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## **PRINCIPLES AND APPROACHES IN CAREER RESEARCH**

### ZASADY I PODEJŚCIA W BADANIACH KARIERY

#### **Abstrakt**

Koncepcje rozwoju osobowości podkreślają fakt, że podmiot może występować zarówno jako autor swojej kariery, jak i jej przedmiot. Biorąc pod uwagę, że istnieją różne kryteria klasyfikacji karier, istnieją również różne strategie ich budowania. Jednocześnie na kryteria sukcesu modelu kariery można patrzeć zarówno przez pryzmat podmiotowości człowieka, jak i przez pryzmat jego środowiska zawodowego. W tym zakresie kryterium oceny obejmuje percepcję i samoocenę dokonań oraz uznanie w środowisku zawodowym poprzez awans, wzrost wynagrodzeń itp. Osoba, nabywając nową wiedzę, umiejętności i zdolności, może czuć się mile widziana przez środowisko zawodowe dopiero po uzyska-

#### **Abstract**

Concepts of personality development emphasize the fact that a subject can act as both the author of his career and its object. Given that there are different criteria for classifying careers, there are also different strategies for building them. At the same time, the criteria for the success of a career model can be viewed both from the perspective of a person's subjectivity and from the perspective of his/her professional environment. In this regard, the evaluation criterion includes the perception and self-evaluation of achievements and recognition in the professional environment through promotion, salary increase, etc. A person, acquiring new knowledge, skills, and abilities, may feel welcomed

niu wyższej kategorii umiejętności lub podwyżki. Kryteria obiektywne dotyczą awansu, uzyskania określonego statusu społecznego, liczby zmian miejsc pracy i rodzajów pracy. Kryteria subiektywne są związane z wyobrażeniami podmiotu (aktora) o wartościach dotyczących jego kariery i pragnieniach, jak powinna być rozwijana w przyszłości. Strategia kariery to specyficzny system działań mających na celu przystosowanie lub rozwój kariery i osoby w niej oraz przemianę osoby i innych; działania te zmieniają warunki i treść aktywności zawodowej w celu osiągnięcia celów zawodowych.

Analizując przedstawione zasady rozwoju kariery zawodowej, zidentyfikowano następujące podejścia: systemowe, osobowościowe, projektowe, kompetencyjne, zasadę interakcji między rozwojem indywidualnym, osobowościowym i zawodowym oraz zasady adaptacji społeczno-ekonomicznej i mobilności zawodowej.

Biorąc pod uwagę podstawowe zasady psychologii kariery w warunkach obecnych przemian społeczno-ekonomicznych, rozwój kariery powinien przewidywać motywację i sukces w działaniu oraz kształtowanie stabilnej pozycji konkurencyjnej, posiadać odpowiedni poziom kompetencji zawodowych, w szczególności osobistą odpowiedzialność za wybór własnych ścieżek rozwoju kariery.

#### SŁOWA KLUCZOWE

kariery, rozwój, koncepcje, zasady, podejścia, sukces.

by the professional environment only after obtaining a higher skill category or a raise. Objective criteria are related to promotion, obtaining a certain social status, number of job changes and types of jobs. Subjective criteria are related to the subject's (actor's) ideas about the values regarding their career and desires for how it should be developed in the future. Career strategy is a specific system of activities aimed at the adaptation or development of the career and the person in it and the transformation of the person and others; these activities change the conditions and content of professional activity in order to achieve career goals.

Analyzing the presented principles of career development, the following approaches were identified: systemic, personality, project, competence, the principle of interaction between individual, personality and career development, and the principles of socioeconomic adaptation and career mobility.

Taking into account the basic principles of career psychology in the conditions of current socio-economic transformations, career development should provide for motivation and success in action and the formation of a stable competitive position, have an appropriate level of professional competence, in particular personal responsibility for the choice of their own career paths.

