behavior patterns and postures in that military environment.

Open Communication:

Promote open and secure communication channels so that soldiers can voice their concerns without fear of reprisal.

Psychoanalytic Support and Training:

To make available a psychoanalytic support mechanism and program in daily activities and to make it available to deal with the stress, fear and pressure of combat is necessary in any militarized environment.

Integration and Cohesion:

The psychoanalytic works efficiently to build a culture of respect and integration among soldiers, combating racism and the formation of "mafias".

Decision of the Superior:

Analyze the Context:

The superior needs to analyze the context of this soldier's testimony, taking into account the conditions of his unit, his command (his hierarchy), the soldier's history.

Investigate the allegations:

It is essential to investigate this soldier's allegations about the conditions of the unit and who runs it, the treatment of soldiers, threats to their integrity, and the existence of racism.

Take Action:

The Higher Command needs to analyze the problem created by the soldier, the effect on the troop and the public, and on society and its political repercussions.

Measures in the psychoanalytic field must be taken to evaluate the soldier.

From the psychic evaluation, the command decided on the measures to be adopted to continue the work and the non-progression of the poison inoculated in the troops, possibly by the leaders of the unit in question themselves.

Prioritize Well-Being:

The necessary decision of the command is to prioritize the psychological and psychological well-being of the soldiers, seeking a safe and healthy work environment for all.

Final considerations:

It is important to remember that this soldier's testimony is only one side of the story.

It is essential to listen to everyone involved to have a complete picture of the situation.

Psychoanalysis helps us understand the motivations behind acts, but it should not be used to justify or minimize inappropriate behavior in a military environment.

The purpose of psychoanalysis in a military environment is not to welcome the pains of one or the other, but to provide the fulfillment of the military mission.

In this hypothetical situation, it must be taken into account that this soldier is a volunteer to serve a special unit in which no one went to pick him up and he already knew the conditions and rules of the game before joining this unit.

The game was clear, and the rules of this game did not change under any circumstances. The soldier was a volunteer and in the face of the reality situation, although he knew the true situation, he still made the financial, material, and logistical effort to be recruited in this unit.

The question is: based on this knowledge analysis according to psychoanalysis applied to the military environment, this conflict of interest.

Private X's decision to join the special unit, knowing the conditions and rules, adds a new layer of analysis to the conflict.

Let's unravel this psychoanalytic enigma:

Analyzing the Conflict of Interest:

The Desire to "Be Somebody":

Psychoanalysis teaches us that the desire for recognition, to be someone important, is a powerful driving force. This soldier, upon joining the special unit, may have sought to satisfy this desire, even if it meant facing adverse conditions. He may have been drawn to the adrenaline rush, the challenge, and the possibility of excelling.

Fantasy vs. Fantasy Reality:

X's decision may have been influenced by a fantasy of heroism, of being an "elite" soldier, without fully considering the reality of the situation.

The idealization of the special unit may have overshadowed the negative aspects.

Defense Mechanisms:

To deal with the frustration and anguish of reality, X may have used defense mechanisms such as denial (ignoring the negative aspects) or projection (attributing blame to others).

Intrapersonal Conflict:

X's conflict becomes intrapersonal, between the desire to be recognized and the reality of the situation. He feels trapped in a choice that now frustrates him. He desires and hates at the same time, but decides nothing and lets life decide what it does not feel capable of deciding.

There are only three options for this construction:

1. **Permanence. In this complex psychoanalytic construction there are several options.**
2. **To stay because there is no option. This is an escape.**
3. **Staying because you have chosen and it seems to be the best option**
 4. **Vocational retraining**
 5. **Professional transition**

The Conflict from a Military Perspective:

Culture of Sacrifice:

The military environment, in its culture of sacrifice, can encourage the suppression of emotions and blind obedience. X, even frustrated, may feel obliged to fulfill what he promised, out of a sense of duty and loyalty.

"Elite" ideology:

The special unit, by its "elite" nature, may have created an identity and a sense of superiority among its members. X, by joining the unit, may have internalized this ideology, which makes it difficult for him to criticize the situation.

Conflict Resolution:

Recognition of Distress:

Recognizing the anguish solves nothing in this environment, what is necessary to do is to investigate what gave rise to the problem and verify the occurrence of a case in the troops.

