

GENDER TRAJECTORIES OF PROFESSIONAL AND PERSONAL DEVELOPMENT AS A CONDITION OF EFFECTIVE MANAGEMENT*

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Abstract

At the present stage of transformation and merging of social, psychological and economic aspects of personnel management, there is an interest of scientists in the sphere of motivations and needs of specialists-men and women, which is considered to be a factor and a condition of their professional and personal effectiveness. The results of studying gender characteristics become the basis for planning the process of shaping the specialist's career trajectory. They also become a component of the program aimed at enhancing social success. Paying special attention to the motivational aspect of the activity and to the individual qualities of an employee, we consider them to be the most important indicators of professional skills, the formation of positive attitude towards the profession, emotional involvement and interest in the successful development of the organization as a whole. At the same time, it is necessary to clearly realize the substantive aspect of the relationship between the procedural (technological) component and motivation and needs of professional activity. Achievement of high performance indicators in the work results in development and stabilization of professional motivation. All the necessary professional qualities of a person get improved; self-esteem and level of professional aspirations change accordingly.

The research involved 60 participants: 30 men and 30 women belonging to different age groups and having various professional experiences. The study of their trajectory of professional and personal development was carried out on a phased basis with the help of psychological methods. At the stage of combining learning and professional activity, the researchers applied the method of 'Motivation of Studying at Higher Education Institution' offered by T.I. Ilyina and the method of 'Studying the Motives of Students' Learning Activities' by A.A. Rean and V.A. Yakunin. At the stage of professional adaptation, the researchers used the technique 'Diagnosis of the Motivational Structure of the Personality' by V.E.Milman and the methodology 'Diagnosis of the Socio-Psychological Attitudes of the Individual in the Sphere of Motivation and Needs' by

O.F. Potyomkina. The technique 'Diagnosis of Motivational Structure of the Individual' offered by V.E. Milman and the questionnaire 'Career Anchor' by E. Shane was used at the 'mastery' stage.

The undertaken research helped to identify the following gender trajectories: 1) External trajectory aimed at demonstrating social success with a pronounced need and motivation for obtaining approval was found out to be more characteristic of men at the stage of combining instruction and professional activity (78%); the motivation for mastering the profession predominates in men (36% and 82%); 2) External trajectory aimed at obtaining high social status combined with material success prevails among men at the stage of mastery (90%) and in women at the stage of combining training and professional activity (64%); 3) Internal trajectory (which stands for the common motivational profile of the community and the orientation toward self-development) prevails among women at the stage of mastery (73%) and in men at the adaptation stage (52%); the motivation to obtain a diploma is predominant in women; the motivational structure of women is dominated by the indicator 'communication'; 4) The internal trajectory of professional and personal development and the 'working motivational profile' prevail in men at the stage of adaptation (57%), as well as the 'overall activity' is higher for men than for women.

So, knowledge of the individual development trajectory allows to create a professional profile of the employee and to work out a career development program aimed at increasing professional motivation and efficiency.

Keywords: trajectory of professional and personal development, professional self-realization, sphere of motivations and needs of the individual, professional effectiveness, professional motivation, professional development.

1 INTRODUCTION

Professional trajectory is a model of career realization which considers both the coordinating of personal potential and the prospects of the organization. The motivation of the employee, which serves as the mechanism of professional self-realization, has various distinctive features, which depend on the employee's age and the years of his working experience. These social formations determine the needs and personality orientations. Main principles of the activity approach developed by A.N. Leontiev make it possible to conclude that the sphere of needs and motivation contains 'need – motive - activity' components (Habermas J.). The scientist proves that the current needs are the source of the motive power and the corresponding motivation for any activity. The motive is defined as an object, which satisfies the needs and which, therefore, motivates and guides the individual's activity. Activity always has a motive that is either observed or recognized by the individual, or is hidden from both the subject himself and the external observer. However, there are no tough unambiguous relationships between the motive and the need, between the motive and the activity, between the need and the activity. In other words, one and the same subject can satisfy a variety of needs, can motivate and have different activities.

The activity is often said to have several motives at the same time (which means that the activity can be multimotivated and can be caused by several needs at the same time) (Bodrov, V.A.). Such motivational complexes have their own dynamics, which can be accompanied by a short-term or, on the contrary, a protracted, hardly noticeable or very dramatic struggle of motives. In the situation of multimotivation, one of the motives takes the role of the main one, while the other becomes the subordinate playing the role of additional stimulation. The entire motivational complex is, as a rule, not recognized, though it manifests itself in its activities. Thus, the motivation is seen as an activity component. Motivation is understood as a combination of psychological processes, which provide the personality behavior with the energetic impetus and guidance.

