

# Diagnosics of Leadership Qualities of Specialists of "Man–Man" Type of Professions in Military and Civil Higher Education Institutions: Psychological and Pedagogical Approach

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**Abstract:** *The article deals with the actual practical aspects of the problem of leadership qualities of future specialists of "man–man" type in military and civilian institutions of higher education. The aim of the research is to present the results of empirical research on the comparative diagnosis of the formation of leadership qualities of future specialists in the social sphere (psychologists, social employees) and cadets (military lawyers, psychologists). According to the results of scientific works, it has been determined that leadership qualities are a set of qualities that reflect the attitude to other people and society as a whole, allow oneself to influence other people, contribute to the creation of a positive atmosphere in the group, the team, is displayed in a stable, active, responsible behavior in order to achieve one's own and collective goals. Leadership qualities include commitment, determination, confidence, responsibility, activity, efficiency, success, influence, endurance.*

*Diagnosics of formation of leadership qualities has been carried out by means of survey and a psychodiagnostic technique of the leadership abilities diagnostics by E. Zharikov, E. Krushelnytsky. The diagnostic results showed the predominance of students and cadets of the average level of leadership qualities formation.*

**Keywords:** *leadership qualities; diagnostics; professions of the "man–man" type; institutions of higher education.*

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## 1. Introduction

The modern Ukrainian society is characterized by a high level of integration processes, including in the field of higher education and training of future specialists both in military educational institutions and in civilian ones. International cooperation actualizes the need to reform the system of professional training of specialists in professions of "man–man" type, which include social workers, psychologists, officers-psychologists, military lawyers, etc. Society places high demands on them as professionals, who should be focused on the creative implementation of their own potential, formation of a leadership position in professional activity, personal development. To prepare future specialists of these specialties it is necessary to obtain objective information about formation of their leadership qualities, as this is connected to the specifics of their future professional activities. Thus, working with people, future officers and specialists of the social sphere have to make responsible decisions, think outside the box, creatively approach to problem solving, lead people, form a team of like-minded people. All this requires a proper level of formation of leadership qualities.

The study is based on the classification of professions developed by Klimov E. (Klimov, 1998). So, based on differences in the subjects of work, all professions are divided into five types: "man - nature", "man - technology", "man - man", "man - sign system", "man - artistic image". Thus, the subject of persons who have chosen a profession of type "man - man" are the people themselves, groups of people or teams of people (this category includes professions of a doctor, teacher, psychologist, social worker, educator, lawyer, officer, etc.). That is, the main activity is education, training, management, medical, legal, information services.

## 2. Literature review

The problem of leadership is being considered by many modern psychologists, teachers, who justify the need for diagnosis, formation and development of leadership qualities. In particular, Marakhovska N. studied pedagogical conditions of formation of leadership qualities of future teachers in the process of teaching disciplines of the humanitarian cycle (Marakhovska, 2009); Makhina T. studied the features of the use of socio-psychological training for the development of leadership qualities of students – future managers (Makhina, 2003); Semchenko N. proved pedagogical conditions of formation of leadership qualities of students of higher educational institution (Semchenko, 2005).

We also agree that leadership qualities are also quite significant for future officers. Military psychologists and teachers have contributed to justifying this idea (Tkachuk, 2010; Polikashyn, Polyakov, Polikashin, Mysyk, 2009). Therefore, the military pedagogues and psychologists consider the leadership potential to be indispensable for quality management and decision-making in military sphere (Balendr, Biletskyi, Iakymchuk, Sinkevych, Korolov, Bloshchynskyi, 2019). Military scientists have identified a common list of basic qualities that a leader should have. In particular, the leadership of an officer is his "ability to provide the unit with three main needs of the personnel, namely: to successfully perform a common task; to work harmoniously in a team; to satisfy the individual needs of each soldier as much as possible (Agaiev, Kokun, Pishko, Lozinska, Gerasymenko, Tkachenko, 2014). All of the above qualities can be also used by leaders who manage "civil" teams.

