SPECIAL PSYCHOLOGY

UDC 159.964
Research article
https://doi.org/10.21702/rpj.2023.2.5

Features of The Managing Style of Cadets Depending On the Role Model of the Commander Chosen by Them

Vasily I. Ivanov[1], Yulia M. Perevozkina[1,2], Mikhail I. Fedorishin[1,2*]

[1] Novosibirsk Military Order of Zhukov Institute in name of General I. K. Yakovlev of the National Guard of the Russian Federation, Novosibirsk, Russian Federation
[2] Novosibirsk State Pedagogical University, Novosibirsk, Russian Federation

[*]Corresponding author: maskarad14@mail.ru

Abstract

Introduction. Purpose of the article involves determining effective role models in solving military-professional tasks and identifying the features of the management style with the expression of various role models of the commander. **Methods**. Research design included solving by cadets (N = 150, at age 21 to 27 years) 9 service and combat tasks, distributed in three blocks. In the process of solving the introductory task, the cadet had to choose a role model out of 10 possible ones, with which he identifies himself as a commander. For each block, the most frequently encountered roles of the cadet commander were identified, which were presented as dominant. All cadets were tested on the questionnaire "Management style" using the program "Psychologist-BB", on the basis of which the cadet was awarded points in three management styles. To determine the dependence of the management style on the leading role model, a one-factor analysis of variance (ANOVA) was performed. **Results**. Analysis showed a statistically significant influence of the chosen role model of the commander of the authoritarian and liberal management style when performing tasks aimed at stabilizing interpersonal relations during the organization of service and combat activities and making decisions in an unusual situation. **Discussion**. The results obtained indicate that cadets, when solving military-professional tasks related to the normalization of interpersonal relations during the organization of service and combat activities, personnel injuries and non-standard situations, choose mainly three role models of the commander as the role of

the commander, which correspond to: role model 1 with a democratic management style, role model 2 with an authoritarian management style and role model 3, with two management styles – active and passive.

Keywords

role model, role, management style, destructive management, cadets, military professional activity, unit commander, democratic style, authoritarian style, liberal style

For citation

Ivanov, V. I., Perevozkina, Yu. M., Fedorishin, M. I. (2023). Features of The Managing Style of Cadets Depending On the Role Model of the Commander Chosen by Them. Russian Psychological Journal, 20(2), 74–93. https://doi.org/10.21702/rpj.2023.2.5

Introduction

Due to the rapid socio-cultural, economic, political and moral development of modern society, as well as increasing geopolitical risks, enforcement forces need to perform tasks that were previously unknown to their personnel. This contributed to the reform of the troops of the National Guard of the Russian Federation (hereinafter TNG RF). In turn, the change in the organizational and staff structure of the TNG RF has generated a number of new service and combat tasks, such as the use of forces and means on the territory of foreign states, in order to combat global terrorism and extremism, ensure public security in the face of increased external and internal threats, etc. This led to an increase in the qualification requirements for the military professional level unit commanders, as well as changes in both the individual and collective management style of the military team.

In addition, the importance of effective command and control, discipline and clear responsibility is crucial in the performance of assigned service and combat tasks. This is closely related to the definition of the commander's role model. The term "role model" is attributed to sociologist R. Merton (Merton, 1949), who suggested that people compare themselves with reference subjects who demonstrate the social role that the individual aspires to. According to the author, a role model – is a person whose behavior, example or success is imitated or can be emulated by other people. In turn, M. Weber (Weber, 1990) understands a role as a pattern, an ideal model of behavior that represents a logical construct. Consequently, a role model is a certain pattern of behavior set by society, which has specific characteristics and includes public expectations (Perevozkina, 2019). A study of the role behavior of a junior commander, carried out by M. M. Tryagin (2011), showed that it is associated with a certain conflict. So, on the part of the officers, the junior commander's performance of role functions must meet the requirements of

the Statute, which makes possible to solve official tasks effectively, which does not always meet the expectations of subordinates. As a result, the success of the junior commander's professional activity is largely achieved by matching the role behavior of the position held and the expectations of the subjects of interaction.

Existing special conditions in military organizations can either reduce or exaggerate the prevalence and impact of destructive management. Therefore, it is appropriate to investigate the prerequisites for the development of destructive management in the military team. There is reason to believe that destructive forms of management are particularly characteristic of the armed forces. The high risks associated with failure in both military training and operations, including the risk of loss of life, can lead a commander to engage in more assertive and aggressive performance behaviors that sometimes cross the line. However, high risks and costs can also lead the commander to adopt passive management styles, as in the case of laissez-faire management, with detrimental consequences for security and assignments (Kelloway, Mullen & Francis, 2006). A number of foreign studies note a relatively high prevalence of undesirable destructive management (Reed, 2015). More and more scientific studies have begun to highlight the features of various forms of destructive management in military organizations (Fors Brandebo, Nilsson & Larsson, 2016). Thus, the above-mentioned relevance leads to the need to study management styles depending on the role model of the commander, which in turn provides an increase in the effectiveness of performing assigned tasks in military professional activities.

