



“Formation of future penitentiary managers’ professional competence in Ukraine”

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Oleksii Tohochynskyi (Ukraine)

FORMATION OF FUTURE PENITENTIARY MANAGERS' PROFESSIONAL COMPETENCE IN UKRAINE

Abstract

Implementation of the Concept of Reforming (Development) of the Penitentiary System of Ukraine and the goals and strategies of the Ministry of Justice of Ukraine has determined the necessity to provide the penitentiary system with managers who possess the required professional competencies. The purpose of the article is to reveal a method of future penitentiary manager's professional competence formation. Surveys were carried out involving 164 Master students who got higher education in the field of knowledge "Law" and were divided in half into control and experimental groups while studying the discipline "Human Resources Management". Basic forms of study during the analysis are: lecture-discussion, seminar – "brainstorming", practical classes; independent work; control measures. Basic methods are: interactive methods (solution of situational tasks, situational role-playing games, trainings); exercises; research activity (abstracts preparing, performance of individual tasks, writing the theses for conference speeches and scientific articles); forms of educational work are: collective, group, pair, individual. The peculiarity of the method is the interaction between the teacher and the students at the "subject-subject level", common definition of the optimal methods of human resources and development and planning processes management, evaluation and certification of penitentiary personnel; development of the features necessary for building and maintaining high-quality relationships. The analysis of the results of the educational experiment using the Pearson criterion χ^2 (chi-squared) proved the effectiveness of penitentiary managers' professional competence formation.

Keywords

penitentiary management, professional competence,
interactive methods

JEL Classification

M00, I21, I26

INTRODUCTION

The changes taking place in the penitentiary system impose new requirements to the personnel of penal institutions. The new requirements are oriented at European standards and international agreements that predetermines improvement and modernization of both institutions themselves and penitentiary management.

The system of penitentiary institutions and bodies management should be restructured according to the European Prison Rules (Part 5 of the European Prison Rules) (3 – European Prison Rules (Recommendation No. R (2006) 2 of the Committee of Ministers to member states: adopted by the Committee of Ministers on January 11, 2006 at the 952nd meeting of the Deputy Ministers), which determine the requirements to the administration of penitentiary institutions, among which the following can be distinguished: penitentiary institutions must be managed in an ethical context; the personnel must demonstrate clear understanding of the purpose of penitentiary system, and the head must encourage leadership in the best way of achieving this goal; in their work, the personnel must follow high professional and personal standards; the personnel, by way of their behavior and performing their duties, must always influence positively on prisoners

and bring their respect. The mentioned Rules stipulate that, in the process of the penitentiary institution personnel training, the head must ensure that they pass the training course on the fulfillment of its general and specific duties, supporting and periodically improving its knowledge and professional skills. The head must have sufficient qualification and appropriate personal qualities, administrative skills, adequate professional training and experience.

1. LITERATURE REVIEW

According to the Concept of Reforming (Development) of the Penitentiary System of Ukraine (Section IV of the Concept of Reforming (Development) of the Penitentiary System of Ukraine) (10 – Concept of Reforming (Development) of the Penitentiary System of Ukraine: Order of the Cabinet of Ministers of Ukraine dated September 13, 2017 No. 654-r.), it is planned to attract new staff to the system at all levels and to introduce recertification of senior staff, to strengthen control over holding the key posts of penal bodies and institutions, remand prisons, selecting and training candidates for appointment to the mentioned positions.

Updating the staff being able to achieve the goals set for the penitentiary system is declared by the Ministry of Justice of Ukraine (Strategic Goal 1.3 of the Strategy: Goals and Priorities of the Ministry of Justice of Ukraine) (12 – Strategy: Goals and Priorities of the Ministry of Justice of Ukraine for 2017–2020: adopted on April 6, 2017), which plans to transform the “closed militarized penal system into a modern, well-equipped and effective system, capable to ensure appropriate balance among crime prevention, offenders’ rehabilitation, respect of human rights and the rule of law”.

Penitentiary managers’ activity is multi-vector. It imposes higher requirements for their professional training in the process of getting higher education.

Higher education of penitentiary personnel, in the context of the mentioned conceptual and strategic documents, provides future penitentiary managers’ mastering of a set of systematized knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values and other competences (Part 5, Article 1 of the Law of Ukraine “On Higher Education”) (8 – On Higher Education: Law of Ukraine No. 1556-18 dated January 1, 2018).

