

# Future Officers' Military Management Competence Development in Higher Military Educational Institutions

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## Abstract

The article reveals the specific pedagogical conditions essential for developing the management competence of future officers during their studies at higher military educational institutions in Ukraine. The research has clarified the optimal pedagogical essence, identified the required components of management competence for future officers, and determined its criteria, levels, and indicators. The management competence of future officers has been defined as an individual, integral, relatively stable, dynamically changing characteristic of the personality of cadets, which is the result of their continuous professional and personal development, manifested in the independent and responsible solution of the tasks of ensuring optimal relations between servicemen, their associations, groups, which carry out joint activities following the commanders' orders, service duties and norms of military routine and combat activity. The structure of the management competence of future officers reflects the unity of its critical components: value-motivational, cognitive-communicative, practical-activity, and personal-reflective. A criterion-assessment apparatus has been developed and substantiated, which allows for the clear determination of the levels (high, sufficient, satisfactory, low) of managerial competence according to axiomatic, informational, communicative, and praxeoactivity criteria, with specifically identified indicators. The authors argue that with the purpose to enhance the quality of professional training of cadets in higher military educational institutions, the necessary pedagogical conditions for the development of management competence of future officers have to be designed and theoretically substantiated, such as: enrichment of the educational process in higher military educational institutions with managerial and dialogical interaction of teachers and cadets; problematic nature of cadet training in the context of modeling military management activities; ensuring real powers and responsibilities of cadets during training practice as a unit commander (by specialty); providing pedagogical support while developing professional and management qualities of future officers. To demonstrate that the pedagogical conditions for developing the managerial competence of future officers are effective, an experimental study was conducted. Comparative data on the stages of the pedagogical experiment (declarative and formative) indicate positive dynamics regarding the defined levels of formation of all components of management competence of future officers. The reliability of the obtained results was verified by methods of mathematical statistics.

**Keywords:** military management, competence, development, pedagogical conditions, future officers, higher military educational institutions

## 1. Introduction

Contemporary society nowadays is characterized by the key role of effective management. The development of

science and technology, the complexity of social processes, and the constant growth of information demand continuous improvements in managerial efficiency. At the same time, the difficult international situation, the war unleashed by Russia against Ukraine, fundamental changes in the warfare methods, the emergence and introduction of new types of weapons and military equipment have drastically increased the requirements for effective command and control at all levels.

Consequently, competent and innovative leadership is the critical condition for increasing the combat capability and combat effectiveness of troops (Balahur, 2015). The practice of command and control of troops largely depends on the depth of theoretical development of command and control issues in the general system of military science. This dependence is particularly acute in the context of the Russian-Ukrainian war, when new means and methods of armed struggle put forward new, higher requirements for management, the practical implementation of which is impossible without scientific theory.

In the context of Russia's full-scale war against Ukraine and ensuring the national security of the state, the requirements for the level of training of competent officers of the Ukrainian Defence Forces, which will ensure the effective performance of combat missions under martial law, have become paramount. This necessitates that future officers master modern management technologies, exercise the ability to give orders, manage themselves and their military team in extreme conditions, including wartime, and make important decisions under time pressure. Therefore, the systematic development of managerial competence of future officers in higher military educational institutions (henceforward – HMEI) is an urgent educational priority.

## 2. Literature Review

The unique environment of HMEIs, characterized by strict regulations and a blurring of personal and professional life, results in various limitations on everyday life, presenting distinct challenges for developing future officers. These institutions serve as crucial arenas for character building, and the researchers highlighted that in these institutions, which are subject to numerous restrictions, future officers must follow strict orders and military codes of conduct. Soeters (2018) mention that "...it often leads to a blurring of personal and professional life, making the clear delineation of boundaries a challenge". The education process in higher military education institutions is a place where future officers can observe and learn how to act, find role models, and develop their character (Díez et al., 2023). The image of future officers in the Armed Forces at higher military educational institutions is significantly influenced by their affiliation with the agency, which fosters a sense of loyalty that is crucial in military units and impacts their level of professional competence and discipline (Griffith, 2009).

