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ORGANIZATIONAL PSYCHOLOGY

Editorial

We are pleased to continue to acquaint readers with the latest developments in organizational psychology in 2019–4 issue of ***Organizational Psychology Journal***.

The column **“Research in Organizational Psychology”** contains three articles. Each of them raises the topic of emotional burnout in different professions — in the hotel and restaurant business (an article in English by our Indian colleagues Asi Reddy and Harshita Mehta *“Mediating role of transformational leadership on the relationship between burnout and intention to quit among the employees of select hotels in South India”*), among figure skating athletes (an article *“The using of eye movements parameters in burnout syndrome diagnostic”* by Valentina Barabanschikova, Oksana Klimova, Artem Kovalev, Galina Men'shikova), among social care workers (an article by Natalya Bondarchuk and Elizaveta Bykova *“Professional self-concept of a care worker: research among the social pedagogue in the Magadan region”*).

The **“Organizational psychology in practice”** column covers the issue of training effectiveness. This is the subject of the article by Vladislava Stepanenko and Natalia Antonova, *“Evaluation of the effectiveness of training in organization: case study”*. Authors developed the contextual hierarchical model for evaluating the effectiveness of training and tested on 201 employees of consulting company.

In the column **“First Steps”** there is wide range of articles by young researchers. The topic of proactive behavior is raised in two investigations. These are articles by Mariya Starikova and Sergey Manichev *«Building a professional career in organizations: The role of employee's proactivity»* and *«Innovative and bureaucratic organizational culture as factors of proactivity in organization»* by Olga Abramova and Aleksandr Tatarko. The role of humor in organizational everyday life is discussed in an article by Alla Ustinova and Anastasiya Kachina *«The Relationship between Emotional Intelligence and Types of Humor in Business Communication»*. Gender issues are raised in the article by Aleksandra Bordunos *“Alternatives to a «rose-colored glasses»: inclusion of employees with childcare commitments”*. Features of the intragroup role structure are considered in an article *“Group work: peer assessment and rewards distribution”* (in English) by Diana Bayazitova.

The problem of professional training is raised in the article *“Generalists in Modern Organizations: Theoretical Review”* by Natalya Ivanova, Anna Klimova, and Warren Thorngate W. Thorningate in the column **“Organizational psychology in dialogues and discussions”**.

In the **“Conferences”** section you will find brief summary of professional events of 2019: IInd all-Russian scientific and practical conference *“Government, business, education: effective partnership”* by Mariya Gornakova and Anna Dyachuk and *“Traditional and innovative in organizational psychology”* by Tatiana Kochetova.

In the **“Literary Guide”** Takhir Bazarov shared his impressions of the book by U.J. Bennis and R.J. Thomas *“Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders”* after a new reading with a difference of 10 years in the book review *“Leadership Formula: A look through the decade”*.



Mediating role of transformational leadership on the relationship between burnout and intention to quit among the employees of select hotels in South India

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Abstract. *Purpose.* Transformational leadership the most widely researched leadership theories in the present business world, emphasizing on “broaden and elevate the interests of the employees when they generate awareness and acceptance of the purposes and mission of the group.” India is a prominent and attractive hub during the past decade made the service industry agile with round-the-clock rendering of quality services for its customers. Thus, creating more work stress among the employees of this sector in India leading to burnout and then to quit from the organization. This paved the way to estimate and investigate the effect of Transformational leadership on burnout of employees working in hotels in South India with empirical evidence to conceptualize transformational leadership and its relation with employee job burnout and thereby the intention to quit. *Methodology.* A self-administered questionnaire for measuring the level of burnout using MBI Scale, perception on supervisor’s transformational leadership was tested by using the Multifactor Leadership Questionnaire (MLQ-5x; Bass, 1985), intention to quit measured by the scale developed by C. D. Crossley et al., (2002). The data collected was treated using descriptive statistics, correlation and regression analysis and Mediation analysis. *Findings:* The impact of employee burnout on the intention to quit is mediated by transformational leadership with direct and total effects as 0.2347 and 0.2477 respectively and is significant at $p < 0.00$ also 53.17% of variability of data can be explained by transformational leadership. *Values of the results.* The results posts a platform to explore supervisors’ leadership style so as to reduce employee intention to quit. This paper also poses the researchers to test on other organizational and psychological factors influencing job burnout leading employee turnover.

Keywords: HoReCa, burnout, intention to quit, leadership, mediation, transformational leadership.

Introduction

The concept of burnout has been highlighted in the recent literature for its impact on individuals, and also on the organizations (Singh, 2000). With the increase in the service quality and customer-centric processes, the service industry across the globe facing tremendous challenges in retaining the customers. This led the supporting and first level employees to stretch beyond and fulfill the organization’s goals. This, in turn, develops a feeling of stress among the workforce translated to burnout and finally to quit the organization. Job burnout, a syndrome of inappropriate attitudes

towards clients and oneself, often associated with uncomfortable physical and emotional symptoms (Freudenberger, 1974; Kahn, 1978). Burnout strikes employees when they have exhausted their physical or emotional strength. C. Maslach and S. Jackson (1981) conceptualized burnout tendency and developed the Maslach Burnout Inventory (MBI). The MBI defines three dimensions to burnout, and the first is emotional exhaustion — the feeling of being overextended emotionally and physically. The second dimension, depersonalization, is the aspect of burnout that is connected to feelings of lost identity and meaningfulness. Finally, a sense of low personal accomplishment makes the employee feel dissatisfied with the work accomplishments and/or believe that the actions no longer make a difference (Golembiewski, Munzenrider, Stevenson, 1986). These negative attitudes develop an intention to quit the organization, is a serious issue especially today wherein employee leaves the organization or the organization itself fires him/her. This can be either voluntary or involuntary.

M. S. Ghasabeh et al., (2017) and B. J. Galli (2019) proposed that the current environment which is characterized by uncertainty and organizational instability calls for transformational leadership to prevail in different levels of the organization. Transformational form of leadership can be viewed as building emotional attachments between followers and leaders (Wylie, Gallagher 2009). This emotional attachment could work magic in today's organizations regardless of type. L. B. Andersen et al., (2018), stated that transformational leadership is the one wherein a leader works with the subordinates to identify the needed change and inspire the employees towards such change and implement the same, reducing the intention to quit among the employees. Transformational leadership majorly focus on the ability to lead oneself, others and other leaders as well.

This study intends to examine the effect of burnout on the intention to quit, and also the moderating effect of transformational leadership between burnout and intention to quit. Employees from hospitality sector were chosen for the study because they have received adequate attention from researchers (Wang et al., 2015), despite their priority to a large and growing industry that vitally contributes to the nation. Also, the hospitality industry was chosen for this study because of the recent dramatic changes in demand that have led to pressures in the labor market and rising competition among hotels to attract and retain skilled and qualified service-oriented employees.

Review of Literature

S. I. Wong et al., (2007) opined that reduced willingness of employees to push or extend themselves in delivering quality service is an outcome of burnout. This impact can be weakened when management improves employees' level of affective commitment towards organization and supervisory support to manage work tasks better. Burnout occurs in a variety of jobs and is an indication that employees are no longer able to adequately manage their interactions with the stakeholders (Dormann, Zapf, 2004).

J. Jung and Y. Kim (2012) confirmed that personal background and working environment as the predictors of burnout in the organization and the consequences were reduced organizational commitment and high level of intention to quit. Y.-D. Dai et al. (2019) have added that burnout depends on the leadership style. E. W. Bradley and K. P. Sanjay (2010) confirmed that the lowest level of burnout was found when the supervisors reported a high level of initiation. Thus, we can say that there is an inverse relationship between the amount of consideration and the level of burnout. It is therefore posited that burnout will have an impact on the employees' intention to quit the organization.

H1: The employee intention to quit an organization is positively related to burnout.

The change in the economy has changed the traits and the competencies a leader should possess have changed because of the agile requirements in the global business (Hoch et al., 2018). The competencies like negotiation, influencing others and communication have not really changed but innovative and creative thinking, problem-solving, interpersonal skills, decision making stands at the top of the pyramid. A leader is said to be successful when the outcome is to contribute to the growth of both the organization and the economy. This highlighted the changing role of leader from transactional to transformational. Transformational leaders improve commitment and loyalty (Tuna, et al., 2011) among the employees in the organization through inspiration thereby raising one another to higher levels of motivation and morality. This style ultimately becomes moral in which it raises the level of human conduct and ethical aspiration of both the leader and the subordinate, thus having a transforming effect on both (Bums, 1978). Superior leadership performance — transformational leadership (Bass, 1990) occurs when leaders broaden the interests of their employees, generate awareness and accept the purposes, and strive their subordinates to move forward beyond own self-interest.

Transformational leadership does influence the performance of the organization. A transformational leader motivates the employees and inspires them to go out of the way to build relations with the customers and thus earn a brand image for the organization (Erkutlu, 2008, Gumusluoglu, Ilsev, 2009; Patiar, Mia, 2009). With this style, managers pass on the decision making authority to the department heads and other junior managers, giving a sense of responsibility. A. Patiar, L. Mia (2009) found that when all the three are combined i.e., transformational leadership, market competition insight and the effective use of the management accounting systems information, this has a positive impact on the nonfinancial performance of the organization. By non-financial performance, it means improving the various departments' performance and ultimately the customer satisfaction. Thus, it is said that transformational leadership leads to improved performance (Patiar, Mia, 2015; Dai et al., 2019). From the above reviews about transformational leaders and their role in the organization, we can conclude that transformational leadership relates to the employees' decision whether to stay or leave the organization. It is therefore posited that transformational leadership will have an impact on the employees' intention to quit.

H2: The employee intention to quit is inversely related to the transformational leadership style followed in the organization by the superiors.

D. A. Waldman et al., (2012) opined that leadership can be an important link that embeds employees. Prospective leavers are less bound to quit when supervisors show a transformational style of leadership toward them. The loss of employees with vital skills or talents can incur sizeable personnel costs (Peterson, Luthans, 2006) and risk organizational effectiveness, like decrease in customer service (Shaw, Duffy, Johnson, Lockhart, 2005). Although currently, high unemployment rates are discouraging employees from dropping, leading companies nonetheless are preparing for the eventual bottled up turnover that will arise as the economy recovers (Allen, Bryant, Vardaman, 2010). When followers perceive their leaders as behaving transformational (Hughes et al., 2010) they report a higher-quality exchange relationship, their preparatory job search feelings, thoughts, and behaviors are less salient.

E. W. Bradley and K. P. Sanjay (2010) found that in government organizations, the officers usually exhibit a greater level of transformational leadership than expected by the general public. Also, transformational leadership behaviors in an organization are not really affected by the constraints that are made by the external people or external authorities, and it is the innate quality of the leaders. L. Firth et al., (2004) and J. E. Hoch et al. (2018) opined that followers who believe that their personal needs are being met through a leader's individualized thoughtfulness and consideration will be less likely to leave the leader who is looking into these needs and will thus remain as a member of the

organization. Transformational leadership could mediate the relationship between the intention to quit and the burnout levels. Thus, posited the below hypothesis.

H3: Transformational leadership mediates the effect of burnout levels of employees and their intention to quit the organization.

Conceptual Model

Based on the understanding of the situation and above concepts and literature, a conceptual model has been developed for this study which is as shown below. In this model, Burnout, as discussed, has three dimensions and it is said to have a direct impact on the intention to quit factor. Also, transformational leadership is considered to have a direct impact on the intention to quit. Transformational leadership as discussed above is shown as a moderating variable that will moderate the effect of the level of burnout on the intention to quit.