Taking into account the principles of the Law of Ukraine “On Education”, penitentiary managers must possess competence as a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personal qualities that determine their ability to socialize successfully, to conduct professional activity (paragraph 15, Article 1 of the Law of Ukraine “On Education”) (9 – On Education: Law of Ukraine No. 2145-19 dated September 5, 2017).

Academy of the State Penitentiary Service (hereinafter referred to as the Academy) plays special role in penitentiary managers’ training. Studying in it is aimed at forming penitentiary manager’s professional competence, expressed in orientation on democratic values, in the ability to create positive moral and psychological climate in the team and to develop it dynamically, to work in a team, in the ability to implement norms of national legislation and international standards in order to execute criminal punishments, protect and observe fundamental human rights and freedoms, in creation of safe conditions for convicts and prisoners, in organization of the work in direction of convicts’ social reintegration, in responsibility for the consequences of its behavior and management decisions, actions, to identify professionally important personal qualities, etc.

Focus on competency model of education pre-determines timely updating of the essence of education at the Academy, search for optimal methods and forms necessary for the formation of future penitentiary managers’ professional competence. All this requires the development of a new methodology of future penitentiary managers’ training and evaluation of its results, taking into account European approaches and the principles of the Model Code of Ethics for Penitentiary Employees, according to which the heads of penitentiary institutions must be leaders in the issues concerning ethical conduct, be an example to be followed, be the guarantor of support for all subordinate

personnel, motivate employees for further professional growth, etc. (7 – Model Code of Ethics for Penitentiary Employees: approved by the Committee of Ministers of the Council of Europe on July 12, 2012).

According to the abovementioned documents, the formation of professional competence in the process of studying the discipline “Human Resources Management” by Master students who obtain higher education in the field of knowledge “Law” at the Academy, means shifting the emphasis to practical component of the training, to issues that cover knowledge and skills necessary for managers in order to fulfill their functional duties. Lectures and seminars should be aimed at providing, fixing and checking the learned information on: theoretical and methodological principles of personnel management; technologies and methods of human resources management; bases of theory of organization and management, planning and organizing personnel work in the organization; qualitative analysis of staffing; scientifically grounded selection and placement of personnel; organization of paperwork while using computer technologies; material and moral stimulation of the personnel, etc. Practical classes should develop skills and competences related to: assessment of management and personnel policy; planning and predicting; work with personnel reserve; use of methods for forming a stable team; coordination of various services activity; management of labor discipline; planning and organization of their own activity; application of styles and methods of work, etc.

In this case, the means of control, criteria and indicators must be used in order to determine the levels of future penitentiary managers’ mentioned competence formedness.

The effectiveness of penitentiary manager’s professional competence formation in the process of studying the academic discipline “Human Resources Management” is evaluated with the help of certain criteria and indicators.

Huba understands the criterion as “qualities, attributes, characteristics of the investigated object that give an opportunity to make conclusions about its condition, level of development and

functioning” (Huba, 2010). Monakhova characterizes the indicator as a specific and typical manifestation of one of the essential aspects of the criterion by which one can investigate the existence of quality and judge about its level of development (Monakhova, 2001). Borodiienko refers to motivational and value, intellectual and cognitive, operational and activity, personal (professionally important qualities) criteria (Borodiienko, 2012).

Oliinyk gives such criteria and indicators as:

- motivational and value criterion, the indicators of which are: stable interest in the organization of activities and interest in professional development; positive motivation for studying; readiness for organization of activity; formedness of universal human value orientations;
- cognitive criterion, which includes such indicators as: possession of a system of different knowledge; possession of the peculiarities of activity organization; knowledge of the technology of activity organization;
- activity and practical criterion, the indicators of which are: reflection, as the ability to analyze the methods and results of their own professionally oriented activities in the process of solving specific problems; revealing of individual’s creative potential; mastering of communicative and organizational skills. At the same time, he distinguishes three levels of manifestation of this phenomenon – high, basic and elementary (Oliinyk, 2016). Riabovol, Hrytsenko, Sokurenko, considering the methodical system of studying the legal disciplines, distinguish such interrelated components as: subject-subject, which is formed by way of interaction of the main subjects of studying; targeted, which ensures the targeting of study; informative, which mediates the system of knowledge, abilities and skills; organizational and technological, which covers forms, methods, patterns, means of study; control and output, which involves verification, evaluation of study outcomes (Riabovol, Hrytsenko, Sokurenko, 2013).

