



Generalists' career in modern organizations and education: Theoretical review

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Abstract. *Purpose.* In this article, we continue to analyze the actual problem of modern organizations, which is associated with changing forms of professionalism and the place of a professional in the organization. In conditions of uncertainty and socio-economic changes, the so-called universal professionals are of increasing interest, who demonstrate a focus on a wide range of tasks they solve and activities they perform. *Findings.* It is shown that specialists of a wide profile are increasingly in demand today in organizations and society. They are the most important resource for the organization's adaptation to changing external and internal conditions. We look at the reasons why organizations need generalist professionals. The problems caused by the peculiarities of their involvement in solving various goals of the organization and different career prospects are highlighted. Various career tracks and career development directions of such employees in organizations are shown. Based on the analysis, the conditions under which generalists build a successful career and chances for employment are highlighted.

Keywords: business psychology, generalists, specialists, professional development, transprofessionalism, professional career, career track, boundaryless career.

Introduction

In the last three years, due to the COVID-19 pandemic and other global geopolitical events, the labor market around the world, including Russia, has been undergoing great changes and the associated growing uncertainty for both organizations and employees. According to the Organization for Economic Cooperation and Development (OECD), by January 2021, the unemployment rate in European countries, for example, was 8.1% (Kashepov, Afonina, Golovachev, 2021, p. 33). In Russia after February 2022 there is an increase in unemployment, an outflow of skilled labor, especially in the field of IT technologies (Plugotarenko, 2022). So, the problem of employment in general and the search for qualified employees for organizations is assessed as one of the most important, because

“human capital is the main factor in the development of modern economy” (Chekmarev, Ilves, Konev, 2022). Organizations face the choice — which specialists they need to hire and retain, highly specialized or with broader competencies that allow the employee to respond flexibly to external changes, adjust their own labor strategy to solve the tasks set (specialists or generalists).

Also, organizations and employees found themselves in a situation of changing attitudes towards the very concept of professionalism. In the framework of the classical approach to the notion of professionalism, a professional is an individual certified in any field of science. But a modern organization, in order to solve its strategic tasks in the face of growing uncertainty, needs not only and not so much a diploma, but an employee who is able to apply the acquired knowledge and skills in specific conditions, who is ready to develop, expand his competencies, solve a wide range of emerging problems, often going beyond a narrow specialty and mastering other areas of activity (Cvyk, 2014).

Such employees, usually called generalists in the scientific literature of recent years, are now in demand in the labor market for a modern organization. But the division into specialists and generalists was mentioned as early as the 1960s (for example, S. L. Optner noted a clear division of employees into specialists and generalists and an emerging demand for such employees in both business and public sector organizations). Under these conditions, the role of psychological mechanisms and technologies in the management of human resources is growing (Antonova, Ivanova, Stroh, 2016; Miloradova, 2013).

The perception of the career development of such employees is also changing, and new opportunities for more diverse career paths are emerging. As a result, the approaches to understanding and building a career of generalists in modern organizations need to be rethought. This is also important for the understanding the role of generalists in organizations, which we have already written about (Ivanova, Klimova, Thorngate, 2019) and which is confirmed by the problems that modern organizations face in connection with the dynamics of the labor market under modern conditions.

Generalists' career: main features

Problem

A working person of the 21st century has faced a major problem in choosing a job and building a career — compared to the 20th century, when an employee was often choosing a stable job and a long-term career in an organization, having the opportunity to plan his development 30 years in advance, the labor market now offers completely different options: what many researchers call “non-guaranteed work” (Savickas, 2012). It can be called temporary work, freelance, part-time, consulting, project activities, etc. Therefore, in such conditions, the perception of a career, both by employees and by organizations, changes.

Modern organizations operating in a situation of extreme uncertainty need employees who strive for continuous development and are ready for new career tracks. Modern researchers agree that organizations, different by size, structure, field of activity, offer different career development opportunities for employees (Bidwell, Briscoe, 2010). Since, as already noted, in modern conditions, employees do not build a career in one organization, but systematically advance through various positions in different organizations, the process of building a career is currently quite difficult, interorganizational career trajectories today are the norm, not the exception.