Methodology

Scientific works aimed at studying management styles most often operate with such concepts as leadership, management, which, of course, have their own specifics, but can be used interchangeably. In this paper, the authors focus on the term "management", relying on regulatory and legal documents regulating military professional activities: acts, directives, orders, instructions, etc. In particular, in Decree of the President of the Russian Federation dated 10.11.2007 No. 1495 (ed. Dd 24.12.2021) "On approval of the general military statutes of the Armed Forces of the Russian Federation" the general duties of the commander include the management of scientific, inventive and rationalization work, and the commander is also obliged to directly manage the combat training of subordinate military personnel.

Studying the impact of management on security in high-risk environments provides insight into how governance can be developed and measured to improve the effectiveness and safety of military personnel (Chen, 2017). Creating a certain climate in the organization, including in the military, helps to reduce the level of injuries and ensure the safety of personnel (Martinez-Corcoles & Stephanou, 2017). Effective management also helps to mitigate risky behavior in task execution, accident investigation, safety training, and so on. (Martinez-Corcoles & Stephanou, 2017).

M. T. D. Ta, T. Kim & A. H. Gausdal (Ta, Kim & Gausdal, 2022) identified nine management styles (transformational, transactional, authentic, ethical, charismatic, democratic, authorized, authoritarian, passive), which affect the safety indicators when performing tasks that are associated with a risk to life and health.

Researchers note that there is a relationship between the types of management in ensuring safety and effectiveness in performing professional tasks. Managers who use active management have a positive impact on ensuring safety in the team and efficiency in performing tasks (Willis et al., 2017). Transformational and transactional leadership is directly and positively linked to ensuring safety and compliance with labor discipline norms and requirements (Adjekum, 2017; Dartey-Baah & Addo, 2018). However, in most studies, team safety and compliance are effective if managers create a positive climate characterized by clear roles and regulate the performance of responsibilities by competent members (Fernandez-Muniz et al., 2017; Wu et al., 2017).

Martinez-Corcoles & Stephanou (Martinez-Corcoles & Stephanou, 2017) conclude that transactional management has a positive impact on security engagement and compliance. This finding consistent with data (Dartey-Baah & Addo, 2018), which suggested that overall transactional management has a positive impact on members safety and compliance rules and regulations, only if they are controlled by managers. In addition, transactional guidance has been found to be positively associated with safety training and accident investigation, as well as reduce risky behavior (Martinez-Corcoles & Stephanou, 2017). In terms of transformational management, this style can affect compliance with safety requirements by increasing work motivation (Adjekum, 2017).

Ethical management has a positive impact on creating an optimal organizational climate and organization members commitment (Lotfi et al., 2018). A study by S. C. Chen (Chen, 2017) found out that moral and ethical aspects of management were positively associated with effective communication of flight attendants on safety issues, while authoritarian aspects had the opposite effect.

Authentic management contributes to better understanding of the situation by informing subordinates about world events and their awareness of how this information affects the identity of a serviceman in the Navy, which, in turn, is negatively associated with risk-taking (Sandhaland et al., 2017).

Passive management has a negative impact on the team atmosphere and awareness (Sandhaland et al., 2017), on mentoring (Vignoli et al., 2018) and leads to a reduction in the level of risky behavior due to the initiative of subordinates and their involvement in work (Vignoli, 2018).

A positive relationship between management styles and the effectiveness of various teams, including military units, has been established in a number of studies (Bass & Avolio 1997; Dvir, Eden, Avolio, Shamir 2002, Judge, Piccolo 2004). On the other hand, there is directly opposite scientific evidence indicating that some management styles are negatively associated with performance (Bass, Avolio, Jung & Berson, 2003). The

relationship between role models and management styles is reflected in a recent study (Andronnikova, Perevozkina, Seryi, Yanitsky & Petrovskaya, 2020), which proves that in a situation of complex management decisions, heads of educational institutions prefer role models related to the period of adulthood, which are distinguished by a pronounced collegial component. The authors conclude that the style of managers in an educational organization is closely related to such features as control and exactingness, which are combined with democratic decision-making, delegation of authority and sharing of responsibility with subordinates in the implementation of adult male and adult female role models. Furthermore, the authors admit that managers with predominant destructive patterns in making complex decisions are characterized by toxic leadership. According to (Avolio, Kahai, Dum & Sivasubramaniam, 2001), managers with a democratic style can strengthen the emotional response of their subordinates and their loyalty to the team by motivating and showing attention to subordinates. Empirical studies consistently show a positive relationship between a democratic management style and work satisfaction of the members (Judge & Piccolo, 2004).

According to research by T. Kim & A. H. Gausdal (Kim & Gausdal, 2017), close interaction between all team members and the manager has an important impact on achieving overall safety indicators. Turning to the military team, it should be noted that to ensure success in the implementation of military-professional tasks, the commander, on the one hand, must be an effective leader with the ability to lead the unit entrusted to him. On the other hand, it is the responsibility of the commander to create special conditions for effective execution of military-professional tasks that involve ensuring successful interaction between team members. Presumably, when all team members have a common understanding of the situation and therefore interpret new information in the same way, it becomes easier to predict each other's behavior and needs. It also allows team members to choose appropriate behaviors and actions. Therefore, we are talking about the formation of a general mental model that will be aimed at the effective implementation of the military-professional task. On the contrary, if the team members have mental models that do not agree with each other, it may be difficult for them to predict the future behavior of their fellow soldiers, and this is likely to lead to inefficient functioning of the military team. Mental models of tasks in any professional activity contain information related to the task statement, the process of completing the task, strategies, conditions, equipment use, and problems that can be encountered in the process of completing tasks (Klimoski, Mohammed, 1994, Mathieu et al., 2000, Cannon-Bowers, Salas, & Converse, 1993). J. E. Mathieu et al. (Mathieu et al., 2000) studied common mental models and their correlates and found that convergence of mental models has an impact on team performance mediated by team processes (communication, coordination, interpersonal relationships, and collaboration).

