

DEVELOPMENT OF MANAGERIAL COMPETENCE IN FUTURE PROFESSIONALS STATE EMERGENCY SERVICE OF UKRAINE

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Abstract. The dynamic operational context of the State Emergency Service of Ukraine (SESU) demands specialists who combine technical proficiency with well-developed managerial competence. This article examines managerial competence as an integral component of SESU professional competence and clarifies its structure, levels, and conditions of formation during higher-education training. The aim is to substantiate the necessity of purposeful managerial-competence development for future SESU specialists and to outline a coherent framework for its cultivation in universities. Methodologically, the study employs general scientific methods - literature analysis, comparison, generalization, and explanation - supplemented by a conceptual synthesis of management principles, methods, and techniques applicable to SESU training. The analysis identifies three core components of managerial competence: an operational-technological component (mastery of management activity algorithms), a scientific-theoretical component (knowledge required to implement these algorithms), and a psychological component (intellectual, motivational, and volitional preconditions for effective performance). It further delineates levels of mastery - scientific-theoretical, content-personal, imitation-activity, and professional-activity—corresponding to progressive readiness for real managerial tasks. The results specify management principles for SESU professional training (scientific validity, planning, personnel selection and placement, competence and efficiency, optimality, material and moral incentives) and distinguish management methods (organizational-administrative, psychological-pedagogical, economic), linking them to the cultivation of managerial culture, positive value attitudes, teamwork, reflexivity, and early experience in solving managerial problems. The study concludes that systematic, principle-guided integration of these components and methods into SESU higher education can resolve the current contradiction between the objective need for managerial competence and uneven training practices, thereby enhancing graduates' readiness for decision-making, responsibility, and effective leadership in emergency contexts.

Keywords: competence; managerial competence; readiness for managerial activity, future State Emergency Service of Ukraine specialists; higher education institution.

JEL Classification: J24, M12, H12, I23

Formulas: 0; **fig.:** 0; **tabl.:** 1; **bibl.:** 7

Introduction. The practical activities of the specialists of the State Emergency Service of Ukraine (SESU) require the formation of a new type of specialist – individuals who strive for continuous improvement of their professional skills, possess high adaptability and professional mobility, and demonstrate competence and skills in the field of management. These transformations are taking place in the context of the formation of a new type of social relations. These relations are in constant flux, reflected in numerous transitions from one socio-professional role to another.

Consequently, there has been an increased societal demand for socially active individuals capable of making independent decisions, taking responsibility for their implementation, and improving their professional competence based on an understanding of the course and results of their activities. In accordance with these developments, there is an objectively growing need for highly professional, competent, and in-demand SESU specialists in the labor market.

According to the National Security Strategy of Ukraine, the development of the SESU must ensure the enhancement of its capacity to effectively manage the unified state system of civil protection, equip units with modern types of machinery, tools, and gear, optimize the distribution of its structures, implement an emergency assistance system, and provide training and education to the public regarding norms and rules of conduct in emergency situations.

O. Povstyn notes that the significant increase in the requirements for the managerial qualities of State Emergency Service of Ukraine specialists is related to the expansion of the functions assigned to the service. At the same time, practice shows that during adaptation to initial positions, graduates of specialized higher education institutions experience certain difficulties in performing their immediate organizational and managerial duties. In this regard, a key and integral component of successful training for human safety specialists is the formation of their managerial competence, which has its own specific features that differ for various fields in this sector [5, p. 100].

The insufficient resolution of this issue is evidenced by the existing contradiction between the objective necessity of purposeful and effective formation of managerial competence in future specialists of the State Emergency Service of Ukraine, on the one hand, and the actual practice of their professional training in educational institutions as it currently exists, on the other.

Literature Review. Scholarship on the professional preparation of future specialists for the State Emergency Service of Ukraine (SESU) has expanded markedly over the last decade, mapping persistent tensions between operational demands and higher education practices. Foundational discussions of professional training frameworks and competency formation are developed by O. Bykova, M. Variy, O. Yevsyukov, M. Koziar, M. Koval, O. Parubok, O. Timchenko, and T. Tkachenko, who collectively emphasize the alignment of curricular content with the real-world conditions of emergency response and civil protection. This literature stresses the need to integrate technical preparedness with broader professional qualities, including decision making, responsibility, and ethical conduct, thereby situating managerial competence as a core dimension of SESU professionalism.