Researchers Meskon, Albert, and Hedouri (1999) identified the core components of management as planning, organizing, motivating, and controlling. This definition remains relevant, as these functions are integral to every stage of the management process. Similarly, Brill, Bishop, and Walker emphasized a high level of management competence that can be seen as a multifaceted system of actions, distinguishing effective productivity from average performance. The qualities that contribute to strong management capabilities include a results-oriented mindset, initiative, presentation skills, commitment to self-improvement, the ability to manage interactions, adaptability, and skill in seeking out information (Brill et al., 2006).

We agree with Vuono (1990), who defined the essence of military leadership competence as proficiency in one's specific area of expertise. In a similar vein, Valde described competence as a trait of personality that merges internalized knowledge, skills, and reflective thinking (Valde, 1997). As Von Rosenstiel et al. point out, truly effective managers must combine intellectual capacity with strong communication skills. They must be capable of engaging with a wide range of individuals, remain focused and driven toward objectives, and be open-minded and adaptable to evolving circumstances (Von Rosenstiel et al., 2005).

In light of this, when discussing the development of military management competence of future officers within higher military educational institutions, it is essential to take into account current educational trends as it allows for the appropriate implementation of organizational reforms, and a comprehensive approach must examine both content and procedural aspects to avoid presenting an unbalanced view of the issue (Campbell, 2022).

However, there is an acute social and, accordingly, educational need to summarize the scientific and theoretical foundations, goals, directions, content, forms, and methods of implementing the tasks of military management, particularly during the training of cadets in the military academies of Ukraine.

The purpose of this article is to investigate the effectiveness of the proposed pedagogical conditions for developing the military management competence of future officers in higher military educational institutions.

**The tasks of the research:**

to analyse the specifics of military management as a socio-cultural phenomenon, highlight the peculiarities of modern military management, and reveal the specifics of managerial competence formation of future officers in HMEI;

to clarify the pedagogical essence and components of the management competence of future officers, determine its criteria, levels, and indicators;

to define and substantiate the pedagogical conditions to form the management competence of future officers;

to experimentally verify the effectiveness of the proposed pedagogical conditions, determine the dynamics of the levels of managerial competence components formation, and check the reliability of the obtained results by the methods of mathematical statistics.

**3. Methods**

The study of development of management qualities of future officers of armed officers requires using specific scientific methods, such as: comparative analysis, synthesis, generalization of psychological-pedagogical sources to find out the current state of the problem of management and the managerial qualities in the theory and practice of military personnel education and prognostication to define the necessary pedagogical conditions for the formation of management competence of cadets during their study at the military academy.

Surveys and pedagogical methods were used to study the state of management qualities formation of military academy cadets. Mathematical statistical methods were actively employed to determine both quantitative and qualitative data of the processes under study, verifying the adequacy of the obtained findings. Additionally, specific diagnostic pedagogical tools were utilized to ensure effective validation of the research data and assess the level of formation of management competence of future officers.

Relying on research data from previous studies, the expert estimated the level of management competence formation of future officers, enhanced by specific diagnostic techniques that helped determine the level of cadets' management qualities.

*3.1 Participants*

The organized study of the state of formation of managerial competence in future officers was conducted at the following higher military education institutions: the Kruty Heroes Military Institute of Telecommunications and Informatization and the National Academy of the State Border Guard Service of Ukraine, named after Bohdan Khmelnytskyi (hereinafter - NASBGSU). These institutions were selected due to their shared offering of core military specialties, enabling a valid comparison. A stratified random sampling method was employed. The stratification was based on the academic year (1st through 4th year) to ensure representation across the entire cadet training spectrum. From the population of cadets in the "Military Management" specialty at each institution, participants were randomly selected from each stratum. A total of 48 cadets from 1-4 courses of the "Military Management" specialty at the Kruty Heroes Military Institute of Telecommunications and Informatization participated in the study, as well as 52 cadets from the same specialty at the NASBGSU (N = 100). When designing the selection criteria, at first the military institutions were chosen, taking into account the possibility of working on the same basic military specialties, and thus made it possible to organise their comparison. The study was performed during the hours of self-preparation work.

