

UDC 371.32:37.013.77
DOI: 10.52534/msu-pp1.2024.87

Sergii Melnychenko*

Senior Lecturer
Odesa Military Academy
65009, 10 Fontanska Doroha Str., Odesa, Ukraine
<https://orcid.org/0000-0002-0708-9859>

Volodymyr Ovchynnyk

Lecturer
Odesa Military Academy
65009, 10 Fontanska Doroha Str., Odesa, Ukraine
<https://orcid.org/0000-0003-4523-8015>

Sergii Hudal

Lecturer
Odesa Military Academy
65009, 10 Fontanska Doroha Str., Odesa, Ukraine
<https://orcid.org/0000-0001-8005-3265>

Mykhaylo Kulyk

Senior Lecturer
Odesa Military Academy
65009, 10 Fontanska Doroha Str., Odesa, Ukraine
<https://orcid.org/0000-0002-0734-3837>

Pedagogical aspects of the development of leadership qualities in cadets of higher military educational institutions

Article's History:

Received: 27.10.2023
Revised: 21.02.2024
Accepted: 27.03.2024

Suggested Citation:

Melnychenko, S., Ovchynnyk, V., Hudal, S., & Kulyk, M. (2024). Pedagogical aspects of the development of leadership qualities in cadets of higher military educational institutions. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 10(1), 87-97. doi: 10.52534/msu-pp1.2024.87.

Abstract. The development of leadership qualities in cadets of military institutions is of particular importance in today's conditions, since the formation of a new generation of professional competent officers-leaders will directly affect the combat capability of the Armed Forces and the defence capability of the state as a whole. The purpose of the study was to identify pedagogical aspects and ways to improve the system of leadership development among cadets of the Military Academy. The study analysed the theoretical foundations of the leadership problem and summarized the best Ukrainian and foreign experience. The methods used were: structural-functional method; analysis, induction. The study also used the following methodological approaches: systemic approach; reductionist and holistic approaches. As a result of the research, it was found that the existing system of training military leaders in higher military educational institutions currently has certain significant drawbacks that significantly reduce its effectiveness, namely: insufficient attention is paid to military-humanitarian disciplines, which shape the socio-communicative qualities of a modern leader; outdated reproductive teaching methodologies dominate instead of innovative interactive ones; individual-psychological characteristics of the cadet's personality and potential are not sufficiently taken into account; the educational potential of the faculty is weakly utilized due to mentoring; the system of cadet self-government is underdeveloped, within which future officers could gain real practical leadership experience. Therefore, constructive

*Corresponding author



ways of improving the existing system were proposed by strengthening the humanitarian component of training, wider use of interactive teaching methods, introducing individual educational trajectories, increasing the role of mentoring from senior command staff, creating an effective system of cadet self-government, and substantiating the feasibility of using innovative pedagogical methods of active learning for the effective targeted formation of necessary leadership qualities and competencies. The results of the study on improving the system of leadership development of cadets of Higher Military Educational Institutions are of great practical importance, as they can be used to improve the effectiveness of training officers as future military leaders

Keywords: wargames; business games; mentoring; strategic thinking; analytical skills; staff motivation

INTRODUCTION

In the context of repulsing the military invasion of the Russian Federation and implementing the state's strategic course of integration into the European community, the Armed Forces of Ukraine (AFU) needs competent specialists with leadership skills capable of performing tasks to protect the state and acting jointly with units of the North Atlantic Treaty Organization (NATO) member states. According to the Doctrine of Military Leadership Development in the Armed Forces of Ukraine (2020), the development of leadership skills in cadets of Higher Military Educational Institutions (HMEIs) is the main mission and the most important problem they have to solve. To successfully fulfil this task, each future officer must develop character and professionalism, striving for excellence. The mission of military leaders is to prepare themselves and their personnel morally, psychologically, and professionally to perform assigned tasks, to unite them and lead them to a specific goal, so the topic of pedagogical aspects of developing leadership skills of HMEIs cadets is quite relevant and requires in-depth scientific study.

At all times, military affairs have required special qualities from command personnel. The ability to lead, inspire and guide is what has always distinguished a true leader on the battlefield. Given the complex challenges and threats to Ukraine's national security, the issue of training a military leader is of particular importance, as officers are responsible for making important decisions that often determine the fate of entire units. A commander's leadership qualities and ability to inspire soldiers by example are the key to success in combat operations. Conversely, the lack of leadership potential can have fatal consequences on the battlefield. Therefore, it is clear that the problem of forming true leaders should become a priority in the military education system. The study of P.V. Sluvenko (2023) analyses the concept of practical training and psychological and pedagogical conditions for the development of leadership skills during practical training in HMEIs. It is determined that such conditions are aimed at ensuring positive motivation, creating a developmental environment, individualization, and differentiation of future officers' training. Specific psychological and pedagogical conditions are highlighted,