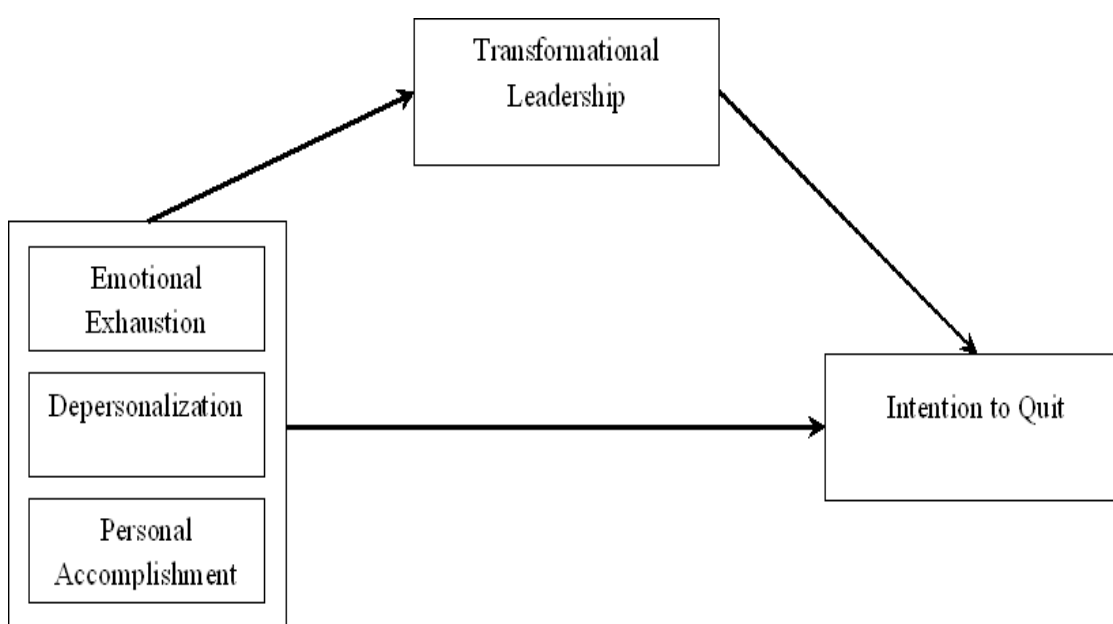


Figure 1. Conceptual Model

Methodology

Data was collected for the study by self-administering structured questionnaires to the hotel employees of the select hotels. So the population for the study is the hotel employees of South India. Simple random sampling technique irrespective of the respondent cadre was adopted for data collection. As a result of data collection out of 265 questionnaires circulated, all 150 fully filled in questionnaires were received with a response rate of 56.6%.

The *Maslach Burnout Inventory scale* for data collection of burnout on the job has been adopted. Respondents rated the statements with each of the items on a 5-point Likert's scale, where «1» represents "strongly disagree" and «5» represents "strongly agree." In the same lines, transformational leadership was tested by using the *Multifactor Leadership Questionnaire (MLQ-5x; Bass, 1985)*. The *Multifactor Leadership Questionnaire (MLQ-5x)* is the accepted instrument for estimating transformational and transactional leadership behavior (Bass, Avolio, 2000; Avolio, Bass, 2004). Respondents rated agreement with each of the items on a 5-point Likert scale, with «1» representing "strongly disagree" and «5» representing "strongly agree."

To measure the quit intentions of the employees, C. D. Crossley et al., (2002) developed scale was used. This scale can be used as a reliable and valid scale to assess turnover intentions and can, therefore, be used in research to validly and reliably assess turnover intentions or to predict actual turnover (Bothma, Roodt, 2013).

Findings and Results

Cronbach's alpha test was conducted to test the reliability of the data. It is found that the items included in the questionnaire are reliable as the alpha value is greater than 0.7 (0.794). Descriptive tests were done to know the frequencies of various items in the questionnaire like:

Table 1. Age of the Respondents

Age	Frequency	Percent
< 20 years	38	25.3
20 — 29 years	63	42.0
30 — 39 years	42	28.0
40 — 49 years	7	4.7
Total	150	100.0

The results from table 1, indicate that the age of the respondents who undertook the survey is as follows, 25.3% i.e., 38 members are below 20 years, 42% (63 members) are between 21 and 29 years, 28% (42 members) are between 30 — 39 years, 4.7% (7 members) are in between 40 and 49 years. From this, we can find out that most of the people working in the hotel industry are of a young age below 29 years.

The results from table 2, indicate that out of 150 respondents 46% (69 members) of them have less than two years of experience, followed by 40% (60 members) with an experience of 2 — 5 years. here are very few respondents 13.3 % (20 members) with an experience of 6 — 9 years and only 0.7% (one member) with the highest experience of 10 — 14 years. From this, we find that the turnover rate in the hotel industry is high because most of the respondents have less than two years of experience with an organization.

Table 2. Experience of the respondent

Experience	Frequency	Percent
< 2 years	69	46.0
2 — 5 years	60	40.0
6 — 9 years	20	13.3
10 — 14 years	1	.7
Total	150	100.0

Pearson's correlation test was performed to find out the association between the mentioned variables of the study namely burnout, transformational leadership and the intention to quit which is shown in the below table 3.

The table shows the correlation between Burnout, Transformational Leadership and Intention to Quit. It is evident from the above table that Burnout and Intention to quit are moderately positively correlated (0.728). Burnout and Transformational Leadership are weak negatively correlated (–0.245). Intention to quit and transformational leadership are moderate negatively correlated (–0.479).

Table 3. Correlations

			Burnout	Intention to Quit	Transformational Leadership
Pearson's Correlation	Burnout	Correlation Coefficient	1.000		
		Sig. (2-tailed)	.00		
	Intention to Quit	Correlation Coefficient	.728**	1.000	
		Sig. (2-tailed)	.000	.00	
	Transformational Leadership	Correlation Coefficient	-.245**	-.479**	1.000
		Sig. (2-tailed)	.003	.000	.00
		N	150	150	150

** . Correlation is significant at the .01 level (2-tailed)

For the first hypothesis that says that there is a positive relationship between burnout levels and the intention to quit, a regression test was performed.

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728 ^a	.530	.526	2.77153

a. Predictors: (Constant), Burnout

Table 5. Coefficients^a

Model B	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Std. Error	Beta			
1 (Constant)	-4.786	1.012		-4.731	.000
Burnout	.244	.019	.728	12.907	.000

a. Dependent Variable: Intention to Quit

The above tables show a regression analysis for two variables namely Burnout (IV) and the intention to quit (DV). The value of R square defines that 53% (From table 4) of the variability can be explained by the independent variable (burnout) on the dependent variable (intention to quit).

The equation will be the Intention to quit = -4.786+ (0.244) Burnout from table 5, which says that for every one unit increase in Burnout, the Intention to quit increases by 0.244 times and is significant at $p = 0.000$ (< 0.05). So the hypothesis framed that the intention to quit is positively related to the burnout levels is accepted.

Similarly, regression test was performed for the second hypothesis as well.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.23	.011	4.00506

a. Predictors: (Constant), Transformational Leadership

Table 7. Coefficients^a

Model B	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Std. Error	Beta			
1 (Constant)	11.295	2.088		5.410	.000
Transformational Leadership	-.135	.037	-.133	-3.648	.000

a. Dependent Variable: Intention to Quit

The value of R square states that 23% variability (from table 6) can be explained by transformational leadership on employee intention to quit. It seems there exist other factors which have an impact on employee intention to quit. The equation will be Intention to quit = 11.295+ (-0.135) Transformational Leadership from table 7.

Thus, we can say that with one unit increase in Transformational leadership, the Intention to quit reduces by 0.135 times and is significant at $p = 0.000$. This states that leader behavior plays a major role in reducing intention to quit. So the hypothesis framed that the intention to quit is directly related to the transformational leadership followed in an organization can be accepted.

The third hypothesis was tested for the moderating effect as follows: Mediation Analysis was performed to find out the mediating role of transformational leadership on the relationship between job burnout and intention to quit by using Using PROCESS version 3.4, Model 4 developed by Andrew F. Hayes.

Table 9. Mediation Model

Direct effects	Coefficient	SE	T	CI	Model R ²
TL as outcome					
Burnout	-.0804	.0255	-3.1520	-.13, -.03	.059
Intention to Quit as outcome					
B	.2477	.0302	8.1963	.19, .31	.5317
TL	.0493	.0662	.7437	-.18, .08	
Indirect Effect	Effect	Boot SE	BootLLCI	BootULCI	
B → TL → IQ	-.004	.0057	-.0177	-.0055	
Total Effect	Effect	Boot SE	BootLLCI	BootULCI	
	.2437	.0189	.21	.28	
Direct Effects	Effect	Boot SE	BootLLCI	BootULCI	
	.2477	.0302	.19	.31	

A mediation analysis is comprised of three sets of regression:

- i) $X (IV) \rightarrow Y (DV)$
- ii) $X (IV) \rightarrow M (MV)$ and
- iii) $X (IV) \rightarrow M (MV) \rightarrow Y (DV)$

First Regression i.e. $x (IV) \rightarrow y (DV)$ termed as Burnout (B) on Intention to Quit (IQ) the equation found to be as,

$$Y = a + b_1 X + e$$

And the equation can be denoted as

$$Y = -4.7855 + 0.2437 X + e$$

Second Regression i.e. $x (IV) \rightarrow m (MV)$ termed as Burnout (B) on Transformational Leadership (TL) the equation found to be as,

$$M = a + b_2 X + e$$

And the equation can be denoted as,

$$M = 29.0392 - 0.0804 X + e$$

Third Regression i.e. $x (IV) + m (MV) \rightarrow y (DV)$ termed as Burnout (B) and Transformational Leadership (TL) on Intention to Quit (IQ) and the equation found to be as,

$$Y = a + b_4 X + b_3 M + e$$

And the equation can be denoted as,

$$Y = -6.2158 + 0.2477 X + 0.0493 M + e$$

The Total Effect stands at 0.2437 (b_1) is in the first regression equation: a total effect of X on Y (without M).

The direct effect 0.2477 (b_4) is in the third regression equation: a direct effect of X on Y after considering a mediation (indirect) effect of M .

Finally, the mediation effect is the total effect minus the direct effect (i.e. $b_1 - b_4 = 0.2437 - 0.2477 = -0.004$), which equals to a product of a coefficient of X in the second regression equation and a coefficient of M in the third regression equation (i.e. $b_2 \times b_3 = -0.0804 \times 0.0493 = 0.004$).

From the above, it is clear that transformational leadership mediates the effect of burnout on the intention to quit and it is significant too by 0.004. From the model summary of the intention to quit, we can see the limits of transformational leadership are negative (-.18 & -.08) which implies that transformational leadership has a moderating effect of on the relationship between burnout levels and the intention to quit. So, the hypothesis is to be accepted.

Discussion

Form the results, we find that, 42 per cent of the employees working in the hotel industry are in the age group of 20 — 29 years. A majority of 86 per cent of employees have less than five years of experience and a mere 0.7 per cent of employees have experience more than 10 years, showing no longevity in the job stand as round-the-clock servicing and uneven work timings stands as mandate in this sector. It was also found that an association between burnout and intention to quit, transformational leadership and intention to quit, along with the mediating effect of transformational leadership on between burnout and the intention to quit. The study reveals that leaders have a prominent role in reducing job burnout among the subordinates thus minimizing employee turnover.

The key finding from this study was that majority of quit decisions depend on the burnout levels. As seen in the results above, about 54 per cent of the employees' decisions to quit are directly related to the burnout levels experienced on the job. Also seen was that 18 per cent of the quit decisions of the employees in an organization depends on the transformational leadership followed by the managers in the organization. There is a negative relationship between transformational leadership and intention to quit as mentioned above but the 18 per cent means that there are other factors too which impact the quit decisions namely, perception of the organizational structure, work climate, personal issues, etc.

Conclusion

In this study, we explored the effects of burnout on the intention to quit and also the effects of transformational leadership on the intention to quit. We found support for both the hypothesis mentioned, namely, that there is a direct relationship between burnout levels and the intention to quit and also between transformational leadership and the intention to quit. This we can say based on the above results and interpretations, which prove that there is an association between all the three dimensions of burnout namely Emotional exhaustion, depersonalization and personal accomplishment with the intention to quit and also there is an association between transformational leadership and the intention to quit decisions. In other words, we can conclude by saying that when followers perceive that transformational leaders will reduce their intentions to quit. In the same way when the levels of burnout on the job increase, the intentions to quit will also increase.