It has been found out that for specialists of military specialties and "civilian" the interpretation of the concept of leadership is almost the same. It was found that the leader must have "the effect of attraction", that is, have a pronounced ability to communicate, establish interpersonal contacts, be able to lead people (Horishna, Slozanska, Soroka, Romanovska, 2019). At the same time, the problem of diagnostics of leadership qualities of future specialists of professions such as "man-man" has been studied insufficiently.

We share the ideas of Stasyuk, that to be a commander and a leader in the military organization – is not the same. A commander, influencing the work of his subordinates and building relationships with them, primarily uses and relies on his position (basis of power). Leadership as a specific type of management relationship is based on the process of social interaction. This process is much more complicated and requires a high level of interdependence of the participants. In contrast to the actual management, the leadership involves presence of followers in the organization, but not subordinates. So, the relations "commander – subordinate", endemic to the traditional management, are replaced by the relations "leader – follower" (Stasyuk, 2014). Military organizations, which have achieved tangible success among other parts of the quality of the process of military training of personnel, differ mainly in the fact that their commanders apply more dynamic and effective management and leadership (Balendr, Komarnytska, Bloshchynskyi, 2019). Synonyms for the words "management" and "head" are the words "leadership" and "leader" respectively.

Thus, modern studies of the problem of leadership (Alfimov, 2010; Tkachuk, 2010; Sushyk, 2013) convince that the leader in both military and "civilian" groups is a person with leadership qualities, able to implement

them in appropriate situations. So, since there is a need for leadership, the problem of formation and development of leadership qualities of students and cadets in higher education institutions, as well as in higher military educational institutions and their psychological and pedagogical characteristics in a comparative context is quite relevant.

### 3. Materials and Methods

The research of the leadership qualities of students and cadets requires using a set of methods, namely - theoretical: analysis, synthesis, systematization, comparison and synthesis of scientific literature - to determine the state of development of the problem of leadership and the leadership qualities in the theory and practice of vocational education; forecasting - to determine the list of leadership qualities. We also used empirical methods (surveys, pedagogical observation) to study the state of leadership formation of students and cadets. The study used the methods of mathematical statistics - to establish quantitative and qualitative relationships between the studied processes and to establish the reliability of the results.

Psychological and pedagogical tools for diagnostic support, which were used to diagnose the leadership qualities of cadets and students are presented following the structure of the leadership qualities of a future specialist. In particular, as a result of the analysis of specialized scientific literature, methods of complex diagnostics of leadership qualities of future leaders (that is, methods by which it is possible to diagnose various leadership qualities that are inherent in both future officers and heads of "civil" institutions and organizations) were used.

On the basis of generalization of researches we used expert estimation of level of development of leadership qualities of students and cadets, and also concrete psychodiagnostic technique of diagnostics of leadership abilities (Zharikov E., Krushelnytsky E.). The method is used to study the state of formation of leadership qualities of a person with respect to his potential ability to organize and carry out their own leadership activities necessary to achieve management goals. Also, the method makes it possible to determine the state of the process of components covering the leadership potential for the study of the choice of the optimal strategy for the formation of leadership qualities (Zvorych, Kalaur, Nataliya, Prymachenko, Romashchenko, Romanyshyna, 2019).