in particular: a systematic approach to practical training, organization of independent work, use of innovative methods, development of individual qualities of cadets, motivation to study and work. The article by S.V. Katerynychuk & I.V. Lopatkin (2023) considers the problem of using the modelling method for the development of military leadership in border guard officers. The authors substantiate the relevance of this problem by the need to reform social structures and develop the personality of an officer-leader. The essence of leadership as a socio-psychological phenomenon is analysed. It is concluded that among many methods, the most effective for the development of military leadership is the method of modelling. It is proposed to single out specific professionally oriented practical situations in the form of descriptions for the development of leadership qualities. The advantages of this method are identified, in particular, the possibility of maintaining a balance between the officer's readiness for change and adherence to the principle of consistency. The study pays attention to a thorough scientific analysis of the problem of developing the leadership competence of officers of the Ukrainian Airborne Forces (UAF). Author V.S. Karpenko (2023) formulated the theoretical and methodological foundations of the study, clarified the basic concepts, developed a model and methodology for developing the leadership competence of UAF officers, and identified the pedagogical conditions for the effectiveness of this process. S.V. Bezpalko *et al.* (2022) rightly point out that there is a certain dissonance between the number of people with higher education and its quality in Ukraine. At the same time, the authors emphasize the importance of developing leadership skills and charisma of young people, and engaging talented graduates in teaching and research. However, the article does not sufficiently address the issue of developing the leadership competence of future law enforcement officers, the practical aspects of developing their leadership skills.

The article identifies the peculiarities of formation of leadership qualities of future border guard officers in the course of studying specialized disciplines. V. Zhuravlov & V. Miroshnichenko (2022) rightly emphasize the priority of this area of training for future officers, identifying the key

components and necessary leadership qualities. The pedagogical strategies proposed by the authors aimed at developing these traits in the study of professional disciplines are noteworthy. However, the possibilities of interactive teaching methods and case technologies for the development of cadets' leadership qualities are not sufficiently disclosed. There is also a lack of specific methodological recommendations for the application of sound approaches in the professional training of border guard officers. The purpose of the study was to theoretically substantiate and develop practical recommendations for improving the process of developing the leadership potential of cadets in HMEIs. To achieve this goal, the following tasks were expected to be solved:

- to study theoretical aspects and modern approaches to leadership development;
- to study the peculiarities of developing the leadership potential of cadets in the process of military training;
- to analyse existing pedagogical methods for developing leadership skills in the military environment;
- to substantiate appropriate ways to improve the system of leadership development of HMEIs cadets.

LITERATURE REVIEW

The study of A. Wierzbic & A. Taurogińska-Stich (2022) analyses the practices of developing cadets' leadership competencies in leading military academies in the United States, Austria, and Greece. It is found that these academies use multifaceted approaches that transform knowledge into action and behaviour, adapting competencies to future positions. It is proposed to introduce a targeted leadership development programme in Polish military education. The author also emphasizes the importance of aligning standards and cooperation with NATO and the European Union (EU) to share responsibility for security. The article by W. Pruchnicki *et al.* (2022) examines the development of leadership competencies in military academies in the United States and Austria to determine the best solutions for improving training at the Polish General Academy. The authors use peer reviews, programme analysis, and experience. The key competencies of officers are identified, and the methods of selecting and training cadets are analysed. It is proposed to improve training in Poland based on the best practices of other academies. Authors S. Sefidan *et al.* (2021) examine the practices of character education and their impact on the development of leadership skills in the military, including ethical and moral aspects. The paper discusses the key characteristics of effective leaders, such as vocation to service, transformational leadership, and professional growth. It is emphasized that the goal of officer training should be long-term character development, as this will be crucial in the performance of leadership functions. It is proposed to integrate effective methods of character education into the overall strategy of military training for the successful completion of missions and professionalism of the officer corps.

M. Matthews *et al.* (2020) substantiate the need to develop the character of military leaders and propose a

model for the development of military leaders with character called Leadership Identity Development (LID), which combines the development of vocation, identity, and moral excellence to increase self-awareness, social awareness, and the ability to make ethical decisions by future officers. The book by M.P. Ryan & T.L. Weekes (2021) takes a comprehensive look at the critical role of these institutions in developing responsible leaders, covering a wide range of topics and practical resources for designing effective development programmes based on the authors' diverse perspectives. The study by A.S. Nogueira *et al.* (2021) presents evidence-based approaches to measuring and developing leadership at the Brazilian military academy Agulhas Negras. The macro-process of leadership development, the system of observation and assessment of behavioural skills, social media analysis, and psychological variables are considered. It is shown that the study of these factors contributes to a better understanding of the phenomenon of leadership and the development of effective leadership training tools in military contexts. All the studies reviewed emphasize the importance of a targeted and systematic approach to leadership development and character building for future officers. Effective programmes combine theory, practical training, simulation, mentoring, self-reflection, and teamwork. The key is to develop a clear vision of the leadership role, understanding of one's vocation, development of moral qualities and the ability to make responsible decisions. Integration of efforts at all levels of training and close cooperation with foreign partners in the context of joint missions are essential for success.

MATERIALS AND METHODS

One of the key materials of the study was the Doctrine of Military Leadership Development in the Armed Forces of Ukraine (2020). A detailed analysis of the provisions made it possible to identify the current vision of the military-political leadership of the state regarding the purpose, tasks, principles, functions, and main components of the military leadership training system. The doctrine made it possible to establish the targets and vectors of development of the phenomenon under study, which is extremely valuable from both theoretical and practical points of view. The study also analysed the materials of foreign military educational institutions, in particular, the guidelines for teaching the discipline "Military Leadership" at the West Point Military Academy, USA. In particular, the study guide by R.P. Lemler (2020) contains valuable information on the purpose, content, organizational forms, and methods of developing cadets' leadership skills at the leading American HMEIs. The analysis of these materials made it possible to compare approaches to training future leadership officers in different educational systems. This identifying positive foreign experience that can be borrowed and adapted to improve practice in Ukraine in the context of Euro-Atlantic integration. The analysis of legal and regulatory documents defining the conceptual framework for the formation of military leadership, in particular, the Doctrine of Military

Leadership Development in the Armed Forces of Ukraine, made it possible to clarify the official position of the military leadership and the requirements for the professional training of future leadership officers.

