

UDC 159.9:373.1

DOI: 10.52534/msu-pp3.2024.97

**Pavlo Bleshmudt\***

PhD in Psychology, Lecturer

International Humanities and Pedagogical Institute “Beit Khana”

49000, 5 Uspenska Sq., Dnipro, Ukraine

<https://orcid.org/0009-0004-8953-3037>**Preparing future psychologists to develop motivational systems****Article's History:**

Received: 19.04.2024

Revised: 21.08.2024

Accepted: 25.09.2024

**Suggested Citation:**

Bleshmudt, P. (2024). Preparing future psychologists to develop motivational systems. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 10(3), 97-108. doi: 10.52534/msu-pp3.2024.97.

**Abstract.** This study aimed to investigate the process of developing motivational systems in aesthetic medicine, as undertaken by future psychology graduates. The methodology involved a combination of modelling and experimentation methods in medical clinics, where the effectiveness of motivational systems created by trainees was tested and evaluated. The research combined theoretical knowledge with practical application, enabling a detailed analysis of how motivational systems can be effectively designed and implemented by future specialists in psychology. The key findings demonstrated that practical involvement in real-world settings, such as medical clinics, significantly enhances trainees' understanding and ability to develop effective motivational systems. The study revealed that integrating practical experience with a professional environment provides valuable insights that a purely theoretical approach cannot offer. The study confirmed that real-world experience in medical clinics helps future psychologists better understand the specific needs and challenges involved in developing motivational systems. Practical training in such settings allows theoretical knowledge to be adapted to real-life situations, significantly improving the effectiveness of the motivational systems created. Future psychologists who had the opportunity to work in clinics demonstrated a high level of skill in addressing practical tasks related to staff motivation, highlighting the substantial contribution of hands-on experience to their training. The research emphasised the importance of integrating practical experience with theoretical instruction in the education of future psychologists, particularly in the context of developing and implementing motivational systems. Educators can utilise the findings to enhance training programmes and approaches to preparing future specialists, especially in the development of specialised courses and training in motivational counselling

**Keywords:** professional development; strategies; tools; medical clinics; opportunities and risks

\*Corresponding author

**INTRODUCTION**

The study of preparing future psychologists to create motivational systems is both timely and necessary given the contemporary challenges in professional life that demand high levels of motivation from both employees and their managers. Effective motivational systems play a pivotal role in ensuring success in various fields, including the medical sector. However, the process of developing such systems is complex and requires a deep understanding of both psychology and personnel management. Therefore, it

is essential to further develop this area of research as it will contribute to improving the quality of training for professionals in this field.

The modern labour market demands a new concept of professional training for specialists in psychology, based on interaction with the education sector. The ability to take responsibility for work outcomes and acquire knowledge independently depends on the presence of motivation to achieve success, and this motivation must be cultivated during the



professional preparation of future specialists. The primary factor that stimulates employees' work activity and enhances their contribution to corporate operations is incentivisation. No business can function efficiently without an optimal employee motivation system that encourages everyone to work effectively towards personal and corporate goals. However, current incentive systems, whether for businesses or individuals, tend to be one-dimensional, focusing primarily on salaries while neglecting non-material and moral incentives, which often fail to align with the level of development, financial capabilities, work conditions, employee needs, and mentality. Therefore, research into an effective motivational system for future specialists in psychology is essential. Developing an effective motivational system for future psychologists requires the integration of theoretical knowledge with practical experience. A key first step is the design of a clear curriculum that takes into account the individual needs of students and their professional goals.

Specifically, L.A. Osborne *et al.* (2022) explored the methodological aspects of training psychologists, focusing on the development of their motivational orientations. They analysed the formation of motivational strategies during the education of psychology students. S. Kim *et al.* (2024) determined the influence of motivational factors on the effectiveness of the educational process in training psychologists. The researchers found that studying these aspects is crucial and that the training of future psychologists is closely linked to their ability to develop and implement effective motivational strategies in various professional contexts.

One of the research directions explored by Yu. Rudenko *et al.* (2024) focused on analysing the effectiveness of existing psychology training programs, particularly their ability to equip students with the necessary knowledge and skills to work with motivational systems. The research by L. Magwa & K. Mohangi (2022) demonstrated that traditional educational programs do not always consider the specific characteristics of the professional contexts in which graduates will work. This creates a gap between students' theoretical training and the real-world conditions of their future professional activities. The authors emphasised the importance of modernising educational programs to make them more adaptable to the needs of the labour market. The researchers paid particular attention to the development of practical skills and the ability of graduates to adapt to various professional environments, as this will enhance the graduates' competitiveness in the job market and ensure their effective integration into the professional community.

J. Yates *et al.* (2023) focused on the importance of developing motivational systems to enhance the effectiveness of psychologists. The researchers noted that psychologists who can design effective motivational strategies are more successful in working with clients. This is because motivation is a key factor in the therapeutic process and personal development. Meanwhile, B.J. Lovett *et al.* (2023) highlighted that the training of psychologists should include not only theoretical knowledge about motivational systems but also practical skills in their development and implementation.

J. Goldman *et al.* (2024) noted that human motivation is rooted in the desire for self-improvement and the compensation of feelings of inadequacy. They also emphasised the social context of motivation, making their ideas relevant to the training of psychologists, especially in the context of working with motivational systems in various professional and social settings.

Several authors, including R.R. Turner *et al.* (2023) and K. Makhmutova *et al.* (2024), have highlighted the importance of innovative approaches in the training of psychologists. For instance, the use of simulations and practical exercises that model real professional situations aids in better understanding motivational systems and preparing for their practical application. They also emphasised the significance of an interdisciplinary approach, where psychology training incorporates elements of management, pedagogy, and social work, enabling a broader understanding of motivational processes in various professional contexts.

The aim of this research was to determine the effectiveness of preparing future psychologists to create motivational systems based on a developed theoretical model and an empirical study using the example of medical clinics in the field of aesthetic medicine. To achieve this aim, the following objectives were set:

1. To develop a theoretical model of a motivational system that takes into account the specific activities of psychologists in various professional environments.
2. To conduct an empirical study to test the effectiveness of the proposed model, using medical clinics in the field of aesthetic medicine as an example.
3. To provide recommendations for improving the training of psychologists in the development and management of motivational systems.