The organized study of the state of formation of leadership qualities of students and cadets of specialties, which belong to the "man-man" type was conducted on the basis of two institutions of higher education: Ternopil

National Pedagogical University named after Volodymyr Gnatiuk (TNPU), and the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi (NABGSU). Speaking about the criteria of selection, these institutions were chosen in view of correspondence of the basic specialties and therefore, possibility of their comparison. The former being an institution in which students of both pedagogical specialties (psychology) and non-pedagogical specialties (social work) are trained and the latter provides training for the cadets of military (law) specialties and for the students of civilian specialties (psychology). So, 56 students of 1-4 courses of specialties "Social work" took part in experimental research: (1 course-15 people, 2 course-16 people, 3 course-13 people, 4 course-12 people); 64 students of specialty "Psychology" (1 course – 14 people, 2 course-17 people, 3 course-17 people, 4 course-16 people), 51 cadets of specialty "Psychology" (1 course-12 people, 2 course-11 people, 3 course-13 people, 4 course-15 pers.); 46 students majoring in "Law" (1 course-11 pers., 2 course-13 pers., 3 course-12 pers., 4 course-10 pers.). The chosen specialties belong to the professions of the "man-man" type. The main goal is to diagnose leadership qualities of cadets and students of the "man-man" type specialties. In addition, in order to achieve the purity of the experiment, a decision was made about the personal participation of the researchers during the organization of the experimental study and conducting pedagogical observation. The research was conducted in the hours of the teachers' individual work. All ethics principles were followed and personal written consent of students and cadets was obtained to participate in the study.

#### 4. Results of Research

Before diagnosing leadership qualities, it is necessary to determine the categorical apparatus. Let us present the most common scientific approaches to the interpretation of the term "leadership qualities" (Table. 1).

**Table 1.** Scientific approaches to the definition of the term "leadership qualities"

The essence and content of the "leadership qualities"	Authors
Generalized properties of the leader to create a new vision of solving the problem, successfully influence the followers to achieve the goals by the group or organization	Alfimov D.
Personality traits that ensure effective leadership, namely:	Sushyk N.

individual-personal and socio-psychological characteristics of the individual that affect the group and lead to the achievement of the goal	
Integrated personality entity, which promote quality implementation of the pedagogical activity and includes the motives, knowledge, leadership skills and sustainable leadership position	Marakhovska N.
A set of personality characteristics that help to occupy a leading position in the group, manifested in organizational skills, ability to exercise significant influence on the behavior and mood of people, to be an example to follow	Semchenko N.
A certain level of dynamic development of a personality of a young person in the educational and social environment of higher education institution, which implies an active citizenship, readiness for fruitful socio-indicative activities, focus on self-development and improvement, positive transformation of the environment, the ability to make responsible decisions, to determine the goals and the best ways to achieve them, to organize and attract other students to creative joint educational, scientific and social activities	Teslenko, 2015
The presence of specific knowledge for the profession, special skills, which are determined by the nature of the cadets' activity, characteristics of the cadet teams and the educational process	Korchemny P.
Due to the acquired leadership qualities an officers will be able to professionally solve problems according to their competence profile, functional and role responsibilities and social purpose, which necessitate their leadership training	Agaiev N., Kokun O., Pishko I.

Since qualities are "stable features of individual behavior that are repeated in different life situations" (Stepanov, 2006), we understand *leadership qualities as a set of qualities that reflects the attitude to other people and society as a whole, make it possible to influence other people, contribute to the creation of a positive atmosphere in the group, team, manifested in a stable active, responsible activity to achieve personal and collective goals.*

In modern psychological and pedagogical literature there are two opposite points of view on the problem of leadership qualities. According to the first, it is believed that a person is born a leader, and education and upbringing do not play any role here. Another point of view is that leadership qualities are formed and developed, although this requires certain innate inclinations (Drygina, 2003).

Scientists have developed different approaches to the definition of a set of leadership qualities. Let's review the most common ones. So, foreign scientists focus on the allocation of such a complex of qualities, as:

- intellectual abilities of the leader, his knowledge, self-confidence, activity and energy (Stogdill, 1974);
- self-discipline, responsibility, reliability, kindness of the leader, the propensity to cooperate (Hogan, Kaiser, 2005);
- convincing ideas about the desired state of affairs, faith in the members of the group and a reserve of optimism that should inspire fruitful cooperation; emotional stability (Myers, 1998);
- managing attention or the ability to present a goal to followers in an attractive way; managing value or the ability to convey the meaning of an idea so that it is understood and perceived by followers; managing trust or the ability to build an activity consistently to manage oneself or the ability to know and recognize one's weaknesses and strengths (Agaiev, Kokun, Pishko, Lozinska, Gerasymenko, Tkachenko, 2014).

