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Value-Semantic Preconditions of Professional Success of the Individual: Gender Measure

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Abstract. The study is devoted to the examination of personal factors of professional success, namely the relationship between the components of social-communicative competence and value-semantic priorities of professional self-realisation, such as: professional status, social recognition, and creative self-realisation this is especially relevant in the context of creating the most favourable conditions for the professional development of young people. The purpose of the study is to identify gender features of social-communicative competence and identify how they affect objective and subjective measurements of professional success. The key research methods are a set of surveys, in particular, the author's questionnaire called "Success" and the method of G.V. Protasova, "Social-communicative competence". The results obtained demonstrate that for male representatives, the status measurement of professional success substantially correlates with the tolerance of the subjects to frustration, while in women this measurement of professional success is interrelated with the level of development of communicative competence. The study proposes that the desire for recognition as a measurement of professional success in male representatives is substantially interrelated with the orientation to success, and in female representatives, this measurement of success positively correlates with the tolerance of the subjects to frustration. It is proved that the desire for creative self-realisation as a measure of professional success correlates in male representatives with a high degree of personal autonomy, and in women – with high indicators of tolerance to uncertainty. The results of the study allow for determining the gender-specific features of psychological factors of professional success, namely, they represent the priority in this context for men of masculine, and for women of androgynous type of gender identity, which are certain coordinates for creating appropriate programmes for the development and actualisation of the potential of professional success of the individual

Keywords: success of professional self-realisation, social-communicative competence, gender identity, professional status, recognition, creative self-realisation

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INTRODUCTION

The study of the problems of professional success has recently become particularly relevant, which is due to the growing value of success in the modern world. The prestige of success in many areas of life emphasises the importance of developing the skills of behavioural strategies aimed at obtaining social approval from the reference environment, which is a confirmation of the success of the individual in the social environment.

In particular, an important component of success is professional success, which is a multidimensional

psychological phenomenon, the study of which has a certain theoretical and practical value. Questions about the development of professional success, determining the main personal prerequisites for success in professional self-realisation, etc. remain quite relevant. Therewith, the scientific aspects of investigating value-semantic priorities that determine the severity of certain measures of professional success and their personal factors and prerequisites are insufficiently investigated.

The outlined aspects of the development of this

subject determine the choice of a research subject dedicated to determining personal factors of professional success in the context of the expression of certain value priorities of professional activity of the subjects.

The issue of professional success is one of the most pressing issues of modern labour psychology, the study of which helps to identify the value-semantic aspects of professional success, and the influence of certain "models" of success on the development of successful career behaviour skills [1]. Thus, the phenomenon of professional success is appropriate to consider in the context of the professional self-realisation of the individual, which occurs due to the achievement of professional goals and the realisation of professional and personal potential in the process of professional activity [2].

Raising questions about personal factors of professional success, researchers associate professional development with such personal characteristics as extraversion and proactivity [3]. Comparative studies of psychological measures of professional success give grounds to assert the importance of such personal success factors as sociability, dynamism, managerial abilities, and the ability to work in a team and critically evaluate own capabilities, which creates favourable conditions for the realisation of professional and personal potential to the greatest extent [4].

Considerable attention in foreign papers was paid to the examination of motivational predictions of the professional success of the individual because it is the value-semantic aspects that substantially determine the priority measures and areas of professional self-realisation of the individual [5].

The differentiation of external and internal measures of professional success is reflected in the papers of Yu.O. Nazar [6], O.M. Kokun [2], in which the success of the professional activity is considered not only as the presence of substantial socially important results but also as the satisfaction of a specialist with the process and result of their own work.

Thus, professional success is a complex multicomponent formation, the examination of which concerns mainly the determination of personal factors and motivational preconditions of success in professional activity, and the allocation of its external and internal measures, which in their totality determine the success or failure of a specialist in the process of professional self-realisation.

The purpose of this study is to determine the relationship between the manifestations of social-communicative competence of an individual and their professional success and to clarify its gender-specific features.