## MATERIALS AND METHODS

The theoretical model was developed based on an analysis of contemporary research on motivation, psychological training, and human resource management. It incorporated the core elements of motivational systems, such as needs, goals, incentives, and feedback. The model was adapted to the specific needs of training future psychologists, taking into account the necessity of developing and implementing motivational systems in professional practice. The empirical study was conducted in medical clinics specialising in aesthetic medicine, where established motivational systems for staff were already in place. The research was carried out in several stages:

1. Clinic selection;
2. Division of future psychologists into two groups: a control group and an experimental group (the control group did not have any changes implemented in their motivational systems, while the experimental group implemented a new motivational system developed with the participation of future psychologists);
3. Data collection (this involved assessing the importance of key motivational factors on a scale from 1 to 10, where 1 indicated minimal importance and 10 indicated maximum importance);

4. Analysis of results (the collected data were analysed to determine the effectiveness of the implemented motivational system);

The study involved two groups of future psychologists: an experimental group and a control group. The experimental group consisted of 30 participants, comprising 18 females and 12 males, all aged between 20 and 23 years. The control group also had 30 participants, with 16 females and 14 males, within the same age range. In the experimental group, a new model for creating motivational systems was implemented. This model involved several stages, including consultations with participants to identify their needs and motivational factors, as well as the development of an individual motivational programme for each employee. The programme included both material and non-material incentives, such as opportunities for professional development, participation in specialised training, and the promotion of a positive psychological climate within the team. Throughout the experiment, participants received regular feedback and were encouraged to make suggestions for improving the programme. In contrast, the control group utilised motivational systems that were already in place within the clinics. These systems primarily comprised standard approaches, such as material incentives and fixed bonuses, without taking into account the individual needs of the employees.

A variety of motivational strategies were employed in the study for both the experimental and control groups. The experimental group utilised a new motivational system incorporating both tangible and intangible incentives, with a particular focus on individualised approaches for each employee. Conversely, the control group adhered to standard motivational systems already implemented within the clinics, emphasising tangible rewards and basic intangible measures. The selected clinics included the Esthetology centre for aesthetic medicine (a leading institution in this field, known for its high level of service and innovative methods of rejuvenation and cosmetic procedures); the dermatology centre at the Institute of Beauty "Aquarelle", which offers an individual approach to each client and focuses on the treatment of skin diseases. Beseda Aesthetic Clinic provides a wide range of services, including plastic surgery, ultrasound therapy and hardware cosmetology, where the clinic's specialists help clients develop individual treatment plans to achieve optimal results; the modern Elixir clinic specialises in aesthetic medicine and dermatology, focusing on an individual approach and a high level of service. The choice of clinics is explained by the high level of interaction with clients, which requires special attention to the motivational aspects of staff work. The study employed both quantitative and qualitative data collection methods, specifically through surveys. The questions in the survey were as follows:

1. Which factors have the greatest impact on motivation at work (recognition from management and patients, opportunities for professional development, financial rewards, or other aspects)?

2. How do working conditions and relationships within the team affect your motivation? What elements of support from colleagues and management do you consider the most important?

3. How important is it to have the opportunity to apply professional knowledge in practice and receive recognition from management? How does this influence your motivation?

4. Which aspects of the motivational system do you consider most important for job satisfaction: clear evaluation criteria, opportunities for career advancement, financial incentives, or other factors?

The opinions of clinic professionals were crucial to this research as they work directly in environments where motivational systems are implemented and can provide valuable insights into their effectiveness and impact on professional performance. According to the survey responses, each professional evaluated motivational factors based on their own experience and understanding of needs, providing a realistic picture of which aspects of the motivational system work best and which require further development. Specifically, this allowed for an assessment of the effectiveness of existing motivational systems and the identification of key factors influencing employee motivation. Statistical methods were used to analyse the data, revealing patterns and trends in the formation of motivational systems. Additionally, comparisons were made between the data obtained from medical clinics and the expectations of future psychologists, allowing for conclusions to be drawn about the effectiveness of psychology training programs in this area.

The implementation of the motivational system was gradual, with regular monitoring of its effectiveness and adjustments based on collected feedback and analysis results. This ensured maximum efficiency and adaptability to changing working conditions and the needs of professionals. To evaluate the effectiveness of the motivational system model, interviews were conducted with medical clinic specialists regarding motivational systems, in which they identified important aspects of the motivational component in their professional activities.

## RESULTS

The training of psychologists in Ukraine requires a high level of theoretical and practical preparation. This field plays a crucial role in society as the profession of a psychologist is indispensable in the rapidly changing modern world, which faces a variety of socio-psychological challenges. The specifics of training psychologists in Ukraine have unique aspects related to the country's historical, cultural, social, and political development. One of the key features of training psychologists in Ukraine is the emphasis on a solid theoretical foundation. Higher education institutions that train psychologists pay significant attention to the study of classical psychological theories, such as psychoanalysis, behavioural psychology, humanistic psychology, cognitive psychology, and others. Students become acquainted with the works of leading scientists, which forms the basis for their future professional development. This approach

allows future psychologists to deeply understand the nature of mental processes and phenomena, which is necessary for effective practical work.

The training of psychologists is not limited to theoretical knowledge. Significant emphasis is placed on practical training for students, which includes internships in various institutions such as schools, hospitals, psychological counselling centres, rehabilitation facilities, and others. This practical experience allows students to apply their acquired knowledge, gain experience working with clients, and develop skills in counselling, psychotherapy, and psychological assessment. In particular, students learn to work with various population groups, including adolescents, children, and adults, enabling them to be prepared to work in diverse settings and with a range of problems. A distinguishing feature of psychology training in Ukraine is the emphasis on developing ethical standards and professional responsibility. Higher education students study ethical codes that regulate the activities of psychologists, and they learn to resolve ethical dilemmas that may arise in their work. Significant attention is also paid to the formation of professional identity and an understanding of the role of a psychologist in society. Future professionals learn to understand the importance of confidentiality, respect for clients' rights, and adherence to principles of non-violent communication.

