

РОЗДІЛ 1

ТЕОРІЯ ТА ІСТОРІЯ ДЕРЖАВИ І ПРАВА; ІСТОРІЯ ПОЛІТИЧНИХ І ПРАВОВИХ УЧЕНЬ

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ANALYSIS OF THE METHODOLOGY FOR ACQUIRING LEADERSHIP QUALITIES BY FUTURE MILITARY LEGAL SPECIALISTS

АНАЛІЗ МЕТОДИКИ НАБУТТЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ МАЙБУТНІМИ ВІЙСЬКОВИМИ ЮРИСТАМИ

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The problem of leadership in the military team has always been highly relevant. Currently, scholars who have studied it indicate that by his status the officer is the formal leader of his unit, but this is often not enough to effectively lead subordinates in a complex environment that places additional demands on the officer's professional and personal qualities. The higher military school should form the future organizer of the service activities of military units not only as a comprehensively developed personality, but also prepare him for creative managerial work, which should ensure the officer's leadership position in the formal and informal structure of the military team. The specific features and requirements of military activity necessitate the purposeful formation of future officers' leadership qualities, starting from the period of their training in higher military educational institutions and military educational units of higher education institutions. During the process of military-professional selection of cadets, it is necessary to take into account the need for personal qualities, which are a prerequisite for the formation of such qualities.

The article explores the origins and essence of military leadership. It describes the components of the military leader's pyramid: values and ethics of behavior; motivation and service standards; professional training and education; combat readiness and preparedness; leadership and professional competence. The service activities of military personnel must meet the key criteria of professionalism required in modern conditions. Significant attention is given by the authors to the methods by which military personnel acquire leadership qualities, as well as the paths to successful leadership for officers (sergeants). The article offers advice on effective leadership within a team and outlines the principles of creating and managing a unit. Based on the results of the scientific research, the presence of leadership qualities in future military specialists is analyzed according to widely accepted methodologies.

Key words: leadership, leadership qualities, professional competence, methods, military specialists, unit.

Проблема лідерства у військовому колективі завжди мала високу актуальність. Нині науковці, які займалися її вивченням, вказують, що за своїм статусом офіцер є формальним лідером свого підрозділу, але цього найчастіше виявляється недостатньо для ефективного керівництва підлеглими у складній обстановці, яка висуває додаткові вимоги до професійних особистісних якостей офіцера. Вища військова школа повинна сформувати майбутнього організатора службової діяльності військових підрозділів не тільки як всебічно розвинуту особистість, але й підготувати його до творчої управлінської праці, що має забезпечити лідерське становище офіцера у формальній і неформальній структурі військового колективу. Специфічні особливості та вимоги військової діяльності, зумовлюють необхідність цілеспрямованого формування у майбутніх офіцерів лідерських якостей, починаючи ще із періоду їх підготовки у вищих військових навчальних закладах та військових навчальних підрозділів закладів вищої освіти. А у процесі військово-професійного відбору курсантів слід обов'язково враховувати необхідність наявності особистісних властивостей, які є передумовою формування подібних якостей.

У статті розглянуто походження і сутність військового лідерства. Описано складові піраміди лідерства військовослужбовця: цінності та етику поведінки; мотивацію та стандарти служби; професійну підготовку та освіту; бойову підготовку та готовність; лідерство та професійну компетентність. Службова діяльність військовослужбовців повинна відповідати основним критеріям професіоналізму, що висуваються до них в сучасних умовах. Значна увага авторами приділяється методам набуття військовослужбовцями лідерських якостей, а також шляхам досягнення успіху лідерства офіцерами (сержантами). Наведені поради до вдалого лідерства у колективі. Охарактеризовані принципи створення та керування підрозділом. За результатами проведеного наукового дослідження проаналізовано наявність лідерських якостей у майбутніх військових фахівців за загальноприйнятими методиками.

Ключові слова: лідерство, лідерські якості, професійна компетентність, методи, військові фахівці, підрозділ.

Introduction. Recently, significant attention has been given to developing leadership qualities in military personnel in the U.S. and NATO armies. Today, the Armed Forces of Ukraine are effectively implementing the experience of for-

eign countries in cultivating leadership abilities in military personnel. Competency development is carried out through the continuous participation of future military legal specialists in educational programs. Management bodies are actively

being formed to coordinate the actions of officials, adjust the content of educational programs, and organize practical training to enhance the level of instruction provided by scientific and pedagogical staff in military educational institutions.

An officer's (sergeant's) leadership is their ability to meet the three main needs of the unit's personnel: successfully accomplishing the overall mission, working harmoniously in a cohesive team (unit), and fully satisfying the individual needs of each service member in the unit [1, p. 112].