LITERATURE REVIEW

Considering the concept of professional success, researchers, as a rule, distinguish objective and subjective success, namely, the main indicators of objective success include salary and career growth [7]. The main measurements of subjective professional success are the level of satisfaction of the subjects with their career achievements, which is associated with a

subjective assessment of the relevant professional results, which can be determined using special test methods [8; 9].

In particular, job satisfaction and self-efficacy, according to researchers, are important signs of successful employment and productive professional self-realisation of the individual [10]. Thus, subjective career success encompasses a person's satisfaction with their status growth, financial reward, and life satisfaction in general [11].

Researchers also highlight such aspects of subjects' interest in professional activities as cognitive, the manifestation of which is the desire to receive new information and knowledge, and the personal value of the acquired knowledge and pleasure in the process of learning new and unknown. Thus, interest in science is the interest of respondents in investigating new subjects from various fields of knowledge. The pleasure component contains positive emotions in the process of obtaining new knowledge, while the personal value of the scientific activity is represented through the importance of personal development in the scientific context and the importance of obtaining new knowledge [12].

The interpretation of professional success in measuring the career orientation of a person is relevant, which can also be considered as a certain value-semantic predicament that determines their career orientations [13]. Western researchers in the process of carrier growth investigation distinguish such factors as the ability to show flexibility and predictability in the process of professional development, and the intellectual resources of the individual, and its value system [14].

Researchers also highlight career orientation criteria such as results, personal time, and innovation opportunities. Namely, the respondents' desire to get high results characterises their desire to hold a leadership position, be famous, receive recognition from other people, and earn a lot of money. The importance of free time embodies the desire to have enough time for the family, therefore, to engage in work that allows integrating work and personal affairs into a certain lifestyle. The focus on innovation is manifested through the desire to create new products of activity and gain new knowledge and skills in the process of performing professional activities [12]. Modern research shows that the factors of satisfaction and orientation to innovation are important prerequisites that determine the individual's desire for career development and scientific activity.

Thus, the analysis of the career-building process concerns mainly the issue of career management [15-17], when employees themselves take the initiative and implement proactive career behaviour aimed at achieving certain career goals [18-20]. Thus, many researchers emphasise the importance of a proactive position in the process of building a successful career [15]. Namely, in their concept, researchers distinguish cognitive and behavioural components, in particular, the cognitive component covers forecasting and planning future careers, while the behavioural component consists of actions aimed at achieving certain career goals [21].

Other researchers distinguish reflexive, communicative, and behavioural career competencies [22]. Proactive

career reflection is aimed at investigating the values and ideas of career behaviour, therefore, it is an appropriate cognitive self-management in the process of building a successful career, a prerequisite for which is an understanding of own career priorities [23]. Behavioural career competencies cover certain behaviours aimed at achieving certain goals, which also implies the presence of appropriate communication competencies.

Thus, mainly researchers distinguish two aspects of career building, such as proactive reflection and proactive career building, namely, an example of career reflection can be the reflection of respondents about their capabilities and priorities in the context of further professional development, while the manifestation of proactive behaviour is an initiative aimed at implementing and presenting their professional achievements to the reference environment.

Active career building also requires the use of personal resources [24], which are an important prerequisite for the further career growth of a person [25]. Thus, a number of researchers emphasise the importance of resource potential in the context of career success and the ability to productively manage resources on the way to achieving priority career goals [7; 26; 27].

Considering the question of the relationship between resource potential and career success, people who are distinguished by a higher subjective assessment of their own professional success have a greater resource potential, the manifestation of which is a higher self-efficacy in the process of career growth [9; 28; 29]. The more pronounced the resource potential, the less there is a tendency to save resources and the more people are determined to further development, during which their resource capabilities will increase accordingly [30].

Therewith, less successful respondents will be more likely to strive to preserve the available resources, which will reduce their activity in the process of building their own career [24], and will feel less effective and focused on career development [9; 28].

Consequently, a positive assessment of the achieved level of professional self-realisation is accompanied by high self-efficacy and motivation to create and implement new career goals, which will contribute to further career growth [27]. A low career-level assessment usually correlates with a sense of lack of available resources and a corresponding decrease in career ambitions [31].