It should be mentioned that all required ethical principles were followed, and personal consents of cadets in written form were gathered prior to participating in the mentioned research.

*3.2 Instruments and Data Collection*

A comprehensive diagnostic complex was developed to assess the formation of managerial competence of cadets across its four components. The instruments included:

*Value-motivational diagnostic questionnaire* - adapted from scales measuring professional motivation and self-development drive (e.g., Brill et al., 2006), was used to assess the value-motivational component through Likert-scale items on career motivations and commitment to self-improvement.

*Cognitive-academic test* - to evaluate knowledge of military management theory, NATO staff procedures, and military psychology. Its content validity was established and verified by a panel of subject matter experts (senior officers and teaching staff of the educational institutions).

*Case-study analysis and situational judgment test* - to assess the practical-activity component, cadets were presented with real-life scenarios of management challenges. Their proposed solutions were evaluated against a standardized rubric focusing on decision-making logic, resource management, and adherence to regulations.

*Reflective self-assessment portfolio* to target the personal-reflective component. Cadets maintained portfolios that documented their leadership experiences, challenges, and insights during training practices in management competence formation, incorporating critical reflection and peer learning.

### 3.3 Data Analysis

The analysis employed both descriptive and inferential statistical methods. Descriptive statistics (frequencies, percentages, means) were used to summarize the levels of competence formation within the control (CG) and experimental (EG) groups at both diagnostic stages.

*pedagogical experiment* (declarative – to determine the initial level of management competence of future officers in military management; formative – to verify the effectiveness of pedagogical conditions of forming the managerial competence of future officers in military management; final – for comparative analysis and interpretation of the results of experimental work).

*statistical* – methods of mathematical statistics with the calculation of Fisher's criterion (F-criterion) – for processing and reflecting the results of experimental work, establishing quantitative relationships between the studied phenomena and processes. To verify the reliability of the observed differences between the EG and CG, inferential statistics were applied. Specifically, a one-way Analysis of Variance (ANOVA) was used, with the calculation of Fisher's F-test. For the given sample size, a critical F-value of 1.3 was established as the threshold for statistical significance at the  $p < 0.05$  level.

## 4. Research Results

### 4.1 Defining and Modeling Managerial Competence

Analysis of the main conceptual ideas and provisions of modern scientific approaches to the problem under study shows that the main characteristics of the managerial activity of future officers in military management are:

strict legal regulation of behavior and decisions made, due to the normativity of managerial activity (high level of legal awareness and responsibility for managerial choices, discipline, organization), loyalty to professional duty, honesty and courage);

the authoritative nature of the officer's official powers, which are mandatory for all levels of management (combination of normative freedom and responsibility, flexibility of thinking, emotional stability, professional competence);

the extreme nature of managerial activity, due to the special regime of the officer's service and combat functionality and the peculiarities of combat duties (endurance to increased psychophysiological loads, stress resistance, self-control);

high level of motivation for service and combat duties, socio-political maturity, perseverance in achieving the goal.

The research of the basic conceptual constructs of the study made it possible to clarify the pedagogical problem and define the components of the management competence of future officers, determine their criteria, levels, and indicators. The managerial competence of future officers is considered as an individual, integral, relatively stable, dynamically changing characteristic of the personality of cadets, which is the result of their continuous professional and personal development, manifested in the independent and responsible solution of the tasks of ensuring optimal relations between servicemen, their associations, groups, which carry out joint activities following with orders, professional duties and norms of military-professional activity.