Taking into account the work of these and other scholars, the components of future penitentiary

ry managers' professional competence formation and the criteria and indicators that allow to evaluate them can be selected as follows:

- 1) targeted component that characterizes the achievement of the goal of study, determines the values. The criterion is motivational, which characterizes students' interest and attitude to study. The indicators are: presence of ideas about the specifics of professional activity; ability to acquire knowledge; orientation at interaction;
- 2) informative component that represents a set of knowledge about the spheres of penitentiary manager's professional activity. Cognitive criterion expresses the degree of future manager's knowledge about the work of the head. The indicators are: knowledge about normative documents; knowledge about the peculiarities of penitentiary bodies and institutions management; knowledge about managerial psychology; knowledge of methods, means, tools and techniques of personnel management;
- 3) procedural component that expresses a set of professionally important skills and abilities, personal qualities. Activity criterion evaluates the ability to perform penitentiary manager's functional duties. The indicators are: mastering of the methodology of decision-making and control over their implementation; ability to establish interaction, persuade and reasonably defend own position and principles; ability to solve difficult situations;
- 4) productive component that unites all the others, shows the level of achievement of the goal of study by the students based on the results of final examination. Reflexive criterion is characterized by student's ability to demonstrate the results of theoretical and practical training, skills of self-development and self-control. The indicators are: the level of acquired knowledge, skills and abilities; the ability of self-organization and self-regulation; the ability to define priorities in the work and to plan activity; the ability to communicate.

The aim of the article is to reveal the methodology of penitentiary manager's professional competence formation.

2. RESEARCH METHOD

The methodology of future penitentiary managers' professional competence formation takes into account the volume of knowledge, skills and abilities acquired by applicants of the second level of higher education on different disciplines. At the same time, the essence of the discipline "Human Resources Management" is in the fact that the students are not only "subjects" of study in the system "teacher – student", but also get practice of mastering of penitentiary manager's work methods and technologies that led to the use of different pedagogical approaches while developing the technique, namely:

- competency approach that provides, on the one hand, independence in choosing means, forms and methods of educational work and, on the other hand, acquiring knowledge and working out skills and abilities of team work, using all acquired competencies (communicative, organizational, analytical, computer, controlling, etc.) that, in the end, determine the results of study and influence specialist's further successful professional adaptation;
- activity approach that manifests itself in the formation of vital values, motivation for further professional activity, mastering of the system of knowledge, skills and abilities necessary for the performance of penitentiary manager's functional duties, ensuring conditions for acquiring practical experience and developing such personal qualities as: integrity, respect for human dignity, attentiveness to problems and giving assistance and support to people who need it, justice, impartiality, consistency, gender tolerance, cooperation, ability to keep confidential information, etc.;
- integrative approach that means learning the system of knowledge, methods, technologies, essence of educational disciplines and their use in solving educational tasks of problematic nature, conducting scientific and research work (abstracts preparing, individual tasks performing, writing the abstracts for conference speeches and scientific articles);
- acmeological approach that orients the educational process on: taking into account the

individual trajectory of each student's development; promotion of creative approach in solving educational tasks and self-realization; formation of professional self-consciousness; creation of conditions for conjoint activity and orientation of the person for further self-improvement during a lifetime.

Taking into account the abovementioned pedagogical approaches, the following principles of the methodology of future penitentiary managers' professional competence formation are chosen:

- scientific approach and purposefulness, based on the use of methodological materials while teaching the discipline, reflecting scientific approaches to the disclosure of the essence of penitentiary manager's activity, the interrelation of events, phenomena and scientific substantiation of the current trends of the penitentiary bodies and institutions management system development, the use of methods of scientific knowledge and the development of creative thinking. This principle is implemented through: giving research tasks to the students; organizing independent work in order to get acquainted with new knowledge; information technologies that enhance the effectiveness of educational activities;
- humanization of study that means cooperation among the teacher and the students, providing conditions for the exchange of thoughts, views, ideas and approaches that create the basis for developing and revealing students' professional qualities and abilities. The principle of humanization is realized taking into account students' needs and interests, their level of intellectual development, experience, involvement in the discussion, joint discussion of issues that require tolerant attitude towards other people, revealing the culture of communication, such personality traits as openness, confidence, decency, consistency, honesty, etc.;
- activity that means students' initiative, their desire to gain good knowledge, skills and abilities, planning and organizing their study activities, expedient division of time and efforts, development of memory and thinking,

correction and self-assessment of acquired competencies;