In turn, collective mental models of social interaction contain information related to the roles and responsibilities of team members, role contact between team members, sources of information and knowledge, skills and abilities of each team

member. Considerable attention is paid to the study of role behavior in a military team, since the communication of military personnel is defined by the Statute, which strictly regulates the roles of participants in this interaction at all levels. At the same time, any performance of the role is set not only by the situation, but also mediated by personal characteristics of the military personnel, which include knowledge, values, experience, needs, etc. (Perevozkina, 2019). Moreover, all of the above elements are included in the structure of the mental model (Badke-Schaub, 2007). A number of our works show the influence of combat experience on the formation of the collective mental model of military personnel (Mekebaev, Perevozkina & Fedorishin, 2021), reveal the features of the role identity of military personnel and the structure of their social interaction (Mekebaev, Perevozkina, Perevozkin, 2021). In another study (Mekebaev, Perevozkina & Fedorishin, 2022), it was proved that Rusguardiya cadets most often identify with two role models – the role of father and hero, which is most often associated with the role of commander. The dominant need for cadets with a predominance of these role models is the need for achievement, and for cadets with the role of father, the need for order is additionally expressed, which implies the readiness of the subject of military professional activity to implement high standards.

According to research by J. R. Rentsch and R. J. Klimoski (2001), the main focus should be on the consistency of all elements of mental models of teamwork, since this is essential for team coordination and effectiveness (Mathieu et al., 2000).

Thus, the formation of common mental models will allow cadets, as future commanders, to coordinate, adapt and predict events without having to constantly develop strategies for coordinating the unit. This, in turn, involves determining effective role models in solving military-professional tasks and identifying the features of the management style with the expression of various role models of the commander, which served as the purpose of the study.

As a **hypothesis**, we put forward the assumption that cadets as future commanders who choose for themselves the role model of an adult and a young man will differ in a democratic leadership style that combines the ability to coordinate and direct the activities of a military team. Another hypothesis was the assumption that cadets who choose the destructive role of a young man as a commander's role model will demonstrate a conflictual and destructive leadership style.

Methods

Test subjects

The study was conducted on the basis of the Novosibirsk Military Order of Zhukov Institute in name of General I. K. Yakovlev of the National Guard of the Russian Federation. The study involved 150 fifth-year cadets aged from 21 to 27 years.

Equipment and incentive material

Were developed 10 cases aimed at solving service and combat tasks, which were combined into three blocks: the first block – "Interpersonal relations during the organization of service and combat activities"; the second block – "Injuries of personnel in military and professional activities"; the third block – "Non-standard situation when performing service and combat tasks".

To determine role identification, we used the projective technique called "Kaleidoscope" (Perevozkina, Panshina, Andronikova, & Dmitrieva, 2016). The technique contains 10 figures, five of which are female and five of which are male. In addition, all figures are divided into the following ages: childhood, youth, adulthood, and old age. In the period of youth, four roles were included: two creative ones aimed at society, implementing the attitudes and normative expectations of society, and two destructive ones directed against society, rejecting moral and ethical rules.

To diagnose the management style of cadets, the questionnaire "Management style" was used using the program "Psychologist-BB".

Procedure

The study included the solution of introductory tasks by each cadet (10 service and combat tasks). In the process of solving the introductory task, the cadet had to choose the role model with which he identifies himself as a commander.

After that, for each block, the most common roles of the cadet commander were identified. Thus, each cadet was assigned a role for each unit, with which he was identified most often as a group commander.

In addition, all cadets were tested on the questionnaire "Management style" using the program "Psychologist-BB", on the basis of which the cadet was awarded points in three management styles: authoritarian, democratic, liberal.

Next, a one-factor analysis of variance (ANOVA) was performed, in which the grouping variable was selected for the "Role" attribute, which had only three gradations, since the cadets chose only three role models, designated by us as follows:

- Role model 1 (RM 1) – represents an adult male, characterized by leadership and strengthening of the social structure, identified with collective values.
- Role model 2 (RM 2) – the role of a young man with a creative orientation, characterized by the desire and achievement of goals, the desire to win for the benefit of society.
- Role model 3 (RM 3) – the role of a young man with a destructive orientation, characterized by the destruction of both himself and the social environment, having no moral and social foundations, he confronts the world around him while feeling alien to society (Perevozkina, 2019).

The dependent variables were three management styles (authoritarian, democratic, and liberal). After establishing statistically significant differences, a posteriori comparisons were made between the three groups of cadets according to the LSD criterion (criterion of least significant differences).

Results

In the process of applying ANOVA (uniformity of variances was established by the Leven criterion, Table 1) statistically significant differences were found in the two styles depending on the role model in three blocks.