Targeted analyses focus specifically on managerial competence within fire safety and operational–rescue contexts. V. Korol examines how managerial competence is formed during professional training for future fire safety officers, highlighting the progression from theoretical knowledge to applied management algorithms and supervised practice. Complementing this perspective, A. Balytska and V. Pokaliuk investigate managerial activities in the operational and rescue service through the lens of professional adaptation, underscoring the transition challenges that novice specialists face as they assume leadership functions under conditions of uncertainty and time pressure.

A broader body of work connects managerial competence to the interdisciplinary field of human safety. Research by V. Bessonov, O. Bolotin, V. Bragin, V. Grechka, T. Danylova, T. Ilyushyna, I. Laukhina, E. Lukianchikov, Yu. Pankov, R. Ratushnyi, and M. Severin addresses the managerial, organizational, psychological, and legal aspects of safety governance. These contributions expand the scope of managerial competence beyond narrow administrative tasks to include risk communication, team coordination, motivation, and the cultivation of a safety culture across institutions.

Despite these advances, the literature reveals notable gaps. First, there is limited consensus on a unified structure of managerial competence tailored to SESU roles that integrates operational–technological, scientific–theoretical, and psychological components into a staged model of development. Second, empirical studies that link specific pedagogical strategies (e.g., simulation, command-post exercises, mentoring, and reflective practice) to measurable gains in managerial competence remain scarce. Third, little research systematically follows SESU graduates into early career stages to assess how university-formed managerial skills transfer to real incidents and complex emergencies. These gaps indicate the need for theoretically grounded and empirically validated models of managerial-competence formation that can inform curriculum design, assessment, and quality assurance in SESU-oriented higher education.

Aims. The aim of this article is to substantiate the necessity of forming managerial competence in future specialists of the State Emergency Service of Ukraine during their professional training in higher education institutions.

Methodology. In writing this article, general scientific research methods were applied, including empirical (description) and theoretical (analysis, generalization, explanation, etc.) approaches.

Results. A synthesis of the academic literature indicates sustained efforts to conceptualize and operationalize managerial competence for State Emergency Service of Ukraine (SESU) specialists, especially at the stage of professional preparation. In a results-oriented view, Pometun interprets managerial competence as the activity-based, outcome-focused characteristic of a leader's education (Pometun, 2004). Complementing this, Zyazyun frames managerial competence as a special organization of knowledge that ensures the capacity to make effective decisions (Zyazyun, 2000).

Within the human-safety domain, managerial activity is described as a purposeful, consistent process grounded in unity of command and statutory requirements. It entails influencing subordinates and stakeholders in accordance with formal norms governing management bodies and units; core operations include situational assessment, goal

setting, decision making, and the development, implementation, and adjustment of management methods to achieve objectives, followed by the organization of joint actions to execute decisions and fulfill official functions (Povstyn, 2017).

From this perspective, managerial competence can be understood as a system of managerial competencies formed through education and self-education, which directly influences the quality of solving academic—and subsequently professional—tasks; importantly, competence deepens with experience. Consistent with a competency-based paradigm, managerial competence is treated as an integral component of SESU professional competence—the outcome and key effectiveness condition of vocational training. Accordingly, the competency-based approach should be prioritized in SESU training so that all curricular components are oriented toward the acquisition of demonstrable competencies that underpin effective professional performance (Bibik, 2004).

Elaborating the developmental agenda, Korol identifies a set of tasks central to forming managerial competence in future SESU specialists:

- a) cultivating positive emotional-value attitudes toward managerial activity, its norms, rules, and values;
- b) developing motivational, cognitive, and praxeological spheres as the basis of managerial culture;
- c) fostering professionally significant managerial qualities and teamwork culture;
- d) securing early experience in positions graduates may occupy upon completion; and
- e) forming managerial thinking and reflective-evaluative abilities for self-assessment of one's competence level (Korol, 2014).