- combination of collective, group, pair and individual forms of organization of classroom and independent work that allows to form students' cognitive needs, their professional interests and to use traditional and interactive teaching methods simultaneously;
- stimulation of the students through teacher's control and analysis of obtained qualitative and quantitative indicators and student's self-control of study results.

Pedagogical conditions are defined in order to implement the methodology of the mentioned competence formation:

- 1) developing methodological materials on the discipline "Human Resources Management", containing questions that allow the students to acquire knowledge and skills in the field of management activity. In order to prepare methodological materials, a program of academic discipline, domestic and international legal acts, educational and methodical literature, the Internet, functional duties of the head of penitentiary body or institution were used;
- 2) building a system of interpersonal relations at "subject-subject" level, when the teacher clearly defines the goal, shows the ways of its achievement, helps and advises, uses active study methods at classes, organizes collective, group, pair, individual and independent students' work, pays attention to acquiring the experience through solving problem situations, motivates and inspires students to show initiative, creates positive atmosphere at classes, says the words of support, develops communication, informational, analytical and other competences;
- 3) control of the level of development of knowledge, skills and abilities and their correction, development of students' abilities for self-control, self-development, self-improvement.

The methodology of future penitentiary managers' professional competence formation, taking

into account the abovementioned pedagogical approaches, principles, pedagogical conditions, is realized stage by stage, namely:

- 1) the first stage is analytical and informational. It involves determining the main competencies that penitentiary manager must have, forming the students' ideas of management styles and delegation of authority, the importance of behavior, self-management and self-control. The result is students knowing about the competence that penitentiary manager must have and formed motivation to master professional knowledge, skills and abilities, understanding the importance of setting the study goals;
- 2) the second stage is the exchange of knowledge and experience. It is realized through fixing and developing the professional knowledge and skills, personal qualities during the classes, held in form of group discussion, situational role-playing games, etc., using active study methods. Students are given the opportunity to perform collective tasks, work in groups and individually, study by themselves and teach others, analyze and evaluate the results of educational activity, correct them;
- 3) the third stage is vision for the future. It creates the ability to see the perspectives, take into account internal and external factors that influence the speed of changes, self-discipline, self-development. Students learn to identify the steps for achieving the planned results, focus on specific goals, and determine the ways of evaluating penitentiary manager's work results.

3. RESEARCH RESULTS

According to the ECTS scale with 100 points, the levels of the professional competence components formedness are high, sufficient, average and low, and according to national scale, excellent, good, satisfactory, unsatisfactory.

The determined pedagogical conditions, stages, criteria and indicators, the levels of formedness of future penitentiary managers' professional competence formed the basis for the model of the

mentioned competence formation methodology in the process of studying the academic discipline "Human Resources Management". It consists of four blocks (targeted block: purpose, tasks; informative: essence of the study, principles, pedagogical approaches; procedural: methods, technologies, forms, means of study; productive: components, criteria, indicators, levels of professional competence formedness, types of control, diagnostic methods). The model of the methodological system of future penitentiary managers' professional competence formation is presented in Figure 1.

The formedness of targeted component of professional competence was determined with the help of questioning, testing and expert assessment; informative component includes testing, conversation; procedural component includes creative tasks, expert assessment, supervision; productive component includes control measures, self-assessment, expert assessment.

In particular, questioning was used in order to reveal students' ideas about the specifics of penitentiary manager's activity. The questionnaire was formulated in such a way to be able to determine internal and external motives that students are guided by while creating a team, selecting and staffing, cooperating, making decisions and choosing management style, etc.

The method of expert assessment consisted in the analysis of the level of formedness of one or another competence, knowledge and skills by the experts (teachers who had classes with Master students). Students, acting as experts, evaluated the effectiveness of the forms of academic work and the expediency of using certain methodological materials in the educational process, practical importance of the acquired knowledge and formed skills and abilities.