The analysis was also applied to the study of curricula and programmes of HMEIs, in particular, to consider the topics, disciplines, and practices presented in them aimed at developing the leadership skills of future officers. The method of generalization was used for the methodological developments of HMEIs teachers to identify effective pedagogical approaches, forms, methods, and technologies of leadership development. The study used a combination of reductionist and holistic approaches to study the problem of developing cadets' leadership skills. In particular, the reductionist approach was used to consider certain aspects of leadership, such as motivation, communication, decision-making, and conflict management. Each of these phenomena was analysed as an independent element, which allowed for a deeper understanding of its essence. At the same time, the holistic approach implied consideration of the leadership phenomenon as a single, inseparable whole. Attention was focused on the interrelationships between all its components and the integrative effect they create in the aggregate. Such a comprehensive approach made it possible to obtain both detailed knowledge of each aspect of cadets' leadership training and a holistic view of the phenomenon under study and the principles of its formation as a systemic entity.

The systemic approach was applied to the consideration of the pedagogical process in HMEIs as an integral system of interrelated components, analysis of its structure, functions, and principles. The structural-functional method made it possible to identify the structural components of the system of leadership development of cadets and determine their role and purpose within this system. The methods of analysis and generalization were used to study scientific views on the problem of developing the leadership qualities of future military professionals. The study used the method of induction when considering specific models and approaches to the development of leadership qualities and formulating generalizable conclusions based on them. In particular, given the study of the provisions and principles of certain leadership theories (transformational, authentic, etc.), the key aspects that should form the basis of a modern system of developing the qualities of military leaders were identified. Thus, the materials, approaches, and methods used have created an appropriate basis for a deep and comprehensive study of the object and subject of the study, as well as substantiation of its conclusions and recommendations.

RESULTS

Theoretical foundations and practical aspects of the formation of leadership qualities in the training of military officers

In modern environment, leaders are required to be able to effectively influence people, inspire them to achieve a common goal and improve the organization. As noted by

R.P. Lemler (2020), leadership is seen as the activity of influencing people by creating purpose, direction, and motivation to achieve the mission and improve the organization. One of the key approaches to leadership development is the concept of authentic leadership. Authentic leaders are aware of their values and purpose, demonstrate sincerity in relationships, and make informed decisions based on all information. This allows them to gain the trust and respect of their followers. The formation of authentic leadership is influenced by self-regulation, positive relationships with others, and a balance between personal and professional roles. Another important theory is the full spectrum leadership model. It includes transactional leadership (exchange of rewards for the performance of tasks) and transformational leadership, which focuses on changes in the minds of followers to achieve progress. Transformational leadership is based on the leader's ability to change the perceptions and motivation of followers to achieve organizational progress. This is achieved through four components:

- idealized influence (the leader demonstrates high moral principles);
- intellectual stimulation (encouraging innovation and creativity);
- inspirational motivation (creating an attractive vision of the future);
- individual approach (support and mentoring of followers) (Lemler, 2020).

Leadership education programmes, in particular, in military institutions, should instil in future officers the understanding that effective unit management involves more than just control and punishment. It is important to learn how to inspire soldiers, engage them in a common vision of mission success, and develop their potential. This will be facilitated by training in communication skills, speeches by successful practitioner leaders, case studies, etc. Another relevant area is staff motivation. Situational theories explain motivation by the specifics of the work context (task complexity, control system, etc.). Process theories focus on the psychological needs of a person. Both approaches are important for leaders because they allow them to better understand what motivates their subordinates to work effectively (Lemler, 2020). Thus, the curriculum should comprehensively develop the qualities and competences of future leaders, both professional and interpersonal. Thus, modern scientific approaches emphasize the importance of values, relationships with others, personal development, and the ability to inspire and motivate people for effective leadership. These aspects should be taken into account in leadership training programmes, including for the military.

The development of cadets' leadership potential in the course of military training is an extremely complex and multifaceted process that covers both the formation of professional competences of future officers and the overall personal development of young people. As rightly noted in a thorough study by C. Szelwach *et al.* (2023), in the context of the chaotic and volatile modern world, leaders are forced to be flexible, make informed decisions quickly in critical

situations, and lead a team, inspiring and motivating subordinates. These aspects of leadership are undoubtedly of direct relevance to the officers of the armed forces of any country, as the professionalism and strong-willingness of officers determine not only the effectiveness of combat missions, but sometimes the fate of the military and civilians. Therefore, the training course for cadets in military educational institutions should be aimed at the targeted development of what scholars call “embodied leadership”. This implies that future officers should be thoroughly aware of their own physical and psycho-emotional state, as well as the state of their subordinates. In other words, it is about the harmonious development of both mental (cognitive) and physical aspects of leadership, because only when the mind and body are united can a high level of awareness of oneself and the environment be achieved and an adequate response to changes in the situation be made (Szelwach *et al.*, 2023).