A crucial aspect of psychology training in Ukraine is the interdisciplinary approach. Students not only study psychology but also gain knowledge in related fields such as sociology, pedagogy, medicine, neuroscience, and others. This enables future psychologists to better understand the context in which the human psyche functions and to work in interdisciplinary teams. Particular attention should be paid to the training of psychologists in the context of contemporary challenges. In Ukraine, as in the rest of the world, there has been a rise in stress levels, anxiety disorders, depression, and other mental health problems among the population. This is linked to a range of factors such as economic difficulties, political instability, the COVID-19 pandemic, and others. In light of this, the training of psychologists must consider these new challenges and adapt curricula to meet the demands of the times. Specifically, students should study contemporary psychotherapeutic methods such as cognitive-behavioural therapy, trauma-focused interventions, relaxation techniques, and stress management, as well as gain knowledge about psychological support in crisis situations.

Equally important in the training of psychologists in Ukraine is the emphasis on developing research skills. Higher education institutions encourage students to engage in scientific research, conduct their own experiments, and participate in conferences. This fosters the enhancement of critical thinking, the ability to analyse and interpret data, and prepares students for potential future academic careers. Training psychologists as researchers is a crucial component, as it ensures the continuous development of the field of psychology and the implementation of new, effective methods for working with clients. Another

significant feature is international collaboration. Ukrainian higher education institutions actively develop partnerships with foreign universities and participate in international educational programmes and exchanges. This enables students to acquire knowledge and experience by utilising best practices in global psychological education. Such opportunities not only enhance the quality of training for professionals but also contribute to the integration of Ukrainian psychological science within the global context. It is also worth noting that the training of psychologists in Ukraine often faces specific challenges, such as insufficient funding for education and limited opportunities for practical training due to a lack of specialised institutions and professional platforms. However, despite these difficulties, the system for training psychologists in Ukraine continues to evolve, adapting to contemporary requirements and societal needs.

Motivational systems play a crucial role in the training of psychologists, as they not only influence academic performance but also shape the readiness of future professionals for their careers. Understanding how motivation affects the learning process and professional development is key to preparing psychologists who will work with people in the future and help them resolve psychological problems, often related to motivational aspects. Motivational systems in the training of psychology specialists operate at several levels, each aimed at fostering a sustained interest in the profession among higher education students, developing personal and professional qualities, and increasing their engagement in the learning process.

At the initial stages of training psychologists, it is crucial to develop students' intrinsic motivation, which is rooted in their interest in the subject, desire to help others and self-development. Lecturers can stimulate intrinsic motivation by offering interesting and practical tasks, engaging students in discussions and debates, and allowing them to feel the significance of their future profession. Such motivation is particularly important for psychologists, as work in this field requires not only knowledge but also deep personal involvement, emotional resilience, and a desire to help others. An important aspect of motivational systems is also extrinsic motivation, which includes receiving grades, scholarships, participating in conferences, publishing research papers, and so on. It helps students maintain interest in learning, especially at stages when intrinsic motivation may weaken. Higher education institutions can create motivational programs that include incentives for students who demonstrate a high level of achievement, activity in research, and participation in the university's public life.

During the training of psychologists, professional motivation is developed, which is central to their future careers. Professional motivation is associated with understanding the significance of the psychology profession, feeling a sense of responsibility for the lives and well-being of others, and striving for success in their professional activities. Educators can support this motivation by providing students with opportunities to participate in real projects, undertake internships at various institutions, and introduce

them to the success stories of renowned psychologists. Professional motivation is critically important, as it encourages students to engage in continual self-improvement, acquire new knowledge and skills, and achieve high performance in their work. Furthermore, it is essential to foster a motivation for ongoing self-development and self-directed learning. Psychology, as a discipline, is constantly evolving, with new theories and approaches emerging, making it necessary for psychologists to continually update their knowledge and refine their professional skills. Educators can stimulate this motivation by recommending literature for independent study, organising seminars, workshops, training sessions, and other activities that promote self-development. Collective motivation also plays a vital role in the training of psychologists, as it encourages teamwork, support, and mutual assistance among students. This is particularly significant, given that the profession of psychology often involves working in teams, such as in clinical or educational settings. Collaborative efforts on projects, group tasks, discussions, and participation in student organisations contribute to creating a positive atmosphere within the learning community, thereby enhancing educational motivation.

A theoretical model of a motivational system for psychologists in various professional environments, particularly in medical clinics specialising in aesthetic medicine, should consider the specific nature of the work, the psychological needs, and the expectations of employees. At the core of this model lies the integration of classical motivational theories, taking into account the unique factors that influence the motivation of psychologists. To build an effective motivational system, it is advisable to consider the following classical motivation theories: the hierarchy of needs by A.H. Maslow (1943), the theory of two-factor motivation by H. Herzberg (1993), and expectancy theory by V.H. Vroom (1964) are foundational concepts in the psychology of motivation and have significant implications for future psychologists. Each of these theories offers a unique approach to understanding motivation and can be used to create effective motivational systems in various domains, including organisational settings and professional activities. The hierarchy of needs by A.H. Maslow, the theory of two-factor motivation by H. Herzberg, and the expectancy theory by V.H. Vroom are fundamental concepts in the psychology of motivation that hold significant relevance for future psychologists. Each of these theories offers a unique approach to understanding motivation and can be utilised to develop effective motivational systems across various domains, including organisational environments and professional practice.

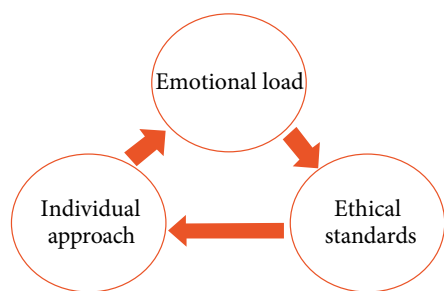
A.H. Maslow (1943) describes five levels of needs that form the basis of individual motivation. This hierarchy comprises physiological needs (such as food, water, and safety), safety needs (including stability and protection), social needs (such as love and belonging), esteem needs (encompassing respect and recognition), and self-actualisation needs (focusing on personal development and the fulfilment of potential). A.H. Maslow asserts that lower-level

needs must be satisfied before an individual can aspire to higher-level needs. For psychologists, understanding this hierarchy aids in recognising which needs of clients or employees may be pertinent at any given moment, and how motivation can be enhanced by addressing these needs. In this context, the model should ensure the fulfilment of employees' fundamental needs, starting from physiological needs (such as salary and working conditions), progressing through safety and stability needs, to social needs (belonging to a team and support), esteem needs (recognition and achievement), and self-actualisation needs (opportunities for development and career advancement).

