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# Pedagogical Conditions of Organizational Culture Formation of Future Border Guard Officers

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**Abstract:** The article presents the study of the effectiveness of pedagogical conditions of organizational culture formation of future border guard officers, as well as the essence and features of its content. It has been found out that organizational culture is a professionally important quality of future border guard officers, which covers knowledge about the mission and values of the border guard agency, ability to maintain and contribute to the harmonized work of the border guard unit and is expressed through adhering to professional standards in interpersonal interaction and in performing border security tasks, as well as in self-organization and mobilization. In the conditions of higher military educational institution it is recommended to intensify the value-motivational attitude of cadets to learn current issues of organizational culture of the border guard officers; to develop their abilities and skills of team work by introduction of social and psychological training; to apply modern dialogic forms, methods and interactive technologies of training for the development of skills of professional communicative interaction; to develop cadets' organizational abilities, managerial decision making skills and leadership by gradually introducing into the educational process professionally oriented situational tasks, gradually complicating content with each course. The results of the pedagogical experiment regarding formation of organizational culture of future border guard officers in the course of their professional training are described in detail.

**Keywords:** *organizational culture, border guard officer, pedagogical conditions, experiment.*

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## **1. Introduction**

A high level of organizational culture is essential for the successful implementation of the tasks of the State Border Guard Service of Ukraine. This culture is an effective regulator of the activity of servicemen and employees in accordance with values, requirements and standards of conduct, accepted in the law enforcement agency. Each border guard unit has its own system of permanent, most acceptable formal and informal rules and standards of activity, customs and traditions, individual and group interests supported by the command, in particular through leadership style. This determines personnel behaviour, their satisfaction with the conditions of service and work, the level of mutual cooperation and compatibility, and the prospects for further joint professional development. Taking this into account, formation of organizational culture should be treated as a strategic factor of the effectiveness of the border guard agency, and setting the ways of its formation to future border guard officers in a higher military educational institution – as an important task of pedagogical theory and practice.

## **2. Literature review**

The problems of organizational culture have been studied by the scientists of various spheres: sociology, theory of human resource management, psychology and pedagogy. In particular, it was proved that it is culture that promotes and is a prerequisite condition for proper coordination of lives of individuals and organizations. In this way, according to the scientist, it performs vital positive functions: it forms common understanding among the group members, and maintains a sense of clarity, significance, and meaning (Alvesson, 2005). There were identified certain categories of norms and values, affecting the management of enterprises, called indicators of culture. The focus of attention started to shift to the distancing of power, the degree of avoidance of uncertainty, masculinity versus femininity and individualism versus collectivism. The scientists consider organizational culture as a collective programming of ideas that distinguishes members of one organization from any other (Hofstede et al., 1991).

The notion of organization has long tried to free itself of the modernist rationality, so the effectiveness of a law-enforcement entities nowadays is also largely determined by the level of development of the organizational culture of its staff (Scott, 1985). The examples of organization

theory research in the postmodern time only prove that (Gergen, 1992; Tabrizi et al., 2016; Tkhu, 2014).

Speaking about the problem of organizational culture formation, we agree that in the postmodern world, qualitative changes in the structure and framework of society have caused serious contradictions between traditional pedagogical thinking and social reality: rules of behavior in new structures fundamentally differ from the traditional attitudes of the pedagogical community (Bayanova et al., 2019). Furthermore, education has seen various conceptual shifts as the attitude has changed from a modern to a postmodern outlook (Keough et al., 2001).

The organization's culture is a pattern of basic collective conceptions acquired by a group in the course of resolving the problems of adaptation to changes to the external environment and internal integration, so culture as a concept is an abstraction, but its behavioural consequences are very specific (Schein, 1992). In general, scientists highlight the importance of organizational culture as a set of basic ideas, common values and beliefs that are necessary to maintain harmony and understanding within the organization.

The organizational culture is understood as a so-called "corporate religion" that encompassed organization's faith in itself and in its desires (Sorensen, 2009). It was also suggested a comprehensive typology of organizational culture, including two sets of criteria: the main performance indicators of the company and focus areas of activity (Cameron et al., 2011). The organizational culture is considered as a social phenomenon of the organization, with components of organizational ideology, characteristics of subject and object of management, being merged into the system of personnel, ideological and organizational management (Shapovalova, 2009). The researches also explore the essence of a customer-centric organizational culture of educational institutions, in particular, the impact of customer-centric organizational culture of the university on the socio-economic development of the region through the professionalization and labor adaptation of graduates (Avilova, Gulei, Shavyrina, 2015). The Denison's model approach for international business competitiveness is widely used to analyze the organizational culture (Wahyuningsih et al., 2019). Studies also encompass elaborating definition of organization/corporate cultures that may not include all the peculiarities of the notion and as an alternative approach to addressing propose a General Behavioral Model with two new definitions of organizational culture as "accumulated choices" and "interactions among critical masses of people" (Wu, 2008). Speaking about the qualities of the future border guards that have to be formed under the

restricted conditions of the military educational establishment, the diagnostic results showed the predominance of cadets with the average level of leadership qualities formation, which was also interesting for our research (Soroka, 2019).