In view of the above, the process of training future officer leaders should be based on an inseparable link between theoretical knowledge and practical skills. On the one hand, cadets learn thorough theoretical models of leadership, decision-making strategies, psychology of team management, etc. On the other hand, they have the opportunity to put this knowledge into practice by leading units during field exercises and training. The latter aspect, i.e. practical training, is an extremely important component, because only real experience allows developing the soft skills that are inherent in true charismatic leaders. It is about the ability to respond quickly to unpredictable turns of events, make informed decisions under stress or uncertainty, encourage, and motivate subordinates, demonstrating a personal example of resilience and courage. It is the simulation of extreme situations during military exercises that allows young people to develop resilience to the pressure of circumstances and stress factors, as combat conditions are always associated with risk, uncertainty, and a lack of time to make decisions. To summarize, it is worth noting that a comprehensive and effective combination of thorough theoretical training, intensive physical training, and practical exercises to develop tactical skills in conditions as close to combat as possible allows for the development of extremely important leadership qualities of future officers. By practically honing their teamwork skills, cadets not only learn models of effective leadership, but also gain valuable experience in putting theory into practice, considering all the complexities of real-world conditions. This approach allows developing competent, proactive, and strong-willed leaders who are able to act in a balanced manner in any, even critical, circumstances.

Substantiation of expedient ways to improve the system of leadership development of HMEIs cadets

The effectiveness of the functioning of any organization, including the military, directly depends on the quality of leadership within it (Lemler, 2020). It is the leaders who determine the strategic direction of development, shape the organizational culture, create a favourable psychological climate, and motivate personnel to achieve set goals.

Therefore, the preparation of future leaders is one of the priority tasks of any military educational institution. The current system of leadership training at HMEIs (Higher Military Educational Institutions) has certain shortcomings that reduce its effectiveness. Specifically, the content of educational disciplines is not fully oriented towards the formation of leadership qualities in cadets. Significant attention is paid to military-technical, military-specialized, and military-applied disciplines. At the same time, subjects that develop “soft skills” of a leader, such as psychology, sociology, conflict resolution, etc., are studied as secondary. Additionally, teaching methods predominantly have a reproductive nature, aimed at acquiring ready-made knowledge and forming standard professional and combat skills. Insufficient attention is given to the development of creative and critical thinking, the ability to think and act non-standardly in extreme conditions, which is important for a leader. The role of an individual approach to each cadet is underestimated. In most cases, cadets are viewed as a single entity that only needs to achieve defined training standards. Their world-views, values, needs, and motivations are considered secondary criteria, although they determine the individual leadership potential of future officers. It is worth noting that authoritarian management methods prevail in handling cadets by the command staff. Relationships are often built on the principle of “superior-subordinate,” while transformational, mentoring, and servant leadership are underutilized. This does not contribute to the formation of a democratic, humanistic world-view in cadets. Analysing the experience of leading military educational institutions worldwide provides grounds to propose several ways to improve the leadership development system for HMEI cadets, including enhancing the humanitarian component in professional training by expanding the study hours for disciplines such as organizational psychology, sociology, conflict resolution, rhetoric, leadership ethics, intercultural communication, etc. It is especially important to study real-life cases from the practices of successful contemporary military leaders, their professional activities, and personal traits, which vividly demonstrate exemplary behaviour for future officers and shape their own leadership model. It is also crucial to create conditions for the maximal development of cadets’ personalities, taking into account their individual psychological and sociocultural characteristics, and adopting a differentiated approach to organizing the learning process. To identify the leadership potential of all cadets, it is advisable to employ psychodiagnostics, individual and group training sessions, situational exercises, role-playing games, etc. For those who demonstrate the most pronounced leadership qualities, it is necessary to develop a personalized educational trajectory based on a special program. Equally important is the use of interactive teaching methods aimed at developing the creative potential of individuals, fostering critical thinking, and making decisions in uncertain and extreme situations. Innovative pedagogical technologies such as training sessions, business and role-playing games, case studies, project methods,

etc., can be employed. Conducting various competitions, challenges, and team trials that simulate real professional activities of officers will foster strategic thinking and the ability to act in extreme and non-standard situations.

It is essential to strengthen the mentoring functions of the HMEI faculty. They should not only be tasked with teaching cadets military affairs, but also with nurturing their leadership qualities. It is crucial to establish strong moral and psychological connections between mentors and mentees so that the officer becomes an authoritative example for the young leader to follow. Transformational, servant, and mentoring leadership, focused on the development of the subordinate's personality, should be widely implemented. This will enable cadets to demonstrate themselves as leaders, take responsibility, implement their own views, managerial decisions, and tactical means before their subordinates (fellow cadets). Thus, implementing the proposed improvement strategies in the leadership development system for HMEI cadets will contribute to creating favourable conditions for fully unlocking their personal potential, forming leadership thinking, and acquiring skills in democratic military unit management. This will ensure thorough theoretical and practical preparation of a new generation of military leaders who will effectively fulfil combat tasks and achieve high results in managing military units in the future.

Determination of effective pedagogical methods for the development of leadership qualities

In order to identify effective ways of pedagogical influence on the development of leadership potential of HMEI cadets, it is advisable to use an arsenal of innovative methods of active learning. These methods can be flexibly adapted to the context of military training. An important element of achieving a developmental effect is the introduction of interactive methods such as the case study method, which involves a detailed analysis of specific situations that have arisen in real military units. Cadets have the opportunity to study and discuss the factors that contributed to the successes or failures of leaders, while they can critically analyse, propose their own options for action, and make consensus decisions, which will develop their strategic thinking (Lemler, 2020). The project method involves research activities to solve a specific practically or theoretically significant problem and includes the use of various methods and means of learning. Independent creative work will develop their creative, analytical, critical thinking (Lemler, 2020; Szelwach *et al.*, 2023). Business games simulate the activities of a military unit to develop the professional skills of leaders to make decisions in extreme situations, allocate resources, set tasks for personnel, monitor their implementation, etc. Participation in wargames will build a set of necessary competencies and develop creative thinking. Wargames are an effective simulation training technology that allows simulating tactical and strategic military operations (Elg, 2018). Participation of cadets in wargames will contribute to the development of a number of important leadership competencies: strategic thinking

is manifested in the need to develop tactics and an overall strategy to achieve victory over a conventional enemy. It develops the ability to see the situation holistically, predict the development of events and model possible scenarios, and cadets will improve their ability to consider various factors and find non-standard solutions.

