

## DEVELOPING PROFESSIONAL ATTITUDES OF PENAL STAFF

**Elena Gavrina**

Academy of Law and Management of the Federal Penal Service of Russia,  
Russian Federation

**Irina Kashintseva**

Academy of Law and Management of the Federal Penal Service of Russia,  
Russian Federation

**Vyacheslav Pozdnyakov**

Academy of Law and Management of the Federal Penal Service of Russia,  
Russian Federation

**Tatyana Simakova**

Academy of Law and Management of the Federal Penal Service of Russia,  
Russian Federation

**Maria Kalashnikova**

Academy of Law and Management of the Federal Penal Service of Russia,  
Russian Federation

**Abstract.** *The article presents the results of the empirical research, the study of the influence of individual psychological characteristics of the penal staff on the developing of professional attitudes in the process of training at the FPS training centers. The research distinguishes among three groups of penal employees according to individual psychological characteristics. The article shows statistically significant differences in individual psychological characteristics that affect the developing of professional attitudes in the process of training at the FPS training centers. The research results show that the most efficient professional attitudes are most often developed among employees characterized by the following individual psychological characteristics: stress resistance, threats resistance, resoluteness, ability to control their emotions and behavior, ability to cope with a large amount of work and so on. The article also presents the results of the additional study proving that there are no significant differences in the distinguished groups in terms of such indicators as demographic data, socio-psychological climate, service relationships, needs obtained while fulfilling official duties, degree of the regulatory framework development, management style, etc. The empirical study reveals that such personality traits as negligence, excessive trustfulness, inability to control one's emotions and impulsive drives can exert negative impact on the performance of official tasks by the penal staff. The research results presented in the article can be used in the educational process at the FPS training centers and in the work of the penitentiary psychologist.*

**Keywords:** *professional attitudes, penal officer, individual psychological characteristics, training centers.*

## **Introduction**

It is impossible to build a team of highly professional and well ordered penal officers meeting the current requirements of the Russian Federation legislation and able to solve the tasks assigned to the penal service effectively without taking into account the peculiarities of the professional attitudes development among the penal staff in the process of entering office, especially while undergoing training at the training centers of the Federal Penal Service (the FPS of Russia) (Gavrina, 2015; Pozdnyakov, 2012).

During the period of training at the training centers of the FPS of Russia and the educational establishments of the FPS of Russia, the issue is not given due attention to. This has a negative impact on the development of professional attitudes of penal officers, which in turn leads to various destructions in their work (Gavrina, Simakova, & Fomin, 2017; Pozdnyakov, 2016). That is why the problem of finding ways to develop efficient professional attitudes of penal staff during the period of professional training is topical.

When entering the penal service, each employee is appointed to a certain job and begins to fulfill certain job duties. In the process of mastering professional skills and abilities within the framework of his or her job, he or she develops professional attitudes, determined by professional competencies, individual psychological characteristics, organizational relationships in the institution, socio-psychological climate in the team, etc (Shatokhina, 2012). In this regard, it seems important to find out which psychological determinants influence the development of professional attitudes of the penal officers. It should be noted that professional attitudes are seen as the response to the degree of mastering and understanding of the organizational and legal characteristics of the job and the organizational structure of the penal institutions and bodies the activities of which determine the process of developing their organizational competence and organizational relationships, as well as the functional significance of the job, its behavioral, human parameters, expressed in real acts and actions of the employee (Gavrina, 2004).

The purpose of this study is to identify the psychological characteristics of the penal staff, which influence the development of professional attitudes.

The objectives of the study are: to determine the theoretical basis for studying the professional attitudes of penal staff; to select psychodiagnostic tools; to distinguish groups of penal staff according to their psychological characteristics affecting the development of professional attitudes.

The subject-matter of the study is the individual psychological characteristics of the penal staff, which influence the development of professional attitudes.