Thus, we can say that there is a direct positive relationship between the burnout levels and the intention to quit decisions. Similarly, there is an indirect relationship between transformational leadership and the intention to quit decisions. The study found that increasing job burnout correlates with the increase in the quit intentions in South India's hotel industry. These results imply that as hotel service employees burn out they become progressively less committed to delivering good quality service in the predetermined manner expected by management, and service quality and customer satisfaction suffer as a consequence. Reduced willingness on the part of service employees to extend themselves and deliver quality service because of burnout will very likely lead to corresponding reductions in customer satisfaction and the company's image, and ultimately the company's reputation. Customer satisfaction is key to retaining existing customers. Thus, burnout has

consequences for organizations that should not be overlooked. Companies that address burnout will have a more enthusiastic, loyal, and effective workforce and will enjoy greater customer satisfaction (Angerer, 2003) and less employee turnover.

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ORGANIZATIONAL PSYCHOLOGY

The using of eye movements parameters for burnout syndrome diagnostic

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Abstract. The study of the reasons and mechanisms of development of professional deformations is one of the actual and important tasks of organizational psychology. *Purpose.* The purpose of this study was to explore the possibility of using the parameters of eye movements to assess the degree of professional deformations on the example of burnout syndrome. *Design.* 34 figure skaters took part in the experiments. The study consisted of two experimental series. In the first part, 32 matrices consisting of four photographs were used as stimuli. Each such matrix contained one neutral image and images of the types "Training", "Rewarding" and "Injury" and was displayed for five sec. In the second part, subjects were presented with texts of negative, positive and neutral content. Some of the texts contained grammatical errors and the task of the subjects was to find such errors. Eye movements were recorded with the eye tracking system SMI RED 120. All subjects pre-filled out a questionnaire aimed at assessing the degree of burnout syndrome — Maslach Burnout Inventory. *Finding.* The results found some relationships between the severity of burnout symptoms such as "Reduction of personal achievements" and "Depersonalization" and the parameters of eye movements. Participants of the group "Reduction of personal achievements" when reading texts with negative content made less long-term fixations on negative words, as well as less fixation on images such as "Rewarding". Thus they demonstrated an avoidance strategy. The "Depersonalization" group avoided positive texts and images with type "Training". *The value of results.* Thus, using the parameters of eye movements, an objective assessment of the distribution of attention of the subjects was carried out when presenting stimuli relevant to the content of the symptoms of emotional burnout. The use of different types of stimuli allowed to establish qualitative differences in the degree of different symptoms of burnout syndrome.

Key words: professional deformation; burnout syndrome; oculography; eye tracking; eye movements.

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ORGANIZATIONAL PSYCHOLOGY

Professional self-concept of a care worker: research among the social pedagogue in the Magadan region

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Abstract. *Purpose.* This article is devoted to the description of the results of an empirical study of the professional self-concept of social pedagogue in the education system of the city of Magadan city and the Magadan Region. *Methodology.* The study has an exploratory design. The carried out research includes a technique of diagnostics of level of emotional burning out by V. V. Boyko, the study of determining satisfaction with work by A. V. Batarshv, the technique of specialized semantic differentials for the evaluation of the concepts of "profession" and "professional" by V. P. Serkin, the method of studying professional identity by L. B. Schneider, an special developed questionnaire, the author's version of the technique "Unfinished sentences". The sample of the study was made up of 25 social pedagogues working in the education system of Magadan city and Magadan Region: institutions of secondary general education, institutions for students on adapted educational programs, vocational education institutions, and additional education institutions. The procedure of the research conducted by the authors is described, a detailed interpretation of the results is given, and as a result, a description of the professional self-concept of the social pedagogue in the education system is given. *Finding.* The obtained data justify the formation of well-understood, positive, cognitive, emotional and behavioral components of the professional self-conception of social pedagogues of the education system that are adequate to the requirements of professional activity. *The value of results.* The results make it possible to supplement and broaden the idea of the professional self-awareness of social pedagogues. The results also can be used in the professional preparation of students in the field of training "Psychological and pedagogical education" profile "Social Pedagogy".

Key words: care worker, Magadan region, social pedagogue, education system, profession, professional self-concept, professional identity, the emotional burnout, the semantic differential technique.

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ORGANIZATIONAL PSYCHOLOGY

Evaluation of the effectiveness of training in organization: case study

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Abstract. *Purpose.* The purpose of this work is the development and testing of a program for assessing the effectiveness of training for employees of a consulting organization. *Design.* The first stage aimed to study the parameters of effective training (contextual part of the model). On the second stage to develop on the basis of selected parameters the methodology for assessing the effectiveness of training at several levels. There are: affective, cognitive, behavioral (hierarchical part of the model). Approbation of the methodology for evaluating the effectiveness of training and determining its validity. *Methods.* We used semi-structured interview, moderation sessions, survey, and testing. Processing of the results was performed using the method of content analysis, statistical processing was performed using SPSS. *Sample:* employees of consulting company N, the total number of 201 people. *Results.* A contextual-hierarchical model for evaluating the effectiveness of training was developed. Parameters of effective training for employees of a consulting company were identified. A methodology for evaluating the effectiveness of training by a consulting company, including three blocks, was developed and tested. Recommendations on the application of this technique in further work were given to the customer. *Application:* The developed methodology can be used to assess the effectiveness of training in consulting companies. *Limitation:* the methodology was created for the consulting company however the created assessment model and recommendations may be useful to developers of similar instruments in companies with different profile.

Keywords: education, training, effectiveness of training, assessment model, assessment methods, ROI.

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ORGANIZATIONAL PSYCHOLOGY

Building a professional career in organizations: The role of employee's proactivity

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Abstract. *Purpose.* In modern economic conditions workers, in order to achieve success, tend to build a proactive career. Since there are very few works in the Russian-language literature devoted to career proactivity, it is important to study biographical predictors of career success. *The hypothesis of the study.* 1. There might exist an invariant, nonspecific for professional areas structure of personal predictors of a successful professional career, which includes special behavioral characteristics of the employee (career potential of the employee). 2. Even in functional hierarchical organizational structures, there are features of the organizational context that facilitate the disclosure of the proactive potential of the employee. Empirical research was conducted on a sample of 301 people. *Research methods:* 1) developed biographical questionnaire (324 questions), containing scales of success rates, career potential, organizational context; 2) K. Riff psychological well-being scale (adaptation by T. D. Shevelenkova); 3) corporate competence assessment scale. *Results.* A structural model of the characteristics of a professional career has been developed. Predictors and moderators of subjective and objective career success are highlighted. A structural model of the characteristics of a professional career is built. Predictors and moderators of subjective and objective career success are highlighted. *Finding.* The relationship of satisfaction with the profession as an integral subjective indicator of career success with indicators of psychological well-being is confirmed. The influence of the employee's career potential and the organizational context of his activity on job satisfaction as an indicator of career success is mediated by mediators. Such mediators are indicators of proactive behavior in career management — orientation to career goals and the level of professional mobility.

Keywords: career development, professional career, proactivity, career success, organizational context.

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Innovative and bureaucratic organizational culture as factors of proactivity in organization

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Abstract. Proactivity in the behavior of employees is a desirable attribute of a modern organization striving for innovation, which is prepared to meet the constant challenges of a technological society. Proactivity at the individual and organizational levels is characterized by the mindset of employees to transformation, useful activity, long-term planning and initiative, which brings the organization towards innovation. *Purpose.* The goal of the study is to identify the indirect relationships between perceived organizational culture and proactivity. Our hypothesis is the existence of a positive relationship between innovative organizational culture and proactivity through the following mediators: innovative self-efficacy and autonomy. The importance of innovative culture for proactivity is illustrated by the hypothesis of the negative indirect effect of bureaucratic culture on proactivity through the same mediators. *Study design.* The unconventional approach of the study — investigation of organizational characteristics useful for innovation through students' perception of their activities at the university. This idea stems from the similarity of the attributes of a modern, constantly learning innovative organization with the characteristics of a university of a new format — with design work, academic mobility and competitive environment. As a result, the regression analysis of the mediation model involving 191 students from different faculties of the university showed a significant indirect effect of innovative organizational culture on personal and organizational proactivity through innovation self-efficacy. *Findings.* The bureaucratic culture, on the contrary, did not have an indirect negative effect on both levels of perceived proactivity. Additional analysis revealed direct relationships between the innovation / bureaucratic organizational culture and autonomy: an innovative culture has a positive direct relationship with autonomy, and a bureaucratic culture has a negative direct relationship. Thus, it is possible to talk about the benefits of an innovative organizational culture for the proactive personality and organizational member proactivity, provided the individual maintains a high innovation self-efficacy — belief in his/her ability to innovate. *Implementation in practice.* In practical application, the research contributes to one of the future scenarios of an innovative organization aimed at learning, employee independence and hierarchy reduction, and also utilizes characteristics rarely studied in Russian organizational psychology: proactivity and innovation self-efficacy.

Keywords: innovative organization, innovation, innovation self-efficacy, autonomy, organizational culture.

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The Relationship between Emotional Intelligence and Types of Humor in Business Communication

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Abstract. *Purpose.* The article presents pilot research results regarding emotional intelligence and humor style relationship in business communication. *Method.* Study sample comprised of 101 participants, 27 men and 74 women. We used R. Martin Humor Styles Questionnaire (Russian version; Ivanova et al., 2013), Emotional Intelligence Questionnaire (Lyusin, 2006) and M. Sherer and J. Maddux' Social Self-efficacy Scale (Russian version by Boyarinceva, 1995). Supplementary, self-assessment of business communication' and public speaking' frequency at work data were assembled. Spearman's ρ -criteria, cluster analysis (k -means) and Mann — Whitney U -criteria were used in data analysis. *Findings.* Intrapersonal EI positively correlates with self-enhancing humor ($\rho = 0,365, p \leq 0,01$) and negatively with aggressive ($\rho = -0,355, p \leq 0,01$) and self-defeating humor ($\rho = -0,286, p \leq 0,05$). It was shown that the respondents who often interact with colleagues / clients and speak publicly at work had significantly higher rates of interpersonal EI and self-supporting humor compared with those who had little contacts at work. In addition, clustered by humor style data revealed significant differences in intrapersonal EI ($U = 839.0, p < 0,004$) amongst respondents with reduced rates of destructive humor next to those who use all humor styles equally. *Value of results.* Research results correspond to previous studies on the regulatory function of self-enhancing humor in stressful situations. That affords us to outline stress-management programs using constructive humor as self-regulation technic in business communication.

Keywords: humor styles, emotional intelligence, interpersonal self-efficacy, business communication.

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Alternatives to a «rose-colored glasses»: inclusion of employees with childcare commitments

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Abstract. *Purpose.* The purpose of the study is to identify framework approaches to optimizing the working conditions of employees combining work with childcare. *Methodology.* The study addresses the framing effect and Q-methodology algorithms, namely: Q-concourse, Q-set, Q-sort and Q-factor analysis. The general set of opinions about the phenomenon under study is called the Q-concourse. Comprehensive literature review helped to form the Q-concourse. From the entire set of opinions identified (Q-concourse), a representative sample of initiatives was compiled — Q-set. *Results.* As a result of the analysis, it was possible to identify three main causes of a false positive assessment of working conditions for employees combining work with childcare: The end of state monopoly in institutionalizing certain gender roles, international recognition of the lack of an explicit gender gap in companies, and the avoidance of gender-related problems, associated with western feminism., which led to the emergence of the “rose-colored glasses” frame. The article describes the first stage of the study, as a result of which it was possible to identify three framework approaches alternative to “rose-colored glasses”, to determine the boundaries of their suitability, to select illustrative examples of initiatives that correspond to the identified frameworks and satisfy the needs of domestic companies. The revealed lack of freedom of choice allows us to look at the presented reference frames, not as mutually exclusive alternatives to the “rose-colored glasses”, but as a step-by-step program of improvements: the “red glasses” frame; green glasses” frame and “blue glasses” frame. Thus, the study offered answers to the key questions of optimizing working conditions for a dedicated marginal group of personnel: what strategic tasks does the company solve by optimizing working conditions; What individual needs do employees with childcare obligations have? what are the conditions for legitimizing initiatives. *The value of the results.* Theoretical results may be of interest to researchers of gender differences, inclusion and diversity of categories of personnel, social identity, strategic personnel management. The results are also addressed to the heads of organizations for which the policy on working with various categories of personnel is relevant. *The originality of the study* lies in the interpretation of gender studies from the perspective of management and the psychological theory of identity.