Earlier it was found in our research that the staff's professional and economic efficiency is linked to external and internal factors. Internal factors include specialist's motivation and external include working conditions and interpersonal relations in the team (Tokareva Y., Tokarev A.).

Among the basic components of the motivational sphere of the individual are motivations, impulses, interests, ideals, intentions, attitudes, social norms and roles, stereotypes, etc.

The creation of management technologies of staff development through vocational development and personal satisfaction of the employee becomes a key to solving the problems of professional and personal growth management of personnel in the organization. That helps them to build their career and future at this

company and allows to address the issue of staff development as a part of the organization development (Gasparovich E).

Domestic and foreign researches convincingly prove that the professional trajectory of men and women, guided by motivational and demanding processes, has distinctive features that affect the success of professional activity (Paul, M.). Knowledge and consideration of gender characteristics in terms of career orientations and specific trajectories will allow increasing the level of management processes and the quality of the work of the personnel management service.

2 MATERIALS AND METHODS

The model of integrated diagnostics of the professional trajectory of men and women at different stages of professional self-realization includes:

At the stage of training or vocational training of the diagnostics, the researchers applied the method of 'Motivation of Studying at Higher Education Institution' offered by T.I. Ilyina (the method aimed at assessing the motives, which have direct relation to the specialists' profession). To diagnose the leading motives of educational activity, the researchers made use of the method of 'Studying the Motives of Students' Learning Activities' by A.A. Rean and V.A. Yakunin. The technique 'Diagnosis of the Motivational Structure of the Personality' by V.E. Milman was used to identify persistent personality trends. The method 'Diagnostics of the Degree of Satisfaction of Basic Needs' was applied to identify the actualization of certain needs and to distinguish the satisfaction of the basic needs of the individual. At the stage of professionalization or professional adaptation, the researchers used the questionnaire 'The Methodology of Diagnostics of Social and Psychological Orientations of the Personality in the Sphere of Needs and Motives' by O.F. Potyomkina. The method of 'Diagnostics of Motivational Structure of the Individual' by V.E. Milman and the questionnaire 'Career Anchor' by E. Shane were used at the mastery stage.

The study involved 60 people (30 men and 30 women) aged from 19 to 38 years old with the working experience from 1.5 to 17 years.

3 RESULTS

The primary analysis of the research results (60 people) allow us to draw the following conclusions:

- the motivation for mastering profession is more pronounced and predominant in men (the method of "Motivation of Studying at Higher Education Institution" by T.I. Ilyina);
- the motive for obtaining a diploma prevails in women (the method " Studying the Motives of Students' Learning Activities " by A.A. Rean, V.A. Yakunin);
- the motivational structure of women is dominated by the indicator 'communication' and the common everyday motivational profile;
- the motivational structure of men is predominated by the indicator of general activity and the working motivational profile (the method 'Diagnostics of Motivational Structure of the Individual' by V.E. Milman);
- men are found to experience necessity to master their skills and competencies;
- women need to gain some influence; they are also found to have a higher degree of actualization and satisfaction of the social relationships needs than men do. Men, in their turn, have greater degree of actualization and satisfaction of the need for self-actualization and self-expression (the methodology 'Diagnostics of the Degree of Satisfaction of Basic Needs');
- men are characterized to have the ascending type of the sphere of motivations and needs; women are found to have the transitional type of the same sphere (there are differences in the groups of needs, whether expressed or not) and the descending type of the sphere of motivations and needs (there is difference between high and low needs manifestations; the low needs prevail).

Analysis of the data makes it possible to come to the conclusion that the initial assumptions about the influence of gender on the sphere of motivations and needs of the individual have been confirmed.

It is found out that the motivation to master the profession prevails among men. It is men's fundamental motive of studying at a university. Gender belonging has no influence of the motive of gaining knowledge. It is shown that such motives of educational activity as receiving a diploma and the approval of parents and others, are substantially dominant in women, which is not a motivation for adequate educational activity.

Gender belonging has nothing to do with such motives for learning activities as becoming a highly qualified specialist, successfully continuing education in subsequent courses, successfully studying, passing exams with 'good' and 'excellent' grades, constantly receiving a scholarship, gaining profound knowledge, being constantly prepared for the next lessons, not to postpone studying the subjects of the training cycle, keeping up with fellow students, ensuring the success of future professional activity, meeting the pedagogical requirements, receiving respect from the teaching staff, becoming a role model for fellow students, avoiding disapproval and punishment for bad schooling, getting intellectual satisfaction.