It is found that the vast majority of researchers, analyzing leadership qualities, focus on the allocation of the respected components. So, military scientists identify the components of leadership qualities that provide effective leadership: 1) communicative and organizational (communication skills, persuasiveness, tact, diplomacy, empathy, flexibility, speech abilities, organizational abilities); 2) emotional and strong-willed (commitment, perseverance, determination, self-confidence, demands, self-control, stress resistance); 3) motivational (motivation for leadership, motivation for success); cognitive (speed of thinking, logic, creativity, insight, ability to predict, ability to generalize, criticality, prudence); personal (activity, initiative, commitment, reliability, responsibility, sense of humor, optimism, honesty, patriotism, self-improvement) (Agaiev, Kokun, Pishko, Lozinska, Gerasymenko, Tkachenko, 2014). Especially interesting is the position of Tkachuk P., who includes to leadership qualities authority, activity, demands, endurance, initiative, intelligence, competence, communication, creativity, criticality, reliability, perseverance, independence, optimism etc. (Tkachuk, 2010).

A slightly different range of qualities are distinguished by "civil" teachers. So, in understanding of Sushyk N., leadership qualities include the ability to stand out in a particular case and make responsible decisions in significant situations; use innovative approaches to solve problems; successfully influence followers regarding achievement of common goals; create a positive social and psychological atmosphere in a team" (Sushyk, 2013). In the publication of Tikhomirova O. are highlighted general (competence; organization; efficiency; activity; initiative; sociability;

perseverance; independence; self-control; observation; intelligence) and specific qualities of the leader (organizational insight; ability to active psychological impact; ability to perform organizational work, leadership, the need to take responsibility) (Tikhomirova, 2009).

Given the specificity of professional activity of specialists (both military and civilian) professions of "man-man" type, leadership qualities include *commitment, determination, confidence, responsibility, activity, efficiency, success, influence, endurance*. Supporting Kokun O., we believe that there is no "universal", applicable in all cases set of leadership qualities, because it will depend on the specifics of professional activity and personal qualities of a person (Kokun, 2012).

Since the formation and development of leadership qualities, in our opinion, takes place in the process of educational activity, we have analyzed the disciplines of the so-called "management" cycle, in which students and cadets have the opportunity to gain knowledge of leadership and to form appropriate practical skills, while developing leadership qualities.

We conducted the diagnostics of leadership qualities with students of Ternopil National Pedagogical University named after Volodymyr Gnatyuk and cadets of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi (56 students of 1-4 years of study, on specialties "Social work" (1 year of study - 15 people, 2 year of study - 16 people, 3 year of study - 13 people, 4 year of study - 12 people), 64 students of specialty "Psychology" (1 year of study - 14 people, 2 course - 17 people, 3 year of study - 17 people, 4 year of study - 16 people), and 51 cadets of the specialty "Psychology" (1 year of study - 12 people, 2 year of study - 11 people, 3 year of study - 13 people, 4 year of study - 15 people), 46 cadets of the specialty "Law" (1 year of study - 11 people, 2 year if study - 13 people, 3 year of study - 12 people, 4 year of study - 10 people). The chosen specialties belong to the professions of the "man-man" type. That is why we are interested in a comparative analysis of the state of formation of students and cadets' leadership qualities.