Keywords: Q-methodology, discourse analysis, inclusion, parenting, maternity, childcare commitment, high performance work system, high commitment work system, high involvement work system, gender equity.

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Group work: peer assessment and rewards distribution

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Abstract. *Purpose.* The study examined the problem of rewards distribution in students' group work. To implement the satisfying evaluation system in education, especially in students' teamwork, one must take into account the contribution of each team member. Following study investigated the perception of members' contribution according to their roles in teamwork. The roles were based on Belbin's theory of team roles with addition of free-rider role in accordance with social loafing theory. *Study design.* The study had experimental design, however, the experiment was conducted through online questionnaire with virtual situations per each role: Executive (Action role), Idea generator (Thinking role), Socializer (Communicative role) and Free-rider. Participants were 186 students who distributed rewards among all the members including themselves considering the project inputs of each member. *Finding.* The received results give us the review of the perception of each member contribution with particular role in the teamwork. The study also examined which team role is perceived as an important team member, how free riders allocate the common rewards among the team, what they expect to receive from other members. *Value of the results.* The results of the study might be useful in compensation and benefit system development, contribution assessment system in group work.

Keywords: rewards distribution, students' group, team work, team roles, free-rider.

Introduction

Nowadays rewards distribution is actual theme in social psychology especially talking about group work. It might be important to take into account the individuals' contribution to the teamwork and perception of what have been done by all the members of team. Thereby, unequal rewards and unfair assessment can lead to different types of conflicts in team or even personal level of relationships. This study examines the perception of members' contribution in accordance with their roles in team.

As a relevance of the study, it can be noted that there is the focus on teamwork rather than individual work on projects. Such wise, the rewards distribution system is needed in accordance with individuals' performance. M. J. Cissell notes "A reward system should, for purposes of equity, clearly relate to a performance measure or measures" (Gissell, 1987, p. 137). Unequal rewards distribution can cause conflicts in-group in relationships of its members. Moreover, rewards distribution influences on performance (if it is consistent) as well as perception of team members and their contribution (Hamilton, Nickerson, Owan, 2003). Thereby, tutors and teachers should take into account the individuals' work in team, in its turn leaders and managers should think about fair distribution to make all members of teamwork satisfied.

Talking about problem statement we consider that variety of studies are dedicated to the rewards distribution system in organizations (Ex: ORD model by Blau, 1964; Pearce, Peters, 1985), distribution as a choice in economic psychology (Alós-Ferrer et al., 2018; Cetre et al., 2019). In the sphere of social psychology, rewards distribution in team was mentioned as a voting or somebody's decision (Schmitt, 1998), without any context of team role or contribution. In addition, among studies based on role theory and team roles (Belbin, 1981; Horwitz, Horwitz, 2007 etc.), lack of researches were devoted to examining the roles' and contribution perception in teamwork (only Team Role Self-Perception Inventory by Belbin). Moreover, well-functioning teamwork has frequently been linked to increased work satisfaction and performance (Ruch et al., 2016). Moreover, some authors conducted similar studies trying to find out the interrelation between performance and rewards allocation (for instance: Lane, Messe, 1971), however, it was used dyadic teams with chooser (of rewards allocation) and receiver, the performance was evaluated as high or low level without context.

Positive psychology paid a deep attention to positive conditions and outcomes of teamwork, where role of inputs and outputs had been discussed profoundly (Henry, 2004; Turner, 2002). Many researchers discovered the contribution of team members' strengths at work as an integral part of it (Harzer, Ruch, 2015, 2014; Peterson, Seligman, 2014). If the teamwork is functioning good enough, it can lead to autonomy perception, this psychological phenomenon might be increased (Griffin et al, 2001), as well as job satisfaction (Wilson et al, 2004; Henry, 2004), and effectiveness of performance in general (Hamilton, 2003). Working in groups creates more ideas and productiveness in this case is increasing (Wuchty et al, 2007). Accordingly, the teamwork in education has the same issues: students' teams are used as a learning type as common as individual learning.

Team roles conception and free-riding effect

The structure of team plays important role in effectiveness of performance in a teamwork (Horwitz, Horwitz 2007). R. Belbin (1981) suggested the idea of differentiation of roles in teams. Therefore, different roles should be balanced in team to make the performance optimal. According to R. Belbin conception, we can describe team role as a specific behavioral pattern, which is formed by the influence of personal traits, motivations, learning, abilities and the main point, context. R. Belbin developed the roles theory, which states about eight types of team roles: Completer-finisher, implementer, shaper, coordinator, plant, specialist, monitor-evaluator, resource investigator, and team worker. Every role has its own advantages and disadvantages, strong and weak sides. VIA Institute on Character in 2013 proposed seven team roles (Table 1). These roles supposed to be particular and comprehensive for majority of teams.

Table 1. Team roles and their description (VIA Institute on Character, 2013)

Role	Description
Idea creator	This person is responsible for generation of new ideas in team; he/she also might be useful in emerging problem resolving. Thus, Idea creators are people with offbeat ways of solutions and perfect ideas
Decision-maker	Decision-makers analyze gathered information, make it clear and possible to use in goals achievement
Information gatherer	This role is dedicated for seeking the information that might be useful in work, for instance, new practices, trends etc.
Implementer	If the team came to a common solution or decision, it should be realized, that is the thing that Implementer does, he/she analyze the measures to achieve a particular goal
Influencer	Influencer usually cares about acceptance of project, he/she can be persuasive and influence on external persons such as supervisors etc.
Energizer	Energizers inspire others to make work done. It might be useful during some external pressure
Relationship manager	According to the name of this role the main duty is resolving conflicts in team and make them stronger

According to the Table 1, above-mentioned roles might be integrated into three main aspects in conformity with R. Belbin's theory (Batenburg et al., 2013):

Thinking

- Monitor Evaluator
- Plant
- Specialist

Action

- Implementer
- Shaper
- Completer / Finisher

People

- Coordinator
- Resource Investigator
- Team worker

Besides all researches about teamwork, some literature and practical experience present some negative effects connected with working in teams. The main famous effect is called «free-riding», when working in teams influence on opportunity to do nothing useful. From the educational perspective, the effect of free-riding is described as a problem when some team member use the benefits of all the group without any or little cost to herself / himself (Morris, Heyes, 1997). Most researchers compare free-riding with concerning development. If the students are not prepared for classes or meeting and try to make benefits with other students without any efforts, should be called to report for their particular behavior. If it will not happen, the significance of team-learning will not occur. Many authors refer this effect to the work in teams, to this system of studying in general.

We overviewed different aspects and theories of team roles, including the free riding effect of the teamwork and conditions under which it can appear. Generally all the roles might be defined as three main types: the team member who will be responsible for creating the ideas, the person who can implement all of suggested ideas into real life project, and the one who will coordinate the process of communication among all the members. Certainly, it is not full list of team role that might be emphasized in teamwork; nevertheless, we can use these types as main features. In our case, we called these roles as Idea's generator, Executive and Socializer.

Reward distribution

The main thing in human relations is the way of organizing their work so that the performance will be productive. One the common external motivation is the rewards system; in education sphere, we can call it evaluating system. The point is how the rewards should be distributed among all the team members in order to increase the total effort. Many researchers define rewards distribution as systematical, objective and equitable, and it should not be based on prejudices, biases or stereotypes (Hegtvedt, 1987; Lane, Messe, 1971). M. J. Cissel considered reward system as a system based on performance measures, comparing inputs and outputs (Cissell, 1987). In addition, E. E. Lawler noted that appraisal system should include the correlation between the results of performance and reward system especially in organizations (Lawler, 2003; Stroebe et al., 1996).

B. Gummer concentrated on rewards allocation in organizations as a main motivator of effective performance (Gummer, 1993). He mentioned that mostly rewards distribution is not the choice of participants or employees, thus unequal or unfair payment can lead to different negative consequences as conflicts, job dissatisfaction etc. Similarly, there is problem of students' evaluation in the teamwork. The current study is examining now students in teamwork prefer to distribute the rewards among themselves in accordance with their own role.

The aim of the current study is setting the relations between group roles in project work and rewards distribution among group members playing those roles. In the other words, we check how the perception of participant's role and other roles influence on rewards distribution among all the group members. To reach abovementioned goals we are going to check following hypotheses.

Hypotheses

H1. The amount of rewards (conventional units) will be different in accordance with the roles participants are playing in project work.

H1.1. Executive will receive the largest number of conventional units.

H1.2. Idea generator will receive less conventional units than executive but more than socializer.

H1.3. Socializer will receive less conventional units than idea's generator but more than free-rider.

H1.4. Free-rider will receive the least number of conventional units.

H2. Participant's role and roles of others will influence on rewards distribution (What is for me and what is for others).

Method

Participants

Participants were 186 students of high school of Moscow, Russia (74 males and 112 females) aged 17-35 years old ($M = 24,3$; $SD = 2,87$) recruited through the link with different instructions. All the participants were differentiated by the main instructions in accordance with particular role (Executives, Idea Generators, Socializers, Free-riders and Control group).

Procedure

To define the role description, we conducted pretest ($N = 29$) where participants were asked about activity of each role in fictional project. The sample strategy was snow-ball. Respondents answered what activities could be done by particular role. In accordance with received description we defined the role descriptions in the project for main case in our study.

Afterwards (pretest) experimental group (with roles) was given a case with project description, particular role and conditions where he/she will have to distribute the rewards (160) between all the roles including himself/herself. In addition, they answered the questions about fairness in particular situation and preference of distribution. The example of case instructions is below:

«You are the part of the team that carries out the project. The purpose of the project is attraction people to the blood donation. The team consists of you and three more participants: N, M and Q. Each member of group engaged in various activities on the preparation of the project, but in general, you are responsible for it all together.

Participant N proposes the idea for the project came up with ways and methods of work in order to attract people for blood donation.

You responsibly approach to carry out the project and decided to implement the proposed idea. You performed the work according to plan, completed the task step by step to achieve the result.

Participant M performs a communicative role, focusing within the team, he / she can maintain a positive emotional background, to establish contacts and negotiate.

Apparently participant Q is not particularly involved in the work, but formally he belongs to your team. He/she can perform small tasks, though he avoids the execution duties.

Your project is estimated at 160 conventional units. At the end of the project you have the opportunity to distribute these rewards among all participants.

How many conventional units will you distribute yourself?

How many conventional units will you distribute participant N?

How many conventional units will you distribute participant M?

How many conventional units will you distribute participant Q?

The control group was given a case without any roles, they only had to distribute the rewards (also 160). They also answered the questions about fairness in particular situation and preference of distribution.

In general, we used different types of statistical analysis. Firstly, we used content analysis for pretest to define the instructions per each team role in project. To analyze the collected data, we used SPSS v.20 and JASP 0.7.5. Beta2. (Normality tests, descriptive statistics, ANOVA, Post Hoc Tests, Paired Sample T-Test).

Results

Descriptive statistics for rewards per each role and questions about fairness and preference of distribution is on the Table 2.

Table 2. Descriptive Statistics

Measure	Mean	Median	Mode	Std. Deviation	Variance
Rewards for executive	42.6	45	40	12.144	147.465
Rewards for idea generator	46.8	45	40	9.947	98.952
Rewards for socializer	44.0	40	40	8.557	73.227
Rewards for free-rider	26.5	25	40	11.724	137.452
How fair the decision is	5.41	6	7	1.393	1.940
Usually I distribute rewards contribution/participation	3.48	4	4	1.852	3.429

Going back to our first hypothesis (H1), we used T-Test (Table 3) paired comparison to check whether there are some differences in rewards distribution (number of conventional units). Table 3 demonstrates us the differences in rewards allocation. Correlating received results with first main hypothesis and particular hypotheses, we accept the main hypothesis that there are differences in rewards distribution among the roles. Nevertheless, our particular hypotheses were accepted partially. Idea's generator received the largest number of conventional units, instead of executives. This result is quietly unpredicted, because in business psychology it was noted that the executive is main character of team, the success of project depends on the role of executive, or «realizer» (Batenburg et al., 2013). Then, it was also surprising that executive and socializer received the same number of conventional units. Last, free-rider received the least number of conventional units, as it was predicted in Hypothesis H1.4. This is logic result, because social loafing is not required in teamwork (Stroebe et al., 1996).