The theory of two-factor motivation by H. Herzberg (1993), also known as the hygiene-motivation theory, divides the factors influencing job satisfaction into two categories: hygiene factors and motivators. Hygiene factors, such as working conditions, salary, and relationships with colleagues, are necessary to prevent dissatisfaction but do not provide long-term motivation. Motivators, such as achievement, recognition, and opportunities for advancement, directly contribute to increased job satisfaction. For psychologists, understanding this distinction is crucial as it aids in the development of comprehensive motivational systems that not only eliminate dissatisfaction but also promote active engagement and development among employees.

The classical theory of motivation includes the expectancy theory by V.H. Vroom (1964), which posits that employees' motivation depends on their expectations regarding the outcomes of their efforts (expectancy) and the value they place on these outcomes (valence). Consequently, the model should incorporate a clear definition of goals, expected results, and rewards that align with the achieved outcomes. According to this theory, individuals assess the likelihood of attaining desired results and their value to themselves. The theory comprises three main components: expectancy (the probability that effort will lead to the desired outcome), instrumentality (the likelihood that achieving the outcome will result in receiving a specific reward), and valence (the value of the reward to the individual). For future psychologists, understanding these components is vital, as it aids in creating conditions where employees or clients can clearly see the connection between their efforts and the attainment of desired results, thereby enhancing their motivation. Applying these theories in the professional activities of psychologists enables them to better understand motivational mechanisms and effectively influence the motivation of others. This may involve developing personalised motivational strategies, improving working conditions, providing clear pathways for career advancement, and ensuring adequate recognition of achievements.

Studying these theories provides psychologists with the necessary tools to create effective motivational systems that consider various aspects of motivation and individual needs, which is crucial for successful professional activity. Future psychologists work in high-stress environments, so a motivational system model should consider the specific factors presented in Figure 1.



**Figure 1.** Specific factors of the motivational system model  
**Source:** compiled by the author based on O. Salim *et al.* (2022)

The motivational system should incorporate elements that help reduce levels of emotional burnout. These can include both tangible and intangible incentives such as psychological support, opportunities for rest, and a reduction in workload during periods of stress. Psychologists are also obligated to adhere to high ethical standards, which can limit their flexibility in certain situations. The motivational system should support employees in upholding these standards by providing them with the necessary resources and support. Each psychologist has their own working style, so the motivational system should be flexible enough to accommodate individual differences and needs. In medical clinics specialising in aesthetic medicine, psychologists encounter clients who have high or unrealistic expectations regarding outcomes. This creates additional pressure and can impact employee motivation. The model should consider the need to support psychologists in working with demanding clients, providing opportunities for consultation and support in challenging cases. The motivational system should also encourage ongoing professional development and the delivery of high-quality services, which will help the clinic maintain a competitive position in the market.

The elements of the motivational system include both financial and non-material incentives. Salaries should be competitive and commensurate with the qualifications and experience of psychologists, which will encourage prospective professionals. Additional bonuses for achieving specific outcomes, such as high client satisfaction or the successful resolution of complex cases, as well as gift certificates, paid leave, and additional benefits, are also valuable financial incentives. In terms of non-material rewards, regular recognition of employees' achievements at both team and management levels is essential. There should be ongoing

opportunities for professional development, including access to training, workshops, conferences, and other avenues for skill enhancement. Conditions should be created for career advancement, as well as the expansion of responsibilities and duties. For future psychologists to work successfully, it is vital to continually provide them with access to psychological support in cases of emotional burnout or other challenging situations. Furthermore, it is important to foster a supportive social environment where employees can receive assistance from colleagues and management, allowing for flexible working hours tailored to individual needs, and encouraging a healthy balance between professional activities and personal life.

The proposed theoretical model of a motivational system is multi-dimensional and encompasses various factors that influence the motivation of psychologists in professional settings. A specialist from the aesthetic medicine centre Esthetology indicated that recognition of their work, both from management and patients, is of paramount importance to them. Additionally, they value opportunities for ongoing professional development, such as attending conferences and seminars. While financial compensation is certainly significant, feeling valued and having the opportunity to learn new skills is more crucial. A specialist from the dermatology centre at the Institute of Beauty "Aquarelle", noted that their motivation is influenced by working conditions and relationships within the team. Feeling supported by colleagues and management is a strong motivator. A fair distribution of workload and, of course, the level of remuneration are also important factors.

A participant in the survey from Beseda Aesthetic Clinic highlighted the opportunity to apply their professional knowledge in practice by participating in complex and interesting procedures. They also valued management recognising their achievements and providing all the necessary working conditions, such as modern equipment and administrative support. A specialist from the modern Elixir Clinic felt motivated when management ensured transparent and fair operational rules. For instance, a clear understanding of performance evaluation criteria and opportunities for career advancement. While financial incentives are important, they should be part of an overall motivational system that includes respect for the employee and opportunities for their development. According to the responses provided in the survey by specialists working in clinics, the importance of motivational factors varied for each participant. These data are presented in Table 1.

**Table 1.** Results of participant responses

Specialist	Recognition	Professional development	Financial incentives	Working conditions	Team relations	Overall assessment
1 <sup>st</sup>	9	9	7	5	5	35
2 <sup>nd</sup>	4	6	9	9	9	37
3 <sup>rd</sup>	7	10	6	7	4	34
4 <sup>th</sup>	8	7	7	7	6	35

**Source:** compiled by the author

The ratings compiled based on the key motivational factors mentioned during the interviews reflect the individual priorities and approaches of each specialist. This helps to identify general trends and specific motivational requirements within clinical practice. Therefore, Table 1, with its ratings, demonstrates the importance of each factor within the overall motivational system for a particular specialist, allowing for the adaptation of motivational approaches to the needs of employees and ensuring more effective personnel management. An analysis of the types of motivation applied to both groups is presented in Table 2.

This data provided a deeper understanding of what drives people's actions and how these motivations influence their behaviour and performance. Such analysis is key to developing effective motivational systems that take into account the individual characteristics of employees. Studying different approaches to motivation, such as intrinsic and extrinsic motivation, helps to determine which incentive methods will be most effective in a specific environment. This, in turn, contributes to increased productivity and job satisfaction, which is crucial for achieving organisational goals.

