

ORGANIZATIONAL AND TEAM BEHAVIOUR AND INDIVIDUAL CAREER STRATEGIES

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Abstract: Dynamically changing society demands from today's leader new management thinking and other behavioral strategies. Increasing demands on the personality affect the essence and structure of the management system, including at the state level, turning it into a personality-oriented paradigm. This has made topical the need to find leaders who can quickly adapt to new reality and to mobilize their personal and professional resources to solve the management problems. The article analyzes the characteristics of orientation in the organizational and team behavior and their interaction with individual career strategies of the person. The description and analysis of a three-factor model of orientations of a subject of professional work in the space of his/her own and organization-defined tasks are given. A model of relation of the career orientations with the orientations in organizational-team interaction is presented.

Keywords: Organizational and team behaviour, individual life strategy, career strategies, adaptation strategies, strategies of individualization, integration strategies.

INTRODUCTION

Today's reality is characterized by high complexity and uncertainty of the world, the need in multiple, often unpredictable interaction in it, which changes overall management strategy and requires managerial thinking on the part of effective managers, diverse strategies of both personal and organizational team behaviour. In addition, the increasingly stringent requirements for a personality itself in dynamically changing society, the developing processes of humanization of social relations also influence the essence and the structure of management system, including at the state level, placing it into personality-oriented paradigm. It has actualized the need to find managers capable of adapting quickly to new reality and enhance their personal and professional resources to solve managerial tasks.

Personal experience is one of the determinants as to the formation of both individual life strategies and career strategies. At each age stage of development, this experience is related to the strategy in different ways. At early stages, it is one of the key determinants, whereas at the subsequent stages, individual behaviour itself bears the stamp of the strategy worked out, and determination becomes more complicated and mediated (Tekcan 2012). Interaction of individual life strategy and the peculiarities of its organizational and team behaviour is especially interesting in this regard. On the one hand, individual strategies form the basis of the original model of a person's behaviour in a variety of organizational structures, however, on

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the other hand, experience in organizational and team behaviour may significantly change their character. At the same time, we need to bear in mind that these changes may occur at the level of various components of the strategy, goal-oriented and/or behavioural. In addition, interaction of individual psychological, personal and professional characteristics and the strategic orientations of a personality is most pronounced.

METHODOLOGY

Based on years long research and with due regard for the existing reality, we have formulated a three-factor model of orientations as to a subject of professional activity in the space of his own and organization-defined tasks (Karelin 2007). According to this model, a personality's behaviour in an organization is determined by the hierarchical relation and the degree of distinct manifestation of the three orientations: orientation toward an organization-defined task, orientation toward safety, and orientation toward the things that have been denoted by us as "vital idea". It is in this very orientation that individual life strategy is reflected to a great extent in terms of its goal-oriented component, which serves as the core determining behavioural strategies both in building career path and in identifying specific educational paths. "Vital idea is the strategic purpose, for which a person is willing to sacrifice a lot, and which ultimately ensures the sense of life completeness. Obviously, this idea is not new in and of itself, it is contained in numerous studies, both theoretical and empirical ones (Emmons 2003; Leontyev 2000; Sinyagin, et. al. 2010) It is most pronounced at the works of Alfred Adler (Adler Alfred, 2015).

In many ways, those were his ideas that formed the basis for our developing of the concept as to organizational and team behaviour. The nature of the content, the degree of distinct manifestation and awareness, the scale and the degree of coincidence of "vital idea" with the vector of social development determine the peculiarities of a person's behaviour, not only within a team or an organization, but they set general direction of person's behaviour, which is reflected in his/her individual life strategy. Vital idea is "a vision", and a vision is a perfect image of the future condition of life, which one may achieve under the most favourable conditions.

Orientation toward an organizational task is quite complex component, which includes both aspiration for professional skills and aspiration for the performance of social duty. It involves complex set of motives as to self-realization and self-fulfilment, particularly in professional area, and often within the framework of organizational and team structure with which a person identifies himself/herself.