Dialogue vs communication vs psychoanalytic support:

The construction and provision of a secure channel of communication with psychoanalytic support efficiently made available to the troops will greatly improve the relationship within the unit.

Review of the Conditions and Modes of Behavior in Military Activities:

It is important to always reassess the conditions of the special unit in the face of social and political changes, and of the military environment itself inserted in a differentiated environment of no less differentiated wars.

What was good yesterday, today can condemn you in the new theater of operation.

In summary:

X's conflict is complex, involving the search for recognition, the idealization of the special unit, and the military culture of sacrifice. The resolution involves an open dialogue, psychoanalytic investigation and its support, study, analysis and possible review of the conditions of the unit to better adapt it to the new conditions of training, adaptation and maintenance of the combatant in the face of new systems of modern combat.

War begins in the head and expresses its results in the theaters of operation.

In this hypothetical case, a breach of contract between the soldier and the special unit is visible, in which there is no longer any trust between the soldier and his command, and consequently it is questioned how much it is possible to count on this soldier in a combat situation in which his thinking and his resulting attitude may cause risk not only to the fulfillment of the mission, but may also endanger the lives of the soldiers. his comrades in a moment of hesitation, in the fulfillment of an act of combat in a decisive moment in which the only issue to be debated here is the fulfillment of the mission and the survival of the soldiers involved in the mission.

The breach of trust between soldier X and the command of the special unit puts everyone's mission and lives at risk.

Psychoanalysis helps us understand this complex dynamic:

The Breach of Trust and Risk:

Doubt and Hesitation:

A lack of confidence can breed doubt and hesitation at crucial moments. This soldier now under study can question orders, doubt strategy and hesitate to act, putting the success of the mission and the lives of his colleagues at risk.

Fear and Anxiety:

The feeling of injustice and anguish for being in a situation that you consider unfavorable can generate fear and anxiety, impairing your performance and ability to make quick and effective decisions.

Identification with the Enemy:

In extreme cases, a lack of trust can lead to identification with the enemy, that is, X may feel closer to the "enemies" than to his own comrades, putting the mission at risk.

The Impact on the Mission:

Disobedience:

X can disobey orders, putting the team's strategy and safety at risk.

Uncertain Behavior:

Their behavior becomes unpredictable, making it difficult to coordinate the team and make strategic decisions.

Risk of Betrayal:

In extreme cases, a lack of trust can lead to betrayal, endangering the lives of all involved, the security of the unit, the army, and the nation.

The Command Dilemma:

Risk vs. Benefit: A Strategic Decision of the Command in Military Decision-Making

The command needs to analyze the risk of keeping X on the mission, considering the potential for sabotage and the impact on team morale, versus the benefit of having an experienced soldier, even if in trouble.

Psychological and psychoanalytic support:

The command needs to evaluate the possibility of offering psychological and psychoanalytic support to this soldier as long as there is a possibility of recovery.

Transfer to another service in another unit:

Transferring X to another unit, if possible, may be an option, avoiding the risk of sabotage and contamination of the team.

Psychoanalytic Considerations:

Transfer:

The relationship between X and the command is permeated by transference, and/or emotional transposition, that is, past experiences and emotions can influence the way X relates to his superiors.

Psychoanalytic process of emotion expression

Transfer. Emotional expression that occurs in a therapeutic procedure between the therapist and the patient.

Transposition: Emotional expression that occurs in the identification and emotional exchange between different people

Resistance:

X may resist the mission, seeking ways to get rid of the situation that distresses him.

Ego Ideal:

The idealization of the special unit may have turned into an ideal ego, which is now being confronted by reality.

Conclusion:

The situation is complex and requires careful analysis by the command. A lack of trust can have serious consequences for the mission and safety of the team. The command needs to act strategically, seeking to restore trust, offer adequate mental support or, if there was a risk index and necessary, removal X from the military mission, perhaps its compulsory withdrawal from the military force that employs it.

Remembering that psychoanalysis offers tools to analyze, understand and understand the complexity of the human mind, but the final decision about the fate of X and the mission is up to the command, considering all the factors involved.

In this hypothetical case I want to analyze the impact of this bad example, which can impact and even affect the comrades of this soldier in his unit.