On the other hand, there is an opposite scientific position that proclaims the opinion that a low level of resource potential, on the contrary, will contribute to greater activity of the individual aimed at career growth [27]. Consequently, a low level of resource potential can, on the contrary, increase the activity of respondents in the context of obtaining additional resources for building a professional career [25; 30].

Therefore, resource opportunities are rather ambiguously related to career behaviour, namely, they can both stimulate and, conversely, reduce the focus and activity in career growth.

Thus, professional success is a complex and multidimensional formation that has both objective and subjective measures and assumes the presence of an appropriate resource potential. The conventional manifestation of professional success is career growth, which involves appropriate career behaviour and the presence of certain career competencies, in particular, proactive career reflection, which covers the definition of values and career priorities and appropriate cognitive self-management of the professional development process.

This study highlights such measures of professional success of the individual as status growth, namely obtaining a high professional status in society, recognition of professional achievements from the reference professional environment and creative professional self-realisation aimed at creating new original products of professional activity.

This scientific problem is characterised by the multidimensional nature of existing studies, which, simultaneously do not fully cover all possible vectors of its development. In particular, gender measures of professional success of the individual remain insufficiently defined, in particular, gender aspects of social-communicative competence, the manifestations of which are important factors for the success of professional self-realisation of the individual.

MATERIALS AND METHODS

The psychodiagnostic complex of research is formed by the author's questionnaire "Success", designed to determine the priority area of professional self-realisation of the individual, and the "Social-communicative competence" method of G.V. Protasova.

"Success" questionnaire (A.V. Alekseeva) allows determining the relevance of certain measures of professional success, namely, dominant values in professional activity, which form priority meanings of professional self-realisation and can be assigned to three categories: social and professional status, recognition, and creativity.

The questionnaire consists of 10 statements, the degree of agreement with which, respondents should evaluate on a 10-point scale.

1. For you, success is:
 - a) the popularity, citation, and value of your business products to other people;
 - b) pleasure to do what you love, joy from the result;
 - c) status in society, position, title, financial situation.
2. For you, a successful person is someone who:
 - a) devotes themselves to creative activities;
 - b) obeys the opinion of others to move up the career ladder;
 - c) creates things that are appreciated and enjoyed by other people.
3. You evaluate yourself:
 - a) considering the opinion of other people familiar with your activities;
 - b) based on the formal characteristics of your success (power, status, money, etc.);
 - c) based on your own intuitive sense of the value of your activities.

4. If the results of your activity are evaluated negatively, you will:

- a) try to meet the requirements of others;
- b) try to understand other people's thoughts and motivations;
- c) listen to your own feelings about what you are doing.

5. Negative reviews about your performance:

- a) negatively affect your self-esteem;
- b) cause a desire to immediately adjust your actions, so as not to cause certain sanctions from the public;
- c) do not deprive you of the pleasure that you feel from the process of your activity.

6. You evaluate other people's quality of life:

- a) based on how satisfied and happy they are in life;
- b) assessing their status in society;
- c) assessing the degree of their popularity.

7. To become successful in your field, you need to:

- a) track popular trends in the modern world;
- b) adhere to the opinion of reputable people;
- c) trust your intuition and spontaneous ideas and aspirations.

8. Success is:

- a) the ability to be happy and enjoy life;
- b) compliance with social norms and standards;
- c) the ability to be interesting to others.

9. A successful person is:

- a) a person who has reached a certain status level;
- b) a famous person;
- c) a person who has realised their talent.

10. If you could choose, what would you prefer:

- a) happiness and inspiration;
- b) power;
- c) recognition.

The questionnaire "Social-communicative competence" of G.V. Protasova, which consists of the following six scales: communicative competence, tolerance to uncertainty, autonomy, indifference to status growth, focus on success, and tolerance to frustration, was used to diagnose the social-communicative competence of the individual.

The scale of communicative competence allows for determining the ability to communicate productively with other people. High scores on this scale characterise a person as friendly, talkative, sincere, sympathetic, responsive, and flexible in communication, as one who communicates a lot with people, has many friends.