Table 1

Influence of the commander's role model on the peculiarities of the cadet management style in solving service and combat tasks

Blocks	Management style	Leven		ANOVA	
		F	p	F	p
1 block	Authoritarian	1,64	0,204	4,45	0,012
	Democratic	2,24	0,115	0,64	0,530
	Liberal	2,12	0,072	3,85	0,023
2 block	Authoritarian	2,52	0,089	7,65	0,000
	Democratic	1,73	0,186	2,76	0,045
	Liberal	2,29	0,110	0,89	0,447
3 block	Authoritarian	2,636	0,080	3,05	0,004
	Democratic	1,349	0,267	1,84	0,143
	Liberal	1,73	0,186	2,36	0,021

Depending on the role model of the commander in solving service and combat tasks aimed at optimizing interpersonal relationships during the organization of service and combat activities, authoritarian and liberal management styles statistically very differ ($p \leq 0,03$), which also have significant differences in solving tasks related to non-standard situations ($p \leq 0,03$). In addition, statistically significant differences were found in authoritarian and democratic management styles when solving service and combat tasks related to injuries of personnel in military professional activities. Therefore, it can be argued that the role model of the commander is a decisive factor in the expression of a certain management style among cadets.

Posteriori comparisons according to the LSD criterion (criterion of least significant differences, Table 2, fig. 1) showed that cadets with the chosen role of an adult male, as a commander, when solving the introductory of block 1, show lower results in terms of the severity of the authoritarian management style (M = 51.7 points).

Table 2

Assessment of differences in the authoritarian style of management depending on the role model of the commander when solving cadets tasks aimed at optimizing interpersonal relationships during the organization of service and combat activities

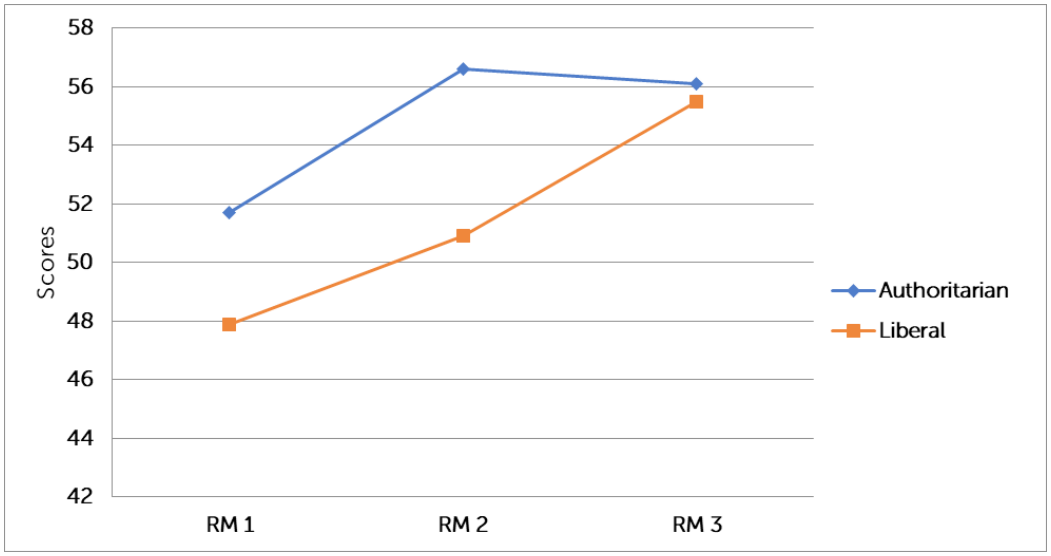
Commander role model	Average values by group		
	PM 1 (M = 51.68)	PM 2 (M = 56.64)	PM 3 (M = 56.04)
RM 1	–	–	–
RM 2	0,034	–	–
RM 3	0,035	0,830	–

Note. *The number in the table cells indicates the level of significance. The table is a matrix that is symmetrical diagonally, so the same significance levels have been removed. Symbols used in this table and in the following tables: RM – role model; M – arithmetic mean.*

While respondents with role models 2 and 3 showed statistically significant ($p<0.05$) higher results in the authoritarian management style (M = 56.6 points and 56.1 points, respectively).

Figure 1

The severity of authoritarian and liberal management styles depending on the role model of the commander in solving problems aimed at optimizing interpersonal relationships during the organization of service and combat activities



Similar results were obtained in the liberal management style of military personnel. Cadets with the identification of role model 1 as a group commander have the lowest results (M = 47.94 points), cadets with role model 2 have a slightly higher expression of liberal style (M = 50.90 points), and cadets with role model 3 have the highest results (M = 55.53 points).