Table 3. Significant differences between rewards distribution for different roles

Roles	P-value	Means
Executive / Idea generator	.067	42.6 / 46.8
Executive / Socializer	.897	42.6 / 44.0
Executive / Free-rider	.001**	42.6 / 26.5
Idea generator / Socializer	.031*	46.8 / 44.0
Idea generator / Free-rider	.001**	46.8 / 26.5
Socializer / Free - rider	.001**	44.0 / 26.5

Note. * $p < .05$. ** $p < .01$.

We have two control variables, that might be differentiated somehow among all the roles (How fair the decision is, usually I distribute rewards contribution/participation). We compared these variables using ANOVA according to roles and found no significant differences (see Table 4).

Table 4. Significant differences for rewards distribution between different levels of decision fairness and preferable way of rewards distribution

	Fairness of decision				Preferable way of rewards distribution			
	Sum of Squares	Mean Square	F	Sig.	Sum of Squares	Mean Square	F	Sig.
Between Groups	11.444	2.861	1.490	.207	4.049	1.012	.291	.884
Within Groups	347.502	1.920			630.402	3.483		
Total	358.946				634.452			

Note. * $p < .05$. ** $p < .01$.

Afterwards we used ANOVA to find the differences in accordance to the role participant is playing, the results are on the Table 5.

Table 5. Significant differences of rewards distribution per each team role

Cases	F	P-value	η^2
Rewards for executive	425.37	.001**	.097
Rewards for idea's generator	4.879	.001**	.097
Rewards for socializer	7.126	.001**	.136
Rewards for free-rider	25.48	.001**	.360

Note. * $p < .05$. ** $p < .01$.

Using Test for Equality of Variances (Levene's) we made Post Hoc tests to find out which differences are relevant for each role. Table 6 demonstrates significant differences of rewards distribution per each role, in other words «if I am playing particular role, how do I allocate the rewards».

Table 6. Significant differences in accordance with particular role

Team roles	1-Scheffe	2-Holm	3-Holm	4-Holm
Executive — Idea's Generator	.97	1.00	.96	.80
Socializer	.27	1.00	.04*	.84
Free-rider	.01**	1.00	.12	.01**
Control group	.53	.04*	.95	.01**
Idea's Generator — Socializer	.71	1.00	.04*	.25
Free-rider	.01**	1.00	.12	.01**
Control group	.89	.00**	.96	.01**
Socializer — Free-rider	.01**	1.00	.96	.01**
Control group	.99	.03*	.01**	.01**
Free-rider — Control group	.01**	.04*	.01**	.84

Note. * $p < .05$. ** $p < .01$, 1 – Executive, 2 – Idea's Generator, 3 – Socializer, 4 – Free-rider

Clear and understandable results including the respondent's role and other roles are demonstrated on Table 7.

Table 7. «What is for me and what is for others»

Chooser / Receiver	Executive	Idea's Generator	Socializer	Free-rider
Executive	49 (self)	47	43	27
Idea's Generator	46	46 (self)	47	47
Socializer	41	41	48 (self)	46
Free-rider	23	26	22	40 (self)

Discussion

In general, there are significant differences in cases with roles (conditions) and control case (without any roles). It means that our instructions made any sense: students with no instructions distributed the rewards differently from participants with instructions.

There are significant differences in general rewards distribution in accordance with roles, but the main hypothesis was confirmed partially. Idea's generator received significantly largest number of conventional units. The numbers of conventional units between executive and socializer have no significant differences. Free-rider received significantly least number of conventional units. It can be interpreted as people have a tendency to evaluate the person who suggests the ideas firstly. The Executive and Socializer played the important part in teamwork, nevertheless they are on the second place. Eventually, Free-rider didn't make any contribution, so he/she was evaluated by the least number of conventional units, what is pretty logic.

No significant differences in questions about «fairness of decision» and «preferable way of rewards distribution». All the participants in general estimated their decisions in fair way and preferred the rewards distribution equal either according to contribution or participation. Considering that the question about fairness was very strict, it might be used some another way to measure this variable in future researches.

Executives evaluated their contribution more than others did. However, other roles gave them a smaller number of conventional units. Moreover, Free-riders gave them the least of all number of conventional units. It means that Executives tend to overestimate their contribution (in our study), and Free-riders underestimated the Executive's contribution at the expense overestimation of their contribution.

Idea's generators evaluated their contribution the same as others. In addition, they received the biggest number of conventional units. It means, that in this case Idea's generator was objectively estimated.

Socializers evaluated their contribution more than others did. Executives and Idea generators gave them a smaller number of conventional units, Free-riders evaluated them the same as they did. We assume that Free-riders accepted their absence of contribution and found some similarities with Socializers, in this case they estimated their contribution in the same way.

Free-riders evaluated their contribution more in half than others, but the others gave them the least rewards. The real-life situation: the ones who did not make anything useful try to find benefits at the expense of other ones.

Conclusion

This study allowed us to understand how people perceive different roles in teamwork and how they can distribute the rewards in accordance with that. We found out that ideas are important in project, people estimate ideas as the most significant point. Nevertheless, to conduct the work, to perform is also important, as communicate with people, organize the positive atmosphere in team, but these things are on the second place. However, if somebody decided to do nothing (perhaps you are not interested in, or you have another thing to do), it does not mean that he/she received nothing as a reward. This person received the least rewards, but it is more than nothing is.

In addition, people's role influences on their decision of rewards allocation for all the team members. For instance, the person, who organized all the process and performed in a good way thinks that he/she deserves more than others, at the same time, the team member, who did not do

anything useful, does not distribute the first person a lot. Free-rider decided to receive the largest number of conventional units, allocating residuary rewards among others.

As a practical significance of the study, it can be noted that there are the focus on group work rather than individual work on projects, especially in educational sphere. Students often work in groups and teachers use different methods to evaluate them. Thereby the rewards distribution system is needed in accordance with performance. It is also important to think about fair distribution to make all members of group satisfied because well-functioning group work has frequently been linked to increased work satisfaction and performance. In addition, practical significance might be described in following approaches: on the one hand, such type of studies might be useful in balance of compensation and benefits (C&B) system in teamwork (equity-based compensation). On the other hand, it can be also useful in reward management that is concerned with the formulation and implementation of strategies and policies that aim to reward people fairly and equitably. Team leaders or managers can use the results of following study in conflict resolution connected with under- and overestimation of teamwork contribution.

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Generalists in Modern Organizations: Theoretical Review

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Abstract. In the present article we analyze the current problem of modern organizations, which is associated with an increase in interest in the so-called professionals — generalists compared with specialists, interest in comparison of professions from the position of the complexity and the depth of tasks that their representatives solve. On the example of three case studies of professions that are considered as generalists in organizations and society, the specifics of the activities, professional training and careers of their representatives are shown. We also identify reasons why organizations need these specialists, as well as problems associated with their status, their duties and communications. Three types of generalists in the organization are identified, due to the peculiarities of their involvement in solving different goals of the organization and to different career prospects. It is shown that generalists are the most important resource for organizational adaptation to changing external and internal conditions.

Keywords: business psychology, business psychologists, managers, generalists, specialists, professional development, professional training, professional career.

Introduction

Background of the problem

At all times, organizational effectiveness depends on the knowledge, experience, professionalism of all employees: managers and subordinates, organizers and performers, permanent and temporary, etc. Organizations require people who know their job well and share the values and goals of the organization. The current socio-economic conditions of business and management in Russia are characterized by dynamism, uncertainty, and turbulence (Andreev, Sinelnikov, 2008; Morgachev, 2011, etc.). Under these conditions, the role of psychological mechanisms and technologies in the management of human resources is growing (Antonova, Ivanova, Stroh, 2016; Miloradova, 2013). Today, it becomes clear to the leaders of organizations that the effectiveness of their organizations largely depends on the ability of managers and employees, on the one hand, to respond flexibly to changes, and on the other hand, to perform stable tasks efficiently. Organizations, both in the public and business sectors, need people with in-depth knowledge, technology and, at the same time,

innovative potential. All this manifests the current trend in the HR policy of organizations associated with the involvement of a team of professionals capable to achieve goals and reach new development prospects. A manifestation of this trend is, in our opinion, a discussion about the roles of specialists and generalists in both business and public organizations.

In the scientific literature, the division of employees into specialists and generalists appears in connection with a request for a system analysis in management. So, S. Optner in the 1960s noted that the request for specialists and generalists reflects the phenomena observed in the business world. The author showed that the growing difference between the role of specialists and the role of generalists in the business world and government institutions is becoming more noticeable. At the same levels of organization, they often perform completely different functions and operations, and play a different role in solving problems. In a technology-saturated world, both specialists and generalists perform vital functions. When solving problems, their functions must be combined, which requires a good connection between specialists and generalists. The necessary connection is established by the rules of problem-solving that determine their actions. Due to deficiencies in the rules, many problems can only be solved by half or is excessively complicated. Professionals need specific data to solve specific problems. Generalists need a wide range of ideas that are useful when considering under-defined problems on a large scale (Optner, 2006, p. 15).

In foreign literature, professionals with a wide profile are most often called generalists; those with a narrow profile are called specialists. But in Russian literature, we can find other terms. So, T. Bazarov notes that a successful modern CEO or manager should be a professional, i.e., (s)he should be ready to perform the functions of an entrepreneur and manager, in addition to a multifunctional technical specialist capable of transdisciplinary synthesis of knowledge (Bazarov, 2006). There is a high need for high-quality training of transprofessionals in the field of business education. Companies working in the field of business education should pass from simple, instrumental, skillful trainings to “new generation” training programs, both in terms of topics and methodology. In this paradigm, it is necessary to educate and train business trainers who are expected to create innovative programs (Bazarov, 2013).

Discussions about the role of narrow and broad professionals in the organization have been going on for a long time. Some scholars consider professionals with wide knowledge to be more valuable. They represent the era of innovation, the domination of an interdisciplinary approach to the new technologies’ creation. Others note that without professionals with the knowledge necessary to perform specific tasks, it is impossible to achieve production goals. There are a number of reasons that have led to increased interest of organizations in the comparative analysis of generalists and specialists. These include,

- changes in the range of tasks solved by organizations under the conditions of saving resources and reducing funding for counseling and staff training;
- changes in the management system, the introduction of new technologies, for example, agile-methodology;
- high demand for organizational change and the involvement of all employees in the alternative-search and decision-making;
- high demand for leadership at all levels of management.

All this leads to a high interest in generalists in comparison with narrow specialists. Today in the society, we can note an increase in interest in generalists as people who have a wider range of competencies than others. The demand for training such professionals in Russia is also growing.

At the same time, scholars discuss the possibility of combining the roles of specialist and generalist in the same profession, emphasizing dynamic change of these roles in solving different problems. In our opinion, the analysis of these professional status in modern organizations is

important so that young employees can more clearly understand their status and role position, career plan, as well as the nature of their training. In addition, given the complex challenges that modern organizations face, it is important for a person, in order to build a career, to understand how (s)he can integrate specialist or generalist activities. In the present article, we set the task to highlight the most characteristic features of generalists and to show how in modern conditions their formation is carried out and their career is built.

Generalists in Research and Practice

In the literature you can find descriptions of professionals — generalists, starting from the middle of the twentieth century. So it was shown that «a generalist is a career person within the executive branch who by the breadth of his experience and the quality of his mind is competent to deal effectively with complex problems of relationship among agencies or officials and to apply judgment of a high discriminating character to difficult and obstinate problems» (White, 1945).

The Merriam-Webster dictionary gives another definition: a generalist is “a person who knows something about a lot of subjects”. The same dictionary defines a specialist as “a person who has special knowledge and skills relating to a particular job, area of study”. Therefore, generalists have an understanding of a wide range of things in their area of activity, compared to specialists who are the experts in their specific narrow field. A generalist, knowing a broad range of issues, can see a bigger picture and produce ideas and solutions to specific issues and work problems. Overall, generalists tend to have more transferable skills than do specialists. In a fast-changing working environment, transferable skills are becoming increasingly important. Here we speak about such skills as, for example, effective communication, planning, and project management, which help generalists working in different industries and sectors.