#### KEYWORDS

career, development, concepts, principles, approaches, success

## 1. Introduction

Career development theories and concepts involve not only the development of professionalism but also understanding of its factors, analysing personal and professional potential, the level of motivation and professional adaptation of personality to specific

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working conditions in terms of career development. Career success depends on the result of achieving certain goals at the particular stage of professional development. The adequacy of professional choice and career development paths plays an important role in this process, provided there is the identity between the individual 'self-concept' and 'self-concept' of the chosen professional career.

Super (1963, 1971) analysed life stages at which some or other problems are solved and came to the conclusion that the successful solution of problems provides successful career advancement. In his developmental approach, Super (1963, 1971) emphasises the importance of the influence of life stages on individual's professional development and career. In his theory of career choice, Holland (1968) associates career success with the correspondence between the individual's needs and occupational environment. The choice of a certain career path is conditioned by personality traits, and not by random events. The professional development and success depend on person's ability to realise 'typical personality traits' in the course of career.

Holland (1968) suggests six types of personality: realistic, investigative, artistic, enterprising, conventional, and social. One of these types dominates in an individual, although there is a possibility to use a number of other successful career strategies.

According to Dawis and Lofquist (1984), there is a strict requirement regarding the correspondence between worker's personality traits and the type of professional activity, since it influences person's career development. The scientists explain that the professional experience received in the process of work and the corresponding personality abilities are leading factors in career development.

The theories of socialisation are focused on the interaction within 'personality – real working conditions' system (Bandura, 1977, 1989, 1992). Along with the biological aspect, the role of school and social environment is considered as important within this approach. Various experiences shape a corresponding set of skills, abilities, and attitudes of a person, in particular, self-efficacy, which is one of the most important skills. Self-efficacy was originally proposed by Bandura (1977, 1989, 1992) and implies 'the beginning and stability of actions' and 'efficiency at the stage of failure'. The assessment of one's own efficacy determines the boundaries of person's possible choice of activities, efforts, tolerance to stress and frustration, and persistence in career advancement. High self-efficacy is associated with the expectation of success and imaginary building a successful scenario of professional development, which shape positive focus, expected results and self-esteem. Low self-efficacy is associated with the expectation of failure, a decrease in self-esteem.

McClelland (2007) identified the main human motives which constitute the basis for managing individual's organisational behaviour and development: a need for achievement (to aim at the best solutions to complex problems) as a need to be successful; a need for affiliation (to establish good relations with others) as a need for belonging; and a need for power (to influence other people's behaviour) as a need to direct others.

Schein (1996, 2004) emphasised that organisational culture affects the professional growth of staff. For instance, there are situations when the founder holds dominant

positions in the organisation, or the organisation can be devolved onto another owner. In the first case, the existing organisational culture and its 'core' are developed in a usual, traditional way. If the leader's values differ from those established in the organisation, it can positively influence the career growth of the staff, contributing to the development of new ways of thinking and new methods of decision-making storage provided that the principles of culture established by the founders remain as before. If the organisation is devolved onto a new owner, it leads to the formation of a new organisational culture and significant changes in professional development of the organisational staffing.

The concepts of personality professional development stress the fact when a subject can act as an author of his career as well as its object. Taking into account that there are different criteria for classifying careers, there are also different strategies used for building them. At the same time, the criteria for career model success can be viewed both through the prism of person's subjectivity and from the point of view of his professional environment. In this regard, the criterion of estimation involves perception and self-esteem of achievements, and recognition in the professional environment through promotion, increase in wages, etc. A person, acquiring new knowledge, skills, and abilities, can feel that he is welcomed by the professional environment only after he gets a higher skill category or wage raise. The objective criteria imply promotion, acquirement of a certain social status, the number of changes of work places and types of work. The subjective criteria are associated with the value ideas of a subject (actor) about his career and his wishes how it should be developed in the future.