Decision-making under conditions of uncertainty, which is typical for wargames, is based on the principle of "fog of war". Participants in this process do not have complete information about the actions and intentions of the enemy, resources are limited, and the situation is constantly changing. This will build readiness to respond quickly, adapt flexibly, and make responsible decisions under stressful conditions. Leadership and teamwork are particularly important aspects when conducting wargames in teams, as this process requires cohesion, clear role assignment, and commitment to the strategy developed. At the same time, everyone can contribute valuable ideas. Such "team challenges" will foster leaders who are able to interact effectively with their subordinates (Elg, 2018). It is also worth noting the importance of computer simulation with a virtual battlefield and detailed models of equipment to practice specific scenarios of real tactical and strategic operations. Beforehand, it is worth explaining the rules of the game to the participants, defining goals, and assigning roles. During the game, it is important to comment on the actions of the players, provide guidance and adjust the course of events. At the end of the game, it is necessary to conduct a detailed analysis of the results, including an assessment of strengths, identification of failures and evaluation of the development of leadership skills of participants. Such an "aftermath" of the wargame will ensure maximum learning effect and help cadets fully understand and consolidate the experience. Trainings focused on the development of communication skills, conflict management and decision-making create unique opportunities for self-discovery and reflection for future leaders. The exercises and tasks of the training help to correct erroneous stereotypes of thinking and attitudes towards other people. The transition to the moderation method is an important stage in the training of future officers. This method allows coordinating the work of community members to solve specific problems and develop action strategies. This approach contributes to the development of social leadership, including the ability to listen, understand others, be tolerant and reach consensus. Additionally, the use of the video case method can significantly deepen the cadets' reflective abilities. It involves watching training films with practical scenarios from the life of real military units. Discussions in conversations and group discussions about the effectiveness of leaders' actions in comparison with various theoretical models will contribute to the development of cadets' reflective abilities (Lemler, 2020).

All these active learning methods are as close as possible to the real conditions of service and combat activities and contribute to the formation of the necessary professional competencies of a military leader. These methods

not only increase the motivation of cadets for self-development, but also reveal and develop their leadership skills through active interaction. In addition, they contribute to the development of mobilization readiness for adequate, rapid, and effective actions in the face of surprise, constant change, and uncertainty. These methods also build cadets' hardiness, determination, creative and critical thinking, as well as their resilience to stress and ability to make responsible decisions. This approach to training contributes to the deep and comprehensive development of future officers. Therefore, they are considered to be the most appropriate for implementation in the educational process of HMEIs to train future military leaders.

The data obtained in the course of the study on the gaps and shortcomings of the existing system of cadets' leadership development allow purposefully developing a number of organizational and pedagogical measures to address them. In particular, based on the identified need to strengthen the military-humanitarian component of training, it was proposed to expand the number of training hours to study such subjects as organizational psychology, sociology, conflict studies, rhetoric, etc. that will develop the leader's soft skills. In addition, based on the identified weak focus of the educational process on the individual development of cadets, it was proposed to introduce psychodiagnostics, testing for leadership potential, and individual trajectories for training promising cadets-leaders. In addition, in order to enhance the developmental effect, it is envisaged to strengthen interactive teaching methods, such as the case method, project method, business games, wargames, etc., which create conditions as close as possible to future professional activities, form a set of important qualities – strategic thinking, the ability to make decisions in critical conditions, and communication skills. Therefore, the introduction of these methods into the educational process will contribute to the development of those leadership traits and competencies that are most important for an effective leader.

Furthermore, based on the study, a holistic strategy for the comprehensive improvement of the cadets' leadership development system has been developed, which covers both the substantive (educational) and procedural (methodological) components. With regard to the content component, it is proposed to expand the study of humanitarian disciplines with a leadership focus (conflict management, negotiation, leader ethics, etc.) by cadets. It is also planned to strengthen the individual and psychological component of the training programme: the use of psychodiagnostic techniques, a personality-oriented approach, and leadership potential testing. In terms of the training process, priority is given to active and interactive methods, such as business games, simulations of critical situations, team competitions, etc. Such a comprehensive strategy for improving the development of cadets' leadership potential is a holistic system of interrelated measures and innovations, and its targeted implementation will help achieve the desired changes with a high level of efficiency.