All this leads generalists to a very important benefit: career flexibility. As generalists have a broader understanding of things and possess a selection of transferable skills, they also have wider career opportunities. Generalists in their career demonstrate higher mobility between different jobs and industries. Due to the breadth of their skills, they also have flexible roles within organizations. So, we could define a career type of a generalist as a professional career with a trans-professional track, both within and among organizations.

The description above shows that there is no clear understanding of who these generalists are. So, it can be assumed that there are differences in the practice of using such employees in organizations, in describing the requirements for them, in summarizing their experience, etc. Our analysis showed that today we can distinguish several professionals who, in an information environment, are declared to be generalists. But the level of analysis of these positions varies greatly, which allows us to conclude that there is a possible different use of the term “generalist”: from the point of view of a clear professional status or from the point of view of a certain quality of competencies.

It is interesting to note that a number of studies raised the question: Are generalists more innovative than specialists? But the answers to it were carried out using experiments performed on mice (Henke-von der Malsburg, Fichtel, 2018). The question about the role of generalists in organizations remains. In addition, research compares specialists and generalists as professionals of various types. The news's gives the impression that today the greater preference is given to the generalists than do specialists because of their relevance and value for the problems that organizations are trying to solve. Therefore, we set the task of analyzing this rather new and as yet poorly defined type of professional from the perspective of those situations and tasks that they can address in an organization. For this, we turned to several cases of professional activity in a number of modern organizations, in relation to which the term “generalist” is used. Here are some examples.

Example 1. An HR-generalist in the Private Sector

According to the Superjob portal, in the last decade in the labor market, mainly in small and medium-sized companies (up to 100 people), positions of HR generalist are multiplying (2013). Scholars note that among HR specialists are those who specialize in narrow areas (for example, training or motivation) and those who deeply know all areas of HR activity (HR-generalist). Superjob conducted a study related to areas of responsibility, job responsibilities, salaries, and demand for HR-generalist (2013). The areas of responsibility of an HR generalist are, as a rule, considerably wider than those of a regular HR manager, even if the latter leads several HR directions in the company. The HR generalist usually reports directly to the director of the company, not to the functional manager, and is responsible not only for the implementation of the HR policy of the company, but also for its formation and timely adjustment. As a company grows, the number and scale of HR tasks increase, and it becomes impossible for one person to cope with them, then the HR department is formed, and yesterday's HR-generalist becomes the head of the department, delegating to subordinates current duties and focusing on tactical and strategic tasks. Responsibilities of an HR-generalist include:

- organization of an effective personnel selection system: search, selection and adaptation of new employees;
- organization of the system of assessment, motivation, staff training;
- formation of a personnel reserve (staff pool);
- organization of personnel records and maintaining / monitoring personnel records management;
- interaction with outsourcing companies (recruitment agencies, etc.);
- organization / participation in the organization of corporate events;
- maintenance and development of corporate culture;
- monitoring of the labor market;
- optimization of business processes related to the personnel management.

The average salary offer for an HR generalist in Moscow is 80,000 rubles.

Employers are ready to entrust all aspects of personnel activities in the company to specialists with a higher profile or psychological education and with at least two years of experience in the field of personnel management. Applicants need to master the methods of mass and spot selection of personnel, know the labor legislation and personnel records management, have the skills of personnel selection. Applicants for the only HR position in a Moscow company, without work experience, can expect a salary of 50,000 to 58,000 rubles, in St. Petersburg — from 45,000 to 51,000 rubles, in Krasnoyarsk — from 35,000 to 40,000 rubles. in Omsk — from 35,000 to 39,000 rubles.

Career of an HR-generalist

A description of the career of an HR-generalist is provided by N. Pirogova, who has been working in this position at Devvela IT company for more than one year (Pirogova, Huntflow Insight Portal, 2019). N. Pirogova notes that in her experience a request for a generalist came from the current employer, who was looking for a such a professional — a person who would select the staff and fill out all the necessary documents, organize the training, develop a motivation system, if necessary, and conduct corporate events. She went through a competitive selection and performed a test task, where it was necessary to show herself just as a multifaceted specialist.

Specific responsibilities of N. Pirogova are:

1) search and selection: searching for employees for open positions, arranging interviews, sending and receiving test tasks, issuing feedback and preparing job offers. Monitoring the market, compiling a database of candidates for the future;

2) work with regulatory acts of the company: development of all regulatory acts concerning the work with personnel; developing documents concerning bonuses, the protection of personal data, working with confidential information; formation of internal labor regulations, samples of employment contracts for each position, vacation schedules and so on;

3) HR administration: registration of admission, dismissal, transfers, vacations; communication with government bodies; maintaining personnel records, records in work books, in sick leave; explaining the rules for calculating holidays to employees;

4) internal communications and corporate training: congratulations with birthday; involvement in the onboarding process for beginners; maintaining a welcome book company; development of the office design together with the designer and team; maintenance of the internal corporate portal and library; organization of corporate training and events for the team.

One day of generalist' work

Mrs. Pirogova described one day as a generalist.

«Most often, I start my day by looking at job sites, checking if someone new and interesting has entered the market. If there are open positions, I work with applications, call up or chat with candidates, make appointments, write feedback and so on. Then I solve the current priority tasks, if necessary, prepare personnel documents for accounting, order certificates, make notes in the employment record books, once a month close the time sheets for all employees.»

Who does an HR-generalist hire?

«Most often these are various IT-specialists: developers, layout designers, testers, project managers. But sometimes other positions appear, recently I found an economist for us, and now the position of a sales manager is at work.»

How is the selection process organized?

«We conduct three-person interviews: the general director, the technical director and me. This allows us to create a certain collegiality of opinions, and even for a candidate such an interview is more comfortable. His technical skills will certainly be appreciated, after all, HR will not be able to do this without special knowledge, and the candidate immediately sees persons making decisions.»

The main thing that N. Pirogova notes about her profession is its multitasking requirements. She notes that it is sometimes difficult to cope with the fact that all tasks are different and they must be done in parallel. It is especially difficult during active employment, since it is necessary to keep a lot of things in mind at the same time. Corresponding with the developers, convincing that we are the team of their dreams, but do not forget about the staffing and pay structure so that all negotiations on wages fit perfectly into it, or adjust if not. At the same time, prepare an offer to the project manager, draw up an employment contract and write down the functional and specifics of the future employee's work, having previously agreed upon it with the management, and do not forget to make sure that the new employee has a convenient workplace.

«Most often, I deal with personnel documents when my head is already full and I want to work with my hands and trivially lay out papers. It is calming.»

At the end of each month I have to make a time sheet, make sure that all holidays, sick leaves, certificates of average salary go to accountants and not get lost along the way. Most often, I deal with personnel documents when my head is already full and I want to work with my hands and trivially lay out papers. It is calming.»

What is the busiest season for the generalist? The maximum workload is in the New Year time: negotiations, organization of interviews, which sometimes last until late in the evening, offers, contracts and a constant search for candidates. At the same time, a corporate holiday is being prepared, which includes endless personal negotiations and correspondence by mail, viewing locations,

writing a script, choosing contests and ordering gifts for children of employees. In addition, I had to embark on the development of policy on confidential information and work, together with lawyers, on a very important document for the organization. All this comes in addition to the standard tasks of the personnel department before the New Year.

Generalist's mistakes

Trying to be on time, Mrs. Pirogova sometimes can't carefully check the texts, numbers, confuses the channels for sending information, forgets to give urgent information to employees, etc. Sometimes she can't find a common language with the accounting office, lawyers and other services of the company. The career perspectives of HR generalist N. Pirogova sees in becoming an HR business partner or HR-director: "When you get used to fine-tune work for yourself, to organize processes in your own way, then it's not so interesting to switch to a team under the subordination of a leader for some narrow section of work".

This case demonstrates that the main quality of a generalist is the ability to perform a wide range of work, replacing several specialists. But, at the same time, it can involve losing quality of work and great stress. The need for such an employee arises in situations where a company (as a rule, from the business sphere), for several reasons, wants to replace several employees with one. As a rule, these are employees from one unit, in our case, the HR department. Such units are available in many companies. Their functionality is quite clearly defined and methodologically supported in the form of theoretical approaches and technologies. The problem of the company is to find such a person who can do it at a high level.

Example 2. Generalists in the Public Sector (public servants, managers)

The term "generalist" is used not only speaking about business organization employees, but also employees of public organizations. In particular, it concerns professions in public and municipal administrations. For example, J. Harper showed that in the "open model" of the public administration created in the United Kingdom, about 75% of civil servants can be classified as generalists. These are professionals working different areas of law, economics, science, technology, etc. (Harper, 1984, p. 43). In other words, a generalist in public administration can carry out all the basic types of administrative and organizational work, such as planning, work with personnel, coordination, reports and budget formation. Entering the public service requires a higher education diploma, although now it is a question of specifying the profile of higher education. Generalists can work in any department of a ministry or department.

One could assume that a generalist is a person who is not an expert in any field of activity. However, a generalist is a person who can be called a professional manager (administrator) if we consider management as a profession, along with medicine, engineering, psychology, etc. In public administration, a generalist combines the features of a manager (administrator) and a politician. As a manager, he is responsible for achieving the result, and as a politician, he is responsible for formulating and solving complex state social, economic problems.

Speaking about jobs in public administration, it should be noted that these jobs cover a wide range of interests and need a wide range of abilities. People working in public administration should be able to analyze information, monitor expenditures, develop and implement governmental policy or strategy, manage people and resources, serve as consultants, and in general work for public interest. Also people working in public administration should be able to deal with a changing organizational environment and to find responses to changing needs of citizens.

In an organization, whether it is a government department, a public sector organization, an enterprise, or any other administrative institution, the generalist, as he moves up the hierarchy, begins to perform functions of a more general managerial nature. These functions are almost identical in

any departments, such as healthcare, agriculture, etc. The presence of such employees facilitates the coordination of actions. A generalist is able to transform individual opinions into general proposals for the leader, thanks to a common approach to problems and possession of general skills and competencies (Aseev, 2012). Consequently, being a generalist is a certain mindset, a way of thinking that is acquired, in addition to higher education, through a movement from post to post along an organizational hierarchy with the acquisition of various experiences. This helps the generalist to form an integrated approach to various problems that are not dependent on the presence or absence of highly specialized knowledge in a particular area.

From an organizational point of view, the state authorities give the possibility to specialists to move between sectors, which explains the predominance of the so-called generalists, i.e. specialists not of a narrow profile, but those who, thanks to their qualifications, can freely move from institution to institution, from ministry to ministry, from one industry to another (Obolonsky, 2011).

Now consider the role of the generalist in the organization

First, generalists play an important role in the development and formulation of policies, as well as in assisting political leaders in their development. A civil servant-generalist can be, for example, the head of a department, performing coordinating work and developing the necessary decisions and preparing documents, even in specialized matters, before they are sent to the higher management. Here, it is important to be able to collect the necessary data and recommendations in such a way that they can be used in the future when making management decisions. Generalists also play an important role in resolving conflicts between different points of view. This is possible because of their ability to form a common view of the problem based on their experience and education.

Generalists additionally play an important role in addressing complex problem situations. Activities in government organizations are becoming “interdisciplinary”, therefore specialists of the so-called “general profile” are needed because they are able to formulate a rational, cost-effective and most beneficial alternative solution. Moreover, in the implementation of decisions, the role of generalists is also universally recognized. The generalist acts as an integrator and coordinator of ideas, knowledge and actions. Admitting that public service is a profession, scholars define several career paths in this profession.

- A professional career of a generalist in the public sector (this is a career of specialists possessing traditional knowledge, skills and competencies in the sphere of public administration, which build a career in the field of general management, budgeting, program planning, HR management etc.);
- A career of a professional public servant (these are specialists with “technical” skills and knowledge in a concrete area of public administration);
- A professional career of a specialist in public sector organizations (a career of such specialists as accountants, lawyers, engineers etc. working in public organizations) (Plant, 2015).