While developing the tests, the recommendations of Kyverialg regarding the assessment of their validity were taken into account (Kyverialg, 1980).

Testing gave an opportunity to conduct frontal questioning in order to quantitatively measure the level of students' training and provide constant control over their mastering new knowledge and skills and ability to apply them.

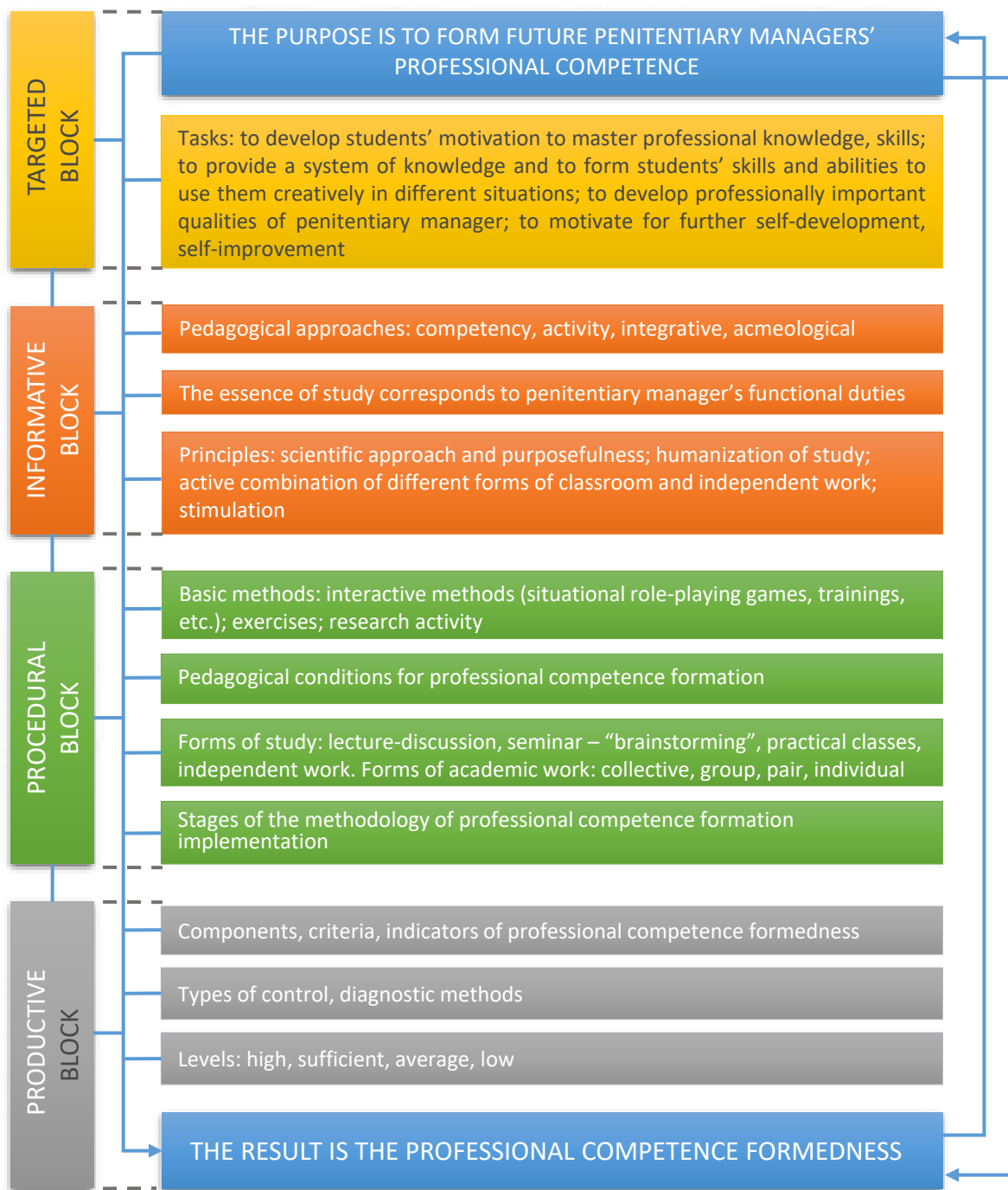


Figure 1. The model of future penitentiary managers' professional competence formation

The questioning was conducted with teachers and students in the form of conversation that allowed to know about their attitude, view of life, motives, and ideas.