Methods and techniques of research: observation, interview, expert survey, questionnaire aimed at studying socio-demographic data, express methods for studying career success, opportunities for professional growth, fatigue as a result of performing tasks, a basic questionnaire aimed at studying organizational behavior, organizational relationships and professional attitudes, developed by A. I. Papkin, the 16-factor questionnaire of Cattell, methods of mathematical statistics (correlation analysis, Student's t-test).

### **The theoretical basis for the study of the professional attitudes of penal staff**

The problem of developing professional attitudes of employees of various organizations was studied in terms of: the theory of the organization of work and scientific management (Fayol, 1916; Taylor, 1992; Weber, 1947); school of human relations (Follet, cited in Vesnin, 2006: p. 53; G. Kunz & O'Donnell, 1982; Mayo, 1960); socio-psychological aspects of enterprise management (Bernard, 1938; Herzberg, 1966; Maslow, 1954; McGregor, 1960; Merton, 2006; Ouchi, 1984; Selznick, 1957); the theory of enterprise development (Peters & Waterman, 1986; Weike, 1969), the theory of "natural" organizations (Etziol, Norton & Parsons, cited in Gvishiani, 2000: p. 19–21); "synthetic" approach (Athos, Friedman & Pascal, cited in Vikhansky & Naumov, 2000: p. 51–55; Drucker, 1977); "information approach" (Yesin, 2000; Kabachenko, 1996; Naumov, 2000; Prokopenko, 2000; Vikhansky, 2000).

The domestic legal psychology distinguishes among several approaches to studying the peculiarities of the development of professional attitudes of law enforcement officers.

The procedural and activity-based management concept (Kitov, 1979) emphasizes the psychology of the individual and the administrative activities of the head in studying psychological features of the development of professional attitudes of an employee;

The organizational and activity-based psychological management concept (Stolyarenko, 2003) is based on the idea that the development of professional attitudes is influenced by: the person (the employee) in the management system, social goals, values, the psychology of management organization and organizational climate, the psychological mechanisms of self-organization of the team and employees. This organizational and activity-based psychological management concept appears to distinguish human, psychological subsystem within the management system that influences the development of professional attitudes of penal employees;

The author of the concept of the psychology of making managerial decisions by the heads of the internal affairs bodies (Bakeyev, 1983) outlined the problem of finding effective management decisions by the heads of the internal affairs bodies, exerting (depending on their status) influence on the development of professional attitudes among the employees. Despite the fact that absolutely all managerial decisions made by the law enforcement agencies are really socially significant, the response to them is always given through the “prism” of the personal characteristics of employees. V. A. Bakeyev pointed out that the effectiveness of managerial decisions depended upon the individual features of the head, such as leadership style, motivation and goal-oriented sphere, views, beliefs, value-oriented attitudes, moral appearance, intellectual capabilities, volitional sphere, etc., as well as upon the psychological characteristics of the internal affairs team, the level of its development or upon groups of people participating in their consideration and making;

According to the concept of the psychology of organizational relationships in the activities of the bodies of internal affairs (Papkin, 1984) organizational relationships, acting as interrelationships, determine the essence and psychological content of contacts between groups of law enforcement officers, aimed at coordinating actions and deeds. They look like interdependencies and interrelationships between managers and employees, which show the correlation of job duties, rights (powers) and responsibilities. The success of organizational relationships study affects the development of professional attitudes among employees of the bodies of internal affairs.

According to the concept of the psychological potential of internal affairs bodies staff (Chernenilov, 2003) the development of professional attitudes among employees is influenced by psychological potential.

The concept of the organizational behavior psychology of the penal staff (Gavrina, 2004) stresses that penal staff organizational behavior manifests itself in professional attitudes expressed from the psychological point of view in assimilation, understanding by the penal employees of the organizational, legal and psychological characteristics of the office held and the organizational structure of the correctional institution. The dynamics of organizational behavior determines the process of developing professional attitudes and competence, as well as the functional significance of the office, its behavioral, human parameters.

There is no doubt that without the use of modern, personality-oriented approaches to managing the process of developing professional attitudes of penal employees, it is impossible to build an effective personnel management system that makes it possible to reduce social tension, staff turnover, and ensure the necessary level of duty performance by employees.