Questions

Some questions arise, for example, which employees will be more successful in their professional development and at the same time more useful in achieving the goals of the organization. In answering

these questions, the problem of professional certainty reappears, as reflected in the discussion about generalists and specialists in organization. Our previous article was devoted to this discussion (Ivanova, Klimova, Thorngate, 2019). We can add that there is an opinion among practitioners that generalists should be mostly included in the dynamic professional process of the organization today.

Contrary to popular belief, “universal employees” (“generalists”) build their careers more successfully than specialists and are more likely to get a job (Merluzzi, Torres, 2016). Generalists are not only more likely to get a job, but also to build a career in organizations more successfully, given the emerging tracks due to the appearance of new conditions and challenges. But is it so? And what kind of career do generalists build in organizations? We discuss these issues at the level of theoretical analysis.

Career in the organization

A classical understanding of career is a set of a person’s work experience over a certain period (Arthur, Hall, Lawrence, 1989). A career is the result of a conscious position and behavior of a person in the field of labor activity associated with official and professional growth (Bazarov, 2019). Traditional approaches to building a career consider functional and professional advancement as a series of progressive vertical and horizontal movements in various positions that contribute to the development of the organization and personality (positions, jobs, positions in the team).

In the context of the transformation of society, the idea of the career of employees of the organization is changing, as not only a vertical, but also a horizontal process. New opportunities arise in connection with the need for employees to master a wider range of functional areas, for example, before being promoted to a higher-level managerial position. Therefore, so-called “ascending”, “horizontal” and even “descending” types of professional careers are formed in organizations, characterized by specific features of the organization and the adaptation of the employee in it (Latfullin, Gromova 2006).

As the dynamic processes in society intensify, the importance of the connection between the personal development of employees and the goals of the organization increases. The position of employees in the organization is increasingly influenced by opportunities for continuous learning, entrepreneurial activities, many open vacancies, etc. All this reinforces the gap between two opposite trends in the personnel management system: change and retention. Therefore, an important place in the personnel management system should be occupied by career planning for employees, which establishes links between additional material and non-material incentives, on the one hand, and the performance of employees, on the other, considering their personal interests, social characteristics, and the level of motivation (Filyasova, 2021). As a result, in recent years, humanitarian issues of working with personnel, such as values, human orientation in management and business, have become increasingly important in the organization (Potemkin, 2020, Ivanova, Antonova, Stroh, 2021).

In social and labor relations, the following conditions are necessary, to ensure career growth: staff training, development of a culture of behavior, growth of professional skills, improvement of the level and quality of life of employees, the possibility of showing initiative, creativity, independence, creating opportunities for non-standard innovative solutions, increasing the complexity of work (Potemkin et al., 2019). Forecasting the behavior of employees is one of the important components of planning. O. V. Vande Griek, M. G. Clauson and L. T. Ebi distinguish four types of behavior of employees in an organization based on their personal vision of career development in the organization (Vande Griek, Clauson, Eby, 2020):

- active, seeking career growth, ready to quit — such employees are highly productive, but do not have career opportunities in this organization, therefore they seek to find more attractive career opportunities in another organization;

- active, striving for career growth, not ready to quit — such employees are highly productive and have opportunities for growth and development in the organization;
- passive, not striving for career growth, not ready to quit — these employees have no career growth opportunities and are characterized by low labor productivity;
- passive, not striving for career growth, not ready to quit — they have career growth opportunities, but do not seek promotion, continuing to work calmly and moderately.

Most current research on career development are based on theories such as Protein Career theories, Boundaryless Career theory, which explain the process of career building during a person's life (Greenhaus, Callanan, DiRenzo, 2008; Tams, Arthur, 2006; Savickas et al., 2009). Boundaryless Career theory explores the career paths of employees who are becoming more flexible and autonomous in managing their career development in the context of the social and economic shifts taking place in today's organizations. This theory describes such career tracks when an employee responds to declining organizational resources and the reduction of long-term psychological contracts with the organization, seeking career opportunities in other organizations, developing their skills and competencies for this, creating an external professional network (Arthur, 2014; Arthur, Rousseau, 1996). Protein Career theory refers to employees who take responsibility for their career development and make career choices based on their personal values and goals (Briscoe, Hall, 2006; Hall, 1996). Both approaches reflect the employee's proactive approach to building their career.