So, today educators focus on the personal aspect of professional culture as the ability to adhere to organizational values, norms, beliefs, to develop relationships, organize the fulfilment of tasks and maintain the image of the organization. The organizational culture, according to scientists, expresses itself in the ways of decision-making, in coordination of actions and models of behaviour, in organization of communication, in the use of resources of the organization, determination of the sphere of responsibility, and in future directions. However, the problem of forming organizational culture to future specialists of the State Border Guard Service of Ukraine remains unexplored.

**The purpose of the article** is to study the effectiveness of pedagogical conditions of organizational culture formation of future border guard officers in the process of professional training.

#### **Tasks**

1. To clarify the essence of the notion “organizational culture of a border guard officer”, its structure and content.
2. To determine criteria, indicators and levels of formation of organizational culture of future border guard officers.
3. To determine the pedagogical conditions for the formation of organizational culture of future border guard officers and experimentally verify their effectiveness.

### **3. Materials and Methods**

The article presents a system of general scientific and special research methods, first of all the analysis of scientific literature on the problem, systematization and generalization of materials, logical and systematic approach. In particular, according to the results of the analysis of scientific sources, the state of elaboration of the problem was found out, the essence of the notion “organizational culture of a border guard officer” and possible ways of its formation to cadets were defined. Using a logical and systematic approach, the main directions of the formation of organizational culture to future border guard officers in the higher military educational institution are determined.

Psychological and pedagogical tools for the diagnostic measurement of the state of formation of organizational culture of future border guard

officers covered such empirical methods as observation, written and oral interviewing, testing, expert assessment, professionally oriented tasks. These research methods met the requirements of availability, reliability and validity of the results.

In order to test the effectiveness of pedagogical conditions of organizational culture formation of future border guard officers there was conducted the pedagogical experiment which consisted of two phases – stating and forming.

The purpose of the stating phase of the experiment was to find out the level of organizational culture formation of cadets in the real conditions of professional training.

Samples were formed before the beginning of the forming phase of the experiment. To ensure their representativeness, it was taken into account that a sample's composition should be close to the relevant proportions in the general totality, i.e. the sample should represent the characteristic features of the general totality. The volume of the sample totality was calculated using the formula of 5 %-representativeness error:

$$n = \frac{1}{0,0025 + 1/N},$$

where  $N$  – is the volume of general totality;

$n$  – volume of sample totality.

The experimental (120) and control (118) groups have been specified in accordance with the requirements of representativeness and homogeneity. Features confirming the reliability of the sample are: 1) belonging to the cadets' environment; 2) professional qualification (tactical level officer); 3) the age of the participants of the experiment; 4) basic (complete) secondary education; 5) GPA (grade point average).

In order to obtain qualitative and quantitative data, to determine the levels of formation of organizational culture to cadets, in addition to the pedagogical experiment there was used *a method of studying documents and the results of educational activities, pedagogical observation, oral and written inquires, questionnaires* (a questionnaire to find out the cadets' understanding of the importance of organizational culture, its role and place in professional activities, semi-projective questionnaire in the form of incomplete sentences on the acceptance of the values of organizational culture and mission of the border agency, a questionnaire to clarify the motivation of cadets to study the peculiarities of organizational culture, their readiness for self-education on organizational culture issues, a survey to find out how cadets understand the essence of organizational culture and the specifics of its expression in

border guard units, etc.). *Testing* was of great importance for assessing the formation of organizational culture of future border guard officers (to clear up the cadets' understanding of the essence of professional ethics, assessment of leadership abilities and aptitudes, tests "Are you an organized person?", "Can you be a leader?", "Can you be a good interlocutor?", etc.).

*Method of expert assessment* was important for determining the diagnostic apparatus of the formation of organizational culture of future border guard officers, to clarify the main areas of work and pedagogical conditions of organizational culture formation in the course of professional training. The experts were chosen on the basis of the method mutual recommendations and taking into account their (experts) personal data. Candidates who received at least 85% of positive choices became experts (8 people). To verify the coherence of the candidates, the coefficient of concordance was determined using Kendall's formula. The resulting value of the concordance coefficient  $W = 0.71$  was significant, which confirmed the coherence of the expert group.