### **Analysis of the empirical study of the development of professional attitudes of penal staff in the process of training at educational establishments of the FPS of Russia**

For the purpose of making comprehensive analysis of the stated issue, examination of employees trained at the training centers of the FPS of Russia was organized and conducted. A total of 163 employees were examined.

The empirical results obtained on the basis of the 16-factor questionnaire of Cattell were subjected to cluster analysis, as a result 3 clusters (hereinafter – groups) were distinguished. The first group included 43 % of all surveyed employees, the second – 18 %, the third – 39 %.

We will not dwell on the average indicators obtained with the help of the psychodiagnostic survey based on the 16-factor questionnaire of Cattell, since they are almost the same in all three groups, we will consider the peaks showing significant differences in these groups.

To identify statistically significant differences in the groups under consideration, we used the Student’s t-test (Table 1). In the future, the text of the article presents data showing significant individual psychological differences in the selected groups of employees.

**Table 1 Comparative analysis of the results of the 16-factor Cattell questionnaire using the Student’s t-test**

Comp ared groups	Student’s t-test							
	Factors							
	A	B	C	E	F	G	H	I
1-2	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	0.02	0.36	0.39	0.07	<b>0.01</b>
1-3	<b>0.01</b>	0.23	<b>0.00</b>	0.56	<b>0.01</b>	<b>0.00</b>	<b>0.00</b>	<b>0.01</b>
2-3	<b>0.00</b>	<b>0.01</b>	0.62	<b>0.01</b>	0.06	<b>0.01</b>	0.08	<b>0.00</b>
Comp ared groups	Student’s t-test							
	Factors							
	L	M	N	O	Q1	Q2	Q3	Q4
1-2	<b>0.02</b>	<b>0.00</b>	<b>0,01</b>	0.39	0.16	0.61	<b>0.0000</b>	0.61
1-3	0.27	<b>0.00</b>	0.16	<b>0.00</b>	0.24	<b>0.00</b>	<b>0.0002</b>	<b>0.00</b>
2-3	0.09	<b>0.00</b>	0.12	<b>0.00</b>	0.58	0.04	<b>0.0013</b>	<b>0.01</b>

The results of the cluster analysis show that the distinguishing characteristics of the first group employees from the employees of the other two groups are the following: on the whole, they are people with a good IQ level, able to learn, abstractly and logically think, and quickly assimilate new material.

They consider themselves to be optimistic, believing in luck and their lucky star, therefore they are most often active, careless, and take life easily. They don't care much for the future, because they are easy to change their life. In small companies, they succeed and occupy a leading position, especially if there is professional competition and risk. In relation to others they happen to be inattentive. They easily come into contact, do not feel ill at ease faced with unexpected circumstances. At the same time, they are characterized by a high sense of responsibility and duty, the steadfastness of moral principles. Performing service tasks they are correct and careful, do not break established rules, like the order in everything. They are notable for good self-control. If we evaluate their personal traits, we can say that these people are worthy of respect.

Penal employees, being members of the first group, have the characteristics necessary in their professional activities, namely, stress resistance, threat resistance, courage, resoluteness, ability to control their emotions and behavior. Their high self-control is based on clearly defined goals and motives for behavior. They succeed in activities which require even temper, objectivity and resoluteness.

It is typical for them to plan their own lives. People of this type prefer to take care of their reputation, starting from the first days of training at the training centers of the FPS of Russia. At the same time they are prone to victim behavior, manifested in the craving for risk and strong sensations, inattention to detail, ignoring the danger signals.

The employees assigned to the second group, in comparison with the employees of the first and third groups, have the following distinctive features.

This is the only group of employees who are characterized by strong emotions, responsiveness, sociability, kindness, willingness to cooperate, ease of conduct. It is necessary to note once again that this group has the smallest representation (18 %).

They easily join any team. They are not afraid of being criticized. They like working with people.