**Table 2.** Characteristics of motivation types

Group	Types of motivation	Description
Experimental	Individual material incentives	Each employee received bonuses based on personal achievements and performance outcomes. This could include financial incentives or funding for additional training
	Professional development	Employees were allowed to attend specialised courses and training sessions, which contributed to their professional growth and skill enhancement
	Feedback	Regular meetings with management were held to discuss successes and challenges at work. Employees could make suggestions for improving working conditions and motivational programmes
	Social support	A positive atmosphere was fostered within the team, with events organised to strengthen relationships among employees
Control	Fixed material incentives	Employees received standard bonuses and incentives for completing specific tasks. Material incentives were uniform for all and did not account for individual needs
	General meetings	Instead of individual meetings, general meetings were held to discuss overall issues without focusing on personal achievements and challenges
	Basic non-material incentives	Minimal social events, such as corporate celebrations, were provided, but there was no ongoing support for a friendly atmosphere within the team

**Source:** compiled by the author

The effectiveness of the motivational systems was assessed using criteria such as job satisfaction, work produc-

tivity, readiness for professional development, and the level of engagement in the work process (Table 3).

**Table 3.** Comparison of the research results between the experimental and control groups

Criteria	Points	
	Experimental group	Control group
Job satisfaction	8	6
Labour productivity	7	5
Readiness for professional development	6	6
Involvement in the work process	7	6

**Source:** compiled by the author

As evidenced by the results, the experimental group achieved higher scores across all criteria, with an average score of 7 points compared to 5.75 points for the control group. This indicates that the standard model of the motivational system requires further refinement and integration to become more effective in clinics. The superior performance of the experimental group may be attributed to the fact that the new motivational system model was more flexible and adaptive, taking into account the individual needs of employees and stimulating their professional activity more effectively. Furthermore, the new model likely

offered a better balance between external and internal motivators, which enhanced overall employee satisfaction and motivation. The low scores of the control group suggest that traditional approaches to motivation do not always account for contemporary trends and requirements, particularly changes in the value orientations of employees that could positively impact their productivity. This highlights the need for continued improvement and integration of new approaches into standard motivational system models, which will help enhance their effectiveness in clinics. Therefore, the results obtained demonstrate that to ensure

higher levels of motivation and productivity among employees, it is crucial to consider individual needs and adopt comprehensive approaches to motivation management.

To enhance the training of psychologists in the creation and management of motivational systems, it is essential to focus on several key aspects. Academic programmes should incorporate courses that deepen students' understanding of motivational theories and their practical applications. This could include an examination of various motivation models, such as the hierarchy of needs by A.H. Maslow (1943), expectancy theory by V.H. Vroom (1964), and the self-determination theory, which will enable students to better understand the diverse motivational factors and their influence on behaviour. Equally important is the development of practical skills in creating and managing motivational systems, which should involve the inclusion of training sessions and simulations where students can model real-life situations and find optimal solutions for enhancing motivation. Additionally, it is recommended to conduct regular workshops with practising professionals who have successful experience in developing motivational systems across various fields. This will allow students to become acquainted with contemporary trends and innovative approaches in this domain. Furthermore, it is crucial to provide students with opportunities for internships within organisations, enabling them to participate directly in the development of motivational programmes and assess their effectiveness in practice. Improving the training of psychologists in this area involves the development of research skills, allowing students to independently conduct scientific studies aimed at exploring the effectiveness of various motivational strategies and their adaptation to specific organisational contexts and needs.

## DISCUSSION

Preparing future psychology professionals to develop motivational systems requires not only theoretical knowledge but also practical skills in applying various motivational techniques. Research findings have shown that the effectiveness of motivational systems significantly impacts performance in both professional and personal life. One of the key aspects of training psychologists is understanding the nature of motivation and the ways to stimulate it. Research shows that the successful development of motivational systems is based on a combination of knowledge from personality psychology and social psychology. For instance, findings from studies by C.L. Hassett *et al.* (2021), F. Satka & E. Garneva (2024) indicate that motivational systems that take into account individual personality traits lead to a significant increase in effectiveness both in educational institutions and corporate structures. These results align with the conclusions of the present study, which confirms the necessity for individualisation of motivational approaches in the training of future psychologists. The study of theoretical models of motivation, such as the theory of self-actualisation by A.H. Maslow (1943), and expectancy theory by V.H. Vroom (1964), plays an important role in

the preparation of psychologists. Several studies, including those by R. Aralbaeva *et al.* (2024) and C. Zhang *et al.* (2024), have demonstrated that the application of these theories in the learning process enables students to better understand the internal and external motivators of behaviour. This research also found that future psychologists who have mastered these theories are better prepared for the practical application of motivational systems in their future professional activities.

Psychological and pedagogical factors also play a significant role in the training of future psychologists. The results of the study showed that motivational systems which take into account the individual characteristics of students, such as their needs and interests, contribute to a higher level of material comprehension. Research by L. Ližbetinová *et al.* (2020) also revealed that a student-centred pedagogical approach is crucial for effectively preparing future psychologists to develop motivational systems. The findings regarding the importance of balancing theoretical knowledge with practical skills align with the conclusions of N.E. Grunberg *et al.* (2024) and M. Crichton *et al.* (2024), who noted that theoretical education provides a solid foundation for understanding the principles of motivation; however, without practical application, this knowledge may remain abstract and ineffective in real-world situations. This study further confirmed that higher education students who engage in practical training during their preparation demonstrate a higher level of competence in creating and implementing motivational systems. Involving students in active learning, which includes real-case scenarios, training sessions, and internships, allows them to apply theoretical knowledge in practice. This approach has also been supported by other researchers. For example, studies by L.M. Daniels & B.S. Dueck (2022), N. Jovanovski *et al.* (2023) showed that students who regularly work with real-life situations exhibit greater confidence in their knowledge and skills, as well as a better understanding of complex motivational processes. These conclusions are consistent with the findings of this study.