The uncertainty tolerance scale reflects the degree of tolerance to uncertain situations. High scores on this scale reflect the attitude to uncertainty as a challenge rather than a threat, therefore, respondents consider it a space for implementing creative tasks, the very process of solving which already brings pleasure.

The autonomy scale diagnoses the degree of independence of subjects from the opinions and views of others, their ability to express and defend their own position, despite possible objections from high-status and authoritative opponents.

The scale of indifference to status growth reflects a person's immersion in the present moment of life and lack of motivation for status growth.

The success orientation scale diagnoses the subjects' focus on obtaining substantial results from their activities, self-confidence, optimism, and the ability to effectively overcome difficulties on the way to achieving their goal.

The scale of tolerance to frustration reflects a person's ability to productive emotional self-regulation, which is an important predictor of the effective overcoming of problem situations.

The study sample consisted of students (second higher education) and masters of the Institute of Personnel Training of the State Employment Service of Ukraine in the speciality "management" and "psychology" and covered 128 people, including 82 female representatives and 46 men in the general age range from 22 to 53 years. One of the limitations of the research sample was that it did not include representatives of technical specialities. The study was conducted by testing students while studying in classrooms, namely the provision of answers to closed questions of tests and questionnaires by them. Respondents were identified by applying certain codes that allowed participants to determine their authorship.

The data obtained as a result of the study can be extrapolated to a similar sample of young people and middle-aged people receiving a second higher education.

Statistical data processing was performed using the SPSS programme (Pearson correlation coefficient).

RESULTS AND DISCUSSION

In the course of the research, as a result of applying the author's questionnaire, the priority area of professional self-realisation of the respondents was determined – status growth, the desire for recognition, or creative professional activity.

The desire for status career growth is manifested through the desire to get a high socio-professional status, namely through the motivation to achieve a high position, which gives a certain degree of freedom and power. Therefore, it is extremely important in this context that respondents are aware of the relevant personal qualities and characteristics necessary for successful professional growth, the external manifestation of which is compliance with the requirements and standards of the status professional environment.

For a person who seeks to recognise their own professional achievements on the part of society, the most important thing is not social status, but the receipt of weighty confirmation of their talent from society, and it is the professional success that becomes a goal in itself for them, accompanied by excessive dependence on it and high sensitivity to possible criticism. Thus, the desire to be recognised and acknowledged is characterised by an undeniable focus on success and excessive dependence on it, and in this context, success and recognition become the equivalent of a person's self-esteem and the main regulator of their activities.

When creative self-realisation becomes a priority measure of professional success, the main thing for a person is no longer the need to comply with someone's norms and standards and be popular and recognised in society, but the opportunity to experience a sense of happiness,

pleasure from the very process of their own activities, enjoy the results of their creativity, and be guided by their own feelings and considerations regarding the importance of the received creative products. Thus, the manifestation of creative professional orientation is the possibility of implementing own creative ideas, the prerequisite for which is an increase in risk propensity, and the perception of situations of uncertainty not as a threat, but as a challenge, which allows creating something new and unusual.

Thus, the main manifestation of the creative professional orientation of the individual is the search for the new, the ability to trust own intuition, combine incongruities and create new professional products, equating one's life with the experience of joy and pleasure from one's own professional creativity.

According to the results of the study, there are substantial correlations between the priority areas of professional success and the components of social-communicative competence. Namely, for male representatives, a negative correlation between status orientation and indifference to status growth is typical ($r = -0,65$; $p \leq 0,01$), and a positive relationship between status trends and the degree of tolerance to frustration ($r = 0,53$; $p \leq 0,01$) (Table 1). The more male representatives are capable of resilience to possible failures and negative influences from others, the more they are focused on achieving a high professional status. Admittedly, the ability to withstand possible defeats and failures, while maintaining a focus on success, is an important prerequisite for status success, which determines the extensiveness of this pattern in male representatives.