They also have negative personal characteristics that can have a negative impact on the performance of their official tasks: negligence, trustfulness, low level of emotional control, they are very often led by other people, not able to control impulsive drives and emotions, irresponsible. They are prone to neurotic manifestations (sleep disorder, psychosomatic complaints). People of this type feel tired.

Employees assigned to the third group differ from employees of the second and the first groups by low expression, emotional coldness. In communicating with others they set a distance; tend to show rigidity and formality. They do not always give an objective assessment of the people around. You can say that such people are introverts. The life of those around them is of little interest. They

rarely seek a compromise in disputable situations, always seek to assert their ideas.

They prefer to carry their duties independently, avoiding team work. They do their work correctly and on time.

This group of employees, as well as the first one, has a high IQ level, the ability to think abstractly and logically. They easily manage to learn new information, they have a high level of learning.

Similar indicators for employees of this type and employees from the second group are the inability to control emotions and impulsive drives, the presence of reduced emotional control, lack of sense of responsibility, susceptibility to feelings, emotional instability. In addition, they have all the signs of emotional burnout, inability to cope with life's difficulties, weakness, a tendency to neurotic manifestations (sleep disorder, psychosomatic complaints). If they feel that they can't fulfill service tasks, they try their best not to do them at all.

The staff of this group is unique in having rich imagination, fantasy, dreaminess. They are very introverted, eccentric, peculiar, focused on their own desires. It is difficult for them to adhere to generally accepted rules and norms, as a result they are often rejected by the team.

Creative imagination and talent makes them different from all the others. Very often people of this type are distinguished by their artistic, musical and verbal abilities.

An expert survey of the teachers of the training centers has shown that the employees of the first group develop professional attitudes more quickly than the representatives of the other two groups. The employees assigned to the second group demonstrate the lowest indices for the time interval in developing professional attitudes, with the exception of employees who prefer to communicate with classmates who demonstrate successful developing of professional attitudes. In the initial period of training the employees of the third group are characterized by both successful developing professional attitudes, and failures.

The material presented above proves that in order to ensure effective development of professional attitudes of employees in the educational process in the training centers and educational establishments of the FPS of Russia, it is necessary to take into account their individual psychological characteristics.

Analysis of the results makes it possible to state that the groups of employees under consideration are significantly different from one another on a variety of psychological characteristics which, in turn, influence the development of professional attitudes.

The additional study has shown that there are no significant differences in the groups under consideration for such indicators as demographic data, socio-

psychological climate, relations in service teams, needs met in the process of performing service duties, degree of development of the regulatory framework, leadership style, etc.

The presented results of the research conducted in three groups of employees show that the most efficient professional attitudes are developed among employees of the first group. They are more stress-resistant, threats resistant, resolute, able to control their emotions and behavior, less likely to get tired of performing difficult tasks, able to cope with a large amount of work, etc. The results obtained generally show that employees with a psychological profile, characteristic for the staff of the first group, will be more successful in carrying out service duties.

### **Implications**

The article deals with theoretical grounds for the analysis of the problem of developing professional attitudes of the penal staff. The article presents results of the empirical research, the study of the impact of individual psychological characteristics of the penal staff in the process of training at the FPS training centers for developing professional attitudes. It reveals individual psychological features of the penal staff, which contribute to and impede the development of efficient professional attitudes. The authors have tested the psychodiagnostic toolkit used to study the development of professional attitudes of the penal staff, including observation, conversation, expert survey, questionnaires aimed at studying socio-demographic data, express methods for studying career success, opportunities for professional growth, fatigue as a result of performance of official tasks, a basic questionnaire aimed at studying organizational behavior, organizational relationships and professional attitudes developed by A. I. Pappkin, 16-factor questionnaire of Cattell. The results obtained can be used to organize the educational process in the FPS educational centers and educational establishments, as well as in the work of the penitentiary psychologist.