First of all, we have analyzed the educational programs of training of specialists of these specialties and identified the main disciplines, which enable forming and developing leadership qualities. These are the so-called disciplines of the "management" cycle. In particular, it was found that future psychologists study "Psychology of leadership", "Psychology of administration" and "Psychology of management". Students of the specialty "Social work" study "Management of social work", "Leadership and management in non-governmental organizations", "Theoretical and applied bases of management". Cadets of specialty "Psychology" while learning in



NABGSU studying "Pedagogy and Psychology", "Moral and Psychological Support", "Social and Developmental Psychology", "Psychological Support in the State Border Guard Service of Ukraine". The future military lawyers within the curriculum study such disciplines as "Management of District Inspectors Unit", "Pedagogy and Psychology", "Moral and Psychological Support".

We tried to find out how students and cadets understand the concept of "leadership" and evaluate the range of "leadership qualities". To accomplish this, at the beginning of the experiment, we conducted a survey based on the author's questionnaire. Let's substantiate the results. First of all, we were interested in the question: how do respondents understand what leadership qualities are? Respondents had the opportunity to select from a list of specific qualities those ones that, in their opinion, are most consistent with this definition. The respondents' answers were distributed as follows:

- ability to lead people - 27 / 12.4;
- ability to make responsible decisions – 17 / 7.8;
- self-confidence – 39/ 18.0;
- charisma – 34/ 15.7;
- special manner of behavior – 39 / 18.0;
- ability to be the first – 22 / 10.1;
- ability to set goals, commitment – 39 / 18.0.

We purposefully added a significant number of personal and professional characteristics to the list of qualities, which have an indirect relationship to leadership. It should be noted that among these qualities only confidence and commitment can be attributed to leadership qualities. Other characteristics are leadership skills and relate to personal and professional traits. It was found that both students and cadets confuse these concepts, and most of the respondents rely only on general ideas about leadership.

So, the question "Do you agree with the statement that you have leadership qualities?" the respondents' answers were distributed the following way:

- future social workers: "fully agree" – 51.8 %; "partially agree" – 32.1 %; "disagree" – 16.1 %;
- future psychologists: "fully agree" - 53.2 %; "partially agree" – 35.9 %; "disagree" – 10.9 %;
- future military psychologists: "fully agree" – 41.3 %; "partially agree" – 39.1 %; "disagree" – 19,6 %;
- cadets of the specialty "Law": "fully agree" – 41.2 %; "partially agree" – 29.4 %; "disagree" – 29.4 %.

So, summarizing the results, we can say that the majority of respondents we interviewed, are convinced that they have leadership

qualities. So in the TNPU among all respondents, almost half believe that they are already formed leaders who have all the leadership qualities. Almost identical results were obtained in the NABGSU (on average, 41% believe that they are leaders in the military team).

In our research, we sought to find out what qualities should be inherent in a real leader? Since the students and cadets interviewed by us called a diverse range of not only qualities, but also other characteristics of the personality of the leader, his skills, abilities, potential, we offered them to evaluate each of the leadership qualities allocated by us in this way:

- 5 – points – the quality is very strong;
- 4 – points – quality is expressed strongly;
- 3 – points – the quality is sufficiently expressed;
- 4 – points – quality is expressed strongly;
- 1 – point – quality is extremely weak;
- 0 – points – quality is not shown.

Later, we determined the average score from the total score, which served as a General criterion for the level of formation of leadership qualities of respondents. The average value of the levels of all leadership qualities was taken as the level of manifestation of leadership qualities.

The boundaries of the distribution of leadership qualities by levels are defined in this way:

- from 5.0 to 3.5 points – high level,
- from 3.4 to 2.4 points – average level,
- from 2.3 and below – low level.

Let us present a meaningful characteristic of the levels of leadership qualities of students and cadets. Thus, those respondents who have a *high* manifestation of leadership qualities are extremely purposeful in all activities; determined in their actions; always confident; able to take responsibility for their actions and deeds; actively show their life position; have a pronounced need for action; always strive for success and self-realization; have a significant impact on others; show considerable endurance in solving difficulties and problems.