These approaches emphasize the importance of an employee's awareness of such a model of his career and such competencies that will allow him to be in demand, to respond in time to rapid changes in the environment. Indeed, economists, sociologists, social psychologists, career theorists recognize that rapid changes in the environment of organizations, the creation of global organizations lead to a loss of demand for low- and medium-skilled workers, and to an increase in demand for employees with a high level of performance, as well as with a wide range of knowledge and competencies (Cappelli, Keller, 2013b; Kalleberg, 2009). This is combined with the desire of modern organizations to remain competitive while maintaining responsiveness (Shoss, 2017; Kalleberg, 2009). In the modern context, employers are also moving away from establishing long-term employment relationships in favor of short-term contracts, focusing on the flexibility of employees and their desire to develop new skills and competencies, which leads to an increase in their demand and opportunities for continuous professional development, as well (Callanan, Perri, Tomkiewicz, 2017).

The main idea of a career success was put forward by E. Schein in the 1970s and consists in the fact that an employee will be able to successfully build his career if his skills, competencies, goals, motivation match the job offered (Schein, 1978). However, to achieve such a coincidence in today's uncertainty, the employee needs much more developed skills and competencies to meet the ever-increasing demands of organizations in employees' flexibility and adaptability. On the other hand, such a new set of characteristics allows an employee to choose offers from not one, but several organizations, and the more universal his characteristics are, the more offers he can receive. For example, researchers note that when choosing an IT employee, organizations value project management and general managerial skills more than highly specialized knowledge in IT (Bidwell, Briscoe, 2010).

Such dramatic changes lead to serious consequences in career development and career management (Cappelli, Keller, 2013a). Employees can frequently change jobs and employers, building a long-term career strategy. The question arises, what type of employee, with what set of competencies and knowledge, with what type of "human capital" can do it in the easiest way — a specialist or a generalist.

In the scientific literature, the division of employees into specialists and generalists appeared in connection with the emerging trend towards a systematic approach to management. It is noted that

the roles of these categories of employees in the organization are radically different and that they solve completely different tasks and perform different functions (Optner, 1965; Ivanova, Klimova, Thorngate, 2019). Also in the 1960s, D. Becker described two types of human capital (Becker, 1962) — general (general human capital) which characterizes “generalist” employees, or special (organization-specific human capital), demanded by a particular organization. Other researchers note that generalists tend to perform managerial functions along with special ones (Cohen, 1970).

Many researchers note that at present general managerial skills are becoming more in demand than special, organizational-specific skills (Murphy, Zabochnik, 2004; 2007), since they can be used in many organizations and thereby increase the competitiveness of an employee in the labor market, contributing to the development of his long-term career strategy. This is also facilitated by the fact that external recruitment is more developed than internal. This preference for generalists is due to many factors in the external environment of organizations: globalization, competition, rapid changes in technology and management skills (Hubbard and Palia, 1995; Cunat and Guadalupe, 2009a). Empirical studies also show that the labor market focuses on the skills of generalists (Murphy, Zabochnik, 2007; Frydman, 2009).

Boundaryless careers also reflect an employee’s interest in being more independent of organizational goals, emphasizing his own personal career development goals (Arthur, Rousseau, 1996; Cappelli, 1999) and focusing on the development of so-called “meta-competences”, which provide increased mobility by selecting offers from potential employers (Hall, 2002). There is empirical evidence that this career behavior model is more likely to succeed (eg, Eby, Butts, Lockwood, 2003).