These data may indicate that most women entering the university do not pursue the goal of getting a profession and becoming a highly qualified specialist. They are striving to receive a diploma of higher education and, as a result, gain public approval, which was confirmed in the course of the conversation with them.

It is an interesting finding that the motivational structure of the personality at the stage of 'training or vocational training' has the several features. According to the communication scale ('C') women are said to have high rates, which, in our opinion, is completely clear, because women are characterized by a great need for social contacts and interactions, unlike men, for whom intimate-personal communication is of great importance. On the scale of general activity ('A'), men have higher rates than women, which is a reflection of male psychology - men direct their activity to specific actions, specific activities, they prefer to 'act and not to speak'. Sex differences are found in such processes as 'L' - life support, 'C' - comfort, 'S' - social status, 'CA' - creative activity, 'SA' - social availability - not found (Fedorova A.). Differences in the motivation for choosing a profession are present in relation to the motive 'to earn a living'. It is the leading motive for men, while for women there is a motive for 'obtaining the prestige of the profession and family traditions'. Other motives for choosing a profession are less likely to be affected by gender.

It has been discovered that the basic needs of men are the need to earn a living, the need to strive for something new and unexplored, the need to master skills and competences, the need to develop one's own strengths and abilities. The basic need of women is to ensure a situation that allows them to exert their influence. The strive of the sterner sex for professional growth, for the knowledge of the new, for self-development can be interpreted and explained by the fact that for this period of time they have actualized the needs of higher order because their needs of a lower level are satisfied. They have clear understanding of their choice of profession and the desire to become a professional. The findings on women can indicate that the ongoing changes in society, manifested in the increase of women's activity in different spheres of life, the desire of women to be independent and self-sufficient affect the individual sphere of motivations and needs. Influence on the other needs (to achieve recognition and respect, to have warm relations with people, to secure a future, to have good interlocutors, to consolidate one's position, to provide oneself with material comfort, to avoid troubles, to buy good things, to be engaged in a business that requires full return, to be understood by others) has not been found.

The degree of satisfaction with the basic needs of the individual has been found to be influenced by the gender differences. Social needs are mostly satisfied in women; the need for recognition and self-actualization and self-expression are satisfied for men. Satisfaction of other needs (material and security needs) depends rather more on any other factor than on gender. It should be noted that gender belonging has influence on the sphere of needs and motivations of the individual. It can be demonstrated by the fact that women have the descending and transitional types of the sphere of motivations and needs while men demonstrate transitional and ascending ones. Type of the sphere of motivations and needs is understood as a particular structural organization of individual sphere of motivations and needs which demonstrates some prevalence of certain needs over the others (according to the classification of A. Maslow). Depending on what needs are dominant, there are three types of spheres of motivations and needs of the individual: descending, ascending and transitional.

Men mostly have higher needs, for example, such as the need for recognition and self-actualization. Women have the lower ones: the need for security and material needs. The results obtained during the research are interesting and require further comprehension and study.

The results of the data obtained after the analysis are presented in Table 1 (there are variables, which are significantly affected by the gender factor).

Table 1 - Influence of the Gender Factor on the Features of the Sphere of Motivation and Needs of the Individual at the Stage of 'Training or Vocational Training'

Variables	Fisher Criterion (F)	Level of Statistical Significance
Scale of mastery of the profession	13.652	0.000
The motive for obtaining a diploma	11.778	0.001
The motive for receiving approval from parents and others	10.088	0.002
«C» –communication	7.949	0.006
«A» –overallactivity	14.359	0.000
The prestige of the profession is the motive for choosing a specialty	8.297	0.005
The need to make a living	6.937	0.009
The need to develop your strengths and abilities	10.997	0.001
The need to master skills and competence	13.007	0.000
The need to strive for the new and unexplored	12.163	0.001
The need to ensure a position of influence	9.384	0.003
Satisfaction of social needs	54.568	0.000
Satisfaction of the need for recognition	11.491	0.001
Satisfaction of the need for self-actualization and self-expression	29.636	0.000
Type of specialty selection	9.633	0.002

And finally, since motivation is changeable and dynamic, the motivational structure of the personality can be determined at different stages of the formation or development of a professional: at the stage of choosing a profession or specialty, in the process of working in a chosen specialty, in switching from one job to another, etc. Thus, one of the most important areas, or the purpose of the research at the mastery stage, partial or complete realization of the individual in professional activity is to study the influence of the motives of the individual on the choice of the trajectory of the career path.

The group of men and women tested at the mastery level included 20 representatives of the highest level of management (the heads of departments, services, divisions), 20 office workers and 20 production workers. There were 30 men and 30 women aged from 38 to 59 years old. All people have university degrees, diplomas of incomplete higher education or secondary professional education.