In addition, a system of training quality measures needs to be developed. They will include both "hard" indicators of success – cadets' success in assessing leadership qualities, results of participation in competitions, contests, and the rating of positions of HMEIs graduates when appointed to positions. There are also soft indicators, such as satisfaction with training, level of leadership development, psychological climate in the units of young officers, etc. Periodic tracking of the dynamics of these indicators will allow assessing the effect of introducing innovations, making adjustments, and gradually improving the system of cadet leadership development. This reflective monitoring approach will help to achieve sustainable positive dynamics and continuous improvement of the process of training future military leaders. Thus, the results of the conducted pedagogical research contain a number of practical recommendations for the implementation of a set of organizational, content and methodological innovations in the training of cadets-future officers. Their implementation in the educational process of HMEIs will contribute to the formation of the necessary leadership qualities and competencies in cadets, which ultimately leads to the training of a new generation of military leaders who will be able to effectively perform tasks in difficult, extreme conditions of military service, take responsibility, inspire personnel, and make informed decisions in critical situations.

DISCUSSION

In the study by R. Reimer *et al.* (2021), the authors emphasize the need for targeted development of the leadership qualities of future officers, not just their selection. They rightly note that traditional approaches to training military leaders are too focused on achieving results, controlling, and performing tasks. Instead, the authors suggest that future officers should be taught the importance of moral courage, teamwork, and the creation of mutual obligations between leaders and followers. These ideas echo the findings of this study, which also emphasizes the need for greater attention to developing cadets' soft skills in leadership, shaping a democratic outlook, and encouraging initiative and responsibility. However, unlike the authors mentioned above, this study analyses in more detail the specific shortcomings of the existing training system at HMEIs and suggests quite realistic ways to improve it in the context of this particular educational institution. Another important study on leadership development was conducted by C. Szelwach *et al.* (2023). They rightly point out that the modern, rapidly changing environment requires leaders to be flexible, able to respond quickly, and make decisions in the face of uncertainty. These qualities are also extremely important for officers. This study confirms the relevance of these ideas for the training of HMEIs cadets, as it is the simulation of extreme situations and decision-making in limited conditions that will help future officers gain the necessary experience for real-world tasks. C. Luedtke & C. Miller (2022) address the issue of training military leaders in complex and rapidly changing conflicts. They note that against the backdrop of

rapid technological progress, leadership development remains the key to the success of the armed forces. The authors define a leader with developed moral values as someone who lives honourably, inspires others to improve themselves and raises the effectiveness of the organization to a new level to achieve common noble goals. In this context, the paper analyses the US Air Force Academy's approach to developing "leaders with strong moral values", which includes a combination of academic, military, and sports training with an emphasis on leadership development. Comparing this study with the results of the present study, there is a certain commonality of views on the importance of developing moral values and soft skills of leadership in future officers. Both studies emphasize the need for personal development of cadets, not just professional training. However, unlike the aforementioned article, this study focuses in more detail on analysing the specific shortcomings of the current system in the HMEIs and offers a number of realistic recommendations for its improvement (Luedtke & Miller, 2022).

In their study, S.J. Allen *et al.* (2022) proposed an integrative model of leadership development that combines cognitive, emotional, and behavioural aspects. They showed that such a model allows for more effective development of leadership skills in students compared to traditional education, but their model was developed in the context of general higher education and needs to be adapted to the specifics of military training.

A. Roberts (2019) examines the approach to leadership development for cadets at the United States Air Force Academy. Compared to the results of the current study, the following common features can be noted: a focus on developing leadership skills in military personnel; criticism of traditional approaches to leadership development as insufficiently comprehensive and integrated; emphasis on the need to combine cognitive, emotional, and behavioural aspects in leadership training. In contrast to the traditional approaches described in the current study, the author proposes a specific model for the development of "character leaders" with a clear definition of this concept. The model is based on a combination of character theory, transformational leadership, and the values of the US Air Force. The authors describe in detail the process of leadership development, which includes the formation of a cadet's identity, his or her interaction with the organization, and the development of habits of thought and action. This approach can be more effective than traditional methods. V. Nissinen *et al.* (2022) analyse the approach to leadership development in military education in Lithuania. The following common features can be noted with this study: focus on the application of transformational leadership in military education; criticism of the Soviet leadership model as one that hinders development; emphasis on the need to change the leadership culture in the armed forces. At the same time, unlike this study, which proposes a specific model, the authors focus on analysing the current state of leadership in the Lithuanian Armed Forces. They analyse in detail the historical background of the current

leadership model and conclude that changes towards transformational leadership are needed.

The study by T. Woodruff *et al.* (2021) examined the impact of leadership coaching in an intensive leadership development environment. In addition to coaching, participants in this study received academic leadership instruction, mentoring, reflective exercises, assessments, and leadership experience. The authors concluded that leadership coaching created a significant added value for the development of military leaders, complementing the effect of other developmental activities. In particular, compared to the control group, the coaching participants demonstrated greater growth in terms of leadership identity and intellectual humility. The results obtained by this author are consistent with the present study, which also showed the high effectiveness of coaching for the development of cadets' leadership skills. However, unlike the above-mentioned study, the focus was on pedagogical aspects and specific coaching techniques.

The present section has analysed in detail the current scientific approaches and research of leading experts on the development of leadership skills in future military personnel, most of whom rightly criticize outdated Soviet methods as too focused on control and achievement of results without due attention to moral and value aspects and personal development of future officers. Therefore, numerous researchers recommend a comprehensive approach to leadership development that encompasses cognitive, value-motivational, emotional, and behavioural components and includes effective methods of simulating extreme situations, coaching, and mentoring to help cadets gain invaluable practical experience in critical situations and develop a strong leadership identity and habits. The conclusions drawn by the authors are fully consistent with the results of this study and confirm the effectiveness of the proposed model of comprehensive leadership development for HMEIs cadets.