Features of generalists’ career

What advantages of a generalist can be identified when building career trajectories? The main characteristic is the high demand for such an employee. Understanding generalist as a transprofessional employee who has both specific, “technical” knowledge and skills, and general managerial ones (Price, 1966; Perkin, 1996). We can say that these are employees who know the area in which they work, they know how to manage it, and know a lot about management in general (Malinovsky, 2004; 2007). So, it is beneficial for organizations to have such specialists, especially in conditions of limited resources and a variety of tasks to be solved, and organizations create, for such employees, greater opportunities for career development and choice. This is especially true for large organizations or public sector organizations (Bidwell, Briscoe, 2010; Vinogradova, 2016; Seher, Symanyuk, Berdnikova et al. 2018; Seher, Tret’yakova, 2019; Seher, Zavodchikov, Sharov, 2019; Seher, Zinnatova, Tret’yakova, Zavodchikov, 2019; Zavodchikov, 2018). Luther Gullick defined the competencies of a generalist with the acronym POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting). The general competencies allow such employees to control, create, and choose various career opportunities themselves, and, as a result, not only to quickly find a new job, but also to achieve their career goals (DiRenzo, Greenhaus, 2011). The demand for such employees, along with the subjective attitude to career success, are also central ideas of the protein career and boundaryless career theories, which emphasize the importance of employee’s adaptability and a presence of a set of competencies that a generalist can offer to different employers (Briscoe, Henagan, Burton, Murphy, 2012; Greenhaus et al., 2008). The conditions for increasing demand are the employee’s investment in himself (development of competencies, knowledge, skills, and abilities that may interest the employer and increase the chances of success).

Speaking about senior managers, for example, both in government and business organizations, researchers note that their main characteristic is the ability to make strategic decisions (Bertrand and Schoar, 2003; Wright, Kroll, 2002), to increase the competitiveness of the organization, relying on to

a broader view of the organization (Datta, Iskandar-Datta, 2014). Research shows that generalists, with broader functions, are more capable to demonstrate a strategic approach to managing the organization as a whole than specialists who are very good at problem solving in a limited area of specialization (Tetlock, 2005). Such strategic characteristics of generalists allow them solving more general strategic tasks, which are characterized by greater dynamism and creativity. Therefore, general managerial skills are becoming increasingly important for employers (Finkelstein and Hambrick, 1989; Murphy and Zábajník, 2007). This characteristic of generalists allows them to build a successful vertical career path (Ivanova, Klimova, Thorngate, 2019). Studies of the specificity of top financial executives conducted by American researchers among 1598 employees hired from 1994 to 2007 showed, that employees with generalist characteristics received higher wages (Datta, Iskandar-Datta, 2014).

When building a horizontal career, generalists benefit from a higher degree of adaptability to changing conditions of the external and internal working environment. This is another reason for the increased demand for generalists in a turbulent environment.

The second important distinguishing feature of generalists in building their career is a high degree of mobility. Mobility can be described as a flexible approach to tasks, the ability and willingness to move within organizational units or between different organizations, authorities, etc., without losing demand. The concept of high mobility also includes the idea of the content of the work that generalists can perform — this is the strategic level of tasks, participation in the development of the organization's policy (Belostotskiĭ, Dremina, Samygin, 2015; Cohen, 1970).

Interorganizational mobility is recognized by researchers as one of the factors for career success in the framework of the boundaryless career approach. Firstly, this is a result of a fundamental change in the psychological contract between the employee and the employer, which we have discussed above — organizations no longer offer a “lifetime contract” to the employee, “both parties know that this employment relationship will not last forever” (Cappelli, 1999, p. 3). This implies the emergence of employment opportunities for the worker outside the same employer. To do this, obviously, the employee must have a wide range of skills and competencies which different organizations may be interested in, which is typical of a generalist. In this case, the generalist is more likely to build independent career trajectories (DeFillippi, Arthur, 1996; Arthur, Rousseau, 1996). Naturally, in this case, the objective factors of career success (level of salary, career advancement in the organization, etc.) give way to subjective factors (growth in the level of competencies, opportunities for training and development, respect in the professional community, etc.) (Weick, 1996).