To be successful, public servants need to become “specialists in generalization” (Rabin, 1995). Nowadays we can even speak about career public administration generalists. Analyzing the choice between vertical or horizontal career paths that are eventually possible for public sector generalists, one of the conditions of a successful vertical career is a wide functional set, which is a characteristic of a generalist. But a horizontal move is also open for generalists – possessing transferrable skills and a wide view on things, they can easily realize cross-ministry moves and easily adapt to different environments and working conditions.

From this case it also follows that the generalist is capable of performing a complex of diverse work tasks requiring various specializations. But in a situation of public administration, the need for such employees is associated not with the task of replacing several employees with one, as in

the previous example, but with the special requirements for the managerial profession, the need to simultaneously solve a large block of diverse tasks. It should be noted that, in this case, generalists can meet problems of the complication of the modern public administration system and the need for officials to work with a large number of experts. In other words, in an increasingly complex system of activities, generalists may not be able to cope with the new scope of tasks.

This case also reveals a very complex problem of the activities of officials — generalists, related to their personal and social self-determination, value attitudes. This is due to the fact that these professionals are often forced to resolve issues with representatives of various social and cultural groups of society, which can have a serious impact on their personality and beliefs.

The conflict between the request for the depth of study of problems and the breadth of coverage of various aspects of the tasks solved by these professionals, as well as the problems of their self-determination, can be resolved through the specialization of officials or the creation of expert communities, the development of new forms of communication and leadership in public administration.

Example 3. Business Psychologist

A business-psychological approach to professional competence of psychologists in business came from the UK, where the first master's programs training business psychologists were opened and the first professional community of business psychologists was created (Ivanova, Mikhailova, Stroh, 2008). This approach is being developed by universities, where such professionals are trained. In recent years, it came to Russia. Business psychologists are generalists who, knowing psychology and understanding the basics of business, can help businessmen to maintain their "human face", ability to grow personally, communicate with people, develop their own effectiveness, and competitiveness (Antonova, Ivanova, Stroh, 2014). Their advantage over other employees with psychological education working in organizations is that they understand the features of modern business, its versatility, complexity and inconsistency and are able to determine the role of the human factor in the activities of the company. They can carry out various tasks related to human variables in organizations due to the fact that they possess scientific, economic, and managerial thinking.

Business psychologists need the ability to be highly effective in managing themselves, the organization, the development of communications, and image. They should also have more opportunities to understand the life of the organization and develop effective relationships. All this should help them to be involved in the development of strategic issues addressed by the leadership of organizations, to help managers and staff to overcome difficulties, increase competitiveness and ensure the development of the organization (Benton, Ivanova, 2016).

Such specialists have appeared in the world relatively recently. It is still difficult to name clear criteria of the area of responsibility, job duties and competencies of representatives of this profession. But we can distinguish certain basic competencies, areas of activity, professional career and development of business psychologists, based on an analysis of graduates of the Master's program "Psychology in Business" at the National Research University Higher School of Economics, where business psychologists are trained (Antonova, Ivanova, Stroh, 2014).

Areas of activity and competencies of a business psychologist

Business psychologists as broad-based specialists who, well aware of the general meaning of business and management, work in the field of HR, organizational and individual counseling and coaching, studying consumer behavior and others. In addition, business psychologists help businesspeople manage the organization to increase efficiency and competitiveness. They are in demand on the labor market, both in our country and abroad, because they have competencies in the field of effective decision-making, facilitation of group processes and organizational changes, optimization of external and internal organizational communications.

Basic competencies of a business psychologist

A business psychologist needs a wide range of theoretical knowledge and practical skills. A business psychologist should have a broad psychological outlook, but also understand the specifics of the business environment, read at least a popular level literature related to the fundamentals of economics, personnel management, organization of various activities, etc. Thus, the training of business psychologists should be broad and versatile and suggest the existence of individual development paths, since the business is very diverse and it is impossible to include all possible areas of its research and practical work in one program. A business psychologist needs to be able to combine various types of activities, including scientific, analytical, managerial, pedagogical, consulting and practical. A business psychologist should have the ability to clearly state the tasks of scientific and practical activities in the business sphere.

Career of business psychologists

The careers of these specialists are built complex of different skill depending on the goals and objectives, as well as the characteristics of the individual professional trajectory. But in any case, it is based on the identity of the business psychologist as a specialist who received an interdisciplinary education, sees the integrity and interconnection of the phenomena he studies, and understands the importance of an integrated view of professional tasks for his development. This identity underlies the following professional steps. This may be a subsequent specialization in applied psychology, business, and many other areas of activity. Or, on the contrary, the marker of a business psychologist allows specialists to summarize gained knowledge and learned skills into one more general and systemic model.

Data on the career of graduates of the master's program "Psychology in Business" show that business psychologists are in demand on the labor market today, both in our country and abroad, as they have competencies in the field of effective decision-making, facilitation of group processes and organizational changes, optimization of external and internal organizational communications. Employers note that business psychologists, compared with psychologists of the classical form of training, are more effective at efficient adaptation in the business environment, communication with management and staff of organizations, professional identification and methods of presenting information that are understandable to the business, etc. Therefore, they are in demand in the field of work with personnel, organizational, personnel, management consulting. Demand for them is growing from banks, large industrial holdings, medium and small enterprises, and trade organizations.

This case shows that the generalist can reflect a certain stage in the development of a professional in a certain field, serve as the basis for either subsequent specialization, or for systematizing the gained experience and knowledge. The generalist must be able to determine his position in the community, his position in the organization, since he himself chooses his professional path, manages his development and economically calculates the feasibility of the efforts made. The case on business psychologists also reveals the role of values, communication competencies, and the leadership potential of the generalist. In this area, as well as in public administration, there is a high demand for the elaboration of ethical rules and norms of generalists, which allow these specialists to maintain their certainty and pivot when faced with many conflicting events, opinions, influences of other people, etc. All this raises questions regarding the training system for such specialists. Obviously, these generalists need fundamentally new competencies in comparison with classical programs. We will consider examples of training programs for generalist specialists in universities of the Russian Federation.

Generalist's Training

The education system is still poorly focused on the training of generalists, although many programs of faculties and schools of public administration have long ago switched to the training of such specialists. For example, the educational program "Management" of the Faculty of Public Administration of Moscow State University "focuses on the model of the "manager-generalist", in which a significant place is given to decision-making as the main management process, focusing on learning the basic management methods, including in crisis situations." The bachelor's program in Public and Municipal Administration¹, implemented by the Department of Politics and Administration at the Faculty of Social Sciences of the HSE and received international accreditation by EAPAA², is a positive example of a real attempt to prepare generalists for public administration.

Case of Bachelor Programme «Public Administration», HSE, Moscow, Russia

The bachelor's degree programme "Public Administration" (the Programme) is offered by the Department of Politics and Administration at the Faculty of Social Sciences at the Moscow Campus of the National Research University Higher School of Economics. The Programme was launched in 2009 and is training public servants for Russian federal public bodies, regional and municipal administrations as well specialists for public and non-profit organizations. But Programme's graduates are also successfully working in different business organizations and consultancy firms.

The Programme is initially oriented to prepare graduates to a generalist career in a chosen area of activity. The Programme's mission is to train generalists in the field of public administration that are familiar with public administration theories and possess the necessary skills for solving administrative problems in the public sector. The Programme's goals are to prepare professionals with bachelor's degrees that meet contemporary civil service standards and to train socially responsible individuals.

The field of study "Public Administration" (PA) is recognized to be an independent multidisciplinary area of knowledge, differing from the sphere of management, so training programmes in this field should contain course blocks on public administration and administrative processes, the foundations of management and policymaking, social and economic processes and policymaking, democratic values, and financial management in the public sector. As the PA bachelor's programme has the mission of preparing generalists, the Programme is multidisciplinary in nature and includes a broad range of core general courses in economics, public administration management law, behaviour science, mathematics, etc. Furthermore, students take courses taught at other faculties (whether from the minor list or from the list of open elective courses).

During the first year, students primarily take the core courses of the general block that give a general background in the humanities and social sciences as well as core courses from the professional block (Major). During the second year, students mostly take core courses from the professional block. During the third year, students take courses both from the core component and from the specialization. Some core courses are theoretical (for example, institutional economics), while others are applied (for example, decision making methods in public management). Depending on what specialization they choose, students delve either into financial management or management in social sphere. During the fourth year, students take elective courses from the core component and the courses of their specialization.

The learning outcomes of the programme include wide knowledge in several neighbouring fields and a set of transferable skills that are used in different professions. The Programme equips students

1 http://spa.msu.ru/bakalavriat_menedzhment.html

2 EAPAA - European Association for Public Administration Accreditation (<https://www.eapaa.eu/>)

with a working understanding of key theories of public management, and introduces them to a broad range of tools of governance. Students will be able to select the right tools in each appropriate context, anticipate and assess impact of decisions made. Such set of competencies and skills is appropriate to a generalist potential and is best acquired through a compilation of traditional lectures and seminars and master-classes with working professionals, interactive seminars, discussions, computer simulations, business and role-playing games, case studies, training seminars, group discussions, student research groups, and intrauniversity and interuniversity conferences. The applied education makes up at least a fourth of the curriculum. During seminars and practical classes, students are expected to use theoretical knowledge gained from different programme courses for making case studies and proposing and critically analyzing solutions. During these types of work, the main general skills are formed: students are required to work independently and professionally, individually or as a team on these projects and present their solutions to other students. This allows them to develop and master the skills of communicating their conclusions to specialist and non-specialist audiences clearly and unambiguously. Over four years of study, students learn the skills and know-how of searching for, collecting and processing information, creating and updating databases, employing statistical, sociological and other empiric methods and research techniques, and processing and presenting research results. Also, during the 2nd and the 3^d years of education, students are able to acquire knowledge in areas outside of their specialization by choosing a minor consisting of four courses in any field from IT to economic sociology; these courses are listed in the diploma.

So, the programme gives to graduates an optimal set of skills and competencies for practical work as a generalist in the domain of public and municipal administration or for pursuing other careers. In line with the Programme's mission, students build up the necessary theoretical background in public administration, which would allow them to become top-quality professionals, and build a successful career in governmental agencies and public sector organizations, including educational and research organizations. As a result, graduates can follow several professional and perform the following tasks.

As a federal civil servant, he should effectively:

- draft administrative regulations, performance indicators of government ministries and departments, and labour productivity indicators of employees;
- support the work of coordinating, deliberative and advisory bodies to the President, Legislature and Government of the Russian Federation and federal executive bodies;
- draft official reports, evaluations and financial and economic feasibility studies (with the necessary figures) for legislative bills, normative legal acts and orders of authorized bodies and officials and make anticorruption assessments;
- assess the regulatory impact of public services and monitor and evaluate their quality;
- optimize procurement activities, make procurements for state and municipal needs, including procurement planning, implementing competitive procedures, signing and managing contracts, and monitoring and controlling procurement activities.

As a regional and municipal civil servant, he should be able to:

- support the activities of high-level regional legislative and executive bodies and local government bodies as well as coordinating, deliberative and advisory bodies;
- make feasibility studies and participate in monitoring the execution of projects and programmes, different areas of urban and municipal development, the management of the spatial development of agglomerations, and the elaboration and assessment of documents relating to territorial planning and urban zoning as well as projects of territorial planning and demarcation;
- assess and monitor social self-organization practices, manifestations of social solidarity and social tension in local communities, and measures taken to prevent or overcome the latter.

As a specialist in the nonprofit sector, the programme graduate knows:

- the specifics of civil society, the work of non-commercial organizations in Russia and abroad, the functioning of international organizations, and the forms and types of national and intergovernmental organizations;
- the methods of external interaction between local government bodies, international organizations and non-commercial organizations;
- innovative methods in the public domain;
- how to involve NCOs in solving current social problems and support them in these activities using the best national and international practices.

As a financial manager for public organizations, the graduate knows how to:

- participate in managing concrete finances and taxes, making financial statements and performing other types of accounting using international financial accounting standards, among others;
- make a financial analysis of projects;
- manage the process of redistributing financial resources between different participants of the financial system (and within each of them) and attract and effectively use financial resources;
- conduct financial audits;
- use information technologies and financial management systems;
- organize procurements.