Therefore the structure of the management competence of future officers encompasses the unity of the *value-motivational* (combines two updated and stable hierarchies of motives: motivation for managerial activity in military-professional activity and motivation for self-development as a manager), *cognitive-communicative* (covers knowledge and ideas about the tasks of managerial activity in general and when holding a specific position; requirements for the personality of an officer in military management; requirements for oneself as a potential subject of managerial activity and methods of professional and personal development as its subject), *practical-activity* (reflects the operational sphere of managerial activity in military affairs and covers a set of professionally significant

organizational and managerial skills and abilities, provides for the combination (integration) of internalized experience, personal experience of managerial activity, as well as experience of professional and personal development) and *personal-reflective* components (characterizes the degree of development of professionally significant qualities of cadets at HMEI, which are critically important for managerial competence (organizational, volitional, communicative and creative)).

A criterion-assessment apparatus enables the clear determination of the levels (*high, sufficient, satisfactory, low*) of managerial competence in future officers of military management, based on specific indicators of its formation, following *axiomatic, informational, communicative, and practical criteria*.

In order to improve the quality of professional training of cadets in HMEI, *the pedagogical conditions* for the formation of managerial competence of future officers have been identified and theoretically substantiated: enrichment of the educational process in higher military educational institutions with managerial and dialogical interaction of teachers and cadets; problematic nature of cadet training in the context of modeling military management activities; ensuring real powers and responsibilities of cadets during training practice as a department commander (by specialty); teaching aid for the development of professional and managerial characteristics of the Armed Forces officers.

#### 4.2 Experimental Verification

To prove the effectiveness of the substantiated pedagogical conditions necessary for ensuring the adequate formation of management competence in cadets, experimental work was conducted. The developed plan of experimental activities for developing cadets' management competence included three interrelated stages. The *declarative* stage provided for the definition of goals, objectives and the preparation of an experimental research plan; selection of experts from among teachers and officers, formation and organization of the work of an expert group; definition of a diagnostic apparatus, its discussion and approval together with the expert group; study of the attitude of cadets to managerial competence, awareness of its significance for the future military and professional activity; conducting a zero-section diagnostic study.

The *formative* stage involved the selection of cadets to participate in experimental work, their distribution into control and experimental groups, and the implementation of specific pedagogical conditions for the formation of management competence in the educational process of HMEI. This stage also included the assessment of the dynamics of forming management competence in cadets. At the final stage, a diagnostic work was conducted, which enabled the summarization of the data obtained from the pedagogical experiment and the formulation of conclusions regarding the influence of pedagogical conditions on the formation of managerial competence among cadets at the HMEI.

The final stage was based on the application of the method of mapping the thinking of HMEI, attendance by cadets of seminar classes of the elective "Development of managerial competence", use of SWOT analysis in lectures and practical classes in the process of studying professional training disciplines. *Practical* stage provided for the completion of training practice as a commander of a department (by specialty), which had the following features: early involvement of cadets in the real situation of the combat training system and management activities of a military unit, unit where cadets undergo training practice; normative consolidation of the powers of cadets during training practice; widespread use of methods of trust, advance and creation of situations of professional success in the process of training practice. The final stage was provided on the basis of the orientation of the military educational process of military educational institutions on the solution by EG cadets of research, forecasting, design tasks; ensuring continuity of support for leadership qualities in EG cadets; achieving optimal diversity, adequacy of the content of technologies, the predominance of productive, dialogic methods of interaction; stimulating independent work of cadets, their creative self-educational activity. The proposed program for developing management competence in cadets possesses the properties of integrity and non-linearity. Integrity consists in the unity of all stages and subordination to the main goal and is ensured by the mutual influence of stages, their functional relationship and interdependence. Non-linearity is associated with the possibilities of using methodological support at other stages in accordance with the characteristics and needs of cadets. The effectiveness of experimental work, which enables the prediction of cadets' management competence, is confirmed by the experimental results obtained.