Analyzing the impact of a bad example on a military unit is crucial, especially in an environment where cohesion and trust are critical to mission success.

Let's explore how Soldier X's behavior can affect his comrades and unit dynamics:

Erosion of Morals

Demotivation:

A soldier's negative behavior can lead to demotivation among colleagues. If a team member expresses discontent or distrust, it can create an environment of pessimism.

Negative Influence:

Other soldiers may begin to mimic this behavior, leading to a culture of disobedience or disinterest in unit activities.

Breakdown of Cohesion

Internal Divisions:

A soldier's dissatisfaction can lead to divisions within the unit, where some may align with the negative outlook, while others try to maintain discipline.

Lack of Trust:

Trust between team members can be compromised, making it difficult to collaborate and be effective in combat situations.

Performance Impact

Combat Hesitation:

If soldiers begin to doubt orders or leadership due to bad example, it can result in hesitation at critical moments, putting everyone's mission and safety at risk.

Compromised Performance:

Lack of motivation and distrust can lead to underperformance, affecting the unit's ability to meet its objectives and resulting results.

Psychological and Psychic Consequences

Stress and Anxiety:

The presence of a soldier who expresses displeasure can increase stress and anxiety among colleagues, affecting their mental health and well-being.

Feeling of Insecurity:

Soldiers may feel insecure about their role and the effectiveness of the unit, which can lead to a cycle of mistrust and demotivation.

Long-term repercussions

Organizational Culture:

A bad example can influence the culture of unity in the long run, creating an environment where disobedience and dissatisfaction become normal.

Talent Retention:

Talented and motivated soldiers may choose to leave the unit if they perceive that the culture is deteriorating, resulting in a loss of experience and skills.

Conclusion

The impact of a bad example on a military unit can be profound and far-reaching. It is essential for leaders to recognize these risks and implement strategies to restore morale, promote cohesion, and ensure that all team members feel valued and motivated. Open dialogue, permanent psychoanalytic support, and the promotion of a culture of trust are key to mitigating these negative effects.

Conflict in military decision-making Case 05

In a hypothetical situation, in a military environment, a soldier voluntarily enlisted in the army receives from his superior the order to do something and the soldier questions the superior about how he can do it, as he does not have the means to comply with the order.

The superior should answer the soldier as follows.

**<< manage, because how you are going to do it is your problem, I just
I want you to comply with the order>>.
A conflict has just broken out in the barracks.**

Analyzing the superior's response to the soldier with the tools of psychoanalysis adapted to the military environment in relation to the military values and principles now offended:

- Patriotism.
- Civility.
- Faith in the Army's mission.
- Love for the military profession.
- esprit de corps in the Armed Forces.
- Technical-professional improvement in the Armed Forces
 - Military cohesion

Let's analyze the superior's response in the light of psychoanalysis and military values.

The Superior's Response

**"Turn around, because how you are going to do it is your problem, I just want you to
comply with the order",**

The above construction demonstrates a serious failure of leadership and disrespect for military values and principles.

Let's look at how this response affects each of the values I mentioned above:

Patriotism:

Patriotism implies serving one's homeland with dedication and responsibility. The superior's order, by disregarding the soldier's difficulties and transferring responsibility to him, undermines patriotism.

The soldier may feel unmotivated to serve, as the order puts him in a situation that is impossible to fulfill.

Civility:

Civism demands respect for the laws and values of society. The superior's response ignores the duty to care for the soldier's well-being, putting him in a situation of risk and frustration. This demoralizes the soldier and discredits the military institution.

Faith in the Army's mission:

Faith in the Army's mission is based on trust in leadership and belief in the importance of the mission. The superior's response shakes this confidence, as it demonstrates disregard for the soldier and lack of planning for the mission.

Love for the military profession:

The love for the military profession is fed by the satisfaction of serving and the pride in belonging to the institution.

The superior's response demotivates the soldier, making him feel devalued and disrespected. This can lead to disillusionment with the profession.

esprit de corps in the Armed Forces:

Esprit de corps is built on mutual trust between team members and on unity for the sake of a common goal.

The superior's response creates a climate of mistrust and isolation, undermining team cohesion.

Technical-professional improvement in the Armed Forces:

Technical-professional improvement requires investments and guidance from leadership.