Table 1. Key Definitions, Processes, Tasks, and Content Requirements for Managerial Competence Formation in SESU Training

Focus area	Concise statement	Implications for SESU preparation
Definition (Pometun)	Managerial competence as activity-based, result-oriented characteristic of leadership education	Emphasize performative outcomes and applied management tasks in coursework
Definition (Zyazyun)	Managerial competence as organized knowledge enabling effective decisions	Structure curricula around decision-making frameworks and evidence use
Managerial activity in human safety	Purposeful, statutory, command-based process: assess → set goals → decide → develop/adjust methods → organize joint action	Train sequencing of actions, legal/statutory literacy, and coordination under time pressure
Nature of competence	System of competencies formed by learning & self-learning; grows with experience	Integrate experiential learning, mentorship, and reflective practice
Competency-based approach	Professional competence as core outcome and effectiveness condition	Align objectives, content, methods, and assessment with observable competencies
Tasks (Korol)	Values & motivation; cognitive & praxeological bases; managerial qualities & teamwork; early role experience; reflective self-assessment	Embed value-oriented modules, team projects, role rotations, and reflective portfolios
Content requirements (Korol)	Systemicity, flexibility, creativity; knowledge-based managerial culture; problem-solving practice; positive attitude to leadership	Use case studies, command-post simulations, complexity-graded tasks, and feedback loops

Source: systematized by the author

Achieving these aims depends on activating the motivational sphere of both instructors and cadets – aligning present educational tasks with future managerial responsibilities. In line with this, the content of managerial training must correspond to the above tasks: build systematic, flexible, and creative thinking; nurture a knowledge-based managerial culture; provide experience in solving managerial problems of varying complexity; and cultivate professionally significant managerial qualities alongside a positive stance toward future managerial roles (Korol, 2014).

The synthesized evidence converges on a shared understanding of managerial competence as both an activity-based, results-oriented capacity and a structured body of knowledge that enables effective decision-making. For SESU preparation, this implies prioritizing a competency-based design that aligns goals, content, methods, and assessment with observable managerial outcomes. Korol's (2014) task set—values and motivation, cognitive–praxeological foundations, teamwork and early role experience, and reflective self-assessment - offers a practical roadmap. Implemented through case work, command-post simulations, graded problem-solving, and mentored practice, these elements can systematically raise graduates' readiness for real-world managerial responsibilities in emergency contexts.

Discussion. Solving the problem of the effectiveness of forming managerial competence in future SESU specialists depends on the clarification of its structure. Based on the analysis of scientific sources, it was found that the main components of managerial competence are defined as a set of skills and abilities, motives of behavior, and social roles. For SESU professionals, the components of their managerial competence can be structured into five blocks: goal and action management, leadership, management of student groups, guidance of student collectives, attention to others, along with specialized knowledge.

Defining the concept of professional competence as the unity of theoretical and practical readiness for professional activity, we adhere to the view that managerial competence can be characterized as the readiness of a SESU specialist to implement various algorithms of professional activity, and the formation of managerial competence should be considered one of the main tasks of higher education [4].

According to research by scholars, the state of professional readiness includes: an orientation toward understanding professional tasks; models of probable behavior; an assessment of one's capabilities in relation to future difficulties and the necessity of achieving specific outcomes. Readiness for managerial activity generally does not differ from readiness for any other type of activity, except when considering certain specific features of managerial work in pedagogical work taken into account.

Thus, being a complex quality, readiness for interaction integrates the following components:

- Psychological readiness, which is understood as various degrees of a formed focus on the use of management methods, tools, and forms in professional activity, the presence of interest in self-education in this field, and the development of professional thinking.
- Theoretical readiness, which includes the complex of knowledge necessary for the effective implementation of the activity.

- Practical readiness, which implies the presence of professionally formed skills and abilities of managerial activity at the required level.
- Psychophysiological and physical readiness, which involves the presence of appropriate prerequisites for mastering managerial activity, the formation of professionally significant personal qualities, and the correspondence of health and physical development to the requirements of modern activities.

Based on the understanding of an algorithm as a sequence of actions performed by an executor aimed at achieving specific objectives, and considering the fact that for the implementation of an algorithm the executor (in our case – a subject of managerial activity, namely an SESU specialist) must possess:

- knowledge that enables the execution of management activity algorithms (including descriptions of these algorithms);
- specific intellectual, motivational, and emotional-volitional psychological structures of the psyche necessary for the execution of these algorithms.