The method of creative tasks, built on the application of analysis, comparison, generalization, heuristic approaches to the finding the solution included assessing students' participation and

identifying their knowledge and skills through the method of "brainstorming", the method of heuristic questions, the method of multidimensional matrices, the method of free associations, the inversion method, the method of empathy (the method of personal analogy), the method of organized strategies. These methods allowed to collect information about students' actions in conditions of the problem situation and their ability

to use their existing knowledge and skills in the process of solving non-standard tasks through the implementation of a new strategy and tactics of their solutions, including collective.

The method of observation allowed to study the process of formation of future penitentiary managers' professional competence and to evaluate its results in natural conditions, when the same teachers conducted classes with the students who were the part of the control group and experimental group. The difference was that in the control group, seminars and practical classes were conducted according to the methodology based on the use of traditional forms and methods of conducting classes, and in the experimental group, it was made according to the author's methodology, which is based on the use of interactive methods. Observations made it possible to compare the interest of the students of the control group and the experimental group in the acquisition of knowledge, skills and abilities, formation of motivation, focus on further activity.

The analysis of the results of students' educational activity (control measures, self-assessment) was used in order to determine the levels of professional competence formedness in the control group and experimental group. For this purpose, current and final control, self-assessment of the acquired knowledge and skills of the students of the control group and the experimental group was used. This allowed to reveal the quality of the professional skills and abilities formedness, and to correct the mentioned methodology, to evaluate the effectiveness of its implementation in the academic process of higher educational institution.

The indicators of the assessment of the levels of professional competence formedness on the basis of the substantiated criteria and indicators were selected as follows:

the students must:

- 1) demonstrate knowledge and understanding (author's additions to the work program of academic discipline "Human Resources Management"):

international standards of penitentiary bodies and institutions management; leadership styles and core

competencies of the head of the institution (ability to withstand pressure, stability and confidence, advanced communication skills, knowledge and intelligence); negative leadership styles; personal responsibility of the penitentiary manager; operational leadership; order of solving the issues at all levels; methods of stimulating the activity of the penitentiary institution; order of formation of the culture of the penitentiary institution; start of the penitentiary manager's work in the institution; incident management; qualities that should be inherent in the penitentiary manager; emotional intelligence;

- 2) apply knowledge for:

implementing the leadership styles; determining the situation and ensuring the implementation of international standards; reflexive listening and feedback, choosing an effective way of communication; ensuring safe and reliable environment, taking into account the principles of dynamic, physical and procedural security; choosing a style of behavior being effective in situation of interaction; pro-social modeling; definition of risks; self-control; time management; giving instructions and orders, control over the process of their implementation; planning of actions in unforeseen situations; strategic planning.

The analysis covered 164 Master students who obtained higher education in the field of knowledge "Law" at the Academy of State Penitentiary Service. The students were divided into a control group and an experimental group in the process of studying the academic discipline "Human Resources Management", observing the principles of quantitative and qualitative representativeness.

Pedagogical experiment was conducted during the period 2016–2017.

The results of the respondents' testing showed that 12.2% of the students of the control group and 11.0% of the experimental group demonstrated a high level; a sufficient level was found in 39.0% of the control group and in 40.2% of the experimental group; the average level was reported by 39.0% of respondents of the control group and 37.8% of the experimental group; a low level was reported by 9.8% of the control group and 11.0% of the experimental group.

An expert assessment made by teachers and students on the basis of conversation and self-assessment showed that the students of the first year of the magistracy have problems with performing the functions of the penitentiary manager, because they don't have necessary knowledge, management experience, they were not taught to adhere to the principles of management, to develop personal qualities and skills that allow to overcome psychological barriers and establish interaction at different levels, gain the confidence, change their own behavior and attitudes towards work and others, etc.

The results of the test, according to which 48.8% of the respondents from the control group and the experimental group showed low and average level of professional competence of the penitentiary manager and expert assessment, indicate that the methods applied to the formation of future penitentiary managers' professional competence in the educational process need to be transformed and updated. All this determined the need to conduct an educational experiment with the implementation of a methodology for future penitentiary managers' professional competence formation based on the substantiated pedagogical conditions and the model.