There is a leadership pyramid that includes: values and ethics of behavior; motivation and service standards; professional training and education; combat readiness and preparedness; leadership and professional competence [1, pp. 79–80; 2, p. 36].

The service activities of both officers and contract sergeants must meet the key criteria of professionalism. When a service member approaches the ideal of the profession, they become more effective, professional, and in demand.

In combat situations, high demands on subordinates can only be made by a commander who demonstrates a high level of professionalism, good physical condition, and strong organizational abilities. Leadership skills are either innate or acquired qualities that can be identified in service members of different genders and ranks [3, p. 25; 5, p. 129].

Materials and Methods. The analysis of scientific literature has revealed that the methods for achieving successful leadership by an officer (sergeant) include the following:

1. Leadership in Fostering Cohesion within Military Units: This involves adhering to the following principles: the term "unit" encompasses everything from a platoon to an entire country; the core principle of a team is voluntariness; the strength of the unit is determined by its weakest member; the best is selected for a position; officers, sergeants, and soldiers should undergo the same initial training system; natural selection is taken into account; personal responsibility for everyone in the unit; a basic model for training military personnel (theoretical and practical training); the unit should not lose sight of its goal and must assess progress towards it; being informed, vigilant, and capable of making quick and correct decisions is essential [2, pp. 64; 12, p. 47].

2. Knowing Your People: Actively participate in shared activities; be able to identify and utilize the talents of subordinates; care for the well-being of each individual as well as the unit as a whole; detect problems early; take responsibility for the welfare and morale of the unit; study the personnel, their interests, and skills; show concern for the collective and encourage others to do the same; promote your subordinates' advancement.

3. Defining the Unit's Mission: Develop the personnel within the unit; establish clear goals and standards within the unit; encourage responsibility and dedication; maintain high standards of behavior and accountability [7, pp. 76–77; 10, p. 29].

4. Pragmatism in Actions and Deeds: Don't overestimate yourself; take pride in your successes, but avoid complacency; remember your comrades who remain in the trenches; invest time in developing subordinates; be confident: strong, honest, and worthy of respect; be proactive.

5. Development of Unit Personnel: Leadership skills can be acquired, developed, and refined; provide subordinates with opportunities for self-development; establish close connections between officers and soldiers; consult, collaborate, and adjust; motivate subordinates; be consistent, flexible, resilient, and forward-thinking [1, p. 102; 11, p. 69].

6. Combating Emotional "Burnout" within the Unit: Observe personnel both on duty and during rest; learn about the relationships among subordinates; identify problems at an early stage; boost the collective morale; recognize and reward diligence, effort, and conscientiousness; develop newcomers and trust them; utilizing subordinates' talents is the best motivation for them [4, pp. 84–85; 6, p. 9].

7. Flexible Firmness of Officers and Sergeants as Leaders: What is familiar and comfortable is not always the most effective; be ready to change when necessary; a lack of flexibility hinders the development of personnel; allow people to make mistakes – they learn from them and learn how to correct them; listen to and consult with subordinates; avoid clinging to stereotypes; a leader has the courage and freedom to deviate from the "average norm"; encourage, empower, and assign responsibility. Do not compromise high standards.

8. Trust in Personnel: Assign tasks if you believe the person can handle them; communicate the task requirements; do not nit-pick a job well done; accept the task's result unless there are serious errors or safety hazards; explain important details – lack of information leads to resentment; delegate authority within the unit; work towards achieving the goal [13, pp. 24–25; 15, p. 39].

9. Adhere to These Principles: Gossip and rumors in the unit are unacceptable; create a favorable atmosphere and provide timely information; clarify the rules for information dissemination within the unit; maintain confidentiality; uphold subordination and allow subordinates to make their own decisions; maintain control over the unit by appropriately distributing information [9, p. 12].

10. Attitude Towards Subordinates: The primary method of training soldiers is personal example, and the main form is mentorship by experienced personnel; relationships in the unit should be based on mutual understanding, support, and complementing each other; exploitation is unacceptable, and respect and care within the unit are paramount; the development and support of the unit impact the quality of task execution; guide the active training of recruits in unit operations; assign tasks and distribute responsibilities among newcomers – do not make their lives easier; train and mentor future leaders; be accessible, interested, and vigilant [4, pp. 84–85; 6, p. 9; 14, pp. 15–18].

The unit's collective demands: confidence in your leadership abilities; knowledge of your unit and your work, with the ability to control the situation; honesty and openness; experience; respect for each soldier.