## 2. Career strategy is a specific system

Career strategy is a specific system of actions intended to adapt or develop a career and a person in it and aimed at transforming the person and others; these actions change the conditions and content of professional activity to achieve career goals. The subjective criteria of career success involve the following:

- professional 'self-concept' of the worker; it is influenced by subjective or objective factors, including ideas about oneself, one's own professional qualities, and emotional evaluation of these qualities;
- the structure of 'self-concept' is represented by three components: cognitive, based on individual's ideas about oneself expressed in a verbal form; affective -evaluative, which involves overall self-esteem; and behavioural, which includes intention, willingness to act, behaviour or self-regulation of behaviour (Dzhaneirian, 2004, 2005).

Having analysed the types of professional 'self-concept', we can distinguish between real and ideal professional 'self-concepts'. The first one is the idea of a person about himself as a professional; and the second one is focused on professional wishes and hopes. We have generalised the most important postulates concerning the psychological

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construct, making it significant in empirical research, and formulated the following peculiarities of professional 'self-concept':

1. Professional development is a continuous process of realisation and 'crystallisation' of professional 'self-concept'.
2. The development of professional 'self-concept' is not always a conscious process; but a person must achieve the maximum degree of awareness and clarity of professional 'self-concept', as well as, if possible, control his professional actions.
3. The influence of social environment and current professional situation on professional development is shown in the constant correction of aspects of professional 'self-concept'.
4. Job satisfaction depends on how an individual finds adequate opportunities for the realisation of his interests, abilities, and personality traits in professional situations, i.e., it involves the degree of correspondence between external social situation and professional self-concept.
5. The last postulate contains an important formula of professional and career development success: it is the professional 'self-concept' that is considered as a unity of ideas about one's professional development, which causes the absence of internal conflicts and involves harmony, well-being, and a sense of one's own success in the profession and career. Therefore, from the practical point of view, the correspondence between the basic characteristics and scales of 'self-concept' on the one hand and the real surrounding professional and organisational reality on the other hand is extremely important (Afanasenko, 2005).

Thus, the notion of career is considered by modern psychologists in different ways; it depends on what types of career are taken into consideration. Considering career as a complex phenomenon in human life, we can conclude that the successful career model of a modern person should involve his systematic effective development and formation of the system of market values and motives at all stages of professional development. It is important for a person to master the modern system of competencies, improve practical skills, shape and realise his career aims. In order to organise personality-oriented professional development of future specialists, it is necessary to apply appropriate technologies of professional growth, adapted to individual abilities and capabilities, and develop mechanisms of psychological and pedagogical support in the context of educational and professional environment.

The presented principles are associated with individual's self-esteem of career development process as well as the analysis of progress in career development. From the perspective of personal approach, career is individual's thoughts about one's own professional future, expected ways of self-expression, and job satisfaction; it is individual's position and behaviour associated with professional experience of a person; it is a social aspect which reflects the idea about career from the point of view of society, its needs and values; in fact, it implies career paths in achieving certain success in the particular field of professional activity or social life. It covers typical ideas about the movement along these paths, which is associated with a certain speed, career trajectory,

the degree of its development, and the peculiarities of the methods used. These typical schemes of movement to success, as well as the peculiarities of their realisation in life influence the social assessment of individual's career. In some way, these schemes constitute the basis for methodological approaches to personality career development.

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### 3. Justification of scientific grounds for career development

Based on the procedural career essence suggested by modern specialists, and taking into account its organisational, personal and social aspects, theoretical and methodological analysis of the problems, we focus on the following scientific principles (Lozovetska, 2014, 2015a):

- career is a process of active personality growth in developing and improving the way of life, which provides stability in the flow of social and professional life and movement in the space of organisational positions involving a successive change of status functions and socio-economic situation of a worker;
- career depends on the desire of a worker to realise his own professional potential; it is also influenced by the interest of organisation in professional growth of this worker;
- career is a dynamic phenomenon, constantly changing and developing process, which involves the succession of stages of personality development in the main fields of both personal and professional life;
- the organisational aspect of career development implies a purposeful rank advancement and professional growth, gradual promotion, change of qualification skills and abilities, increase in remuneration as a result of well-done job;
- the personal aspect of career considers this phenomenon from the position of an individual; it involves the career vision of a particular worker, taking into account his personal characteristics and abilities.