In order to test statistically significant difference between the results obtained in the control group and the experiment group, we used the Pearson criterion χ^2 (chi-squared). According to the table for the number of degrees of freedom, the critical value of the Pearson criterion χ^2 (chi-squared) ($T_{cr.}$) for $\alpha = 0.05$ is 2.37 (Hironeskul, 2009).

The obtained result $T_{const.} = 0.142 < T_{cr.} = 2.37$ indicates the absence of statistically significant differences of the respondents in the control group and the experimental group.

During the lectures, the students of the control group and the experimental group received the same information, the content of which corresponded to the work program of academic discipline "Human Resources Management". The students of the control group and the experimental group got their knowledge via the computer technologies. At the same time, in the experimental group, the lecture was in form of discussion, during which the students had an opportunity to ask questions and to receive an-

swers, following the teacher's opinion to express their own suggestions on how to solve the problem, or a set of personal qualities that penitentiary manager should have, vision of the organization's development strategy or reasons for certain behavior, etc. Taking notes of academic material in the control group was carried out traditionally – the teacher gave the main principles, concepts in order for them to be noted. In the experimental group, these notes reflected the processes and structures, the content of the methods of action that lead to a certain result. Students were encouraged to analyze methods, the use of which allows them to solve problems and interact with others, focus on transferring knowledge to real life, and encouraged to do independent work beyond the classroom.

Seminars in the control group guided the students on the reproduction of the information, as well as making the tasks for: comparing different approaches to organization management, management schools; determining the conditions for the formation of a united team; developing a scenario for making an acquaintance of newly appointed penitentiary manager with the staff; drawing up various documents. In the experimental group, seminars were conducted using interactive methods. So the method of "brainstorming" allowed to organize work in groups and involve all students to do the tasks connected with such moments in the work of penitentiary manager as: to be able to withstand pressure; to be responsible and ready to make decisions; to settle non-standard situations; to be able to communicate; to use operational leadership; to use incentives, etc. For example, the teacher united the students into small groups and offered one part of the students to describe important moments in the work of the newly appointed penitentiary manager, which may be interesting to them during the first week of work. Another part of students, using the "brainstorming" method, described the negative and positive expectations of the staff from the actions and behavior of the newly appointed manager. Subsequently, the groups presented their work during the general discussion. The methodology of professional competence formation included methods that taught students to consider various solutions, ideas, points of view through conscious thinking, developing methods of response, analysis of the perception of situations, taking into account various factors that solve the problem in a complex.

During practical classes, the control group students solved the problems based on plots of situations, developed the skills of maintaining business documentation, developing the plans, holding the meetings, selecting the team, etc. In the process of practical classes, the influence of manager's personal qualities on the nature of the interaction and the development of their own management style was discussed. In the experimental group, individual and group tasks were focused on situational analysis, problem solving by taking into account needs, motives, interests, rational suggestions of other people, identifying empathy, ensuring dynamic security. Students were involved in situational role-playing games, exercises for the formation of managerial skills. For example, the teacher united the students in pairs and suggested to consider the problem related to a particular situation on the slide. One of the couples chose the role of a penitentiary manager, and the other one of a subordinate. The subordinate formulated the problem and told it to the penitentiary manager. The manager used a method that allows to make a decision in a non-standard situation. In order to do this, he defined the features of the situation and the existing problem. Then, he analyzed the actions of the subordinate, the facts presented by him, gathered the information from different sources and determined the ways of actions, time, conditions, necessary for solving the problem and achieving the goals and discussed them with the subordinate. Then, the participants changed their roles. Another example is when students were divided into small groups and each group was given the task of drawing a penitentiary development strategy in 3 years, 5 years, 10 years and revealing the role of penitentiary manager. After that, all the groups presented their projects.

Independent work oriented the control group students towards self-identifying and analyzing the concepts, compiling the glossary, disclosing the essence of manager's competencies and the order of staffing, outlining the role of the personnel service and record keeping, working out the methods of personnel forecasting and principles of the employee adaptation, ensuring staff stabilization, assessing the characteristics that determine the professional the personal qualities of heads and results of work, studying the system of methods for evaluating and selecting the applicants, as well as for performing the individual tasks and preparing the abstract reports, etc. In the experimental group, the independent work con-

tained the asks that, for example, concerned: drawing up a plan for achieving personal goals; formation of interaction skills through the filling of cards, which suggested to characterize the requirements for active listening, statements of their own position and response to allegations; giving feedback and taking into account all factors and viewpoints of other persons, etc. The students performed educational and research tasks, during which they defined: the system of principles of the head's activity; reconciliation of the goals of penitentiary manager's activity with the development strategy of the penitentiary institution; rational application of methods of management and control over the quality of personnel processes; international standards as the basis of penitentiary management; factors that allow to assess the effectiveness of penitentiary management, etc. In addition, students were offered to prepare presentations for seminars and practical classes that reveal the specifics of the penitentiary managers' activity, and give arguments in favor of their ideas.