The approach to defining the concepts of «readiness» and «management competence» is taken as a foundation. According to this approach, readiness can be presented as a combination of three components:

1. Operational-Technological Component (OTC) describes the level of proficiency of management activity algorithms by the subject.
2. Scientific-Theoretical Component (STC) characterizes the system of knowledge required to implement management activity algorithms.
3. Psychological Component (PC) reflects the intellectual, motivational, and emotional-volitional psychological structures of the subject of management activities, which serve as prerequisites for successful individual activity and develop during its execution.

This approach to defining the structure of managerial competence allows for not only a systemic and interdisciplinary approach to studying the issue of forming managerial competence in future SESU specialist, but also the identification of levels of mastery of management activity algorithms by the subject.

The main levels of mastery of management activity algorithms for an SESU specialist include:

1. Professional-Activity Level – achieved when the subject masters a specific algorithm (from the set of management activity algorithms) in strict accordance with its practical application within the professional activities of an educator.
2. Imitation-Activity Level, the achievement of which implies the successful mastery of a specific algorithm (from the set of management activity algorithms) within various models of professional activity.
3. Content-Personal Level the achievement of which implies the formation of the subject's corresponding knowledge and psychological structures necessary for the implementation of an algorithm from the set of management activity algorithms, in the absence of practical application of this algorithm.
4. Scientific-Theoretical Level the achievement of which implies the subject's possession of the necessary knowledge to implement an algorithm from the set of management activity algorithms.

When analyzing the organizational component of the managerial activities of an Emergency Service officer, a number of characteristic factors can be highlighted:

- The presence of high self-motivation and personal initiative. Great importance is given to revealing the organization's prospects and the professional prospects of the specialist themselves.
- The creation of conditions conducive to the realization of an individual's inherent potential for self-development. There is a growing recognition of the importance of organizational culture, which is understood as the existence of common goals and the active involvement of each specialist in achieving operational outcomes. At the same time, each specialist must create the appropriate conditions for the realization of self-development, and therefore, they must solve purely managerial tasks.

The formation of managerial competence in a future SESU specialist increases the intensity, complexity, and labor intensity of all types of activities. Such a specialist requires a high level of independence and critical thinking, reflection, imagination, and creativity.

The proper scientific and pedagogical support for the formation of managerial competence of future SESU specialists during their professional training is also important.

The management structure for the professional training of SESU employees includes: management principles, management methods, and management techniques [5]. The «principles of managing professional training» of SESU specialists are understood as the basic requirements and rules that guide the head of the university, their deputies, teachers, and heads of organizations in their practical activities.

Therefore, the task is to formulate management principles that reflect the requirements for organizing the professional training of SESU specialists. The main principles of managing the professional training of SESU specialists include: scientific validity; planning; personnel selection, placement, and management; competence and efficiency; optimal (effective) management; and material and moral stimulation. The system of professional training for SESU specialists distinguishes between the following management methods: organizational-administrative, psychological-pedagogical, and economic.

Organizational and administrative methods of managing professional training are further divided into organizational and administrative categories. The organizational work process forms communication channels that ensure mutual information and interaction within the managing and managed systems, systematizes the entire process of professional training for SESU specialists, focuses attention on the main management function, identifies those responsible for specific areas of work, provides instructions, prepares orders, meetings, and so forth.

Organizational methods of managing professional training involve the development of organizational decisions, the implementation of the educational process based on the latest achievements in pedagogical science and best practices, the identification of material resources necessary for the successful performance of instructors, the assignment of responsible executors, the establishment of timelines, and the implementation of control measures [6].

Organizational management methods in professional training aim to create optimal conditions under which not only each individual unit, but the entire management system as a whole, can function most effectively. Although the impact of organizational management methods on a particular unit may vary in each individual specific case, there are also common features identifiable within the management system. These include, first and foremost, addressing issues such as defining the objective of influence and determining possible changes in other management units; developing the means, stages, methods, and tools of influence; implementing the developed organizational system; monitoring the progress of its implementation; and adjusting the influence process on the professional training of SESU specialists [7]. Organizational influence on both the managed and managing systems is carried out through standardization and regulation.

Conclusion. Thus, we consider managerial competence as an integral component of the professional competence of SESU specialists. The professional competence of future SESU specialists is the result of their professional training and a key condition for its effectiveness. We see the prospects for further research lie in substantiating the pedagogical conditions for the effective formation of managerial competence among future SESU specialists during their professional training in institutions of higher education.

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