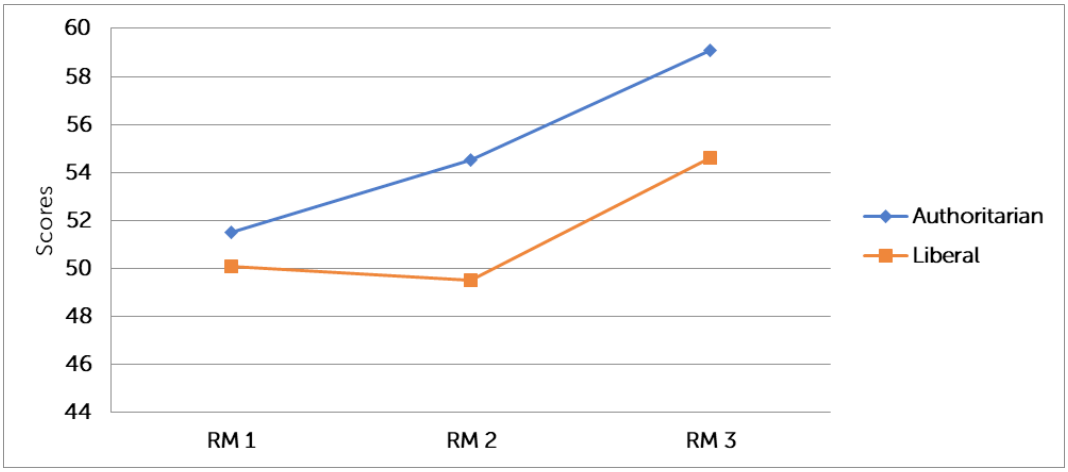
Assessment of paired differences in authoritarian and democratic management styles among cadets when solving problems related to personnel injuries in military professional activities demonstrates that the authoritarian management style is least pronounced among cadets who identify as a commander with the role of 1 (M = 52.94 points).

This style is slightly higher in cadets with role model 2 (M = 54.02 points) and the highest in cadets with role model 3 (M = 58.27 points). In turn, the highest values were found in cadets with role models 1 and 2 (M = 60.80 points and M = 60.58 points, respectively), and the lowest in cadets with role model 3 (M = 52.94 points).

Statistically significant differences ($p < 0.02$) in the two management styles were revealed in the process of solving tasks related to non-standard situations when performing service and combat tasks (Fig. 2).

Figure 2

Differences in management styles among cadets depending on the role model of the commander when solving tasks related to a non-standard situation when performing service and combat tasks



Authoritarian style consistently dominates among cadets with role model 3 (M = 59.08 points), which significantly differs from cadets with role model 2 (M = 51.51 points). Military personnel with role model 1 have an average value for authoritarian management style (M = 54.45 points, Table 3).

Table 3

Assessment of differences in the authoritarian management style of cadets depending on the role model of the commander in solving tasks related to a non-standard situation when performing service and combat tasks

Commander role model	Average values by group		
	PM 2 (M = 54.45)	PM 3 (M = 51.51)	PM 4 (M = 59.08)
RM 1	-	-	-
RM 2	0, 933	-	-
RM 3	0,007	0,008	-

A similar distribution is observed in the severity of the liberal style of cadets. Thus, the liberal style is more represented among cadets with role model 3 (M = 54.55 points), and military personnel with role models 1 and 2 have less pronounced values for this style (M = 50.10 points and M = 49.49 points, respectively).

Discussion

Summarizing the results obtained, we note that the role model of the commander, with which cadets are identified when solving service and combat tasks, is a factor that determines the implementation of a certain management style.

Thus, cadets with the role model 1 as a commander, which is characterized as the role of a leader, responsible and controlling (Perevozkina, 2019), show a democratic amnagement style when solving problems related to injuries of personnel in military professional activities. Military personnel with the dominance of this role model are able to coordinate and direct the activities of the team. They take into account the abilities of their subordinates and give them the initiative in military-professional actions at the right time. Such military personnel seek to study the individual qualities of personnel and socio-psychological processes that take place in the military team, which contributes to the prevention of conflicts and creates a friendly atmosphere in the unit.

Role model 2 is most often associated with the authoritarian management style of cadets, when solving problems related to the normalization of interpersonal relations during the organization of service and combat activities and injuries of personnel in military professional activities. This role model is described as striving to win and overcome obstacles, purposeful and confident (Perevozkina, 2019). Cadets with a pronounced role model 2 are characterized by highly developed leadership qualities, the ability to manage the actions of subordinates, demanding and persistent, the desire to influence the team by force of order and coercion.

Finally, the most conflicted and destructive management style is demonstrated by cadets with the dominant role model 3, which captures such characteristics as lying, resourcefulness, and insubordination to general rules and regulations (Perevozkina, 2019). In particular, cadets who chose this role model as a commander in solving the tasks of the three blocks are distinguished by the expression of authoritarian and at the same time liberal management styles. On the one hand, military personnel with this role model demonstrate pronounced leadership qualities and a desire for sole power, and ignore it. they take the initiative of their subordinates, are ambitious, and disregard public opinion. On the other hand, they are characterized by complete indifference to the interests of the team, irresponsibility, unwillingness to make difficult decisions, connivance and self-exclusion. It should be noted that both management styles refer to destructive forms (Fosse, Skogstad, Einarsen & Martinussen, 2019). The high prevalence of disruptive leadership can lead subordinates to react negatively to the commander's behavior (Thoroughgood, Tate, Sawyer & Jacobs, 2012). However, military personnel pass thorough strict professional selection process that includes such criteria as endurance, stress tolerance, self-regulation, etc. (Bartone, Eid, Johnsen, Laberg & Snook, 2009), which can mitigate the negative consequences of destructive management. Along with a strong professional identity and pride in one's profession, destructive leadership style this contributes to a negative attitude towards one's commanding officer, and can

have detrimental consequences (Reed & Bullis, 2009). At the same time, trusting one's commander is very important in a war situation, as subordinates are expected to give up their right to self-determination and they will follow orders. This is in sharp contrast to the consequences of destructive management, which include a lack of trust and willingness to follow the commander (Fors Brandebo, Nilsson & Larsson, 2016). This conflict aspect, related to the possible consequences of destructive management, is reflected in contradictory empirical data obtained from a sample of military personnel. For example, G. E. Reed & R.C. Bullis (2009) found a negative association between destructive management and satisfaction, as well as with the desire to stay in the service.