In order to identify the levels of formedness of the professional competence components among the students of the control group and the experimental group after educational experiment, control measures were carried out using the methods and indicators described above.

The results of final examination (credit) on the academic discipline "Human Resources Management" in the control group and the experimental group are presented in Figure 2.

Classes with the students of the control group and the experimental group allowed to significantly improve the indicators of professional competence formedness at high and sufficient levels.

At the same time, comparing the results in the control group and the experimental group according to the levels of professional competence formedness showed that in the experimental group, there are by 19.51% students more at the high level than in the control group and by 4.87% students more at sufficient level. At the same time, there are by 21.94% students less at the average level than in the control group, and by 2.43% students less at the low level.

Statistically significant difference between the results obtained in the control group and the

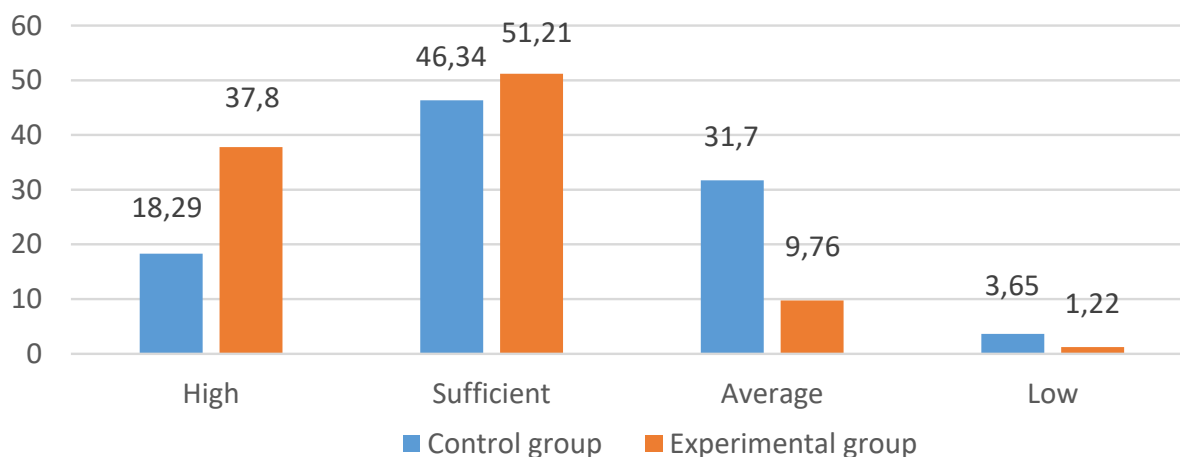


Figure 2. Distribution of control group and experimental group students according to the levels of penitentiary manager's professional competence formedness after the experiment, %

experimental group was checked by the Pearson criterion χ^2 (chi-squared). The obtained result showed that $T_{const} = 16.29 > T_{cr.} = 2.37$. This indicates that there are statistically significant differences between the students in the control group and the experimental group at the

end of educational experiment. Thus, it can be stated that the implemented methodology of future penitentiary managers' professional competence formation in the process of studying the academic discipline "Human Resources Management" is effective.

CONCLUSION

The difference between the respondents of the control group and experimental group was checked. The results of checking showed the absence of statistically significant difference in the knowledge concerning the peculiarities of penitentiary manager in the control group and the experimental group. The implementation of the model of future penitentiary managers' professional competence formation using the author's methodology showed that the students who were part of the control group and mastered knowledge of academic discipline "Human Resources Management" according to the traditional methodology, in the end, showed worse results of the study than those who were included in the experimental group and studied according to author's methodology. It is found that in the experimental group, the difference in the levels of professional competence formedness in comparison with the control group is statistically significant, which indicates the effectiveness of the author's methodology.

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