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Having analysed the presented principles of professional career development, we identified the following approaches: system, personality-oriented, project, competence, the principle of interaction between individual, personality and professional development, and the principles of socio-economic adaptation and professional mobility.

The systematic approach (Blauberh and Yudin, 1973; Slaktionin, 1999; Zahviazynskiy and Atakhanov 2003) takes into consideration the acceleration of social and economic changes, instability, unbalance, and the variety of processes and phenomena. Multivariability, self-development and self-organisation of processes become the subject of the analysis. These processes should be considered as an open system of professional life.

The personality-oriented approach (Bekh, 2008) implies that the main driving forces are personality himself, his need for self-development and self-actualisation of professional and psychological potential. Orientation to the future of personality involves satisfaction of personality needs in the process of realising oneself in professional activity. The core factor of applying this approach to personality career development is axiological orientation of a personality: his motives, interests, relations, and values with respect to real activity conditions. The individual trajectory of career development is focused on self-development of socially and professionally important qualities and abilities. Biological factors are determinant factors influencing individual development, while personally-mental characteristics are greatly affected by socio-economic factors and professional activity. The leading personality traits, such as motives, values, relations, attitudes, emotional and volitional sphere, as well as the characteristics of a person as an individual, such as heredity, physical characteristics, health, and mental energy determine his educational and professional achievements. This principle focuses on the mutual influence of the individual development of a person, his personality traits, conditions of professional development and individual psychological characteristics.

When applying competence-based approach to personality career development, we took into consideration the research papers by Zimnia (2004); Khutorskiy (2005). We paid attention to the peculiarities of professional work, professional development and the specific features of career competences. The professionally-oriented motivation of project training forms the basis for modern competence-based training; it involves the realisation of professional prediction by an individual, organisations, enterprises and public offices. This approach can be considered as a set of individual and collective projects with respect to the prediction of professional development starting from the very beginning of the project and up to its implementation, planning project stages, fulfilment of the programme, evaluation of the realised project, correction, and suggesting a new version of professional development in the context of mastering the relevant system of competencies.

The principle of social and economic adaptation implies the effective adaptation of a person to market occupational environment under the conditions of globalisation processes, technological and information innovations. In addition, the principle is focused on the maintenance of competitive ability of the product of labour.

The principle of professional mobility involves the self-organisation of an individual necessary to create alternative scenarios of professional future in the context of social and economic changes, and implies mastering modern socio-economic roles. This principle focuses on the correlation between one's own personality and professional potential and the realities of professional activity.

It is worth noting about the conciliatory approaches, phenomenological approaches and those from the perspective of decision-making with respect to personality career development. This category includes theories and methods based on differential psychology and situational theory; among them are structural approach, contextual approach, and socialisation approach.

Differential approaches. Attention is drawn to the fact that not only abilities influence the success or poor progress of a person in a particular sphere of activity; scientists note that in fact it is easier to measure and study abilities than the personality himself; that is why the professional success of a person was assessed in accordance with his abilities. The presented classification of professions makes it possible to clarify the level of worker's responsibility.

Among the psychoanalytic concepts, Roe's (1963) personality theory of career choice is the most thought-out and empirically supported. It includes three basic components:

1. the concept of sublimation of mental energy in the course of professional career;
2. the idea of a close connection between career choice and Maslow's (2002, 2011) hierarchy of needs;
3. the postulate about the significant influence of genetic factor on career choice.

However, despite the clarity and attractiveness of Roe's theory, which focuses on the important influence of early childhood experiences on further professional development of a person, this approach has not been supported in further studies on professional development.

It should be noted that structural approaches are focused on individual capabilities, which are available due to belonging to a particular social level.