Table 1. Correlations between measurements of professional success and components of social-communicative competence among men

Social-communicative competence	Measurements of professional success		
	Status	Recognition	Creative self-realisation
Communicative competence	-0.01	-0.18	0.01
Tolerance to uncertainty	-0.01	0.01	-0.12
Autonomy	0.27	-0.21	0.39*
Indifference to status growth	-0.65**	-0.22	0.23
Success orientation	0.00	0.79**	0.06
Tolerance to frustration	0.53**	0.12	0.00

Notes: * – substantiality at the level of 0.05, ** – substantiality at the level of 0.01

For the women surveyed, the orientation towards obtaining a high professional status also positively correlates with the level of social-communicative competence, namely, the more women have productive communication strategies ($r = 0,64$; $p \leq 0,01$), the more pronounced is their focus on achieving a certain professional position in society (Table 2). This pattern is typical in the context of women's gender identity because it is the communication

skills that are an important predictor of the personal and professional success of female representatives, whose professional self-realisation is very strongly associated with the presence of productive professional contacts. Thus, the more women are determined to create productive professional relationships and capable of effective interaction with colleagues, the more they are aimed at achieving the appropriate status level in their professional activities.

Table 2. Correlations between measurements of professional success and components of social-communicative competence among women

Social-communicative competence	Measurements of professional success		
	Status	Recognition	Creative self-realisation
Communicative competence	0.64**	0.18	-0.17
Tolerance to uncertainty	-0.30	-0.00	0.38*
Autonomy	-0.10	-0.07	0.08
Indifference to status growth	-0.17	0.32*	0.25
Success orientation	0.42	-0.13	0.19
Tolerance to frustration	-0.18	0.53**	0.02

Notes: * – substantiality at the level of 0.05, ** – substantiality at the level of 0.01

The focus on recognition for male representatives is substantially related to their motivation to achieve success ($r = 0,79$; $p \leq 0,01$), namely, the more men prefer not to avoid failure, but to achieve substantial results, the more they

strive to get the recognition of others in the process of their own professional self-realisation. Namely, the desire to be successful and receive recognition of their professional achievements from the reference environment is accompanied by a

general orientation of the subjects to achieve success and the lack of expression of possible concerns about the likelihood of failure in the process of implementing professional tasks.

Therewith, for women, the focus on recognition of professional results, which correlates with indifference to status growth ($r = 0.32$; $p \leq 0.05$), is accompanied by a high degree of frustration tolerance ($r = 0.52$; $p \leq 0.01$), namely, the ability of female representatives to perceive possible failures neutrally gives them freedom from the need to be successful, which creates the most favourable opportunities for obtaining true recognition from others. Neutral perception of possible failures and negative attitudes on the part of society creates opportunities for realising the professional and personal potential of female representatives and receiving recognition from the reference environment. Consequently, a tolerant attitude to possible failures creates the best conditions for the maximum professional self-realisation of female representatives and their approval from the social environment.

Orientation to creative self-realisation also has certain differences between men and women in correlation with the manifestations of social-communicative competence. In males, creative self-realisation substantially correlates with the level of personal autonomy ($r = 0.39$; $p \leq 0.05$). The ability to be independent of standards and stereotypes causes men to activate creative abilities, which leads to the emergence of original products of activity. The willingness not to meet certain norms and violate certain rules and requirements are important factors in the realisation of professional abilities in male representatives.

Women have slightly different correlations between their attitude to professional self-realisation and the manifestations of social-communicative competence. A correlation between tolerance to uncertainty and women's attitude to creative professional self-realisation is diagnosed ($r = 0.38$; $p \leq 0.05$). It is the willingness to accept uncertainty and feel comfortable in uncertain conditions that activate the creative abilities of the female students, which as a result leads to the emergence of original products of activity. The ability of women to be tolerant of uncertain situations and feel comfortable in them is an important prerequisite for creative activity, which will result in the emergence of new original professional products.

Thus, different measures of professional success have substantial correlations with the components of social-communicative competence, the specific features of which are formed by the corresponding gender differences.