In the study, the methods of mathematical statistics were also used, in particular, Pearson's criterion to identify differences in the distribution of empirical series, comparison of samples with alternative characteristics, assessments of the correlation reliability between them.

The formation phase lasted from September 2017 to June 2019 at Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine with the cadets who studied in the following areas of training: "Protection and Defense of the State Border", "Law", "Law Enforcement", "Philology", "Telecommunications and Radio equipment", "Automobile transport". In total at this phase of the experiment 120 cadets of the experimental group who were in their third (later fourth) year took part. During their professional training, pedagogical conditions for the formation of organizational culture to future border guard officers were introduced. To conduct the formation phase of the experiment, there was developed training and material support, which covered materials for a special course, for classroom and independent work of cadets, professional tasks, materials for control activities in the disciplines "Tactics of the Border Guard Service", "General Tactics", "Psychology of Extreme Activity", "Means of Strengthening Border Units", "Moral and Psychological Support of Operational and Service Activities", "Fundamentals of Management". The cadets of the control group (118 people) were trained according to the traditional methodology, which did not provide for the introduction of certain pedagogical conditions.

## 4. Results of Research

### *4.1. Essence, structure, content and diagnostics of the organizational culture of border guard officers*

Taking into account the essence and content of the notions “culture” and “organization”, as well as the results of the analysis of psychological and pedagogical literature on the problem of the study, it was determined that the concept “organizational culture of the border guard officer” should be interpreted as a professionally important property, which includes knowledge about the mission and value of the border agency, the ability to maintain and promote cohesion of the border guard team, the abilities and skills to comply with professional standards in interpersonal interaction and performance of border security tasks, self-organization and mobilization. In the structure of organizational culture as a personal formation, it is advisable to distinguish several structural and functional components, primarily personal, cognitive and behavioural (Harris, et al., 2007; Soroka, et al., 2020).

Differences in the organizational culture of the representatives of the border agency in comparison with the culture of other professional groups are manifested in the content of its structural components. In particular, personal component encompasses worldview and value aspects. In order to understand the culture of a group, a person have to fathom its common basic values, understand the process of learning, through which the values are formed (Schein, 1992). Regarding the border guards, it is important for them to understand the purpose and mission of the State Border Guard Service, its role in ensuring the national and border security of Ukraine. The mission of the State Border Guard Service is to protect and defend the state border; the tasks are to ensure compliance with the regime of the state border and the border regime; to exercise, in accordance with the established procedure, border control and the entry of persons, vehicles, cargo and other property across the state border of Ukraine; to fight against organized crime and fight against illegal migration at the state border of Ukraine and within the controlled frontier regions.

The goals and objectives focus on the key values that define the nature and characteristics of the border agency activities. Values are a set of unchanging ideal ideas and norms that determine the choice of behavioural patterns and standards of conduct in professional and everyday life, necessary to ensure group identification. Among the professional values of a border guard officer, first of all, it is necessary to point out the value attitude towards the Ukrainian state and loyalty to the Military Oath. The Code of

Conduct for the employees, whose functional duties include border management, among the virtues of the border guard determines loyalty to Ukrainian people, readiness to act in the interests of the state; conscious subjection of their own interests to public requirements and state priorities; professional, conscientious performance of official duties in accordance with the laws of Ukraine and other regulations. Respect for national legislation, belief in the value of the law, readiness to act in accordance with legal requirements, accurate and consistent application of the requirements of legal norms, being principled in compliance with the state border legislation are important in the activity of the border guard agency.

Among personal characteristics – elements of the personal component of organizational culture – it is necessary to consider the importance of discipline, honesty of a border guard officer. Special mention should be made of the ability to work in a team, interpersonal skills, respect for other people, for diversity and multiculturalism. Positive attitude of a border guard officer and interest in organizational aspects of his/her professional activity, knowledge of peculiarities of organizational culture of the border agency are also of great importance. It is also important to point out the openness of the border guard officer to new experience, and readiness for professional self-development.

The next, cognitive component of the organizational culture of border guard officers covers a fairly wide range of professional and specific knowledge; in particular, about the peculiarities of functioning and development of the border agency, about its organizational culture, requirements for the border guard officer. A border guard officer must possess specialized legal knowledge of the procedure of examination and verification of documents of persons crossing the state border, the norms of legal proceedings. In addition to legal knowledge, an important component of the cognitive component is the knowledge of the peculiarities of the border agency (as an organization), the peculiarities of managing border guard units, decision-making, planning, personnel motivation and control of daily and operational-service activities, rational use of working time, etc. The cognitive component of the organizational culture of border guard officers also covers the knowledge of professional ethics, in particular the standards of the European Code of Police Ethics and national standards of border guard officers' ethics, human rights principles, traditions of border guard service, requirements of the standards of border guard culture and border control. The Unified Training Programme for Border and Coast Guard of the European Union, developed by FRONTEX in the framework of cooperation between the Member States of the European Union and

associated members of the Schengen area, specifies that a border guard should be able to communicate with people of different cultures while performing border protection tasks, taking into account cultural differences, ethical and professional standards and principles of non-discrimination.