It has been found that motivation is a complex and multifaceted phenomenon that requires an interdisciplinary approach. Future psychologists need to acquire knowledge not only in psychology but also in other disciplines such as sociology, economics, and pedagogy, as this enables them to create more effective and adaptive motivational systems. Research by J.-J. Reinders and W. Krijnen (2023) demonstrated that an interdisciplinary approach fosters a broader understanding of motivational processes among students and allows them to integrate various methods into their practice more successfully. This study also identified that students who undertook courses in diverse disciplines displayed a deeper understanding of motivational principles and a greater readiness to apply their knowledge in various contexts. This underscores the importance of implementing interdisciplinary programmes in the training process for psychologists. Individualised learning is another crucial factor in preparing future psychologists. As noted by

M. Gulbaram *et al.* (2021) and O. Siu *et al.* (2024), motivational systems should be tailored to the needs of each individual student, which allows for a better consideration of their personal interests, learning styles, and career ambitions. These findings align with this study, as individualised approaches to learning contribute to students' better understanding of the fundamentals of motivation and their ability to apply this knowledge effectively in practice. Higher education students who receive personalised instruction have the opportunity to delve deeper into topics that interest them and develop specialised skills that they can utilise in their professional careers. This also enhances their motivation to learn, which is a significant factor in the development of their professional competencies.

The results obtained indicate that the effective use of feedback is a crucial element in preparing future psychologists. Research by N.Z. Maharani *et al.* (2024) and Y. Wang *et al.* (2024) suggests that providing students with regular and constructive feedback facilitates their development and allows them to better understand their strengths and weaknesses. This study also revealed that students who receive such feedback from instructors regularly are better prepared to create and manage motivational systems. Furthermore, feedback assists students in adjusting their approaches and strategies, enabling them to acquire new knowledge and skills more quickly and effectively. This contributes to enhancing their independence and self-confidence, which are vital factors in the professional training of psychologists. Research by G. Chemsu *et al.* (2024) demonstrated that future psychologists who develop a high level of emotional intelligence possess a better understanding of both their own emotions and the emotions of others. This capability allows future professionals to influence motivation more effectively and provide emotional support to their clients. This study identifies the development of emotional intelligence as an essential component in the training of future psychologists, particularly in the context of creating motivational systems. Students with a high level of emotional intelligence are better able to tailor motivational strategies to the individual needs of their clients, thereby increasing the effectiveness of their work.

Cultural factors also have a significant impact on the effectiveness of motivational systems. Research by T. Ponomarenko & V. Zelenin (2022) revealed that motivational strategies that take into account cultural differences are more effective in an international context. P. Silverstein *et al.* (2024), J. Rhodes & N. Vorontsova (2024) found that motivational approaches that work in one culture may be less effective in another due to differences in values, norms, and expectations. This study also confirms the need to consider cultural factors in the training of psychologists. Students who are familiar with the cultural characteristics of different people are better prepared to work in an international environment and can create motivational systems that take these differences into account.

As revealed, upon completion of their studies, future psychologists should be ready to apply motivational systems

in their own professional activities. Research by S. Gindidis *et al.* (2020) and E. Altintas *et al.* (2022) has shown that graduates who have undergone specialised training in motivational systems demonstrate higher success in their professional careers. This study confirms these findings, indicating that trained professionals are better equipped to handle challenges related to motivation in both educational and corporate settings. In particular, students who have acquired skills in creating and managing motivational systems are able to work more effectively with diverse groups of clients, adapting motivational strategies to their individual needs. This enhances their competitiveness in the job market and enables them to achieve higher results in their professional careers.

Preparing future psychologists to develop motivational systems is a complex and multifaceted process that requires both theoretical knowledge and practical skills. The results of this study are supported by the findings of other researchers, indicating the importance of individualised approaches, the use of theoretical models, practical training, and modern technologies in this process. At the same time, there is a need for further enhancement of curricula to align with current labour market demands and ensure a high level of readiness for future psychologists in developing effective motivational systems.

## CONCLUSIONS

The training of psychologists in Ukraine is characterised by a comprehensive approach that includes a solid theoretical foundation, practical experience, the development of ethical norms, an interdisciplinary approach, a focus on contemporary challenges, research activities, and international cooperation. This ensures the training of highly qualified specialists capable of working effectively in various conditions and providing the necessary psychological support to the population. Despite certain challenges, the Ukrainian education system continues to improve, training professionals who meet high standards of professional activity.

In the research aimed at preparing future psychologists to create motivational systems, two groups were used: a control group and an experimental group. The control group worked using traditional methods employed in educational institutions for developing motivational competencies, while the experimental group implemented a new model for creating motivational systems. The results obtained showed that participants in the experimental group demonstrated a significantly higher level of readiness to create motivational systems compared to participants in the control group. This reflects the fact that the application of new approaches in the training of future psychologists can significantly improve their professional skills, particularly in the area of motivational counselling. Specifically, the new model contributed to the development of a deeper understanding of motivational theories, as well as greater confidence in the practical application of this knowledge.

Furthermore, participants in the experimental group demonstrated a greater awareness of individual approaches

to motivation, suggesting that the new model of training psychologists may contribute to the more effective development of individualised motivational systems for different categories of clients. This is particularly important in the context of the contemporary challenges faced by psychologists working with diverse populations. The conducted research has confirmed the effectiveness of the new model of training psychologists in creating motivational systems. Further studies could focus on expanding the sample to include a larger number of educational institutions and regions, which would allow for more representative results.

An important direction for future research is also the examination of the long-term effects of the new model for creating motivational systems, which will help assess its impact on the professional activities of graduates in real-world conditions.

None.

None.