The superior's response demonstrates negligence in this regard, as it ignores the need for training the soldier to fulfill the mission.

Military cohesion:

Military cohesion is based on trust and respect among team members.

The superior's response undermines the cohesion of the team, creating a climate of insecurity and demotivation.

In summary

The superior's response demonstrates a lack of leadership, disrespect for military values, and risk to the mission.

This attitude can lead to demotivation, demoralization and desertion of soldiers, compromising the efficiency and morale of the military institution.

It is important to remember that psychoanalysis applied to the military environment can help us understand the psychological and psychic dynamics that are hidden behind behaviors such as the one described above.

The lack of empathy and the inability to deal with the emotions of the superior may have led to this inappropriate response.

It is crucial that military leaders are prepared to deal with difficulties and support their soldiers, cultivating an environment of respect and trust for the mission to be successfully accomplished. Thus, training in military psychoanalysis is a necessity for the correct fulfillment of the military mission.

In this exact and identical hypothetical situation, in a military environment, a soldier voluntarily enlisted in the army receives from his superior the order to do something and the soldier questions the superior about how he can do it, because he does not have the means to comply with the order.

The superior should answer the soldier as follows.

<< turn around, because how you are going to do it is your business, I just want you to comply with the order>>. A conflict has just broken out in the barracks.

The superior informs the soldier that in any case the soldier must carry out the order because:

<< no one put a gun to his head to force him to enlist and then serve in the army>>

Analyzing the superior's response to the soldier with the tools of psychoanalysis adapted to the military environment:

The superior's response in this case is even more problematic than the previous one, because in addition to disrespecting military values, it reveals a lack of understanding about the dynamics of military service and a contempt for the psychological and psychic well-being of the soldier, or of any servant in a military environment.

Behavior of this type undermines the military spirit of a corporation, destroys the will and motivation of any soldier, annihilates the expectations of serving the homeland and creates an enemy within the military corporation itself, which may lead to actions contrary to the interests of this corporation perhaps of the nation it serves.

Let's analyze this case from the eyes of military psychoanalysis:

The "Free Choice" Fallacy:

In the Psychoanalytic understanding:

The phrase **"no one put a gun to his head to force him to enlist"** presents a simplified and distorted view of reality.

The superior ignores that the decision to enlist, even if voluntary, can be influenced by several factors:

1. Social pressure
2. unemployment
3. Purpose-seeking
4. idealism

and so on.

Psychoanalysis teaches us that an individual's decision is always complex and multifaceted, not limited to a cold and rational choice. For this reason, it is always necessary to evaluate the results of the analysis provided by the psychoanalytic trio, which is the true thermometer of the reason for the presence of the soldier or any person in any place and place where he is.

Military environment and reason for choosing it:

The superior is disregarding the context of the soldier's decision to make himself available to a military environment. This environment is demanding and hierarchical, and the soldier may feel pressured to obey orders, even if it means putting his safety at risk.

The Lack of Empathy and Responsibility: Psychoanalysis:

The superior's sentence demonstrates a lack of empathy with the soldier. He places himself in a position of superiority, disregarding the anguish and difficulties that the soldier may be facing.

Psychoanalysis emphasizes the importance of understanding the emotions and needs of the other within the unit, the patrol and, especially in conflict situations.

Military Environment and Leadership:

The superior is failing in his duty of leadership. He is not only disregarding the problem presented by the soldier, but also shifting the responsibility to him. A military leader must be responsible for the well-being of their soldiers, offering support and guidance in challenging situations.

The Risk of Demoralization and Desertion: Psychoanalysis:

The attitude of the superior can lead the soldier to feel demoralized, disrespected and isolated.

Psychoanalysis shows us that the lack of recognition and the feeling of injustice can lead to demotivation and a desire to escape.

Military Environment and Cohesion in the Unit and in the Group:

The superior's response undermines the cohesion of the team, creating a climate of mistrust and fear. This can lead to desertion, compromising the efficiency and safety of the military unit.

Conclusion:

The superior's response is inadmissible in a military environment.

It demonstrates a lack of leadership, disregard for military values, and risk to the mission.

The superior needs to be trained to deal with the emotions and needs of his soldiers, offering support and guidance in challenging situations.

Only with a leadership trained in the knowledge of the psychoanalytic tool, being then communicative, understanding and responsible, is it possible to build a strong and cohesive military environment.