Conclusion

Thus, the results obtained indicate that the role model of the commander is a determining factor in the dominance of the management style of cadets in solving military-professional tasks related to the normalization of interpersonal relations during the organization of service and combat activities, injuries of personnel and non-standard situations. It is the role model, integrating specific social expectations, that determines the style of management of a military team in service and combat activities. Cadets chose only male role models for the role of commander.

Role model 1, with such characteristics as responsibility and prudence, which was chosen as a commander in the process of solving problems regarding injuries to personnel in military professional activities, is characterized by a democratic management style associated with the coordination and direction of the military team's activities.

Role model 2, with such qualities as the desire to win and overcome obstacles in solving military-professional tasks, is associated with a pronounced authoritarian management style (destructive management), combining leadership qualities, demanding and perseverance, the desire to influence the team by force of order and coercion in solving problems aimed at normalizing interpersonal relationships during the organization of service and combat activities and injuries of personnel in military professional activities.

The most conflicted management style is demonstrated by cadets with the dominant **role model 3**, which captures such characteristics as resourcefulness and insubordination to general norms and rules. Such military personnel are distinguished by the expression of authoritarian and at the same time condoning management styles, which relate to destructive management styles and manifest themselves in the form of striving for sole power, disregard for the interests and opinions of the military team, irresponsibility and self-withdrawal when solving tasks related to the normalization of interpersonal relations during the organization of service and combat activities, with injuries to personnel in professional activity and decision-making in a non-standard situation when performing service and combat tasks.

The potential consequences of active and passive forms of destructive mqnagement

are related to the role model and have equally harmful consequences. Our results support the view that both passive forms of management, such as laissez-faire management (liberal management style), and active ones (authoritarian style) can be considered an integral element of the concept of destructive management (Skogstad, Nielsen, Einarsen, 2017). At the same time, the combination of both management styles, which is typical for the role model 3, is the most harmful for military personnel. Our findings are largely consistent with what has been reported in other studies on destructive management (e.g., Mackey, Frieder, Brees & Martinko, 2017).

In practical, the results of our research will contribute to understanding that the combination of two forms of destructive management (passive and active) will have a detrimental effect on both the military team and the individual soldier. In this regard, it is necessary to take measures aimed at countering both forms of unacceptable behavior of the commander, as well as preventing identification with an undesirable role model.

Limitations of the study

As limitations of the study, it is necessary to indicate the probabilistic nature of the role identity of cadets with the role of commander and the assumed leadership style, whereas it would be much more productive to use real situations of the commander's role behavior. This opens up the prospect of conducting such a study not on cadets, but on military personnel performing service and combat tasks in garrisons and in THEIR own zone.

Literature

Adjekum, D. K. (2017). An evaluation of the relationships between collegiate aviation safety management system initiative, self-efficacy, transformational safety leadership and safety behavior mediated by safety motivation. **International Journal of Aviation Aeronautics and Aerospace,** 4(2), 169. https://doi.org/10.15394/ijaa.2017.1169

Andronnikova, O. O., Perevozkina, Yu. M., Seriy, A. V., Yanitsky, M. S., Petrovskaya, T. Yu. (2020). Role models of heads of educational organizations demonstrating toxic lmanagement in a situation of complex management decisions. **Organizational Psychology,** 10(4), 138–155. (in Russ.).

Avolio, B. J., Kahai, S., Dum Dum, R., & Sivasubramaniam, N. (2001). **"Virtual teams: Implications for e-leadership and team development." In How people evaluate others in organizations: Person perception and interpersonal judgment in I/O psychology**. London, 337–358. https://doi.org/10.4324/9781410600608

Badke-Schaub, P., Lauche, K., & Neumann, A. (2007). Team mental models in design. **CoDesign,** 3(1), 1–3. https://doi.org/10.1080/15710880601170743

Bartone, P. T., Eid, J., Johnsen, B. H., Laberg, J. C., & Snook, S. A. (2009). Big five personality factors, hardiness, and social judgment as predictors of leader performance. **Leadership & Organization Development Journal, 30**, 498–521. https://doi.org/10.1108/01437730910981908

Bass, B. M., & Avolio, B. J. (1997). **Full range leadership development: Manual for the Multifactor Leadership Questionnaire**. Mind Garden.

Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. **Journal of Applied Psychology, 88**(2), 207–218. https://doi.org/10.1037/0021-9010.88.2.207

Brown, M. E., Treviño, L. K. & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. **Organizational Behavior and Human Decision Processes, 97**(2), 117–134. https://doi.org/10.1016/j.obhdp.2005.03.002

Cannon-Bowers, J. A., & Salas, E. (1993). **Shared Mental Models in Expert Team Decision Making.** In: Castellan Jr., N.J. (Ed). **Individual and Group Decision Making: Current Issues**. Hillsdale. https://doi.org/10.1007/978-3-642-21268-0_8

Chen, S.-C. (2017). Paternalistic leadership and cabin crews' upward safety communication: The motivation of voice behavior. **Journal of Air Transport Management, 62**, 44–53. https://doi.org/10.1016/j.jairtraman.2017.02.007

Conger, J. A., Kanungo, R. N., & Menon, S. T. (2000). Charismatic leadership and follower effects. **Journal of Organizational Behavior, 21**(7), 747–767. https://doi.org/10.1002/1099-1379

Dartey-Baah, K., & Addo, S. A. (2018). Charismatic and corrective leadership dimensions as antecedents of employee safety behaviours: A structural model. **Leadership & Organization Development Journal, 39**(2), 186–201. https://doi.org/10.1108/LODJ-08-2017-0240

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. **Academy of Management Journal, 45**(4), 735–744. https://doi.org/10.2307/3069307

Farh, J.-L., & Cheng, B.-S. (2000). A cultural analysis of paternalistic leadership in Chinese organizations. **Management and organizations in the Chinese context**, 84–127. https://doi.org/10.1057/9780230511590_5

Fernandez-Muniz, B., Manuel Montes-Peon, J., & Vazquez-Ordas, C. J. (2017). The role of safety leadership and working conditions in safety performance in process industries. **Journal of Loss Prevention in the Process Industries, 50**(B), 403–415. https://doi.org/10.1016/j.jlp.2017.11.001

Fors Brandebo, M., Nilsson, S., & Larsson, G. (2016). Leadership: Is bad stronger than good? **Leadership & Organization Development Journal**, 37, 690–710. https://doi.org/ 10.1108/LODJ-09-2014-0191

Fosse T. H., Skogstad A., Einarsen S. V. & Martinussen M. (2019). Active and passive forms of destructive leadership in a military context: a systematic review and meta-analysis. **European Journal of Work and Organizational Psychology,** 28(5), 708–722. https://doi.org/10.1080/1359432X.2019.1634550

Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. **The Leadership Quarterly,** 16(3), 343–372. https://doi.org/10.1016/j.leaqua.2005.03.003

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. **Journal of Applied Psychology,** 89(5), 775–768. https://doi.org/10.1037/0021-9010.89.5.755

Kelloway, E. K., Mullen, J., & Francis, L. (2006). Divergent effects of transformational and passive leadership on employee safety. **Journal of Occupational Health Psychology,** 11(1), 76–86. https://doi.org/10.1037/1076-8998.11.1.76

Kim, T-e., & Gausdal, A. H. (2017). Leading for safety: A weighted safety leadership model in shipping. **Reliability Engineering & System Safety,** 165, 458–466. https://doi.org/10.1016/j.ress.2017.05.002

Klimoski, R., & Mohammed, S. (1994). Team mental model: Construct or metaphor? **Journal of Management,** 20(2), 403–437. https://doi.org/10.1177/014920639402000206

Lotfi, Z., Atashzadeh-Shoorideh, F., Mohtashami, J., & Nasiri, M. (2018). Relationship between ethical leadership and organisational commitment of nurses with perception of patient safety culture. **Journal of Nursing Management,** 26(6), 726–734. https://doi.org/10.1111/jonm.12607

Mackey, J. D., Frieder, R. E., Brees, J. R., & Martinko, M. J. (2017). Abusive supervision: A meta-analysis and empirical review. **Journal of Management**, 43, 1940–1965. https://doi.org/10.1177/0149206315573997

Martinez-Corcoles, M., & Stephanou, K. (2017). Linking active transactional leadership and safety performance in military operations. **Safety Science**, 96, 93–101. https://doi.org/10.1016/j.ssci.2017.03.013

Martínez-Córcoles, M., Gracia, F. J., Tomás, I., Peiró, J. M., & Schöbel, M. (2013). Empowering

team leadership and safety performance in nuclear power plants: A multilevel approach. **Safety Science,** 51(1), 293–301. https://doi.org/10.1016/j.ssci.2012.08.001

Mathieu, J. E., Heffner, T. S., Goodwin, G. F., Salas, E., & Cannon-Bowers, J. A. (2000). The influence of shared mental models on team process and performance. **Journal of Applied Psychology,** 85(2): 273–283. https://doi.org/10.1037/0021-9010.85.2.273

Mekebaev, N. S., Perevozkina, Yu. M., Fedorishin, M. I. (2021). Mental models of social interaction of military personnel. **SMALTA**, 3, 65–76. (in Russ.).

Mekebaev, N. S., Perevozkina, Yu. M., Fedorishin, M. I. (2022). Specifics of the severity of needs, depending on the mental model of military personnel. **Human Capital,** 1(157), 203–210. (in Russ.).

Mekebaev, N. S., Perevozkina, Yu. M., Perevozkin, S. B. (2021). **Structure of social interaction: models and theories.** Collection of scientific papers of the V All-Russian Scientific and Practical Conference with international participation. Novosibirsk, 127–134. (in Russ.).

Merton, R. (1949). **Social Theory and Social Structure.** Free Press.

My Thi, D. T., Tae-eun, K., & Gausdal, A. H. (2022). **Leadership styles and safety performance in high-risk industries: a systematic review**. Safety and Reliability. https://doi.org/10.1080/09617353.2022.2035627

Perevozkina, Yu. M. (2019). **Substantial-temporal consistency of role-based socialization of the individual: monograph**. Novosibirsk. (in Russ.).