Another component of organizational culture of a border guard officer is behavioural. It concerns observance of special standards of behaviour, abilities and skills through which the value orientations of the professional activity of a border guard officer as a representative of his/her organization are expressed. In order to properly perform border protection tasks, a border guard officer must be able to work autonomously and in a team (including leadership skills) and perform official duties. The ability of a border guard officer to give orders and instructions, ensure their implementation and to be responsible, the ability to plan and manage time and to make informed decisions, to evaluate and ensure the quality of work are of great importance. The ability to work in a team and to establish interpersonal interaction is also very significant. The chief of the border guard unit must be able not only to give orders and instructions, but also to cooperate with the border guard team, i.e. to interact. He/she must be sensitive to the needs of the staff, respond promptly to problem solving, have strategic thinking, and focus on reaching consensus. In order to avoid misunderstandings and interpersonal conflicts, the chief's activities should be based on transparency, fairness, partnership, efficiency and effectiveness. The officer – chief of the border guard unit should be able to use the potential of organizational culture, which affects the behaviour of the personnel.

Taking into account the structure of the organizational culture of future border guard officers, in order to diagnose its formation, it has been proposed to use three criteria characterizing its structural components, in particular *value, cognitive and operational*. The main indicators of the *value* criterion are the following: the level of cadets' understanding of the social significance of the organizational culture, its role and place in the professional activity; understanding and acceptance of the values of the organizational culture and the mission of the border agency; readiness for self-education on the issues of the organizational culture; organization, ability to rational organization of their work, responsibility. Indicators of *cognitive* criterion determine knowledge of the essence of organizational culture and specifics of its expression in the border agency; knowledge of the requirements of organizational culture for effective personnel management; knowledge of formal and informal rules and norms of activity, patterns of behaviour in the border guard team, requirements of

professional ethics. The following indicators disclose *operational* criterion: ability to analyze and solve problematic managerial or professional situations; ability to make managerial decisions in accordance with the requirements of organizational culture; ability to choose the optimal style of communication; ability to teamwork; skills and abilities for interpersonal, intra-group and team interaction.

The use of these criteria allows us to distinguish three levels of the formation of organizational culture of future border guard officers: critical, acceptable and optimal.

#### ***4.2. Pedagogical conditions for the formation of organizational culture of future border guard officers***

According to the purpose of the study, the important task was to determine pedagogical conditions, implementation of which in the course of professional training will contribute to effective formation of organizational culture of future border guard officers. For this purpose, results of the analysis of scientific and pedagogical literature on the importance of the value system in the activity of the organization, the importance of the priority of teamwork in the activity of border guard units, the role of communication in the organization, as well as the importance of communication skills for border guard officers were taken into account. As a result of analytical and search work, it has been suggested that formation of organizational culture to future border guard officers will be effective under such pedagogical conditions:

- intensify value-motivational attitude of cadets to studying urgent problems of organizational culture;
- development of teamwork skills through introduction of socio-psychological training;
- use of modern dialogical forms, methods and interactive teaching technologies to develop the skills of professional communication interaction;
- development of organizational and managerial decision-making and leadership skills through gradual introduction of situational professional tasks into the educational process gradually complicating their content with each course of study.

Let us present the methodology for introducing these pedagogical conditions in the process of professional training of future officers in a higher education institution.

In order to intensify the value-motivational attitude of cadets to studying urgent problems of organizational culture the special training

course “Organizational culture of the border guard officer” was developed and conducted for the cadets of the experimental group. It was intended to provide cadets with theoretical and practical knowledge about the organizational culture of the border guard officer, its basic requirements, theory and practice of using the principles, types, leadership tools and building a strong team. A special training course included the study of the following topics: “Theoretical foundations of organizational culture”, “Essence and characteristics of organizational culture of the border guard officer”, “Organizational culture of the border agency”, “Team formation and work in teams”, “Communication in state border guard units”, “Work culture of border guard units personnel”, “Organizational culture of the chief of the border guard unit”, “Culture of managerial communication”, etc.