In this exact and identical hypothetical situation repeated below, in which the superior's response was analyzed under the psychoanalytic construction.

<<In a military environment, a soldier voluntarily enlisted in the army receives from his superior the order to do something and the soldier questions the superior about how he can do it, as he does not have the means to comply with the order. The superior should answer the soldier as follows.

<< turn around, because how you are going to do it is your business, I just want you to comply with the order>>. A conflict has just broken out in the barracks. The superior informs the soldier that in any case the soldier has to comply with the order because no one <<put a gun to his head to force him to enlist and then serve in the army>>

Analyzing from the perspective of the military leadership and with the knowledge of psychoanalysis that this military leader must have, what can be the analysis and decision of this chief military leader of the one who gave the questioned statement?

Psychoanalytic analysis shows us that the superior, by responding in that way, is projecting his own difficulties and frustrations onto the soldier.

He is acting defensively, avoiding taking responsibility for the situation, and instead of seeking solutions, he is blaming the soldier for his own inability to lead.

A military leader aware of his own defense mechanisms and with knowledge of psychoanalysis, when faced with this situation, should:

Recognize Your Mistake:

The leader needs to admit that his initial response was inadequate and that he failed to support the soldier. He must recognize that the soldier is in a difficult situation and that he needs help, perhaps in his technical and even decision-making process.

Key Phrases: "I understand that you are in a complicated situation. My previous answer was inadequate. Let me better understand what's going on."

The superior has the obligation to correctly manage his human resources and therefore always seek to understand the situation that presents itself in front of him, and that is why this is a superior and under him there are soldiers who want to comply with orders.

Just speak correctly and everything is resolved correctly:

The leader must put himself in the soldier's shoes and try to understand the difficulties he is facing. He needs to listen carefully to the soldier's concerns and seek information about the resources available.

Key phrases: "What exactly is preventing you from complying with the order? What resources do you need to accomplish the task? Let's look for solutions together."

Taking responsibility:

The leader needs to take responsibility for the order he gave and seek solutions to enforce it. He cannot simply transfer the responsibility to the soldier.

Key phrases: "I am responsible for this order and I will do my best so that you have the resources necessary to carry it out. Let's work together to find a solution."

**Showing empathy and support is not weakness.
Weakness and you give an order that in another situation you would not
comply with**

The leader needs to show empathy for the soldier, acknowledging their difficulties and offering support. It needs to create an environment of trust and respect, where the soldier feels comfortable expressing his concerns.

Key Phrases: "I understand that you are feeling frustrated. I'm here to help you. Let's talk about how we can overcome this difficulty together."

Seek practical solutions:

The leader must seek practical solutions so that the order is fulfilled.

In this case, the participation of the soldier, who is asked if he has any ideas, will be pleased to know that he serves something greater, even if he is a sodado. This one can participate in something with his commander.

This soldier will serve you with a fidelity and courage that a lion may not have.

He needs to analyze the available resources and find alternatives to overcome the obstacles.

Key phrases: "Let's look at the available options. Can we request support from other colleagues and even from other units? Can we reevaluate the order?

What can we do so that you have what you need to get the job done?"

Strengthening the Esprit de Corps:

The leader needs to strengthen the esprit de corps in the team, demonstrating that he is on the side of his soldiers and that he trusts in their ability to overcome challenges.

Key phrases: "I trust you and I know we can overcome this difficulty together.

We are a team and we will support each other."

Conclusions:

A military leader who understands psychoanalysis and his own defense mechanisms will be better able to deal with conflict situations and to build an environment of trust and respect in his team. He will be able to recognize his flaws, take responsibility for his actions, and offer support to his soldiers, ensuring the efficiency and cohesion of the team.

I emphasize here that participation should not be confused with weakness, orientation with abandonment of one's hierarchy, explanations with one's own doubts.

If you want to be a military leader and don't want to be abandoned on the battlefield, listen to your men and don't be afraid to share the ration with them.

Be close to your men, know them, know each one of them by name, because being remembered by his superior animates the sole for which he knows he exists.

Freudian psychoanalysis calls this phenomenon transference, but in this exact case the precise name is transposition by assimilation.