### **Discussion and conclusions**

The concept of the development of the staffing of the penal system of the Russian Federation puts forward priority areas of work with personnel, the formation of the personnel potential of the penal institutions and bodies, and the effective management of personnel. It is impossible to realize these directions in full without seeking measures to ensure the development of professional attitudes of the penal staff. However, measures to radically change the content and structure of the process of developing the required professional attitudes of



the penal staff are not always taken consistently and purposefully, and in the period of training at departmental universities this issue is not given due attention, and therefore do not succeed. Such phenomena as the growth of violations of the rule of law and the reduction of the level of official discipline, the turnover of staff and the low level of professionalism of employees, the spreading of social deviations, the facts of betrayal of the interests of service, commerce, insufficient performance, result in the low social prestige of the penal officer's profession, of the penal system as a legal and social organization in society, the unwillingness of young people to study at departmental universities. All this makes it necessary to find ways to improve the development of professional attitudes of the penal staff, especially in the period of training at the FPS training centers and educational organizations.

In order to study the specifics of the developing professional attitudes of the penal staff, we have studied their individual psychological characteristics. As a result, three groups of employees have been identified, differing in their individual psychological characteristics, which have an impact on the developing of professional attitudes.

The most favorable from the point of view of developing professional attitudes is the first group (43 %), which differs by such features as stress resistance, threats resistance, courage, determination, ability to control one's emotions and behavior. They tend to plan their lives. People of this type prefer to take care of their reputation, starting from the first days of training in the training centers of the FPS of Russia. At the same time, they are prone to victim behavior, manifested in the craving for risk and strong emotions, inattention to detail, ignoring the danger signals.

Employees assigned to the second group (18 %) are characterized by such psychological features as responsiveness, sociability, kindness, willingness to cooperate, ease of behavior, negligence, gullibility, low level of emotional control, they are very often led by other people, not able to control impulsive drives and emotions, are irresponsible. They are prone to neurotic manifestations (sleep disorder, psychosomatic complaints). People of this type feel tired.

Employees of the third group (39 %) are characterized by: low expression, emotional coldness, introversion. In communicating with others they set a distance, tend to show rigidity and formality. They do not always give an objective assessment of the people around. They are not inclined to search for compromises in disputable situations.

They prefer to carry their duties independently, avoiding team work. They do their work correctly and on time.

This group of employees, as well as the first one, has a high IQ level, the ability to think abstractly and logically. They easily manage to learn new information, they have a high level of learning.

Similar indicators for employees of this type and employees from the second group are the inability to control emotions and impulsive drives, the presence of reduced emotional control, lack of sense of responsibility, susceptibility to feelings, emotional instability. In addition, they have all the signs of emotional burnout, inability to cope with life's difficulties, weakness, a tendency to neurotic manifestations (sleep disorder, psychosomatic complaints). If they feel that they can't fulfill service tasks, they try their best not to do them at all.

The staff of this group is unique in having rich imagination, fantasy, dreaminess. They are very introverted, eccentric, peculiar, focused on their own desires. It is difficult for them to adhere to generally accepted rules and norms, as a result they are often rejected by the team.

The research has found that the employees of the first group develop professional attitudes more quickly than the representatives of the other two groups. The employees assigned to the second group demonstrate the lowest indices for the time interval in developing professional attitudes, with the exception of employees who prefer to communicate with classmates who demonstrate successful developing of professional attitudes. In the initial period of training the employees of the third group are characterized by both successful developing professional attitudes, and failures.

The material presented above proves that in order to ensure effective development of professional attitudes of employees in the educational process at the training centers and educational establishments of the FPS of Russia, it is necessary to take into account their individual psychological characteristics.

The obtained results show that psychologists of educational organizations of the Federal Penal Service of Russia and penal psychological services should develop practical recommendations on the psychological support of penal staff during the period of entry into office and the development of professional attitudes taking into account their individual psychological characteristics.