Mobility also increases the so-called social capital of a generalist, which refers to the creation of a network of personal professional contacts, which, in turn, helps him build a career. Some researchers also note the role of cultural capital (the value that people attach to the symbolic meaning of status, employee reputation (Tajfel, 1981) and inner value capital (management competencies acquired with the growth of self-awareness, self-respect, self-efficacy and confidence (Baruch, Peiperl, 2000; Boyatzis, Renio, 1989). Self-awareness, for example, helps a person to consciously choose the most suitable career steps for him, set achievable career goals. A generalist, due to his more widely applicable skills and competencies, has more opportunities to improve his human capital, which contributes to more sustainable career development. This was confirmed, for example, by studies of the career opportunities of graduates of general MBA programs in comparison with special MBA programs (Baruch, Peiperl, 2000; Boyatzis, Renio, 1989; Baruch, Bell, Gray, 2005). These same studies show that generalists choose mostly a protein career that they manage themselves depending on their plans, goals and preferences.

Obviously, successful job and career are an important part of a person's self-identity. An important contribution to the construction of this identity is the choice and completion of training

at a university or business school, and knowledge and formal qualifications are perceived as a contribution to personal and professional growth and building a successful career. Higher education provides a valuable set of knowledge necessary for a further successful career, and the choice of a training program is the first step in a person's professional self-determination, the first step in building a career.

Since the trend of the demand for generalists (as transprofessionals) is not weakening, and the demand for specialists also remains, the bachelor's or master's level education has also adjusted to the current situation (Chupina, Bannikova, 2019; Gomboyeva, 2019; Seher, 2018; Seher, Symanyuk, 2017; Seher, Symanyuk, Lebedeva, 2021; Seher, Symanyuk, Lebedeva, 2021; Ivanchenko, 2020; Kislov, 2018; Kudryakov, Ostapchenko, Shapovalov, Romantsev, 2014; Osipova, Il'ina, Ul'yashin, 2021; Osipova, Savenkova, Shklyarova, 2021; Subbotina, 2017; Tabachuk, Polichka, Karpova, Klyuchnikov, Shulika, 2021; Universal'nyye... 2020). A young person choosing a field of study, or an experienced employee considering a retraining program or an MBA program, chooses between more general programs of study leading to the formation of a generalist, or more specialized programs (for example, bachelor's programs in Economics, Sociology, Political Science or programs in Economics and Statistics, Digital Lawyer, Advertising and Public Relations; Master's programs in International Management or International Sports Management, Marketing and Law). However, there are other educational programs that are initially aimed at training both generalists and specialists.

Educational programs for generalists

Let's consider the educational programs for preparing students in the field of "Public and Municipal Administration" of some of the leading universities in Moscow (RANEPA, Moscow State University, Financial Academy, National Research University Higher School of Economics) (see table 1).

The goals of the bachelor educational programs of Moscow State University and the National Research University Higher School of Economics (HSE University) are, in general, similar and involve the training of generalists in the field of public administration, NGO organizations and commercial organizations.

HSE University: *The Public Administration programme aims to prepare professionals for at all levels of the public service, for public enterprises as well as for non-commercial and private organizations¹.*

Moscow State University: *The goal of the main educational program "State and Municipal Management" is to train highly qualified specialists, managers, and administrators to work in public, non-commercial and commercial organizations².*

Bachelor's programs in the field of the Public Administration of the Financial Academy and the RANEPA provide more specialized training of the personnel for the civil service and public sector organizations.

Financial University: *The program is aimed at training highly qualified and in-demand personnel at various levels of state authorities to carry out professional activities in the positions of the state civil service of the Russian Federation, municipal service, as well as in administrative positions in state and municipal organizations³.*

RANEPA: *Training of managers capable of ensuring the effective operation of public authorities, local governments and organizations, taking into account the legal requirements and using innovative management technologies⁴.*

1 URL: <https://www.hse.ru/ba/gmu/>

2 URL: <https://spa.msu.ru/postuplenie/bachelor/gmu/>

3 <https://bakalavriat.fa.ru/gmu-fakultet-vysshaya-shkola-upravleniya/gmu/>

4 <https://igsu.ranepa.ru/levels/80/010/>

Table 1. Goals and profiles of public and municipal administration educational programs