Contextual approaches that take into account individual qualities in the social context of professional success include more balanced representation of the influence of certain situational factors of individual's professional development and success. Socialisation approaches allow an individual to do the following:

- a. to adapt to the environment, even if there is a need to modify the social structure;
- b. to agree his behaviour with social role expectations.

The theory of socialisation focuses on the development of a worker who is ready to realise social needs.

Approaches from the perspective of development are based on the fact that all theories focus attention on professional choice or a series of professional choices, not taking into account personal and situational processes that affect professional choice. As a result, there are many concepts associated with relevant empirical research. The earliest scientific works in the field of professional career development were exclusively



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empirical. Super (1963, 1971) and Ginsberg (1951) tried to combine the findings on human career, taking in account the study of professional career from the perspective of development.

Super (1963, 1971) conceptualised career in the form of a rainbow, where each band of colour characterises a separate life role associated with a career: from the role of a child (starting from birth and up to the role of a pupil) to the following roles of pupil, student, unemployed, worker, wife, housewife, father, citizen, and, finally, pensioner). The width of the coloured space or the number of shades of colour in the band represents the time given to a certain role, while the intensity of colour or its shades shows the degree of personal involvement in each of these roles. The roles interact with each other and can be: extensive or supportive, when one of them makes it possible to realise or is supported by the other one; complementary, when the abilities that are not involved in one role are successfully implemented in the other; compensatory, when a certain role helps achieve the desired results that were not got in the usual role. In addition, any of these roles may compete with each other, creating conflicts, when its emotional colouring has a negative influence on another important role. This approach is called the approach to professional career development in the perspective of life time. The development begins in childhood when a child dreams about his future profession, and 'self-concepts' are formed when a person realises his identification in a particular field of activity. The processes become deeper and stabilised over time. If everything goes well, stabilisation occurs in the middle of a career. When a person reaches his professional peak, he stays at the stage of support regarding further career development. However, some of them never reach their peak; they keep going up because they are innovators who are in constant creative search. Some people, being at the peak of their careers, are constantly improving their skills and are able to hold their positions in a particular professional environment, while others may experience stagnation and continue working rather because of organisational and personal inertia, even until retirement. Such workers find themselves prematurely in the decline stage, which is characterised by decreased activity, retirement and adaptation to a retirement lifestyle. The rainbow of working life is shaped by various social and personal determinants that affect career. In spite of the fact that such a model can be used as a graphical way in representing the complexity of spatio-temporal career dimensions, the scientists used the regression analysis to develop appropriate career path models that are of greater heuristic and scientific value.

Approaches from the standpoint of decision-making. To study professional career development, several types of solutions are identified, and after their approbation they are applied practically, using the inherent contextual or content-oriented styles. In professional career development, the greatest attention is paid to the study of rational career decision-making, but the focus is more on the methods of decision-making, and not on its consequences.

Methodological approaches to career development should involve the organisation of personality-oriented process of professional development, mastering

the appropriate level of professional competence on the basis of project training using modern technologies of career growth and appropriate techniques of psychological influence on the development of motivation. They should also be focused on the formation of individual's adequate adaptive behaviour in the market conditions of activity in accordance with career planning stages.

It is very important to take into account the following:

- comprehension of the notion of 'career'; career types and models, and career management methods in the market environment;
- real self-esteem of one's own abilities, strengths and weaknesses as the main precondition for the successful choice of conditions for professional growth and improvement of living standards;
- interest and responsibility for the results of one's own work in the context of individual's competitiveness and competitive strength of the results of the organisation;
- clear view of personality professional prospects regarding planning future professional activity and careers;
- following the rules of specialists' behaviour in modern labour market.