## References

- Bakeyev, V. A. (1983). *Psychological problems of increasing the effectiveness of managerial decisions of heads of the internal affairs bodies*. Moscow: Academy of the Ministry of Internal Affairs of the USSR.
- Bernard, C. (1938). *The functions of executive*. Cambridge.
- Chernenilov, V. I. (2003). *Introduction to the 10th section of Psychology of law enforcement management*. In A. M. Stolyarenko (Ed.) *Encyclopedia of legal psychology*. Moscow: UNITY, Rule and Law, 343-345.
- Drucker, P. F. (1977). *An Introductory View of Management*. New York.
- Fayol, A. (1916). *General and industrial management*. London, the Miner.

- Gavrina, E. E. (2004). *Psychological features of organizational behavior of penal employees in the process of entering office*. Candidate of Psychological Sciences dissertation. Ryazan: Academy of the FPS of Russia.
- Gavrina, E. E. (2015). Specifics of developing professional attitudes among cadets in the process of training in a departmental institution. *Materials of the V International scientific-practical conference "Psychological support of education: theory and practice"*. Yoshkar-Ola: Interregional Open Social Institute, 164–168.
- Gvishiani, D. M. (2000). Main schools and directions of the theory of organization and management. In L. V. Vinokurov & I. I. Skripyuk (comp.), V. Usmanov (ed.) *Organizational psychology*. Anthology. St. Petersburg, 19–21.
- Herzberg, F. (1966). *Work and the Nature of Man*. New York: World.
- Kabachenko, T. C. (1996). *Psychology of management. Part 1. Administrative activity*. Moscow.
- Kitov, A. I. (1979). *Psychology of management*. Moscow: Academy of the Ministry of Internal Affairs of the USSR.
- Kuntz, G., & O'Donnell, C. (1982). *Management: system and situation analysis*. 2 vols. Moscow.
- Maslow, A. H. (1954). *Motivation and Personality*. New York: Harper & Bros.
- Mayo, E. (1960). *The Human Problems of an Industrial Civilization*. New York: Viking Press.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- Merton, R. (2006). *Social theory and social structure*. Moscow: AST.
- Ouchi, U. (1984). *Methods of production organization. Japanese and American approaches*. Moscow.
- Papkin, A. I. (1984). *Psychology of organizational relationships in the activities of internal affairs bodies*. Moscow: Academy of the Ministry of Internal Affairs of the USSR.
- Peters, T., & Watermen, P. (1986). *In search of effective management*. Moscow: Progress.
- Pozdnyakov, V. M. (2012). Directions of improving psychological support of work with the employees of the FPS of Russia. *Applied legal psychology*, 2, 8–18.
- Pozdnyakov, V. M. (2016). Psychological culture of the penal staff and the ways of its development in departmental universities, *International Penitentiary Journal*, 3 (7), 16–20.
- Prokopenko, T. V. (2000). *Organizational behavior as basis of formation of a personnel management system of the modern organization*. Candidate of Economic Sciences dissertation. St. Petersburg.
- Selznik, F. (1957). *Leadership in management*. New York.
- Shatokhina, L. V. (2012). Development of communicative competence of the staff of the Federal Penal Service of Russia at the stage of university training. *Gazette of the penal system*, 9 (124), 29–34.
- Simakova, T. A., Gavrina, E. E., & Fomin, V. V. (2017). *Upbringing and development of the legal awareness of the penal staff as a means of preventing corruption behavior*. Moscow: Prospect.
- Stolyarenko, A. M. (2003). Procedural and activity-based management concept. In A. M. Stolyarenko (ed.) *Encyclopedia of legal psychology*. Moscow: UNITY, Rule and Law, 341.
- Taylor, T. (1992). *Management*. Moscow: Controlling.
- Vesnina, V. R. (2006). *Management*. Moscow: Prospect.
- Vikhansky, O. S., & Naumov, A. I. (2000). *Management*. Moscow: Gardariky.

- Webber, M. (1947). *Theory of Social and Economic Organization*. New York.
- Weik, K. E. (1969). *The Social Psychology of Organizing*. Addison Wesley.
- Yesin, B. I. (2000). *Formation of model of organizational behavior of personnel at industrial enterprises*. Candidate of Economic Sciences dissertation. Vladimir.