University	Level	Goals (generalists' track)	Goals (specialists' track)	Profiles
RANEPA	Bachelor		Training of managers capable of ensuring the effective operation of public authorities, local governments and organizations, taking into account the legal requirements and using innovative management technologies	Public and Municipal Service
Moscow State University	Bachelor	The goal of the main educational program «State and Municipal Management» is to train highly qualified specialists, managers and administrators to work in public, non-commercial and commercial organizations		-
Financial Academy	Bachelor		The program is aimed at training highly qualified and in-demand personnel at various levels of state authorities to carry out professional activities in the positions of the state civil service of the Russian Federation, municipal service, as well as in administrative positions in state and municipal organizations	Public and Municipal Administration
HSE University	Bachelor	The Public Administration programme aims to prepare professionals for at all levels of the public service, for public enterprises as well as for non-commercial and private organizations		Financial Management in the Public sector Management in socially important sectors
Moscow State University	Master	The purpose of the master's programs opened at the Faculty of Public Administration is to train highly qualified managers with a wide range of analytical and practical skills. Master's programs at the Faculty of Public Administration provide new opportunities for career growth, both in government bodies and organizations at various levels, and in business. The faculty prepares employees who are able to work successfully in domestic and foreign companies		Management of Economics and Finance Strategic Public Management Anti-Crisis Management Regional and Municipal Administration
Financial Academy	Master	The relevance of the program is due to the qualitative complication of public administration problems and to the need for the correct and competent use of business management technologies in the public sector		Public Management
HSE University	Master	The Public Administration Master's program provides students with knowledge in the field of public administration and regulation, social policy, human resource management, public finance, public procurement, information technology, program and project management in the public sector		State regulation HR management Management in social sphere

At the same time, the curriculum of bachelor's programs is based on the requirements of the Federal State Educational Standard and contains general, professional cycles and a cycle of elective disciplines. The set of disciplines of the general and professional cycles for 1–2 years of education forms the general competencies of a manager in the field of public administration and, in general, is the same for the programs under consideration. At the same time, in the senior years, the cycle of elective disciplines for each program is different, reflects the educational goals of the program and gives students more specialized skills and knowledge. Different profiles are offered for students (Financial management in the public sector, Management in socially important sectors, Fundamentals of theory and personnel policy practices, Management of the process of achieving national development goals, etc.).

Studying at master's programs is the next important step in career advancement. According to the results of foreign studies (for example, Baruch, Bell, Gray, 2005), an improvement in career prospects in 88% of cases and an increase in self-efficacy is the reason for choosing the next stage of professional training — a master's degree.

The Public Administration master's programs at the universities in question also aim to train managers for public sector, non-commercial and commercial organizations, but at the same time, they are focused on the subsequent career as a generalist.

HSE University: *The Public Administration Master's program provides students with knowledge in the field of public administration and regulation, social policy, human resource management, public finance, public procurement, information technology, program and project management in the public sector*⁵.

Moscow State University: *The purpose of the master's programs opened at the Faculty of Public Administration is to train highly qualified managers with a wide range of analytical and practical skills. Master's programs at the Faculty of Public Administration provide new opportunities for career growth, both in government bodies and organizations at various levels, and in business. The faculty prepares employees who can work successfully in domestic and foreign companies*⁶.

Financial University: *The relevance of the program is due to the qualitative complication of public administration problems and to the need for the correct and competent use of business management technologies in the public sector*⁷.

Analyzing the curricula of master's programs, we noted that each of them has blocks of general professional disciplines that form just the knowledge and skills necessary to build a successful career of a generalist in the field of public administration. These are such disciplines as "Theory and mechanisms of public administration", "Public Sector Economics", "Legal aspects of public administration", "Financial management in the public sector". Specializations, tracks, or modules form narrower, specialized skills in a particular area of public administration (for example, in the HSE's Public Administration master's program, these are State regulation, HR management, Management in social sphere).