Additional Recommendations for the Officer-Leader: Embrace challenges; manage adverse circumstances and turn them to your advantage; be responsible and consistent; leadership is voluntary; cultivate the unit, ensure mentorship, and professional development within the unit; respect people and their needs; find a suitable role for everyone in the unit according to their abilities and skills; goals and rules should be clear and understandable; establish high ethical standards within the collective [14, pp. 44–51].

Results. The study of the level of leadership qualities formation in future military specialists was conducted at the Military Law Institute of Yaroslav Mudryi National Law University. A total of 54 cadets (40 males and 14 females) from three training groups of the 2020 intake participated in the study. The cadets were divided into control and experimental groups, with three training sections in each: the control group (CG) consisted of 28 cadets (20 males and 8 females), and the experimental group (EG) consisted of 28 cadets (22 males and 6 females).

At the beginning and end of the fourth semester, cadets were surveyed using the method developed by Y. Zharikov and Y. Krushelnitsky, which consists of 50 questions. This method allows for assessing a person's ability to be a leader, a quality that largely depends on the development of organizational and communicative skills.

A true leader, as noted by the authors of the methodology, should possess certain characterological traits and may exhibit the following characteristics:

- Strong-willed, capable of overcoming obstacles on the way to a goal;
- Persistent, able to take reasonable risks;
- Patient, willing to perform monotonous and uninteresting work diligently for extended periods;

- Initiative-driven and prefers to work without excessive supervision. Independent;
- Psychologically stable, not easily swayed by unrealistic proposals;
- Adapts well to new conditions and requirements;
- Self-critical, realistically evaluates not only successes but also failures;
- Demanding of oneself and others, able to hold others accountable for assigned tasks;
- Critical, able to identify weaknesses in seemingly attractive proposals;
- Reliable, keeps their word, and can be depended upon;
- Resilient, capable of working even under heavy workloads;
- Receptive to new ideas, inclined to solve unconventional problems with original methods;
- Stress-resistant, maintains composure and efficiency in extreme situations;
- Optimistic, views difficulties as inevitable and surmountable challenges;
- Decisive, capable of making independent and timely decisions, taking responsibility in critical situations;
- Able to adjust behavior according to the situation, capable of both demanding and encouraging.

Using the mentioned methodology, we identified cadets with a high level of leadership qualities in each training group [8, pp. 24–31].

Based on the survey results at the beginning of the fourth semester, 14.3% of cadets were found to have a high level of leadership qualities (see Table 1). Among the identified leaders, cadets were selected from the three training sections based on their physical fitness, being rated "excellent" or holding a sports qualification of at least the first sports category, and being active athletes. For the experiment, and with the approval of the Institute's administration, the selected cadets from these three training sections were appointed as commanders in our newly formed experimental group (EG). In the other three sections, which were part of the control group (CG), the junior commanders remained in their regular positions.

At the start of the experiment, the cadets in both the CG and EG had roughly the same level of leadership abilities, with strong and high ratings: 28.6% and 32.1%, respectively. After conducting the survey at the end of the experiment, the EG showed an increase in the percentage of cadets with high and strong levels of leadership abilities compared to the CG: 67.9% and 53.6%, respectively, confirming the success of the proposed methodology.

Table 1

Survey Results on Assessing the Leadership Abilities of CG and EG Cadets Using the Methodology of E. Zharikov and E. Krushelnitsky During the Experiment

Leadership Rating Ranges	Leadership Level	Level/ number, (%)			
		CG (n=28)		EG (n=28)	
		Start	End	Start	End
0–25	Weak	8(28,6)	6(21,4)	8(28,6)	4(14,3)
26–35	Average	10(35,7)	7(25)	11(39,3)	5(17,8)
36–40	Strong	6(21,4)	7(25)	5(17,8)	8(28,6)
41<	High	4(14,3)	8(28,6)	4(14,3)	11(39,3)

Conclusions:

Leadership of officers (sergeants) in uniting military teams and understanding their people involves defining the unit's mission, pragmatism, and exploring new opportunities for the development of the unit's personnel.

The military service of officers and sergeants meets the main criteria of professionalism. These categories of military personnel become more effective as they approach the ideal of their profession.

At the start of the experiment, a high and strong level of leadership abilities was found in only 35.7% of cadets in the control group (CG) and 32.1% in the experimental group

(EG). By the end of the experiment, these levels increased to 53.6% in the CG and 67.9% in the EG, with a difference of 14.3% between the experimental groups.

The results of the experiment show that the overall educational process in military higher education institutions (including the introduction of courses such as "Leadership" and "Combat Survival Systems and Tactical Medicine") contributes to the development of leadership abilities in future officers. However, significantly better results are achieved with the systematic use of physical training resources and with the management of units by commanders who are physically well-prepared.

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