In order to verify the reliability and process the results of the pedagogical experiment, mathematical statistics methods used in professional pedagogy were used (Kyveryalg, 1980). To compare the parameters of the general populations (mean values and variances), Fisher's criterion (F-criterion) was determined. The reliability of the results of the experimental work was based on a comparison of the numerical indicators of the empirical F-criterion

(Femp-KG and Femp-EG, which were calculated from the digital data obtained during the experiment) and the theoretical F-criterion, given in the standard F-value table (Kyveryalg, 1980). The hypothesis to be tested was defined as the null hypothesis, which was compared with the alternative one. According to the null hypothesis of our experimental work, the difference in the indicators of the formation of managerial competence among future officers in military management who studied at the CG is the result of the natural course of the educational process under traditional training conditions in military universities. An alternative hypothesis is that the difference between the entrance and final control results in EG cadets is due to the deliberate application of pedagogical conditions for the formation of managerial competence in future officers.

The reliability of the results obtained was established by comparing the values of Fisher's empirical F-test for each group category (Femp-CG) and (Femp-EG) with the values of the theoretical F-test (Fkrit). The basis was taken from standardized tables used to compare experimental data in pedagogical research (Kiveryalg 1980). According to the corresponding table, the value of the critical indicator Fcrit (Fisher's criterion) depends on the number of participants in the groups where the experiment is conducted. Provided that the number of people in each group is between 60 and 120 participants (in our study, this is 93 people in the CG and 95 people in the EG), the value of the F-criterion should be between 1.7 and 1.3.

The use of the diagnostic complex has shown a significant positive dynamic of the formation of management competence of cadets. This was statistically confirmed by quantitative indicators of the developed managerial competence of future officers in the EG: over the entire period of study, the percentage of cadets in the EG with a high level of management competence increased by 21.06% (from 9.47% to 30.53%), and in CG - by 5.37% (from 7.53% to 12.9%); the number of cadets with a sufficient level increased in the EG by 17.89% (from 34.74% to 52.63%), and in the CG - by 2.15% (from 37.63% to 39.78%), which is 15.74% less than in the EG cadets. There was a decrease in the numerical values of satisfactory and low levels, from 46.32% and 9.47%, respectively, to 16.84% and 0%, respectively, after its completion. In the CG, the number of cadets with satisfactory (by 2.15% – from 46.24% to 44.09%) and low (by 5.37% – from 8.6% to 3.23%) levels is due to the natural influence of training.

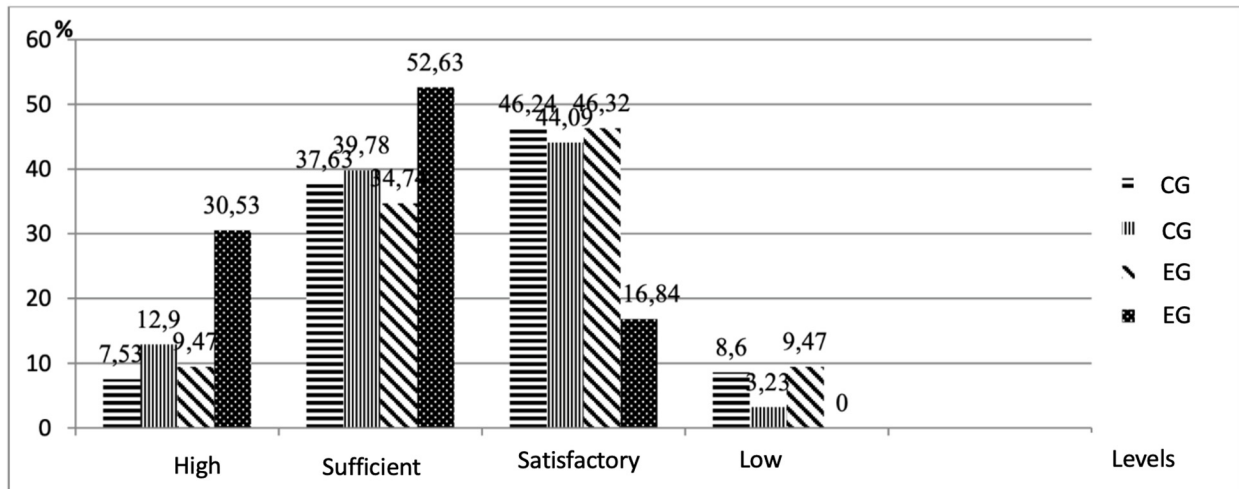
**Table 1.** Changes in the Formation of Managerial Competence of Future Officers in Military Management at the Formative Stage of Experimental Research