While studying the special course the cadets got acquainted with the requirements of the Code of conduct of the employees, whose functional duties include border management. The discussion of the values of the border guard agency and border guard service, ethic and moral requirements for service activity, connections between values and behaviour of the personnel of border guard units, activity priorities and atmosphere in border guard teams, management decisions, and leadership style with cadets was very significant. The cadets concluded that values orient the personnel to such patterns of behaviour that support the achievement of organizational goals, define norms and patterns of behaviour, styles of communication with colleagues and other people, the level of motivation, activity and, in general, the effectiveness of the state border protection body.

In order to form organizational culture of future border guard officers and develop their teamwork skills, a training process was organized and conducted on the basis of works of leading researchers in the field (Karamushka, 2005; Parker, et al. 2002; Fopel, 2003; Balendr, et al., 2018). Training contained the following programs (stages): “Training for the formation of psychological readiness to work in a team”, “Training of partnership skills to managers and staff interacting in the team”, “Training of overcoming communication barriers in self-presentation, formal and informal communication in the organization”, “Training of empathy development, listening skills, understanding non-verbal means of communication for prevention and overcoming communication barriers in the organization”, “Training of tolerance level increase, aggression reduction and emotion management as a factor of prevention and overcoming communication barriers in the organization”, “Training of communicative creativity development and strengthening group unity”.

Among the interactive techniques for conducting the training, the method of incomplete sentences (with the further group discussion), group debates, “brainstorming”, exercises, mini-lectures, work in pairs and in small groups, creative tasks were of great importance. There should be pointed out such exercises as “Questionnaire in 10 minutes”, “Necessary questions”, “Public interview”, “The best strategy”, “Joint improvisation”, “Come up closer”, “Search”, “Truth and lies”, “Self-portraits”, “Values”, “Our team”, “Treasure island”, “Thanks”, “Return”, “Birthdays”, “Tying knots” and others. During the training the cadets practiced the skills of constructive interpersonal interaction in a team, effective ways of solving problems in a team, various options for conflict solution, and individual models of situational analysis of interpersonal problems. They acquired skills in systematic thinking and situational analysis, planning their activities in the context of limited specificity and constantly changing factors of external impact.

In accordance with the third pedagogical condition for the formation of organizational culture to future border guard officers, modern dialogical forms, methods and interactive teaching technologies were used to develop the skills of professional communicative interaction to cadets. Among these dialogical methods it is necessary first of all to point out the importance of talks and discussions. In particular, when conducting the discipline “Tactics of the Border Guard Service”, the instructors invited the cadets to think over the indicators of organizational efficiency of the border guard unit, the requirements of organizational culture in the operational and service activities of the unit, the peculiarities of its operational efficiency. The cadets also discussed rational use of time by district border guard inspectors, rational time planning for the chief of the border guard district inspectors’ section for managing personnel activities, charismatic qualities of the leader – chief of the border guard inspectors’ section, specifics of the organization and management of the shift of border details in case of complication of the situation, etc.

Technologies for processing discussion issues were also important. For example, during the “Fundamentals of Management” course the students discussed such issues as “How should a leader be managed?”, “Should we express gratitude to the leader?”, “Is motivation possible without reward?”. The development of discussion issues enhanced the knowledge of the topic, facilitated the development of critical thinking, enabled the cadets to determine their own position and to defend their opinions. The discussions created the conditions for cadets to comprehend certain problems that arise in the activities of the border agency as an

organization, formal or informal groups, and specific people. They helped identify the directions and solutions to problems arising in the activities of the state border protection bodies.

In accordance with the following pedagogical condition for the formation of organizational culture to future border guard officers, the attention was focused on developing their organizational abilities and managerial decision-making skills and leadership by gradually introducing into the educational process situational tasks of professional orientation with complication of their content at each course. The importance of such tasks is conditioned by the fact that the border guard officer, as the chief of the state border guard unit, in order to form an effective organizational culture has to consolidate the forces of the collective, intellect, abilities, energy and enthusiasm, organize the work in the border guard divisions, form necessary working relations in the collective, create an appropriate socio-psychological climate for the effective solution of the tasks on protection the border.

During joint group activities the cadets analyzed problematic managerial or professional situations, tried to determine the complexity and significance of the situation in the border division, characterized the advantages of a particular solution, argued for the need for a certain solution. It was also important to analyze decisions in terms of whether they contribute to the improvement of the unit's activities, establishment of business and management communication, whether the motivation of the chiefs and personnel are taken into account, whether the formation of a favourable socio-psychological climate is envisaged. The use of such tasks made it possible to form a behavioural component of organizational culture to future border guard officers. Situations and cases served as specific examples for cadets for ideas and generalizations about the requirements of organizational culture. Through the decision-making process, cadets learned to adhere to the requirements of organizational culture: to follow the values of the border guard service, evaluate the decision in ethical terms, determine their attitude to the organization, adhere to the requirements of internal organizational ethics.