The first and foremost task of the research at the mastery stage was to define the career trajectory of the research subjects. Consequently, all the subjects were divided into two main groups (with vertical and horizontal career orientation) and a small group (12 people) with an indistinguishable career orientation. The small group data were not used in the further interpretation. The research subjects were offered a questionnaire on various aspects of the career. There were questions about the current profession and the position held. As a result, it has been found out that the group with vertical career orientation tend to demonstrate the status of positioning; these people identify themselves not that much with the chosen profession as with the position they occupy (for example, with the position of the head of the department). In the group with horizontal career orientation, subjects identify themselves with the chosen profession (though the position occupied by them might be hierarchically higher).

Professional position is a stable system of the attitudes of the person to certain aspects of his work activity, manifested in the corresponding behavior and actions. The positioning of the subjects is their views, expectations, attitudes and dispositions regarding the conditions of their own life activity, which are realized and defended in reference groups (in our case, in the professional community).

The results of the research showed that

1) at the mastery stage both men and women with vertical career orientation have such recognized needs as the need for success, personal independence, social status, recognition from the side of the others; the research subjects with horizontal orientation have needs for professional development, professionalism and family;

- 2) the basic needs for men with vertical career orientation are success, career, personal independence; the basic needs for women with horizontal career focus are the need for professionalism, professional development and family;
- 3) The satisfaction of basic needs is more typical for women with horizontal career orientation than for those with the vertical one. Men are focused on further career growth, which they recognize and plan;
- 4) The basic motivations for working activity of subjects with vertical career orientation are their personal independence, achievement of success, recognition from the side of others, social status; for subjects with horizontal career orientation basic motivations are professional development, fulfillment of complex tasks and professionalism.

Thus, it can be concluded that the trajectory of the further professional and career path at the mastery stage is quite consciously chosen by men focused on rank advancement.

Table 2 – Comparison Chart of Average Indicators for Determining Career Orientations of Subjects

Methods of Research		Subjects with Vertical Career Orientation	Subjects with Horizontal Career Orientation
'Career Anchors' by E. Shane	Professional competence	8	7.2
	Management	6.1	5
	Autonomy	6.1	5.9
	Workplace Stability	7.5	7.7
	Stability of Residence	4.9	4.5
	Service or Devotion	8.1	6.6
	Challenge	5.9	5.8
	Integration of Life Styles	7.1	7.3
	Entrepreneurship	3.6	3.6
'Motivational Structure of the Individual' by V.E. Milman	Life Support	3.0	4.1
	Comfort	4.2	4.2
	Social status	4.2	4.3
	Communication	4.5	3.7
	Overall activity	2.8	2.3
	Creativity	1.5	2.2
	Social usefulness	4.2	3.8

So far, according to the method of 'Career Anchor' offered by E. Shane, the main differences between the selected groups of subjects at the mastery stage are such career orientations as 'management' and 'service or devotion'. This is explained by the fact that at the mastery stage, men and women with vertical career orientation (those who can consciously determine the trajectory of the professional path) are mostly interested in the managerial aspects of the activity, which include networking between other people (their subordinates), responsibility for the ultimate outcome, combination of different functions of the organization. This career orientation has the tendency to manifest itself stronger with the increase of age and work experience (it is typical to come to the mastery stage when working experience is more than 20 years).

These employees also have significantly expressed orientation to serve with devotion (for example, to provide service to mankind, to help people during hard times, etc.). They occupy executive positions at the mastery stage; they are responsible for the whole production process; they make the decisions that are not only related to typical, standard situations, but also to the most complex cases involving emergencies.

According to 'Motivational Structure of the Individual' by V.E. Milman, at the mastery stage there is a statistically significant difference noted only on the scale 'life support'. In men and women with vertical career orientation, the indicators on this scale take almost the last place, while in subjects with horizontal career orientation they are among the top three most relevant motives. This is explained by the fact that most of the groups with horizontal career orientation are workers for whom the material side of professional activity is an important task and the main professional motive.

Summarizing the main results of this study, we can draw the following conclusions:

- 1) the subjects were divided into two main groups of men and women in accordance with vertical and horizontal career orientation;

2) at the mastery stage, the identified motives of professional activity correspond to the career orientation: the basis of motivation for subjects with vertical career orientation is personal independence, achievement of success, recognition from the side of the others, social status; in subjects with horizontal career orientation, the basis of motivation includes professional development, complex tasks completion and professionalism;

3) the real trajectory of the career movement does not always correspond to the career orientation of the subjects. For example, chief engineer with horizontal career orientation has been found to have motives characteristic of an ordinary engineer; his current working situation is completely inconsistent with his internal needs, which causes a feeling of demotivation, profound dissatisfaction with the work life, and, as a result, professional inefficiency.