CG and EG (QP – quantity of participants)	Levels of formation of managerial competence of cadets								Average
	High		Sufficient		Satisfactory		Low		
	QP	%	QP	%	QP	%	QP	%	
CC - 93	7	7,53	35	37,63	43	46,24	8	8,6	3,4
CG - 93	12	12,9	37	39,78	41	44,09	3	3,23	3,6
EG - 95	9	9,47	33	34,74	44	46,32	9	9,47	3,4
EG - 95	29	30,53	50	52,63	16	16,84	0	0	4,1

The application of mathematical statistics methods (calculation and comparison of the F-criterion) to verify the obtained results of the development of management competence of cadets shows that for the input control in the CG it has a value of 0.569, and for the final control – 0.557. Accordingly, the F-criterion for the control groups has a value of 1.02, which goes beyond the permissible value (within 1.7 – 1.3 for the number of cadets up to 120 people). In the EG for the results of the input control it is 0.626, and for the final control – 0.455. The F-criterion for the EG = 1.38, that is, it is within the permissible value, which indicates the reliability of the obtained results.

The generalized indicators of the formation of managerial competence in future officers of military management at the formative stage of the experimental study are reflected in the diagrams in Fig. 1. Comparative data of the stages of experimental work (confirmatory and formative) indicate a positive dynamic of the level characteristics of the formation of all components of management competence of cadets.

Thus, the results of the experimental research enable us to conclude that the identified pedagogical conditions for developing the managerial competence of future military officers within military higher educational institutions have proven effective and efficient.



**Figure 1.** Diagrams of Generalized Indicators of the Formation of Managerial Competence of Future Officers in Military Management at the Formative Stage of the Experimental Study

**5. Discussion**

The purpose of military management is to ensure the country's defense, and the means of achieving this goal is a military organization (Polyakov, 2013). Therefore, the activities of the military management in Ukraine have a specific goal: to maintain the state's military security. Military security is a state of protection of vital interests of an individual, society and the state from external and internal military threats associated with the use of military force or the threat of its use.

In view of this, the military management is directed at such shperes as the defence sector and various military units of the country and, thus, the people, land, economy, in general the system of socio-economic relations, which are in a structured in a way articulated by the requirements of guaranteeing military security (Shaniuk, & Romanenko, 2021; Islamova et al., 2023). Additionally, management development practices are widely used nowadays to train military specialists in units of the Armed Forces, other law enforcement agencies, and paramilitary structures, but are not limited to these organizations.