#### ***4.3. Determining the effectiveness of pedagogical conditions for the formation of organizational culture of future border guard officers***

In order to determine the effectiveness of pedagogical conditions for the formation of organizational culture to future border guard officers after the formation phase of the pedagogical experiment, there were conducted final measurements. For this purpose, the same methods and techniques were used as at the stating phase of the pedagogical experiment. The study

of the formation of the personal component of organizational culture through observation, written and oral interview, testing, expert evaluation, execution of professionally oriented tasks made it possible to find out that among the cadets of the experimental group, compared to the control group, the number of those who at the optimal level were able to reveal the social significance of organizational culture, its role and place in the professional activity increased by 8.97%. The cadets of the experimental group were able to reveal the importance of organizational culture not only in connection with the requirements for personal organization and discipline, the need for subordination and regulation in border guard units, but also in terms of cohesion of border teams and readiness for teamwork, improving the efficiency of management activities of the border guard officer. In the experimental group, compared to the control group, there were more of those who pointed out the need for the chief of the border guard unit to pay attention to the formation of organizational culture, maintaining an appropriate moral and psychological climate and relations of mutual help and support.

The results of a semi-projective questionnaire in the form of incomplete sentences showed that the cadets of the experimental group were able to explain more clearly the values of organizational culture and the mission of the border agency. 62.50% of the cadets of the experimental group mentioned that the greatest value in the activity of the border guard officer for them is careful performance of professional tasks, "the joy of working together with like-minded people". As a result of this work, it was found that 24.16% of cadets of the experimental group were able to characterize at the optimal level the values of organizational culture and reveal their importance for the realization of the mission of the border agency. They understand that the philosophy of the organization, its mission and goals are an important aspect of organizational culture, that the requirement of organizational culture is the cohesion of border guard units, maintaining friendly interpersonal relations, trust and mutual support. In the control group, only 14.40% of the respondents were able to explain the values of organisational culture and the mission of the border agency at an optimal level. Most of the control group cadets could not identify the strengths of the border agency as an organisation, nor could they explain the link between strong organisational culture and the effectiveness of border guard units' activities.

As for formation of the cognitive component of organizational culture of future border guard officers, the results of a written survey, semi-projective survey, and testing it was found that cadets of the experimental

group more systematically understood the essence of organizational culture and the specifics of its expression in the border guard units and bodies of the state border protection. 16.67% of the cadets of the experimental group were able to reveal at an optimal level the peculiarities of the border agency as an organization, to characterize the organizational basis of the border agency's activity and organizational culture as a system of techniques and management tools in the border agency. They were also able to characterize the organization of the management of border details, border guard units in their daily activities. In the control group only 10.17% of the interviewees were able to accomplish this task at the optimal level.

According to the results of a semi-projective survey in the form of incomplete sentences there were 15.72% more of those cadets of the experimental group who stressed the importance of non-directional approaches to management, the importance of a proper moral and psychological climate in border guard teams, the importance of team spirit and teamwork. 20.83% of the cadets of the experimental group were able to name and characterize at the optimal level the main organizational norms in the activities of the border agency and the border guard officer directly. They understand such norms as staying on fixed daily schedule, ensuring maximum performance of assigned tasks with minimum time and public resources, and avoiding actions that may harm the service. In the control group, only 8.47% of cadets were able to accomplish this task at the optimal level.

In general, it was found out that the cadets of the experimental group are better informed about the values of the border agency as an organization, the specifics of the expression of organizational culture in the state border protection bodies. They know the requirements of organizational culture for effective personnel management, formal and informal rules and norms of the border guard officer's activity, understand the importance of non-directed means of management influence, the organization of teamwork in border guard units, the importance of communication and compliance with professional ethics.

The cadets of the experimental group also had better quantitative data on the activity criterion indicators. According to the results of professionally oriented tasks, cadets of the experimental group showed better skills to analyze and solve problematic managerial or professional situations, to make managerial decisions in accordance with the requirements of organizational culture. The decisions they proposed were reasonable, legitimate, consistent and optimal in strength and means. While in the experimental group 21.67% of cadets were able to perform these tasks at the

optimal level, in the control group it was only 11.02% of the respondents. The cadets of the control group were not always able to offer the appropriate order of the organization of tasks on border protection, to specify planning and time management, to describe the distribution of tasks, to justify the solution, to reveal formal coordination mechanisms and models of interaction.