## ACKNOWLEDGEMENTS

## CONFLICT OF INTEREST

## REFERENCES

- [1] Altintas, E., Karaca, Y., Berjot, S., El Haj, M., & Boudoukha, A. (2022). Work stress and motivation in psychologists in the hospital setting: The role of primary cognitive appraisal. *Psychology Health & Medicine*, 28(4), 1039-1048. [doi: 10.1080/13548506.2022.2093923](https://doi.org/10.1080/13548506.2022.2093923).
- [2] Aralbaeva, R., Naubaeva, Kh., Abishev, N., Tazhurekova, Zh., & Zhexembayeva, Zh. (2024). Development of diagnostic competencies of educational psychologist in professional training. *International Journal of Evaluation and Research in Education*, 13(5), 3393-3401. [doi: 10.11591/ijere.v13i5.29522](https://doi.org/10.11591/ijere.v13i5.29522).
- [3] Chems, G., Naciri, A., Sadiq, M., & Radid, M. (2024). Exploring student motivation in a hybrid learning environment: A descriptive study of Moroccan students. In G. Chems, I. Elimadi, M. Sadiq, & M. Radid (Eds.), *Teaching and assessment in the era of education 5.0* (pp. 194-203). Hershey: IGI Global. [doi: 10.4018/979-8-3693-3045-6.ch011](https://doi.org/10.4018/979-8-3693-3045-6.ch011).
- [4] Crichton, M., Vu, J., & Fenesi, B. (2024). Physical activity participation among children and youth with mental health symptoms: Clinician perspectives. *Children*, 11(7), article number 880. [doi: 10.3390/children11070880](https://doi.org/10.3390/children11070880).
- [5] Daniels, L.M., & Dueck, B.S. (2022). Integrative and theoretical reviews of achievement motivation for school psychologists: Introduction to the special issue. *Canadian Journal of School Psychology*, 37(1), 3-22. [doi: 10.1177/08295735211055333](https://doi.org/10.1177/08295735211055333).
- [6] Gindidis, S., Stewart, S.E., & Roodenburg, J. (2020). Psychologists' motivations for integrating apps into therapy with secondary school-aged young people. *Journal of Psychologists and Counsellors in Schools*, 30(1), 2-12. [doi: 10.1017/jgc.2019.22](https://doi.org/10.1017/jgc.2019.22).
- [7] Goldman, J., Cavazos, J., Heddy, B.C., & Pugh, K.J. (2024). Emotions, values, and engagement: Understanding motivation of first-generation college students. *Scholarship of Teaching and Learning in Psychology*, 10(1), 1-15. <https://doi.org/10.1037/stl0000263>.
- [8] Grunberg, N.E., Doorley, J.D., & Barry, E.S. (2024). Sport psychology: Principles and practices for sports medicine physicians. *Current Sports Medicine Reports*, 23(5), 192-198. [doi: 10.1249/jsr.0000000000001167](https://doi.org/10.1249/jsr.0000000000001167).
- [9] Gulbaram, M., Rymshash, T., Alima, N., Abdirkenova, A., & Anar, R. (2021). Development of professional culture in the activities of future teachers and psychologists. *Cypriot Journal of Educational Sciences*, 16(6), 3156-3167. [doi: 10.18844/cjes.v16i6.6517](https://doi.org/10.18844/cjes.v16i6.6517).
- [10] Hassett, C.L., Gresswell, D.M., & Wilde, S.V. (2021). Motivation to lead in trainee clinical psychologists: Service evaluation of a UK doctorate programme. *Journal of Mental Health Training Education and Practice*, 16(6), 442-453. [doi: 10.1108/jmhtep-10-2020-0075](https://doi.org/10.1108/jmhtep-10-2020-0075).
- [11] Herzberg, F. (1993). *Motivation to work*. New York: Routledge. [doi: 10.4324/9781315124827](https://doi.org/10.4324/9781315124827).
- [12] Jovanovski, N., Jaeger, T., McDougall, R., & Keogh, L. (2023). Gut feelings and lived experiences: A qualitative study of "anti-diet" dietitians' and psychologists' motivations and experiences regarding the weight-neutral approach. *Health Sociology Review*. [doi: 10.1080/14461242.2023.2248080](https://doi.org/10.1080/14461242.2023.2248080).
- [13] Kim, S., Dudek, E., Kajankova, M., Channing, T., Tabio, L., & Derbidge, C.M. (2024). Mentorship in rehabilitation psychology: Attitudes and perspectives. *Rehabilitation Psychology*, 69(3), 275-279. [doi: 10.1037/rep0000546](https://doi.org/10.1037/rep0000546).
- [14] Ližbetinová, L., Hitka, M., Soušek, R., & Čaha, Z. (2020). Motivational preferences within job positions are different: Empirical study from the Czech transport and logistics enterprises. *Economic Research*, 34(1), 2387-2407. [doi: 10.1080/1331677x.2020.1863831](https://doi.org/10.1080/1331677x.2020.1863831).
- [15] Lovett, B.J., Schaberg, T., Nazmiyal, A., & Spenceley, L.M. (2023). How do school psychologists address issues of effort, motivation, and honesty during evaluations?. *Journal of Psychoeducational Assessment*, 41(6), 603-618. [doi: 10.1177/07342829231175938](https://doi.org/10.1177/07342829231175938).
- [16] Magwa, L., & Mohangi, K. (2022). Using theoretical frameworks to analyze democratic student-teacher engagement and autonomous learning for academic achievement in Zimbabwe. *Frontiers in Education*, 7, article number 925478. [doi: 10.3389/feduc.2022.925478](https://doi.org/10.3389/feduc.2022.925478).