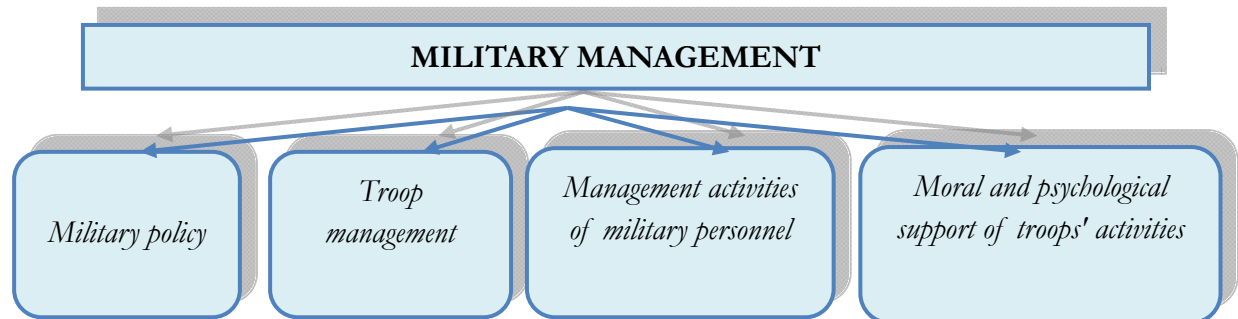
The key purpose of a serviceman is to ensure the security of his state from external threats by responding with violence (threat of violence) to violence (threat of violence) on the part of the enemy. Therefore, the purpose of the functioning of almost any unit (military unit) in its daily activities is to achieve a state of readiness characterised by the specified criteria of combat readiness and to stay in this state for a specified period of time (Tyshchenko, 2017; Didenko et al., 2013).

In general, the management of any object in the military sphere is an interconnected complex of various types of management activities, each with distinct features that must be considered or utilized in the implementation of decisions. Thus, the function of management in the military sphere is to influence the organised system. To carry out management processes (functions), a management system is created. All organisational or social management systems generally have the same internal structure. Let's consider it on the example of a battalion. A commander (military manager) receives data on the conditions, progress, and results of activities in their unit, analyzes them together with the command-and-control body, develops a decision, and communicates it in the form of tasks to subordinate commanders. They then analyze and control these activities. Analysing the process of management in the military sphere, it is necessary to identify its significant elements: subject, object, and means of management. The subject of management requires properties and abilities necessary and sufficient for the initial definition of goals, development and selection of methods of influence and means of achieving the goal, and verification of the goal's achievement. The subjects of management are the commander and the staff. Military managers (commanders) are the main link in a complex chain of military command.

Management bodies are a group of officials organised in a specific structure with defined responsibilities, which aim to solve the tasks of organising and directing the actions of management objects (Poltorak, 2011). Management objects, in general, are people organised into teams to solve certain tasks. The object of control in relation to a person

(the subject) is typically weapons and military equipment.

Military management has several levels or types, forms (Figure 2). At all four levels, military management appears as an activity conditioned by the possibility of war and the existence of an army.



**Figure 2.** Levels of Military Command and Control (Source: Own Representation)

1. The first component is the military policy, main purpose of which is to define the ways and limits of the use of military force for political purposes, organise and manage military construction, develop and implement plans for the use of the Armed Forces, territorial and civil defence, transfer the country's authorities and economy to wartime operations, tasks for the accumulation of material assets of the state and mobilisation reserves (Sveshnikov & Bocharnikov, 2018).

2. Command and control of troops. This component encompasses the duties of commanders, headquarters, staff, and other control bodies responsible for ensuring that troops (units) are in a state of necessary combat readiness, that they are fully prepared for combat activity, and for directing subordinate units while carrying out assigned missions. The system of command and control enables continuous gathering of intel, collection, processing and interpretation of real-time data. It also helps to support the decision-making process regarding operations (battles), assigning missions to units (forces), and developing operational (battle) plans. (Slisar & Hrytsai, 2021).

3. Management and leadership in the army units. The obligation to make decisions about combat and to lead combat does not cover all the functions of military management. Future officers will play a crucial task in providing the following tasks of the Armed Forces of Ukraine: organisation and conduct of information confrontation; preventing and countering acts of sabotage and terrorism; averting environmental catastrophes and other emergency situations; and managing the post-analysis of such events (Petrenko, 2016; Tikhonov et al., 2021).