In men, there is a substantial correlation between status measurements of professional success and tolerance to frustration, namely, the ability to show resistance to possible failures and defeats correlates with the priority orientation of men to achieve high professional status. For women, the orientation to status growth is interrelated with the ability to communicate productively with others, because it is due to the developed communication skills that female representatives most often achieve high-status positions in the professional environment.

The priority for men for the recognition of their professional achievements in the social environment is interrelated with their focus on success, combined with a low tendency to avoid failure, resulting in high professional results approved by the social environment. For female representatives, the focus on professional recognition is accompanied by a higher degree of tolerance for frustration, namely, the ability to perceive possible failures neutrally and feel free from the need to be successful creates the best conditions for obtaining recognition from the reference professional environment.

The desire for creative self-realisation in the process of professional activity is accompanied by the highest degree of personal autonomy among male representatives, therefore, the willingness not to comply with established norms and violate rules and stereotypes creates a wider range of realisation of creative potential and its implementation in new original products of activity for them. In female representatives, the determination to the creative self-realisation is accompanied by a more developed tolerance to uncertainty, namely, the ability to feel comfortable in uncertain conditions contributes to the activation of women's creative abilities, which as a result leads to the emergence of original products of their creativity.

Thus, for men, in the context of their professional success, tolerance to frustration and focus on success are of particular importance, which ensures both the achievement of appropriate status positions and recognition from the reference professional environment. Namely, the ability to achieve and strive for success, despite possible difficulties and failures, creates the most favourable conditions for male representatives to obtain high professional results. In turn, a high level of psychological autonomy provides them with the opportunity to realise their creative abilities and create original products of professional creativity.

In the context of the status growth of female representatives, their communication skills are of particular importance, namely, the ability to properly build relationships with the professional environment is an important prerequisite for career growth and finding appropriate opportunities for professional development. Thus, using professional connections to find promising areas of career development, female representatives create conditions for building a successful vertical professional career and achieving the desired goals.

Tolerance to frustration ensures the independence of women from the opinions of others, therefore, from the need to receive recognition from reference others, which as a result contributes to the emergence of respect from respectable professional society. Tolerance to uncertainty ensures the ability of women to professional creativity because it is the ability to act productively in uncertain conditions that is one of the important prerequisites for creative activity, the result of which is the creation of original creative products.

Therefore, it can be concluded that the psychological prerequisites for professional success in men and women have distinct gender differences, which is due to the specific features of the development of male and female gender identity.

A number of scientific studies are devoted to the examination of the features of professional self-realisation and professional success of men and women, which allow determining gender differences in the level of job satisfaction, in particular, women show higher satisfaction with their professional activities when compared with men, especially in the case of the possibility of remote organisation of the work process [32], and the recognition of their professional achievements from society is also more important for them [33].

Therewith, these papers disregard the definition of gender factors of subjective and objective measurements of professional success, which requires further empirical research.

Thus, different measures of professional self-realisation, namely the focus on status growth, recognition of others, or creative self-realisation in the process of professional activity have substantial correlations with the components of social-communicative competence, which, in turn, differ in certain specific features in the context of the gender of the subjects.

CONCLUSIONS

Professional success is a complex personal formation that has certain motivational preconditions, value-semantic aspects, and personal factors that generally determine the priority measures and areas of professional self-realisation.

In this context, it is important to determine the external and internal measures of professional success, namely, the main objective indicators of professional success include such as wages and high socio-professional status obtained as a result of career growth. Subjective professional success is measured through the satisfaction of the subject of professional activity with their work and the corresponding assessment of their professional results.

The conventional measurement of professional success is the career growth of the individual, in particular, most researchers distinguish the following aspects of career building: proactive reflection and proactive behaviour. Proactive reflection is aimed at thinking about and determining possible coordinates and priorities for further professional development, while the main goal of proactive behaviour is to implement a specific set of actions aimed at achieving certain goals and results. Thus, a proactive career position covers a certain set of cognitive, communicative, and behavioural competencies, which together provide career opportunities.

An interesting section is the question of the resource potential of professional success, namely, career behaviour becomes most effective in a situation of having a high level of professional resources, when, highly subjectively evaluating their professional achievements, the individual is determined to further professional development and increasing their resource capabilities.