The military instructor informs the soldier that in any case the soldier has to comply with the order because no one

<<put a gun to his head to force him to enlist and then serve in the army>>

In the light of psychoanalytic knowledge, what should be the behavior of the superior to this instructor regarding the understanding of this instructor to the soldier, on how to instruct the soldier?

The behavior of the superior to the instructor, in this case, must be marked by a firm and educational intervention, based on knowledge of psychoanalysis and the understanding of the importance of responsible and empathetic leadership.

Recognize the Instructor's Fault:

The superior must recognize that the teacher's phrase is inappropriate and destructive of the volition of the soldier. This can be impacted, if it is, continue until the next breach of moral contract, otherwise it affects and there the problem has already settled and will generate its resulting repercussions in the course of the process of military life.

Key Phrases: "His speech was inappropriate and demonstrates a lack of understanding of the thought structure of the individual under his command. It is important to remember that the decision to enlist is complex and influenced by several factors, but that the enlistee, before anything else, is a volunteer sacrificing his freedom and even his life for something greater, which he believes is in the army."

Emphasize the Importance of Empathy:

The superior needs to emphasize correct and honest conduct in the relationship between instructor and soldier. He should explain that the instructor needs to understand what is going on inside a soldier's head and understand his difficulties, without disregarding the context of the decision to enlist.

Key phrases: "It is essential that you put yourself in the soldier's shoes and understand his difficulties. He is seeking guidance and support, not judgments."

Addressing the Psychic Dynamics of the Soldier:

The superior should explain to the instructor that the decision to enlist, even if voluntary, can be influenced by several psychological factors, and social but economic, such as the search for purpose, social pressure, the need for security, and even the need for a job, etc. It is important that the instructor understands this dynamic to avoid generalizations and judgments.

Key Phrases: "The decision to enlist is complex and influenced by several social factors. It is important that you understand the soldier's motivations and support him in his difficulties."

Reinforce the Importance of Responsible Leadership:

The superior needs to remind the instructor that his job is to lead and guide the soldiers, not just give orders and disqualify them. He should emphasize the importance of creating an environment of trust and respect, where soldiers feel comfortable seeking support from their leadership.

Key Phrases: "Your job is to lead and guide soldiers, creating an environment of trust and respect. It is important that you position yourself as a responsible leader and that you are available to be present for your soldiers."

Encourage the Instructor to Seek Training:

The superior should encourage the instructor to seek training in leadership, psychology and military psychoanalysis, so that he learns about the mechanisms of motivation and its justifications as well as about the functioning of a decision-making process and thus can understand the needs and difficulties of the soldiers under his command.

It should provide training and development opportunities so that the instructor can hone their skills.

Key Phrases: "I suggest that you seek training so that you can improve your skills and become a more effective leader."

Conclusion:

The intervention of the superior should be firm and educational, with the aim of correcting the instructor's inappropriate behavior and promoting a culture of respect and empathy in the military environment. The superior should use the knowledge of psychoanalysis to explain the complexity of the decision to enlist and the importance of responsible leadership.

Only with conscious and empathetic leadership is it possible to build a strong and cohesive military environment, where soldiers feel respected and motivated.

How in a military structure to make the ideas of respect, empathy, cohesion, participation cohesive, without such attitudes being qualified with weaknesses and inadequacy to military life?

The challenge of the psychoanalytic specialist in a military environment is to ensure that values such as respect, empathy, cohesion and participation in a military environment are not perceived as weaknesses.

The key lies in redefining military masculinity and demonstrating how these qualities are essential to team strength and success.

Here are some strategies for achieving this cohesion:

**Redefining Military Masculinity:
Leadership Based on Respect:**

Instead of authoritarian leadership, promote leadership based on mutual respect, open communication, and trust. The leader must be an example of respect, treating everyone with dignity, and especially his subordinates.

Empathy as a Strength:

Show how empathy allows leaders to understand soldiers' needs and difficulties, creating an environment where they feel supported and motivated to give their best.

Empathy is not a weakness, but a tool to strengthen the team.

Cohesion as a Strategy:

Demonstrate how team cohesion, based on mutual respect and trust, is essential for success in missions and operations. Unity and mutual support ensure everyone's efficiency and safety.

Participation as Potential:

Encourage the participation of soldiers in decision-making and problem-solving. Listening to their ideas and suggestions demonstrates trust and respect, and contributes to the development of more efficient solutions.