Perevozkina, Yu. M., Panshina, L. V., Andronikova, O. O., Dmitrieva, N. V. (2016). **A method for assessing the psychosocial profile of a person**. Certificate of state registration of the computer, reg. 2016105668 dated 18.02.2016. Rospatent. URL: https://www.elibrary.ru/item.asp?id=38267575 (in Russ.).

Reed, G. E. (2015). **Tarnished. toxic leadership in the U.S. Nebraska**. University of Nebraska Press.

Reed, G. E., & Bullis, R. C. (2009). The impact of destructive leadership on senior military officers and civilian employees. **Armed Forces & Society**, 36, 5–18. https://doi.org/10.1177/0149206312471388

Rentsch, J. R., & Klimoski, R. J. (2001). Why do "great minds" think alike?: Antecedents of team member schema agreement. **Journal of Organizational Behavior**, 22, 107–120. https://doi.org/10.1145/1099203.1099211

Sandhaland, H., Oltedal, H. A., Hystad, S. W., Eid, J., Sandhåland, H., Oltedal, H. A., Hystad, S. W., & Eid, J. (2017). Effects of leadership style and psychological job demands on situation

awareness and the willingness to take a risk: A survey of selected offshore vessels. **Safety Science**, 93, 178–186. https://doi.org/10.1016/j.ssci.2016.12.004

Skogstad, A., Nielsen, M. B., & Einarsen, S. (2017). **Destructive forms of leadership and their relationships with employee well-being**. In E. K. Kelloway, K. Nielsen, & J. K. Dimoff (Eds.). **Leading to occupational health and safety: how leadership behaviours impact organizational safety and well-being**, 163–196. https://doi.org/10.1108/LODJ-06-2018-0203

Thoroughgood C. N., Tate B. W., Sawyer K. B., & Jacobs R. (2012). Bad to the bone. empirically defining and measuring destructive leader behavior. **Journal of Leadership & Organizational Studies**, 19, 230–255. https://doi.org/10.1177/1548051811436327

Tryagin, M. M. (2011). Interrelation of indicators of role conflict and strategies for coping with stressful situations in the activities of the head of the primary team. **Vestnik GUU**, 8, 108–109. (in Russ.).

Vignoli, M. (2018). The role of safety training and safety leadership in determining safety organizational citizenship behaviors. **Chemical Engineering Transactions**, 67, 331–336. https://doi.org/10.3303/CET1867056

Weber, M. (1990). **Izbrannye sozdaniya [Selected works]**. Progress. (in Russ.).

Willis, S., Clarke, S., & O'Connor, E. (2017). Contextualizing leadership: Transformational leadership and Management-By-Exception-Active in safety-critical contexts. **Journal of Occupational and Organizational Psychology**, 90(3), 281–305. https://doi.org/10.1111/joop.12172

Wu, C., Li, N., & Fang, D. (2017). Leadership improvement and its impact on workplace safety in construction projects: A conceptual model and action research. **International Journal of Project Management**, 35(8), 1495–1511. https://doi.org/10.1016/j.ijproman.2017.08.013

Received: December 20, 2022
Revision received: April 05, 2023
Accepted: April 06, 2023

Author Contributions

Yulia Mikhailovna Perevozkina prepared the text of the article, done scientific guidance, statistical data processing, interpretation of results.

Mikhail Ivanovich Fedorishin developed the case studies (introductory ones), selected subjects, organized and implemented an empirical procedure, processed the primary data, prepare the text of the article, analyzed the material for literature review, done editorial correction.

Vasily Igorevich Ivanov selected the subjects, organized the empirical procedure, prepared the text of the article, analyzed the material for the literature review.

Author Details

Yulia Mikhailovna Perevozkina – Dr. Sci. (Psychology), Associate Professor, Head of the Department of Practical and Special Psychology, Federal State Budgetary Educational Institution of Higher Education "Novosibirsk State Pedagogical University", Professor of the Department of Military Pedagogy and Psychology, Federal State State Military Educational Institution of Higher Education "Novosibirsk Military Order of Zhukov Institute named after Army General I. K. Yakovlev of the National Army Guards of the Russian Federation" Novosibirsk, Russian Federation; SPIN code: 2577-1927; ORCID: https://orcid.org/0000-0003-4201-3988; e-mail: per@bk.ru

Mikhail Ivanovich Fedorishin – Cand. Sci. (Psychology), Lecturer of the Department of Military Pedagogy of Psychology, Federal State State Military Educational Institution of Higher Education "Novosibirsk Military Order of Zhukov Institute named after Army General I. K. Yakovlev of the National Guard of the Russian Federation"; Associate Professor of the Department of Practical and Special Psychology "Federal State Budgetary Educational Institution of Higher Education "Novosibirsk State Pedagogical University"", Novosibirsk, Russian Federation; SPIN-code: 4487-3935; ORCID: https://orcid.org/0000-0001-5509-0486; e-mail: maskarad14@mail.ru

Vasily Igorevich Ivanov – Commander of the educational process support battalion, Federal State State Military Educational Institution of Higher Education "Novosibirsk Military Order of Zhukov Institute named after Army General I. K. Yakovlev of the National Guard of the Russian Federation", SPIN code: 4605-2499; e-mail: Vasyagansk@mail.ru

Conflict of Interest Information

The authors have no conflicts of interest to declare.