Respondents *with an average level* of expression of leadership qualities are not always purposeful in all activities; selectively show determination in their actions; are not always confident; situationally take responsibility for their actions and deeds; partially show their life position; strive for action; try to achieve success and self-realization; can influence others; sometimes show endurance in solving difficulties and problems.

The respondents *with a low level* of manifestation of leadership show a lack of commitment in all activities; they are indecisive, insecure; avoid

responsibility for their actions and deeds; are not inclined to show their position in life; do not try to achieve success and self-realization; have no influence on others; can't endure coping with the difficulties and problems.

## 5. Discussion

Results of distribution of students and cadets on levels of manifestation of leadership qualities are presented in Table. 2.

**Table 2.** Distribution of students by levels of manifestation of leadership qualities

Leadership qualities	Low level (Abs./%)				Medium level (Abs./%)				High level (Abs./%)			
	TNPU		NASBGSU		TNPU		NASBGSU		TNPU		NASBGSU	
	SW	P	MP	ML	SW	P	MP	P	SW	P	MP	P
<b>Purposefulness</b>	4/7.2	11/17.2	4/8.7	6/11.8	19/33.9	18/28.1	23/50	17/33.3	33/58.9	35/54.7	19/41.3	28/54.9
<b>Determination</b>	13/23.2	9/14.1	8/17.4	7/13.7	20/35.7	25/39.1	22/47.8	26/51.0	23/41.1	30/46.8	16/34.8	18/35.3
<b>Confidence</b>	21/37.5	6/9.4	7/15.2	5/9.8	18/32.1	29/45.3	17/37.0	22/43.1	17/30.4	29/45.3	22/47.8	24/47.1
<b>Responsibility</b>	7/12.5	8/12.5	5/10.9	9/17.6	24/42.9	26/40.6	23/50	19/37.3	25/44.6	30/46.9	18/39.1	23/45.1
<b>Activity level</b>	6/10.7	5/7.8	6/13.1	18/35.3	23/41.1	28/43.8	19/41.3	21/41.2	27/48.2	31/48.4	21/45.6	12/23.5
<b>Effectiveness</b>	13/23.2	9/14.1	7/15.2	15/29.4	16/28.6	30/46.8	28/60.9	28/54.9	27/48.2	25/39.1	11/23.9	8/15.7
<b>Successfulness</b>	9/16.1	3/4.7	4/8.7	7/13.7	24/42.8	28/43.8	19/41.3	19/37.3	23/41.1	33/51.5	23/50	25/49.0
<b>Ability to Influence</b>	16/28.6	11/17.2	14/30.5	15/29.4	11/19.6	19/29.7	11/23.9	23/45.1	29/51.8	34/53.1	21/45.6	13/25.5
<b>Endurance</b>	11/19.6	8/12.5	10/21.8	11/21.6	15/26.8	25/39.1	15/32.6	27/52.9	30/53.6	31/48.4	21/45.6	13/25.5

Note: SW - students of the specialty "Social Work" of TNPU; P - the students of the specialty "Psychology" of TNPU; MP - cadets of the military specialty "Psychology" of NABGSU; ML -cadets of the military specialty "Law" of NABGSU

In our opinion, self-assessment of levels of leadership cannot fully present the objective picture. Therefore, to obtain more reliable results, we checked the level of leadership qualities with the test of Zharikov E. and Krushelnytsky E. to determine the effectiveness of management and leadership qualities. The results of the method are presented in table. 3.

**Table 3.** The results of the assessment of the state of formation of leadership qualities of the respondents by the method of Zharikov E. and Krushelnytsky E.