The low level of resources is quite ambiguously related to career activity: it reduces the motivation of the

individual to build a career, and, conversely, increases activity aimed at career growth and obtaining additional career resources. That is, the level of resource potential can quite ambivalently influence the career behaviour of respondents, namely, both stimulate and, conversely, limit their focus on career growth.

Therefore, professional success is a multicomponent formation that has both subjective and objective measures and assumes the presence of certain resource potential and appropriate career competencies, which include both reflexive abilities to determine possible values and priorities of career growth, which as a result provides cognitive self-management of the process of professional development and proactive behaviour aimed at realising career goals and obtaining appropriate professional results.

According to the results of the study, there are substantial correlations between the measurements of professional success and the components of social-communicative competence, the specific features of which have distinct gender differences.

Thus, in the context of women's professional self-realisation, the presence of communicative abilities, and tolerance to uncertainty and frustration, which are manifestations of both psychological femininity, which provides the ability to communicate productively and accept uncertain living conditions, and implies the development of masculine properties that determine women's resistance to negative influences, possible failures and defeats, is of particular importance. The professional success of female representatives implies the presence of an androgynous type of gender identity.

The professional success of men is interlinked with the level of personal autonomy, orientation to success, and the degree of tolerance to frustrating influences, which in their totality are vivid manifestations of psychological masculinity, the actualisation of which is an important prerequisite for the realisation of professional and personal potential. Thus, for men, in contrast to women, the dominant role in the process of their professional self-realisation is played by the masculine components of their gender identity, which must be considered in the process of creating programmes to improve and develop the professional success of the individual.

Professional success is a complex multidimensional personal formation, the psychological factors of which differ in a certain gender specificity, namely, different measures of social-communicative competence have very distinct correlations with the priority areas of professional self-realisation of men and women, which should be considered in the process of creating programmes for the development of personal prerequisites for professional success.

Promising areas of research on the raised scientific issues are the study of the relationship between the masculine/feminine components of a person's gender identity and the priority areas of their professional success.

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Ціннісно-сміслові предиспозиції професійної успішності особистості: гендерний вимір

Анотація. Статтю присвячено дослідженню особистісних чинників професійної успішності, а саме взаємозв'язку між компонентами соціально-комунікативної компетентності та ціннісно-смісловими пріоритетами професійної самореалізації, як-от: професійний статус, соціальне визнання та творча самореалізація, що є особливо актуальним у контексті створення найбільш сприятливих умов для професійного розвитку молоді. Мета роботи – визначити гендерні особливості соціально-комунікативної компетентності та з'ясувати, як вони впливають на об'єктивні й суб'єктивні виміри професійної успішності. Ключові методи дослідження – комплекс опитувань, зокрема авторська анкета під назвою «Успіх» та методика Г. В. Протасової «Соціально-комунікативна компетентність». Отримані результати демонструють, що для представників чоловічої статі статусний вимір професійної успішності значущо корелює з толерантністю досліджуваних до фрустрації, тоді як у жінок цей вимір професійної успішності взаємопов'язаний з рівнем розвитку комунікативної компетентності. У статті висунувано, що прагнення до визнання як вимір професійної успішності в представників чоловічої статі значущо взаємопов'язане з орієнтацією на успіх, а у представниць жіночої статі цей вимір успішності позитивно корелює з толерантністю досліджуваних до фрустрації. Доведено, що прагнення до творчої самореалізації як вимір професійної успішності співвідноситься в представників чоловічої статі з високим ступенем особистісної автономності, а в жінок – з високими показниками толерантності до невизначеності. Результати дослідження дають змогу визначити гендерну специфіку психологічних чинників професійної успішності, а саме презентують пріоритетність у цьому контексті для чоловіків маскулінного, а для жінок андрогінного типу гендерної ідентичності, які є певними координатами для створення відповідних програм розвитку та актуалізації потенціалу професійної успішності особистості

Ключові слова: успішність професійної самореалізації, соціально-комунікативна компетентність, гендерна ідентичність, професійний статус, визнання, творча самореалізація