- [17] Maharani, N.Z., Kurniawan, S.S., Sensuse, D.I., Eitiveni, I., Hidayat, D.S., & Purwaningsih, E.H. (2024). Motivations and potential solutions in developing a knowledge management system for organization at higher education: A systematic literature review. *Journal of Information Systems Engineering and Business Intelligence*, 10(2), 270-289. doi: [10.20473/jisebi.10.2.270-289](https://doi.org/10.20473/jisebi.10.2.270-289).
- [18] Makhmutova, K., Suleimenova, S., Issabayeva, A., Kornilko, I., & Omarova, G. (2024). Psychological and pedagogical conditions for training a future educational psychologist in inclusive education. *Scientific Herald of Uzhhorod University Series Physics*, 2024(55), 2016-2024. doi: [10.54919/physics/55.2024.201zk6](https://doi.org/10.54919/physics/55.2024.201zk6).
- [19] Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. doi: [10.1037/h0054346](https://doi.org/10.1037/h0054346).
- [20] Osborne, L.A., Whittall, C.M., Emery, S., & Reed, P. (2022). Cluster randomised control trial of the effect on attendance and outcomes of multi-disciplinary teams involving psychologists during pelvic floor muscle training for pelvic floor dysfunction. *Journal of Obstetrics and Gynaecology*, 42(2), 310-315. doi: [10.1080/01443615.2021.1904222](https://doi.org/10.1080/01443615.2021.1904222).
- [21] Ponomarenko, T., & Zelenin, V. (2022). Implementation of information and communication technologies in the process of future psychologists' training in consideration of their learning motivation. *International Journal of Information and Education Technology*, 12(4), 352-358. doi: [10.18178/ijiet.2022.12.4.1626](https://doi.org/10.18178/ijiet.2022.12.4.1626).
- [22] Reinders, J.-J., & Krijnen, W. (2023). Interprofessional identity and motivation towards interprofessional collaboration. *Medical Education*, 57(11), 1068-1078. doi: [10.1111/medu.15096](https://doi.org/10.1111/medu.15096).
- [23] Rhodes, J., & Vorontsova, N. (2024). *Schema therapy adapted for psychosis and bipolarity: Exploring the multi-self*. London: Routledge. doi: [10.4324/9781003350583](https://doi.org/10.4324/9781003350583).
- [24] Rudenko, Yu., Dehtiarova, N., Bekh, I., Zhurba, K., Shabaldas, O., & Pasichnyi, R. (2024). Study of factors supporting students' motivation in the formation of information hygiene. In *2024 47th MIPRO ICT and electronics convention (MIPRO)* (pp. 288-292). Opatija: Institute of Electrical and Electronics Engineers. doi: [10.1109/MIPRO60963.2024.10569251](https://doi.org/10.1109/MIPRO60963.2024.10569251).
- [25] Salim, O., Davidsson, E., Carlsson, J., & Norberg, J. (2022). The development of facilitative interpersonal skills during 5-year psychology training programs: A cross-sectional study. *Nordic Psychology*, 76(1), 38-54. doi: [10.1080/19012276.2022.2144937](https://doi.org/10.1080/19012276.2022.2144937).
- [26] Satka, F., & Garneva, E. (2024). Model of motivational competence: Creation of students' motivation, assessment, and research. *Frontiers in Education*, 9, article number 1372142. doi: [10.3389/educ.2024.1372142](https://doi.org/10.3389/educ.2024.1372142).
- [27] Silverstein, P., Pennington, C.R., Branney, P., O'Connor, D.B., Lawlor, E., O'Brien, E., & Lynott, D. (2024). A registered report survey of open research practices in psychology departments in the UK and Ireland. *British Journal of Psychology*, 115(3), 497-534. doi: [10.1111/bjop.12700](https://doi.org/10.1111/bjop.12700).
- [28] Siu, O., Lui, K.F.H., Huang, Y., & Ng, T.K. (2024). An efficient, reliable and valid assessment for affective states during online learning. *Scientific Reports*, 14, article number 15768. doi: [10.1038/s41598-024-66974-2](https://doi.org/10.1038/s41598-024-66974-2).
- [29] Turner, R.R., Reddy, S.E., Byrne-Davis, L.M.T., Bull, E.R., & Hart, J. (2023). An interview study to explore applied psychologists' experiences of implementing health psychology in global health partnerships: The change exchange. *British Journal of Health Psychology*, 28(4), 1076-1096. doi: [10.1111/bjhp.12669](https://doi.org/10.1111/bjhp.12669).
- [30] Vroom, V.H. (1964). *Work and motivation*. Hoboken: Jossey Bass.
- [31] Wang, Y., Zhu, L., & Jin, X. (2024). The effect of a high-performance work system on organizational innovation performance: The mediating effect of employees' intrinsic motivation and the moderating effect of person-organization fit. *Systems*, 12(7), article number 230. doi: [10.3390/systems12070230](https://doi.org/10.3390/systems12070230).
- [32] Yates, J., Zibarras, L., & Mahmood, L. (2023). *Organisational psychology: An essential guide*. London: Routledge. doi: [10.4324/9781003302087](https://doi.org/10.4324/9781003302087).
- [33] Zhang, C., van Wissen, A., Dotsch, R., Lakens, D., & IJsselstein, W.A. (2024). A sequential sampling approach to the integration of habits and goals. *Computational Brain & Behavior*, 7(3), 480-501. doi: [10.1007/s42113-024-00199-4](https://doi.org/10.1007/s42113-024-00199-4).

**Павло Блешмудт**

Кандидат психологічних, викладач

Міжнародний гуманітарно-педагогічний інститут «Бейт-Хана»

49000, пл. Успенська, 5, м. Дніпро, Україна

<https://orcid.org/0009-0004-8953-3037>**Підготовка майбутніх психологів до створення мотиваційних систем**

**Анотація.** Метою дослідження було вивчення процесу розробки системи мотивації у сфері естетичної медицини, майбутніми фахівцями психології. Методологія включала поєднання методів моделювання та експериментування у медичних клініках, де ефективність створених стажерами мотиваційних систем була перевірена та оцінена. Дослідження поєднувало теоретичну інформацію з практичним застосуванням, що дозволило детально проаналізувати, як саме мотиваційні системи можуть бути ефективно розроблені та впроваджені майбутніми фахівцями у сфері психології. Основні результати показали, що практична участь у реальних умовах, таких як медичні клініки, значно покращує розуміння та здатність стажерів створювати ефективні мотиваційні системи. Дослідження виявило, що поєднання практичного досвіду з професійним середовищем надає важливі інсайти, яких суто теоретичний підхід не може забезпечити. Дослідження підтвердило, що реальний досвід у медичних клініках допомагає майбутнім психологам краще зрозуміти специфічні потреби та виклики, що постають при розробці мотиваційних систем. Практичні заняття в таких умовах дозволяють адаптувати теоретичні знання до реальних ситуацій, що значно підвищує ефективність створюваних мотиваційних систем. Майбутні психологи, які отримали можливість працювати в клініках, виявили високий рівень навичок у вирішенні практичних завдань, пов'язаних з мотивацією персоналу, що свідчить про значний внесок практичного досвіду в їхню підготовку. У дослідженні підкреслено важливість інтеграції практичного досвіду з теоретичною підготовкою у процесі навчання майбутніх психологів, особливо у контексті створення та впровадження мотиваційних систем. Результати можуть бути використані учасниками освітнього процесу для вдосконалення навчальних програм і підходів до підготовки майбутніх фахівців, зокрема, для розробки спеціалізованих курсів та тренінгів з мотиваційного консультування

**Ключові слова:** професійний розвиток; стратегії; інструменти; медичні клініки; можливості та ризики