Thus, having analysed the presented information, we can draw the conclusion that the methodological principles for the realisation of career model should provide for the active professional development of individual and his entrepreneurial ability, provided the attention is paid to systematic psychological orientation to professional 'self-concept' considered as a specifically organised system affecting personal and professional growth in the market environment. Being formed on such principles, professional 'self-concept' together with the developed techniques of psychological impact on the formation of professional consciousness, adequate adaptive behaviour of an individual, and his ability to maintain the competitive ability of the product of labour, positively influences the progress in the space of organisational and professional positions, provides for consistent changes in the functions of status and socio-economic situation, realisation of professional and vital goals and motives, ensuring the competitiveness of an individual in the real conditions of professional activity.

#### **4. Socio-economic aspect of career development**

There are different criteria and approaches to career studies (objective and subjective), and, consequently, there are different strategies for building careers. Objective criteria imply career development as well as the number of changes of work places and types of work. Subjective criteria are associated with the value ideas of a subject (actor) about his career and his wishes how it should be developed in the future.

Considering career as a psychological category, scientists developed three main approaches to career studies. Socio-psychological approach covers social perception of a person; psychological climate in team; perception and mutual understanding in team;

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interpersonal relationships and effectiveness of group activities (Bodalev, 1997, 1998; Obozov, 1990).

Management approach suggests the following principles of organisational process for the professional development of workers: a stable priority of the common goal of the organisation over the individual goals of workers; interconnection between an individual and social system; management psychology; and career management (Karamushka, 2006, 2013; Komarov, 1999).

Socio-economic approach means the professional development of a worker, his experience and career growth, and involves the following benefits: increase of income, appropriate status, authoritative positions and competitiveness improvement (Kolomeitsev 2008).

The authors of the presented approaches express quite a variety of thoughts on career study. But we can mention the following tendencies in determining the essence of career.

The representatives of socio-psychological direction define career as a person's progress in organisational hierarchy and one of the indicators of individual professional life, provided that the desired status and appropriate material level, as well as the achievement of recognition and fame are attained.

According to management approach, career is a set of positions that a worker occupies or can occupy; it is a link that connects the desire of an individual with that of social system. At the same time, the notion of 'career competence' is widely used.

The scientists (Starchenko and Zakharova, 2013) consider career competence as an ability to understand one's own career potential and effectively build a career path in accordance with it overcoming all possible obstacles and difficulties.

According to Kibanov (2010), career is individually realised actions regarding one's own professional future that involve expected ways of self-expression and job satisfaction, gradual progress, change of skills, abilities, qualification potentials, and the amount of remuneration associated with the activities of a worker.

Diatlov (1998) defines career as a motivation to achieve success, as well as self-knowledge, success and self-devotion, self-control and efficiency, i.e., it is a process of successful self-realisation accompanied by social recognition, and is the result of career progress.

Ivantsevych (1993) focuses on the fact that career is an individually realised sequence of changes in attitudes and behaviour associated with a person's work experience and professional activity.

The representatives of socio-economic direction define career as the dynamics of educational level and worker's skills, as well as behaviour associated with the accumulation and use of human capital throughout the career.

Considering professional career as a line of worker's progress, the scientists (Starchenko and Zakharova, 2013) emphasise that career growth makes it possible to realise one's needs in improving financial situation, achieving appropriate social status, and having more authorities.

It should be mentioned that psychologists emphasise that career is associated with the following: a certain type of professional activity at a particular stage of professional growth; obtained experience; the formation of an active professional position; and the realisation of personal and professional goals and motives. At the same time, 'career' has different meanings, and it depends on what types of career are considered.

It is worth noting that career can be seen as a movement towards acquiring certain values, welfare, recognition in society or organisation. Among them are office levels, the levels of hierarchy; the levels of qualifying steps and associated skill categories, differentiated skills and knowledge by proficiency level; ranks reflecting the level of worker's contribution to the development of organisation (length of service, unique rational suggestions, suggestions that are crucial for the organisation), worker's position in team; levels of power as a degree of influence in the organisation (participation in making important decisions, friendly relations with organisation management); levels of material remuneration and income (Bodalev, 1998). It is worth emphasising that the presented benefits can be considered both through the prism of human subjectivity, and from the point of view of human environment (organisation, professional sphere, or society). The benefits can be assessed in the form of feelings, self-assessment of one's progress, as well as by its recognition in the environment in the form of promotion, higher pay, etc. For example, a person can feel the change in his position and authority, but others will welcome and 'see' his professional growth only then when his qualification level of professional duties is officially raised.