**Demonstrate the Strength of Empathy and Respect:
Training and practice of psychoanalysis:**

Incorporate exercises to develop socio-emotional skills such as empathy, assertive communication, and conflict resolution into military training. Demonstrate how these skills are essential for success in missions and for building a positive work environment.

Examples:

Highlight examples of military leaders who have shown empathy, respect, and team cohesion, showing how these qualities have contributed to mission success and team strengthening.

Recognition:

Recognize and reward soldiers who demonstrate respect, empathy, and collaboration, showing that these qualities are valued and important to the team's success.

Educational Approach:

Discussions and exchange of knowledge among officers:

Promote open and honest discussions about the importance of respect, empathy, cohesion and participation in the military environment. Encourage soldiers to express their opinions and question norms and behaviors that are not consistent with these values.

Lectures:

Invite experts in military leadership, psychology, and psychoanalytic and ethics to give lectures on the importance of developing these skills for military career success.

Readings:

Encourage the reading of books and articles on the humanities and ethics, which address the importance of respect, empathy, cohesion and participation in the military environment.

Cultural Change:

Communication:

Promote a culture of open and honest communication, where officers and soldiers feel comfortable expressing their opinions and difficulties without fear of reprisal.

Respect:

Create an environment where respect is the norm, and where all team members feel valued and respected, regardless of their hierarchical position.

Cohesion:

Encourage team cohesion by promoting activities that strengthen bonds among soldiers and demonstrate the importance of unity and mutual support.

Conclusion:

Cultural change to integrate these values requires continuous effort and a change in mindset. It is necessary to demonstrate that respect, empathy, cohesion and participation are not weaknesses, but essential tools for the strength and success of the military team. The key to success lies in leadership, education, and creating an environment where these values are promoted and valued.

Armed with the knowledge of psychoanalysis and the military qualities necessary for activities in the military environment, what could be the qualities of a modern military

leader, current and well-informed in the most modern techniques of soldier management focused on combat?

Seeking to unveil what would be the qualities of the modern military leader

A modern and well-informed military leader, in addition to mastering combat techniques, needs to be a master in strategic leadership, psychology and military psychoanalysis for perfect people management.

He needs to be able to inspire, motivate, and lead his soldiers to success in a complex and challenging environment.

Here are some of the qualities that seem essential to build a modern military leader, based on psychoanalysis and modern techniques of soldier management:

Emotional Intelligence:

Self:

Understand your own emotions, strengths and weaknesses, and how they impact your decisions and actions. This can only happen by happening, which means that the personality can only be built with constant and permanent monitoring in the context of psychoanalysis.

Empathy:

Ability to put oneself in the shoes of others, understand their perspectives and emotions, and respond in a technical way while being sensitive and understanding the other's situation.

Effective Communication:

Clear, assertive, and empathetic communication skills, which allow you to build strong relationships and convey messages clearly and efficiently.

Conflict Management:

Ability to deal with conflicts constructively, mediating and resolving disputes in a fair and balanced way, removing the focus from the person's problem and transferring the focus of the problem to the problem that should be the item to be questioned and resolved.

Strategic Leadership:

Present and Tomorrow Vision:

Ability to set a clear and inspiring vision for the team, setting ambitious, challenging, yet achievable goals.

Planning:

Ability to develop strategic plans, analyzing risks, developing contingency plans and adapting to complex and ever-changing situations.

Knowing how to think outside the box and having in your curriculum the hardskills necessary for the softskills.

Decision Making:

Ability to make quick and effective decisions under pressure, analyzing information, assessing risk, and making decisions based on data and their situational awareness.

A decision-making process capable of being pronounced in part of the information, disregarding the unknown whole in the face of the urgency and need to operate fast and strong. This is a quality.

Military Psychology and the tools of psychoanalysis:

Ability to use and apply the psychoanalytic triad

Motivation:

Energy that fuels intention

Resilience:

Mental recovery capacity.

Stress Management:

Skills to identify and manage stress on oneself and one's soldiers, implementing strategies to reduce the impact and affectation of stress, and promote psychological and psychological well-being.

Understanding the mechanism of trauma:

Awareness of the impacts of trauma on soldiers, and ability to offer appropriate support and treatment to those suffering from mental health disorders.