Specialties	Years of study (number of stud.	Manifestation of leadership qualities							
		Weakly		Moderately		Strongly		Propensity to dictate	
		Avr.	%	Avr.	%	Avr.	%	Avr.	%
TNPU "Social Work" (56)	1 (15)	12	80	3	20	-	-	-	-
	2 (16)	13	81.3	3	18.7	-	-	-	-
	3 (13)	10	76.9	2	15.4	1	7.7	-	-
	4 (12)	8	66.6	2	16.7	2	16.7	-	-
TNPU "Psychology" (64)	1 (14)	10	71.4	3	21.4	1	7.2	-	-
	2 (17)	9	52.9	6	35.3	2	11.8	-	-
	3 (17)	13	76.5	4	23.5	-	-	-	-
	4 (16)	12	75	2	12.5	2	12.5	-	-
NABGSU "Law" (46)	1 (11)	10	90.9	1	9.1	-	-	-	-
	2 (13)	11	84.6	2	15.4	-	-	-	-
	3 (12)	9	75	3	25	-	-	-	-
	4 (10)	8	80	1	10	1	10	-	-
NABGSU "Psychology" (51)	1 (12)	11	91.7	1	8.3	-	-	-	-
	2 (11)	9	81.8	2	18.2	-	-	-	-
	3 (13)	10	76.9	2	15.4	1	7.7	-	-
	4 (15)	11	73.3	3	20	1	6.7	-	-

## 6. Conclusions

According to the results presented in the table 3, we can see several trends. First, there have not been identified any striking, statistically significant differences between the state of formation of leadership qualities of students from civil institutions of higher education and institutions that provide training of the personnel for the Armed forces of Ukraine

Secondly, about the majority of students and cadets of various specialties show weak leadership qualities expression. The highest rates were determined among future social workers of TNPU – 81.3 % on the 2nd year of study; future psychologists of TNPU – 76,5 % on the 3rd year of study;

future lawyers of NABGSU – 90.9 % on the 1st year of study; future military psychologists – 91,7 % on the 1st year of study. The average level of expression of leadership qualities is most evidently shown by the respondents of TNPU – future psychologists - 21.4 % on the 1st year of study, and 35.3% for the 2 year, with 23.5% on the 3rd year and 12.5% on the 4th year; future social workers – 20 % on the 1 year, 18.7% of the 2 year of study, and 15.4% on the 3rd year, to 16.7% in the 4th year of study. We determined the average level of cadets of the specialty "Law" as 9.1 % of respondents during the 1st year, 15.4 % - on the 2nd year, 25 % - on the 3rd year, 10 % - on the 4th year. "Cadets of NABGSU, specialty "Psychology" demonstrate the leadership at the average level on the 1 year of study (8.3 %), 2 year (18.2 %), 3 course (15.4 %), on the 4th year (20 %). Strongly expressed leadership qualities of future social workers on the 3 (7.7 %) and 4 years of study (16.7 %); one fourth-year cadet of the specialty "Psychology", two cadets of the third and fourth years of study of the specialty "Law".

Thirdly, we positively assess the fact that among all the respondents who were involved in the experimental diagnosis, no dictatorial abilities were revealed. That is, no future specialist studying in the specialties of "Social work" and "Psychology" in the TNPU and the future border guard officers who study at the NABGSU does not show a tendency to dictate.

So, analyzing scientific works of the Ukrainian (Krasnoshchek, 2000; Marakhovskaya, 2009) and foreign (Hogan, Kaiser, 2005; Stogdill, 1974) researchers, and also military pedagogues and psychologists (Kokun, 2012; Tkachuk, 2010; Stasyuk, 2014) regarding the problem of assessing leadership qualities, we came to the conclusion that the process of forming these qualities should take place in stages. In our vision, the first step should be to identify those respondents who have a high level of leadership qualities. The next, second step is to emphasize the importance of leadership and leadership potential in the process of studying the disciplines of the management cycle. During their study both students and cadets can gain relevant knowledge and these disciplines will help them to develop leadership skills. The third step is aimed at the development of leadership skills in the process of extracurricular activity, which involves active participation in training, self-government, social projects, involvement in various activities – charitable, social, creative, sports, etc.

Further scientific developments will be aimed at development of a training program of developing leadership skills of future specialists of professions of "man–man" type.

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