Career is also considered in terms of individual development. From this point of view, Dessler (1997) defines career as a person's professional way, in the course of which this person develops. At the same time, the strategy of career building is a specific system of actions regarding adaptation or development of a person and career; it is a system of actions aimed at changing oneself and other people, as well as conditions and content of professional activity to achieve career goals.

Schein (1996) considers career to be a result of interaction between an individual and organisation where so-called 'career anchors' play a significant role in career development. As Shane noted, 'career anchors' are self-perception and basic life values based on the previous experience, they become relatively stable during the next period of labour activity. Among them are a desire for independence and stability, 'management' anchor, 'lifestyle', and a desire for balance between one's work and family. According to the scientist, career anchors help to identify criteria for career success for every individual: combining a career anchor and career development, a person can achieve success.

Hall (2002, 2004) considered professional career from the point of view of its perception by an individual working in organisation. The scientist determined the following dimensions of business career effectiveness: financial or hierarchical success; the way career is perceived and evaluated by the worker (career attitudes); professional identity; career adaptability.

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According to Hall, the opinion of an individual as well as his perception by professional environment are very important when assessing career effectiveness.

The scientists note that:

- career is closely connected with the development of personal and professional potential;
- career is associated with human activity;
- career is connected with human mobility;
- the notion of ‘career’ involves the notion of ‘success’: ‘successful promotion’, ‘a path to success’; career covers the ways to achieve success in the field;
- career is a process as well as the result of this process, in particular, person’s self-realisation.

Career involves:

- the result of conscious position and motivated behaviour of a person in the field of labour activity relating to official or professional growth;
- the succession of vital events, the sequence of professional kinds of activity and other life roles that influence the ability of a person to act according to a generalised model of self-development;
- the trajectory of one’s own movement that a person forms taking into consideration his goals and motives, and perceiving the peculiarities of internal and external organisational reality, in particular, regarding compliance with social and economic changes, ensuring person’s competitiveness in the modern labour market.

It was found out, that the following factors cause the lack of correspondence between students’ career development and modern working environment:

- low level of achievement motivation;
- unwillingness to take an active professional position, to cooperate, to compete, and be a subject on the labour market in competitive business environment;
- lack of independence in professional self-determination and professional choice at the very start of professional activity (idealistic views on the future profession, professional activity and career prevail, that fail at the beginning of professional activity and cause anxiety and depression);
- it negatively influences the communicative sphere of activity causing a low level of motivation to work and feeling of uncertainty in further labour activity;
- is a need for a real assessment of personal and professional potential of future professionals at all stages of career development;
- low level of self-assessment of one’s own abilities and capabilities to perform professional activity and choose career development paths;
- lack of interest in the chosen field of activity, achievement motivation uncertainty concerning professional future prospects for the chosen profession;
- indefinite competitive advantages and uncertainty about career success;
- low level of professional self-awareness regarding the realisation of professional goals and motives;

- lack of coordination between personal motives and those of an organisation regarding economic results of activity and one's own self-realisation;
- insufficient level of analytical and project ability to develop innovative business ideas and plans in marketing environment;
- vague ideas about one's own professional future and conditions of career development of a person in marketing environment negatively influence motivation in defining specific and general goals and realising perspective personal and professional plans of career development. That is why, students need appropriate career-oriented support in the process of their training.

## Conclusion

Taking into account the principle items of career psychology, it can be stated that under the conditions of current socio-economic changes career should involve motivated and successful activity, professional growth, formation of stable competitive position in the context of market requirements and needs. At the same time, a person must have an appropriate level of career competence, in particular, it concerns personal responsibility for the choice of career development paths.

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