So, a comparative analysis of the data on subjects with vertical and horizontal career orientations in men and women showed that there really are significant differences between them, but at the level of career orientations, these differences are not determinative for the subject himself, the career figure. As mentioned earlier, not everyone is able to realistically assess his or her true motives and needs and to give up job growth in favor of true professionalism. Decisive here, in our opinion, will be the level of development of the professional self-awareness of the subject, in particular, the awareness of his own motivational and target component (here we speak of the necessity to include the individual's comprehension of his physiology, psyche, mental and physical development, understanding of the requirements of various professions for a person and adequate correlation of himself with a particular profession).

Thus, the hypothesis put forward at the beginning of the study has been confirmed. The leading role in choosing vertical or horizontal career is played by such everyday needs and motives as earnings, housing, etc.

According to the empirical part of the study, the main conclusions are as follows:

1) Significant differences were revealed in 16 out of 56 parameters of the sphere of motivations and needs at the stage of 'training or vocational training': men's sphere of motivations and needs significantly differs from women's sphere of motivations and needs (Table 3).

Table 3 - Gender Differences in the Sphere of Motivations and Needs

Men	Women
Strongly marked 'working profile'	Strongly marked 'common everyday profile'
Strong aspiration to master professionally significant skills	Weak aspiration to master professionally significant qualities
More adequate motives for choosing a profession of psychologist	Less adequate motives for choosing a profession of psychologist
High level of actualization of the 'higher needs' of the person	Low level of actualization of the 'higher needs' of the individual
High degree of satisfaction with the basic needs of the individual	Low satisfaction with the basic needs of the individual

2) External (social) factors affect the individual sphere of motivations and needs differently at the stage of 'training or vocational training'.

4 ARTWORK

As the result of the undertaken study, the following gender trajectories were identified:

1) External trajectory aimed at demonstrating social success with a pronounced need and motivation for obtaining approval is more pronounced in men at the stage of combining training and professional activity (78%); the motivation to master the profession is more pronounced and predominant in men (36% and 82%);

2) External trajectory aimed at obtaining high social status combined with material success prevails among men at the mastery stage (90%) and in women at the stage of combining training and professional activity (64%);

3) Internal trajectory, the common everyday motivational profile, the orientation toward self-development prevail among women at the mastery stage (73%) and in men at the adaptation stage (52%); also, the motive to obtain a diploma is predominant in women; the motivational structure of women is dominated by the indicator 'communication';

4) Internal trajectory of professional and personal development 'working' motivational profile prevails in men at the stage of adaptation (57%); such indicator as 'overall activity' is higher in men than in women;

5) The undeveloped trajectory is also the most common in men at the stage of training and adaptation when combined with the need to increase the level of skill and competence (38% of men and 17% of women).

6) For women, with the formed career trajectory, there is a predominance of the need to secure a position of influence; they also have a larger, in contrast to men, degree of actualization and satisfaction of the need for social interactions and self-expression;

7) In men, with an unformed trajectory, there is a predominance of the ascending type of the sphere of motivations and needs (the predominance of personal needs over professional ones), the transitional type of the sphere of motivations and needs predominates in women (there is no stability in professional and personal motives) and the descending type of the motivational and need sphere (decrease of the level of professional motivation and aspirations).

So, the knowledge of the individual development trajectory allows to form a professional profile of the employee and to work out a career development program in order to increase his professional motivation. Professional and personal trajectories that ensure the optimization of the correlation between the processes of socialization and individualization make it possible to create conditions for the development of an adequate motivation for the employee, and to plan the raise of the skill level. The availability of a multivariate image of the professional future, the openness of the career project form willingness to respond to changes in the system of social production relations, while preserving its individuality and uniqueness. The offered model of the formation of the professional and personal trajectory is based on the development of the sphere of motivations and needs: it focuses on the specificity of professional and personal resources, through the analysis of the specialist's success, as well as the joint individual planning of the professional future with the indication of the terms of specified achievements.

Also, the task of vocational education today is to create and to ensure the conditions for training of such a specialist, which contribute to the optimization of his professional self-realization, and simultaneously consider the sphere of his motivations and needs. At the same time, on the one hand, it is necessary to satisfy the social order for the quality of the specialist, on the other hand, it is important not to ignore the sphere of the specialist's motivations and needs, to preserve the uniqueness of his personality, to lay the potential for his professional and personal development, ability for self-organization and development of adaptive tolerance skills.

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