Summarizing the examples of the above programs, it can be noted that universities offer many elective disciplines at the interfaculty and university levels, online courses that allow the student to form their own individual educational trajectory corresponding to their career goals. In addition, the opportunities for building an effective career are to some extent associated with just two levels of higher education (bachelor's and master's degrees), which allow expanding the boundaries of professional training. Such training is perceived by employers as a necessary condition to build a career for young employees. This is due to the expectation that these steps are designed to enable

5 URL: <https://www.hse.ru/ma/gmu/>

6 URL: <https://spa.msu.ru/postuplenie/magistratura/gmu/>

7 URL: <https://magistratura.fa.ru/fakultet-vysshaya-shkola-upravleniya-57/gosmanagement/>

graduates to pursue careers both within organizational boundaries and across organizational boundaries, both as a specialist's career (in one or another area of public administration) and as a generalist's career.

The result of such training is the formation of highly qualified specialists, demanded, first 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). (Ivanova, Klimova, Thorngate, 2019).

Conclusion

Now organizations live in conditions of increased turbulence of the external environment (increase in novelty and speed of change, increase in the complexity of the external environment, increase in the cost of resources, energy (Ansoff, 1979, p. 78–79). Our analysis showed that in this dynamic environment, the range of issues regarding the adaptation and career of employees in organizations is expanding. Currently, in many organizations, different in number, nature of ownership, fields of their main activity, etc., the level of uncertainty not only about products, markets, logistics, but also about employment, adaptation mechanisms and promotion of employees has increased. Under these conditions, the need for employees who are ready for continuous development and the implementation of new career tracks is growing. In this sense, generalists have more opportunities to adapt to changing conditions and to build a successful career.

As a result, two different career tracks have appeared and exist simultaneously in modern organizations — a specialist's career track and a generalist's career. Since the term of a generalist is applicable to a wide range of professions with a variety of tasks, the leaders of many organizations face problems of attracting, selecting, and interacting with such employees.

It is important to note also that the opportunities to build an effective career for generalists are related to the nature and form of their education. The above examples of educational programs allow us to say that universities have already developed an understanding of the reality of the future activities of graduates. Therefore, universities prepare students to demonstrate the flexibility and adaptability in the labor market. This is facilitated by the presence of two levels of higher education, a wide range of elective courses, etc.

At the same time, more and more questions about generalists' chances of getting a job arise. If the activities of the head of the organization correlate with his broad outlook, his ability to see as many aspects of management and activity as possible, the same is not obvious for many other employees. It becomes clear that in conditions of turbulence, organizations need employees who are ready not only to quickly adapt to changing conditions, but also to maintain stability in performing specific tasks quickly and at a high level. This will require an in-depth knowledge and experience. Research shows that generalists have more opportunities to advance in their career due to the need for employees capable to solve a wide range of problems that organizations face. Generalists demonstrate a wider range of competencies necessary to help organizations to achieve their goals, so, they become more interesting for organizations.

It is possible that the role of generalists is more pronounced for the managerial positions, since, by the nature of the tasks to be solved, such employees create and develop the norm themselves. Specialist, on the contrary, implement the task of compliance with normativity. Here we see another interesting logic of the role of generalists and specialists in the organization. But this will be the subject of our further work.

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Карьера универсалов в современных организациях и образовании: теоретический обзор

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Аннотация. *Цель.* В данной статье мы продолжаем анализировать актуальную проблему современных организаций, которая связана с изменением форм профессионализма и места профессионала в организации. В условиях неопределённости и социально-экономических изменений все больший интерес вызывают так называемые универсальные профессионалы, демонстрирующие направленность на широкий спектр решаемых ими задач и выполняемой ими деятельности. *Выводы.* Показано, что специалисты широкого профиля сегодня всё более востребованы в организациях и обществе. Они являются важнейшим ресурсом адаптации организации к изменяющимся внешним и внутренним условиям. Мы рассмотрим причины, по которым организациям нужны профессионалы широкого профиля. Выделены проблемы, вызванные особенностями их вовлечения в решение различных целей организации и разными карьерными перспективами. Показаны различные карьерные траектории и направления развития карьеры таких сотрудников в организациях. На основе анализа выделены условия, при которых универсалы строят успешную карьеру и шансы на трудоустройство.

Ключевые слова: бизнес-психология, универсалы, специалисты, профессиональное развитие, транспрофессионализм, профессиональная карьера, карьерный путь, безграничная карьера.