4. Psychological support of personnel, which is a key component of the system of military command and control. At the same time, this area of responsibility extends beyond traditional command and control functions. This is because strong morale and the inner resilience of military personnel do not emerge instantly or spontaneously (Syrotenko, 2017; Katerynychuk et al., 2024).

In military management, there are usually specific management units. Therefore, the problems of military management should be considered in a systemic way in parallel at different levels: strategic, operational and tactical (Borysiuk, 2018; Balendr et al., 2023).

In view of the above, the main characteristics of the management activities of officers are:

- well-established legal regulation of behaviour and decisions due to the normativity of management activities;
- the authoritative nature of the officer's official powers, which are mandatory for all levels of government;
- extreme nature of managerial activity due to the special regime of the officer's service-combat functionality and the peculiarities of combat service (endurance to increased psychophysiological stress, stress resistance, self-control);
- normatively prescribed independence and personal responsibility (high level of professional orientation and motivation for service and combat activities, socio-political maturity, perseverance in achieving goals).



Thus, we will highlight the peculiarities of the managerial activity of future officers, due to the special regime of performing service and combat tasks:

- a high level of personal responsibility for the results of management activities, the state and effectiveness of the involvement of personnel, weapons and military equipment;
- the changing operational environment;
- high probability of time and information shortages;
- high stressfulness;
- growing information transparency and communication.

The trajectory of organizational management activities implies the availability of appropriate forms and methods of management, which serve as an instrument of managerial influence and interaction (Oliinyk, 2020). Moreover, full-fledged management in the military sphere is not limited to planning and ensuring joint combat and daily activities, as well as mobilizing personnel to perform assigned tasks. Such activities also involve the regulation of collective, social and psychological processes within the military, rallying personnel, boosting their morale, strengthening discipline, preventing and resolving possible destructive conflicts, and solving other psychological problems.

## 6. Conclusions

Conducting an analysis of the contemporary approaches to the considered problem has allowed us to define the main characteristics of the managerial potential of future officers of the Armed Forces of Ukraine. The research made it possible to clarify the pedagogical essence and components of the managerial competence of future officers, determine its criteria, levels and indicators. The managerial competence of future officers is considered as an individual, integral, relatively stable, dynamically changing characteristic of the personality of cadets, which is the result of their continuous professional and personal development, manifested in the independent and responsible solution of the tasks of ensuring optimal relations between servicemen and groups, which carry out joint activities in accordance with orders, job duties and norms of military-professional activity. The structure of the managerial competence of future officers reflects the unity of the value-motivational, cognitive-communicative, practical-activity and personal-reflective components of managerial competence. A criterion-assessment apparatus has been developed and substantiated, which allows for clearly determining the levels (high, sufficient, satisfactory, low) of managerial competence based on the determined criteria: axiomatic, infocommunicative, praxeactivity, personal, and correspondent indicators.

In order to improve the quality of professional training of cadets in HMEI, the pedagogical conditions to develop managerial competence of future officers have been identified and substantiated: enrichment of the training system in military academies with managerial and dialogical interaction of teachers and cadets; problematic nature of cadet training in the context of modeling military management activities; ensuring real powers and responsibilities of cadets during training practice as a unit commander (by specialty); providing necessary teaching aid to facilitate formation of professional and managerial characteristic traits of cadets.

To demonstrate the effectiveness of the proposed pedagogical conditions for developing cadets' management competence, an experimental study was conducted. A comparison between the initial (declarative) and subsequent (formative) stages of the pedagogical experiment revealed positive trends regarding the development of all components of managerial competence. The validity of the research findings was confirmed using statistical analysis methods. Comparative data on the stages of experimental work indicate a positive dynamic in the level characteristics of cadets' management competence formation. Thus, the results of the experimental research enable us to conclude that the identified pedagogical conditions for developing managerial competence in future military officers within military higher educational institutions have proven effective and efficient.

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