The result of such training is the formation of highly qualified specialists, demanded, first of all, in public administration. Mr. Alexey Lavrov, Deputy Minister of Finance of the Russian Federation: "Graduates of the program "Public Administration" are interesting for the Ministry of Finance of Russia because they have a broad outlook — they know not only the basics of financial management, but the principles and mechanisms of state (municipal) management in general and in specific sectors of the public sector".

"The demonstrated abilities, as well as the acquired knowledge and skills in practice make it possible to characterize HSE students as future high potential employees demanded in the modern labor market" (from a Letter of Appreciation from the Director of the Project Management and Personnel Development Department of the Ministry of Finance of the Russian Federation, Mrs. O. Mukhina).

Case of Master's Programme "Psychology in Business", HSE, Moscow, Russia

In Russia, the first Programme of training business psychologists "Psychology in Business" was opened at the Department of Psychology of the National Research University Higher School of Economics in 2004. At the programme "Psychology in Business", both business representatives and undergraduate are study. Owners of companies, heads and managers of various departments come from business organizations, primarily HR, marketing, organizational development, etc. Among bachelor's graduates, psychologists, economists, managers, political scientists, lawyers, etc. study at the programme.

Based on the approach to business psychology that is developing at the HSE, the training programme includes blocks of disciplines that form competencies in the field of working with the businessman's personality, organization and market. Students learn to analyze business as an organization, activity and social institution, study its impact on the social and professional formation of the individual; master the principles and technologies of psychological support for business organizations, individual and group counseling and coaching, organization of in-house training, marketing research, etc. All this helps students to prepare professionally for the implementation of various types of professional activities: consulting, training, expert, research, design.

The content of the programme “Psychology in Business” is based on the psychology of labor, social and organizational psychology, personality psychology, but it is also open to other areas in psychology and the humanities. The main task of the graduates of this programme is to increase the effectiveness of individual or collective work in the business sphere. Directions for the training of psychologists within the Programme are:

- psychology of professional activity of a businessman (emotional-volitional regulation of activity, psychological aspects of decision making, professional development of a subject of activity, etc.);
- psychology of the businessman's personality (motivational-semantic sphere of the personality, methods and means of social, personal and professional self-determination);
- psychology of business relations (creation and management of an organization as a business tool, sociocultural conditioning of the interaction of business organizations in a market economic environment);
- psychology of consumer behavior;
- the structure and content of economic consciousness (sociocultural characteristics), psychological patterns of consumer behavior.

Student feedback on their studies

Olga Shilova: *“I am very glad that many of my classmates, who did not receive their first education at the Higher School of Economics, entered this master's program. “Psychology in business” is the best that is in HSE for a variety of indicators: it is equally interesting for people with different needs, it is very dynamic, teachers are open to dialogue, the most practical courses and even the schedule are designed so that we can study without damage to work. Of all my acquaintances, bachelor's graduates who entered the master programme at the same time as me, only I could proudly say that I have the best and most useful program and I am very pleased that I went to study!”*

Ruslan Kutuev: *“Two years on the programme “Psychology in Business”- these were very cool two years. Interactive lessons, a lot of practice, new knowledge and skills. During two years I managed to work in consulting, a training center, and now I work at the Institute of Practical Psychology. If I had the opportunity to return to the past, I would have entered the program again! My classmates. Thanks to the program for this unique “mix” of former bachelors and professionals already held in their fields. It was cool! It was funny and provocatively! And most important — we learned from each other and became better. I hope that we will meet again, colleagues!”*

Oksana Klimacheva: *“Perhaps, the choice of the master's programme “Psychology in Business” for continuing studies was one of the most faithful. The bachelor's degree in Marketing gave a general idea of how the market for advertising, marketing and PR works, who plays what rules and how much it costs. I always wondered how companies are becoming great and brands are gaining millions of fans. But, unfortunately, the realities are such that you won't start reading the book from the end, and building a house from the roof – you need a solid foundation of knowledge to form an organization as a business tool, and to study consumer behavior for its successful existence. The programme “Psychology in Business” was a discovery for me — it can be said that in two years of training I improved all my indicators both personally and professionally. The development of leadership qualities and the creation of a motivational core help to competently build positive relationships with others, which ultimately leads to your success and the success of the projects you are involved in.”*

Sofia Paramonova: *“When I just finished my undergraduate studies, I entered the first place of work only because I graduated from the psychology department of HSE, and because I decided to continue my studies at the master level. Of course, HSE is a brand. And not without reason: it was incredibly interesting to learn, but the intense rhythm of learning helps to adapt to the business world!”*

The program "Psychology in Business" implements an integrated approach to learning. It provides a range of diverse psychology practices in business. This allows us not to focus exclusively on the HR sphere, but also on the psychology in advertising, organizational behavior and development, advisory psychology and coaching. The result is a unique professional, guided in a wide range of professional tasks and owning practical tools. This is much more valuable than narrow specialization.

What does business psychology mean to me? When I started to study at the master programme and work, for me HR was a business psychology. Now for me it is marketing, and coaching, and psychological counseling, and much more. A business psychologist is such a unique professional who works for the benefit of the organization and people, knows how to organize work so as to get the best result. A business psychologist is a solid foundation in the form of fundamental science and flexibility in the use of tools. It is interesting that I would answer another five years later?"

Tatyana Belyaeva: "I have been working in the banking sector for over 10 years, 7 of which are engaged in training, development of employees and teams, launch and implementation of projects in the field of intangible motivation, talent management and improving business efficiency. While working in international banks, of course, I myself went through many courses, trainings, various training events, but for me it was extremely important to get the highest specialized education. The competitive environment, digital transformation, accelerated pace in all areas only increase the demand for escorting individuals, teams, organizations by professional psychologists, while there is a shortage and demand for professional business psychologists with a systemic, deep and complex education.

How happy I am that I made a choice in favor of the Business Psychology two years ago, all modern, practice-oriented approaches, disciplines and tools — coaching, marketing, facilitation, business consulting and psychological counseling are all intertwined in a single pattern of professional competencies of a business psychologist. It was here that I found that what is really important when working in the business unit is an integrated approach, world-class advanced tools and practices with the simultaneous ease of delivering information. A kaleidoscope of various forms of training - lectures and master classes, coach sessions and trainings, project teams and individual studies, support groups and consulting, international internships and conferences (I studied in London, fellow students went to Italy, Canada, it all depends on the field interests and goals and priorities). The programme includes training people from completely different fields, which allows you to broaden your horizons, learn a different view of familiar processes, and also solve "work and personal cases" right during the training process. Teachers of the programme are a separate huge advantage — the best experts and practitioners in our country, always in touch, always open, always ready to give feedback to help, support, share experience! I'm sure that the more professional "bankers" choose to study on the programme, the more efficient and harmonious the business community will develop, because people always do business!"

Conclusion

The analysis shows that in modern organizations there is a tendency to increase interest in the role of generalists, their approach, relevance, career, education. This term applies to a wide range of professions, such as managers at various levels, consultants, business psychologists, business trainers, HR managers, etc. The cases considered in this article allow us to present a number of the most important qualities of generalists, such as a broad outlook, systemic education, the ability to perform a set of work, and a focus on development. At the same time, we can distinguish at least three slightly different types of professionals in the organization who are referred to as generalists.

Professionals who work within the same unit have clear functional responsibilities. They are invited to work by management to optimize the personnel issue in the company and in the hope

of improving the quality of management. Professionals who, due to their job responsibilities, must solve a large number of diverse tasks and interact with very different culturally and socio-economic people. Professionals who work in different departments of the same organization or in different organizations at the same time. They must assess the possibilities and prospects of their development, take the necessary managerial steps and economic calculations of the feasibility of the efforts made.

In the analyzed cases, the role of ethical norms, values, communication competencies and the ability to self-determination in the activities of the generalist was revealed. We can note that the attitude of society towards professionals is changing, at least in the humanitarian sphere. The values of deep knowledge and specialization are being replaced by values of broad horizons, adaptability, the ability to see and solve complex problems. It is possible that this reflects the economic side of situations in which both people and organizations find themselves. It is necessary to be in demand in the market of professions, services, goods, to be able to show oneself from the side demanded in society. We would call it the “marginalization of professions”, i.e. transition to the forefront of the demand for demand for professionals and willingness to acquire the results of their work.

Perhaps the growing trend in interest for generalists reflects the attitude of society towards the quality of knowledge and action. We can assume that the range of professions is narrowing, where experts are required to have very deep knowledge of the subject of their work and the ability to perform actions at a high level, apparently, is narrowing. In the dynamic conditions of the modern world, many such professions quickly die off or become so technologically advanced when all the actions are clearly stated in the manuals and, if desired, easily mastered in training, so that laypeople can easily claim them. It is also possible that this indicates a decrease in the criticality threshold for specific actions on the part of clients and customers, but an increase in the requirements for a wide range of implemented projects in the organization.

The interest in generalists also demonstrates the instability of concepts and rules on which many processes in organizations are based. If in the “era of specialists” organizations showed a tendency to follow clear definitions and rules, then in the “era of generalists” these definitions and rules are formulated in project groups and teams and are subject to examination by similar groups and teams. In the sphere of the analysis, we can say that the professional paradigm is changing in the direction not of opposing specialists to the generalists, but of finding a possible combination of the merits of both in the activities of a particular person or work teams. So far, we have identified at least two ways of forming such professionals. The first was framed in the case of the training of public managers, in which, based on the basic training of the generalists, subsequent specialization takes place in a narrower area. The second was presented in the training of business psychologists, when people who have received special knowledge in certain areas receive training of generalists who are able to see and solve complex problems and change the path of their professional development in changing situations.

In conclusion, we note that there is a need to build a systematic concept for the professional development of generalists, which will allow, on the one hand, to create a professional environment in the society for carrying out the planned innovations, and, on the other hand, to conduct these innovations without prejudice to the basic foundations of human life. It is possible that the interest in generalists observed today in organizations testifies the second Renaissance. It was during the Renaissance that the most vivid personalities that went down in history, such as Leonardo Da Vinci, were generalists, in our understanding. Maybe we are already experiencing this period or it is only approaching. But what will be the result of this revival depends on those concepts of professionalization that will occupy leading positions in society.

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ORGANIZATIONAL PSYCHOLOGY

Support of professional development: Summarizing the IInd all-Russian scientific and practical conference «Government, business, education: effective partnership»

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Abstract. The article presents the main results of the IInd all-Russian scientific and practical conference “Power, business, education: effective partnership”, held on May 16–17, 2019 in Krasnoyarsk. For the second year, the conference serves as a regional platform for discussing top issues and developing solutions to promote the formation and development of professionals in the current conditions of the region. The speakers’ reports discussed the issues of emerging paths of professional development, approaches of support and personnel management, personality in professional formation and development, the definition of significant issues for professional success in the modern world skills and competencies in accordance with professional standards, as well as educational practices aimed at the development of significant qualities of a professional. The discussion of the presented reports was based on the definition of positions of the government, education and business in solving urgent problems of professional development and opportunities for interaction in creating conditions for training and development of specialists in accordance with the social demands, the challenges of the time, the expectations of stakeholders. The importance and value of the development of models of psychological support in the organization and the creation of joint projects aimed at coordinating the tasks of primary and secondary education, professional training and support of a professional in the organization, which will consolidate efforts in the formation of a person who is able to solve problems in everyday real life, adapt to changes, ready to learn, design educational, career and life trajectories.

Keywords: professional development, professional, professional standards, professional education, psychological support of the organization, competence, transpersonalism.

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ORGANIZATIONAL PSYCHOLOGY

Traditional and innovative in organizational psychology

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Abstract. In mid-October 2019, the All-Russian Scientific and Practical Conference with international participation “Social Psychology and Society: History and Future”, dedicated to the memory of Artur Petrovsky, was held at the Faculty of Social Psychology of Moscow State University of Psychology and Education. The conference brought together researchers and practitioners who presented their research and practical developments on the widest range of pressing issues of modern social psychology. One of the sections aroused by the interest of the participants was the section “Traditional and innovative in organizational psychology: a critical view”, the work of which was organized by the head of the Department of Management Psychology, Professor A. V. Pogodina.

Key words: conferences, organizational psychology, social psychology.