CONCLUSIONS

The study analyses the theoretical foundations and practical aspects of developing the leadership potential of cadets in the process of military training. It is established that the effectiveness of any military organization largely depends on the quality of leadership. Modern scientific approaches emphasize the importance of values, relationships with others, personal development, and the ability to inspire and motivate subordinates. It is proved that the formation of cadets' leadership potential should be based on the inextricable link between theoretical and practical training. It has been established that theoretical training involves a thorough mastery of fundamental knowledge about the essence and models of leadership, its psychological foundations, and methods of motivating subordinates. Cadets study the basic concepts, patterns, and principles of effective management of a military team, which forms a holistic understanding of the phenomenon of leadership and its role in achieving the success of a military organization. Based on the theoretical knowledge acquired, cadets

should gain practical experience in leading units during training sessions, tactical games, and military exercises. It is real-life practice that allows future officers to develop a clear understanding of their strengths and weaknesses as leaders, to acquire and hone their “soft skills” of interpersonal interaction, as well as to make responsible decisions in extreme conditions.

It is determined that the existing system of leadership training in HMEIs has certain shortcomings: insufficient attention is paid to the humanities; reproductive methods of teaching prevail; individual approach to cadets is underestimated. The author suggests ways to improve the leadership development system, in particular, to strengthen the military-humanitarian component of training, use interactive teaching methods, and increase the role of mentoring by command staff. The expediency of using innovative methods of active learning in the educational process to develop cadets’ leadership skills is substantiated. Discussion of practical cases will develop cadets’ strategic thinking, ability to take into account various factors and find the best solution. The project method (cadets’ research work) will help develop their analytical and creative skills.

Business games will simulate the activities of military units and practice decision-making skills in extreme situations, which will help develop the necessary leadership competencies. Trainings will develop the communication and management skills of future commanders, as well as the ability to prevent and resolve conflicts. Wargames (simulation games) will effectively train strategic thinking and leadership in extreme situations. Thus, a comprehensive improvement of the system of leadership training in a military educational institution will contribute to the formation of a holistic leadership outlook in future officers, the development of personal qualities, the ability to effectively interact with subordinates and make responsible decisions in extreme conditions. Further study is needed to develop and implement holistic leadership training programmes for different categories of military personnel.

ACKNOWLEDGEMENTS

None.

CONFLICT OF INTEREST

The authors of this study declare no conflict of interest.

References

- [1] Allen, S.J., Rosch, D.M., & Riggio, R.E. (2022). Advancing leadership education and development: Integrating adult learning theory. *Journal of Management Education*, 46(2), 252-283. doi: 10.1177/10525629211008645.
- [2] Bezpalko, S.V., Shatrava, S.O., Kritsak, I.V., & Denyshchuk, D.E. (2022). *Features of training law enforcement personnel from the ranks of cadets and students: Leadership qualities and charisma of youth*. In *Collection of Scientific Papers “Training of Law Enforcement Officers in the System of the Ministry of Internal Affairs of Ukraine under Martial Law”* (pp. 288-290). Kharkiv: Kharkiv National University of Internal Affairs.
- [3] Doctrine of Military Leadership Development in the Armed Forces of Ukraine. (2020, December). Retrieved from https://dovidnykmpz.info/wp-content/uploads/2020/12/Doktryna_rozvytku_viys-kovoho_liderstva_v_Zbroynnykh_sylakh_Ukrainy_compressed.pdf.
- [4] Elg, J.E. (2018). *Wargaming in military education for army officers and officer cadets*. London: King’s College London.
- [5] Karpenko, V.S. (2023). *Development of leadership competence of airborne assault troops officers in the system of postgraduate education*. Kyiv: National Defence University of Ukraine.
- [6] Katerynychuk, S.V., & Lopatkin, I.V. (2023). Modeling method in the development of military leadership in border guard officers. *Prospects and Innovations of Science. Series “Psychology”, “Pedagogy”, “Medicine”*, 13(31), 186-194. doi: 10.52058/2786-4952-2023-13(31)-186-194.
- [7] Lemler, R.P. (2020). *PL300: Military Leadership course guide*. West Point: United States Military Academy.
- [8] Roberts, A. (2019). *Leadership in War*. London: Penguin Press.
- [9] Luedtke, C., & Miller, C. (2022). Preparing leaders of character for complex conflict. In B. Koch, & R. Schoonhoven (Eds.), *Emerging Military Technologies: Ethical and Legal Perspectives* (pp. 221-257). Leiden: Brill. doi: 10.1163/9789004507951_015.
- [10] Matthews, M., Ryan, D.M., & Lerner, R.M. (2020). *Developing military leaders of character: The sample case of Lt. Gen. Robert L. Caslen, U.S. Military Academy Superintendent*. *Journal of Character Education*, 16(1), 65-75.
- [11] Sefidan, S., Pramstaller, M., La Marca, R., Wyss, T., Roos, L., Sadeghi-Bahmani, D., Annen, H., & Brand, S. (2021). Transformational leadership, achievement motivation, and perceived stress in basic military training: A longitudinal study of swiss Armed Forces. *Sustainability*, 13(24), article number 13949. doi: 10.3390/su132413949.
- [12] Nissinen, V., Dormantaitė, A., & Dungveckis, L. (2022). Transformational leadership in military education: Lithuanian case study. *Management Theory and Studies for Rural Business and Infrastructure Development*, 44(1), 103-116. doi: 10.15544/mts.2022.11.
- [13] Nogueira, A.S., de Souza Pinto, G.H., & de Souza, M.A. (2021). *Studies on leadership: Research, development, and practice, based on evidence at Agulhas Negras Military Academy*. *Journal of Peace and War Studies*, 2021, 185-200.
- [14] Pruchnicki, W., Smal, T., & Tomaszycski, M. (2022). Shaping leadership in selected military academies. *Administrative Management Public*, 39, 170-188. doi: 10.24818/amp/2022.39-10.