The cadets of the experimental group also showed better ability to choose the most appropriate style of communication in different situations according to the requirements of organizational culture. According to the results of professionally oriented tasks it was found out that the cadets of the experimental group were able to more convincingly substantiate the variants of speech behavior, the way of achieving the goal, to offer the ways of maintaining the proper moral and psychological climate, to achieve consensus, to encourage the staff to observe the requirements of professional ethics, to constructively solve conflict situations. The general conclusion on the formation of organizational culture of future border guard officers after completion of experimental study is presented in Table 1.

**Table 1.** Comparative analysis of levels of formation of cadets' organizational culture before and after the experiment (in %), n = 238 (control group – 118, experimental group – 120)

Levels	Criteria	Control group				Experimental group			
		Beginning of the experiment		End of the experiment		Beginning of the experiment		End of the experiment	
		number	%	number	%	number	%	number	%
Optimal	Personal	6	5,09	15	12,71	5	4,17	27	22,50
Acceptable		42	35,59	50	42,37	42	35,0	76	63,33
Critical		70	59,32	53	44,91	73	60,83	17	14,17
Optimal	Cognitive	6	5,09	12	10,17	5	4,17	27	22,50
Acceptable		39	33,05	49	41,52	40	33,33	76	63,33
Critical		73	61,86	57	48,31	75	62,50	17	14,17
Optimal	Operational	5	4,24	12	10,17	6	5,00	24	20,0
Acceptable		38	32,20	48	40,68	39	32,50	73	60,83
Critical		75	63,56	58	49,15	75	62,50	23	19,17
Optimal	Organizational culture	6	5,09	13	11,02	5	4,17	26	21,67
Acceptable		41	34,75	49	41,52	39	32,50	75	62,5
Critical		71	60,17	56	47,46	76	63,33	19	15,83

Source: Authors' own conception

At the end of the formation phase of the experiment there was used Pearson's chi-squared test for mathematical calculations. Calculations were made in accordance with the requirements of statistical and mathematical criterion on each criterion of organizational culture of cadets. Since the method of calculation for each criterion was similar, let us give an example of calculation of Pearson's criterion on the formation of organizational culture of cadets by the value criterion at the end of the formation phase of pedagogical experiment (Table 2).

**Table 2.** Results of calculation of Pearson's chi-squared test on the formation of organizational culture of cadets by value criterion at the end of the formation phase of pedagogical experiment (final control), n = 238 (CG – 118, EG – 120)

Groups	Level of organizational culture formation	Empirical frequency	Theoretical frequency	$(f_e - f_T)$	$(f_e - f_T)^2$	$\frac{(f_e - f_T)^2}{f_T}$
CG	Optimal	15	20,82	-5,82	33,87	1,627
EG	Optimal	27	21,18	5,82	33,87	1,599
CG	Acceptable	50	62,47	-12,47	155,5	2,489
EG	Acceptable	76	63,53	12,47	155,5	2,448
CG	Critical	53	34,71	18,29	334,52	9,638
EG	Critical	17	35,29	-18,29	334,52	9,479
Total		238	238	-	-	27,28

Source: Authors' own conception

The calculated empirical value of  $\chi^2_{emp}$  (Pearson's chi-squared test) is 27.28. The level of degrees of freedom is  $\nu = 2$ . The tabular data of the critical values of Pearson's criterion are the same: according to the degree of reliability  $p \geq 0.05$   $\chi^2_{cr} = 5.99$  and according to the degree of reliability  $p \geq 0.01$   $\chi^2_{cr} = 9.21$ . In the presented calculations  $\chi^2_{emp}$  (27.28) is higher than the critical values 5.99 and 9.21, and therefore is reliable. Thus, by the value criterion at the end of the formation phase of the pedagogical experiment, significant statistical differences between control and experimental groups on the formation of organizational culture can be seen.

The data in Table 1 show that after the completion of the forming phase the students of the experimental group had mainly optimal (22.67%) and acceptable (62.50%) levels of organizational culture. In the control group these data were 11.02% and 41.52%, respectively. In the control group, the number of cadets with the critical level of organizational culture was 47.46% (31.63% more than in the experimental group). These data testify to the effectiveness of the introduction of pedagogical conditions for

the formation of organizational culture of future border guard officers. The comparison of the results obtained confirms the expediency of applying methods, means and organizational forms of training to form the organizational culture of future border guard officers in the course of professional training.