People Management:

Delegation:

Ability to delegate tasks effectively, confidence in subordinates and their abilities, and ability to give autonomy and responsibilities.

Training and Development:

Commitment to the professional development of soldiers, providing opportunities for training, skill enhancement, and career growth.

Recognition and Reward:

Ability to recognize and reward positive performance, showing appreciation and gratitude for the efforts and contributions of each team member.

Ethics and Values:

Integrity:

Commitment to ethics and moral values, demonstrating honesty, fairness, and respect for others.

Responsibility:

Take responsibility for their actions and decisions, and be transparent and accountable to their superiors and their soldiers.

Servant Leadership:

Understand that leadership is a service, and that the leader is there to serve his soldiers, helping them to reach their potential and fulfill their missions.

Conclusion:

A modern military leader needs to be more than a military strategist. He needs to be an inspirational leader, an effective people manager, a psychologist doubled as a military psychoanalyst, and a master of emotional intelligence. He needs to be able to build trust, motivate his soldiers, manage stress, foster resilience, and lead his team to success in a complex and challenging environment.

Conclusion

In view of the understanding of these concrete case analyses, it becomes evident and necessary to know and learn the rudiments of psychoanalysis applied to the military environment with the officer.

The officer must be trained to recognize psychoanalytic traits to lead his teams.

We have talked here about the need for the military leader to study, and understand the functioning of psychoanalysis as a tool of his human management in the realization of his military leadership and the due fulfillment of his military mission.

Psychoanalysis, with its tools for analyzing human behavior, becomes a fundamental instrument for the modern military leader.

The ability to understand your soldiers' motivations, emotions, and psychic dynamics is crucial to building a cohesive, motivated, and efficient team.

Psychoanalysis as a Leadership Tool: Understanding Motivation:

Psychoanalysis allows the leader to understand the deep motivations of his soldiers, unraveling what drives them, their fears, their ambitions and their expectations. This allows for more personalized and efficient leadership, which meets the individual needs of each team member.

Conflict Management:

The leader, armed with psychoanalytic knowledge, is equipped to deal with interpersonal conflicts, recognizing the underlying causes and seeking solutions that promote harmony and collaboration within the team.

Efficient Communication:

Psychoanalysis emphasizes the importance of clear and empathetic communication.

The leader who understands non-verbal language, psychoanalytic defenses, and projection mechanisms is able to communicate more effectively, building bridges of dialogue and trust with his soldiers.

Team Building:

Psychoanalysis provides tools for building cohesive and efficient teams.

The leader can identify the roles each member plays, group dynamics, and potential sources of conflict, working to strengthen unity and a sense of belonging.

Emotional Resilience:

Psychoanalysis helps the leader to understand the defense mechanisms and strategies for coping with stress. This allows him to support his soldiers in high-risk situations, promoting the emotional resilience and psychic well-being of the team.

Strategic Decision Making:

Psychoanalysis offers insights into the decision-making process, helping the leader to analyze the cognitive biases, emotions, and psychic influences that can affect strategic decision-making.

The Importance of Training:

The military leader needs to be trained to apply psychoanalytic concepts in a practical and ethical way.

This training should include:

Introduction to Psychoanalysis:

Understand the basic concepts of psychoanalysis, such as theory of mind, defense mechanisms, and unconscious dynamics.

Psychoanalysis Applied to the Military Environment:

Analyze the specificities of the military environment and how psychoanalytic concepts can be applied to team management, leadership in high-risk situations, and the promotion of soldiers' psychic well-being.

Communication and Human Relations Skills:

Develop empathetic communication, active listening, and conflict management skills to build healthy and trusting relationships with your soldiers.

Ethics and Responsibility:

Understand the ethical implications of the application of psychoanalysis in the military environment, respecting the privacy and autonomy of soldiers.

Conclusion:

Psychoanalysis, by offering tools to understand the human mind, becomes a valuable resource for the modern military leader. The ability to analyze your soldiers' motivations, emotions, and psychoanalytic dynamics is crucial to building a cohesive, motivated, and efficient team.

Training in psychoanalysis applied to the military environment is essential for the leader to be able to perform his function with knowledge of mental processes, sensitivity and efficiency.

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