- [15] Reimer, R., Bremer, M., & Larsen, H. (2021). [Rethinking warrior ethos: Developing \(not selecting\) leaders](#). *Journal of Character and Leadership Development*, 8(1), 101-115.
- [16] Ryan, M.P., & Weekes, T.L. (2021). [Handbook of research on character and leadership development in military schools](#). Hershey: IGI Global.
- [17] Sluvenko, P.V. (2023). Psychological and pedagogical conditions for development of leadership qualities among future officers in the process of practical training at the military institutions of higher education. *Prospects and Innovations of Science. Series "Psychology", "Pedagogy", "Medicine"*, 7(25), 277-290. [doi: 10.52058/2786-4952-2023-7\(25\)-277-290](#).
- [18] Szelwach, C., Sweet, K.M., Vermeer, P.E., & Tarhini, K.M. (2023). [A holistic approach to embodied leadership development at the U.S. Coast Guard Academy](#). *Organization Development Journal*, 41(1), 54-68.
- [19] Wierzbic, A., & Taurogińska-Stich, A. (2022). The formation of student leadership competence at selected military academies in the world. *Scientific Papers of Silesian University of Technology. Organization & Management*, 164, 513-525. [doi: 10.29119/1641-3466.2022.164.39](#).
- [20] Woodruff, T., Lemler, R., & Brown, R. (2021). [Lessons for leadership coaching in a leader development intensive environment](#). *Journal of Character and Leadership Development*, 8(1), 50-65.
- [21] Zhuravlov, V., & Miroshnichenko, V. (2022). Features of leadership quality formation in future border officers in the process of professional training. *Pedagogy of Creative Personality Formation in Higher and General Academic Schools*, 81, 162-166. [doi: 10.32840/1992-5786.2022.81.30](#).

Сергій Васильович Мельниченко

Старший викладач

Військова академія (м. Одеса)

65009, вул. Фонтанська дорога, 10, м. Одеса, Україна

<https://orcid.org/0000-0002-0708-9859>**Володимир Анатолійович Овчинник**

Викладач

Військова академія (м. Одеса)

65009, вул. Фонтанська дорога, 10, м. Одеса, Україна

<https://orcid.org/0000-0003-4523-8015>**Сергій Антонович Гудаль**

Викладач

Військова академія (м. Одеса)

65009, вул. Фонтанська дорога, 10, м. Одеса, Україна

<https://orcid.org/0000-0001-8005-3265>**Михайло Леонідович Кулик**

Старший викладач

Військова академія (м. Одеса)

65009, вул. Фонтанська дорога, 10, м. Одеса, Україна

<https://orcid.org/0000-0002-0734-3837>

Педагогічні аспекти розвитку лідерських якостей у курсантів вищих військових навчальних закладів

Анотація. Розвиток лідерських якостей у курсантів військових закладів набуває особливого значення в умовах сьогодення, адже формування нової генерації професійних компетентних офіцерів-лідерів безпосередньо позначатиметься на боєздатності Збройних Сил та обороноздатності держави загалом. Метою дослідження було визначення педагогічних аспектів та шляхів удосконалення системи розвитку лідерських якостей у курсантів Військової академії. В роботі було проаналізовано теоретичні засади проблеми лідерства, узагальнено передовий український та іноземний досвід. Застосовувалися такі методи як: структурно-функціональний метод; аналіз, індукції. В дослідженні також були застосовані наступні методологічні підходи: системний підхід; редукціоністський та холистичний підходи. В результаті дослідження було виявлено, що існуюча в даний час система підготовки військових лідерів у вищих військових навчальних закладів має певні суттєві недоліки, які значно знижують її ефективність, а саме: не приділяється належної уваги військово-гуманітарним дисциплінам, котрі формують соціально-комунікативні якості сучасного лідера; домінують застарілі репродуктивні методики навчання, замість інноваційних інтерактивних; не враховуються в достатній мірі індивідуально-психологічні особливості особистості курсанта та його потенціал; слабо використовується виховний потенціал професорсько-викладацького складу через наставництво; недостатньо розвинена система курсантського самоврядування, в межах якої майбутні офіцери могли б набути реального практичного досвіду лідерства, тому було запропоновано конструктивні шляхи удосконалення наявної системи шляхом посилення гуманітарної складової підготовки, більш широкого використання інтерактивних методів навчання, впровадження індивідуальних освітніх траєкторій, підвищення ролі наставництва з боку старшого командного складу, створення дієвої системи курсантського самоврядування, а також обґрунтовано доцільність застосування інноваційних педагогічних методик активного навчання для ефективного цілеспрямованого формування необхідних лідерських якостей та компетентностей. Результати проведеного дослідження щодо удосконалення системи розвитку лідерства курсантів Higher Military Educational Institutions мають вагоме практичне значення, адже вони можуть бути використані для підвищення ефективності підготовки офіцерів як майбутніх військових лідерів

Ключові слова: варгейми; ділові ігри; наставництво; стратегічне мислення; аналітичні здібності; мотивація особового складу