## 5. Discussion

The results of the conducted research allow to draw a conclusion that, when defining organizational culture as a personal phenomenon, scientists follow the methodological principle of unity of personality and activity. Therefore, the organizational culture is assessed by its basic structural and content characteristics. Researchers emphasize the importance of formation of those personal qualities that are necessary for professional activity, taking into account the requirements of organizational culture. The study has found that its insufficient formation to cadets - future officers is due to the specificity of power and organizational culture of the border agency, which, as an organization, has features of authoritarian (corresponds to “a culture of power”, in which the main role is played by the leader, his personal qualities and abilities), and bureaucratic (corresponds to the “role culture”, characterized by strict functional distribution of roles and specialization) cultures (Handy, 1998). The border agency as an organization is characterized by centralization of power and control. Soviet traditions and values which are characterized by autocraticism, redundancy of status, diminution of the role of the personnel, disregard for human dignity have a significant impact on the organizational culture of the border agency. Autocraticity significantly affects the nature of interpersonal relations, causing their unproductive and conflictual nature. The research of leadership abilities of cadets at the starting phase of the experiment has shown that the majority of cadets (62,05%) have mediocre qualities of leader. 20.54% of those surveyed demonstrated vivid leadership qualities. Not all cadets understand the importance of leadership, its connection with the success and efficiency of a professional activity, do not know that leadership, like other talents, can be improved through self-knowledge and work on yourself.

Readiness for teamwork, interpersonal, intra-group and teamwork skills of the cadets were determined by observing, evaluating group cohesiveness in the group and through “Can you be a good conversationalist?” questionnaire. In particular, the group cohesion assessment showed a fairly high level of group cohesion – 78-100 points.

The cadets understand the importance of everyone's contribution to the common business. The groups are characterized by a high level of mutual sympathy in interpersonal relations, a high degree of attractiveness and usefulness for all members, and similarity of basic value orientations. In turn, the results of the survey "Can you be a good interlocutor?" found that only 15.62% of respondents can be called excellent interlocutors (they scored from 0 to 10 points).

During the observation, it was found that quite often the cadets do not know how to establish and maintain constructive relations with their mates. They are not always attentive to their opinions and cannot express their thoughts clearly. We can say that the cadets understand the meaning of group interaction and teamwork, although they do not always know how to properly establish interpersonal communication with their friends and colleagues. They lack the ability to listen to the interlocutor, the willingness to understand his/her ideas. This is also confirmed by the results of the study of the degree of conflict in groups and skills to resolve interpersonal conflicts. The overwhelming majority of cadets scored more than 30 points, which is an indication of an above average level of conflict. As a rule, the reasons are that they tend to dominate at all costs, to be the first, to "say the last word", they often resort to groundless, insufficiently argued criticism.

In general, it can be stated that insufficient attention is paid to the formation of organizational culture of future border guard officers in the process of their professional training at a higher education institution. As the results of the survey of the teaching staff showed, it is noticeable that the need to develop the values of the organizational culture of the border service is not taken into account. The results of the analysis of the peculiarities of the organization of the educational process have shown that the institution of higher education does not provide sufficient attention to the formation of organizational culture of future border guard officers.

At the same time, the pedagogical conditions proposed in the study for the formation of organizational culture of future border guard officers proved to be quite effective. The results of the study, as well as surveys of cadets (98 people) and teaching staff (75 people) after the formation phase of the experiment prove it. In particular, 69.33% of the surveyed teachers said that activities aimed at forming organizational culture had a positive impact on the educational motivation of cadets.

## 6. Conclusions

The organizational culture of border guard officers is conditioned by the specifics of their professional activities on border protection and differs from the cultures of other social groups by the content of its structural components. In the structure of organizational culture of a border guard officer, the following components are distinguished: personal (value orientations, needs and interests), cognitive (knowledge about organizational culture, mission of the border guard agency and the main requirements of organizational culture) and behavioural (the most significant professional and special ability that ensure the effectiveness of the activity). The organizational culture of a border guard officer as a manager affects the totality of achievements of the border guard unit, the efficiency of innovations, rational labour organization, psychological climate, external and internal communication. This culture is the basis for conduct and decision-making for border guard officers. The experimental study has confirmed the need to introduce a special course on “Organizational culture of the border guard officer”, to intensify cadets’ value-motivational attitude to the study of current problems of organizational culture of border guard officers, to develop their teamwork ability with the help of a social and psychological training, to use modern dialogical forms, methods and interactive technologies for the development of skills for professional communication interaction, gradual introduction into the educational process of situational tasks of professional orientation with complication of their content at each training course to develop cadets’ organizational abilities, managerial decision-making skills and leadership in order to effectively form organizational culture to future border guard officers.

The study of the peculiarities of the development of organizational culture of officers – chiefs of the state border protection bodies in the system of advanced training, as well as the preparation of future border guard officers for the formation of organizational culture of the border guard units are promising directions for further research.

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