Finally, orientation toward safety is also a complex component. This means aspiration for stability and safety in terms of inter-organisational relations and aspiration for making provision for oneself and one's future. A whole range of egocentric motives is the basis of this orientation (Sinyagin 2001).

Each of the above orientations may have different distinct manifestations, which creates individual orientation profile. Furthermore, they may interact in a complex manner. For example, vital idea can coincide in its content with organizational task. In this case, it is professional business that serves as a lifetime project creating a specific model of organizational behaviour and acts as a determinant of specific career strategy. Studies have shown that, in most cases, this situation occurs whenever a person has been the originator of organizational structure in which he implemented his basic life plans. The substantial filling of vital idea may be presented by safety in the broadest sense of this word. In this case, organizational task represents means of ensuring safety. It is obvious that this relation also defines a specific range of individual career strategies.

An attempt to weigh the above orientations against the spectrum of individual life and career strategies proves to be very promising. We believe that such weighing at a theoretical level may serve as the basis for deeper development of both the issue of optimizing command interaction and the issue of understanding the dynamics of individual life strategies in general and career strategies in particular.

If we turn to the research dedicated to the studies of individual life and career strategies, we will see that the range of approaches to understanding them is wide enough, and typologies are built on fairly different grounds. In some cases, strategic life and career goals may be the basis for building typologies, in other cases, behavioural strategies may move to the forefront, still in other cases, the nature of the activity of the subject and his personal qualities may be of importance (Abulkhanova-Slavskaya 1991; Chevtavaeva 2006; Kupchenko 2002; Reznik and Smirnov 2002; Sinyagin, et. al. 2010; Tekcan 2012). At that, almost all researchers involved in studying the issues of motivational, value, and rational sphere of a personality encounter the problems of individual life strategy and, partially, career strategy. It results in building the typologies based on allocation of life orientations, motivation profiles, directions and orientations. Moreover, a number of approaches are accompanied by the development of appropriate tools. Examples are numerous enough: diagnosis of poly-motivation trends in “self-concept” of a personality of S.M. Petrova (Fetiskin, et. al. 2002); typology of needs of Sheila Ritchie and Peter Martin (2004); motivational structure of V.E. Milman; morphological model of V.F. Sopov and L.V. Karpushina; model of values implemented in the questionnaire of terminal values of I. E. Senin; profile of S. Reiss; diagnostics of interactive orientation of a personality of N.E. Shchurkova (Karelin 2007; Fetiskin, et. al. 2002). The theory of A.A. Leontyev implemented in the questionnaire of life-purpose orientations is also quite congruent with the same line, in which Leontyev finally approaches the typology of behavioural strategies (Leontyev 2000). The model of E. Shane is very interesting from the point of view of our work purposes. Established as part of his approach, “Career Anchors” technique has been widely recognized, and we believe that the model of career orientations is close enough to the approach (Schein 1990) that is being implemented by us.

The analysis of various approaches to the understanding of career strategies and the strategies of organizational behaviour in general, allows, as we think, to relate them, on the one hand, to orientations toward different types of the above tasks, and, on the other hand, to give one more ground for their grouping.

As early as at the beginning of 1980-s, A. Petrovsky, one of the most well-known and reputable domestic social psychologists, the author of the theory of activity mediation as to interpersonal relations in a group, developed the idea that a personality's development may be viewed in the most general form as the process of entering into new social environment and integration with it.

A personality's development is determined by the activity-mediated type of relations that is formed by the person with the most relational (important for him) group. In other words, group development serves as the factor of a personality's development. Besides, the need to be a personality (*i.e.*, to be to the maximum extent represented in the lives of others by way of the qualities meaningful for an individual) and the ability to be a personality (*i.e.*, the aggregate of individual characteristics and means allowing to meet the need of being a personality) also determine the process of a personality's development.

Stages of a personality's development in a relatively stable community have been designated by him as phases of a personality's development. All in all, three of them were allocated: adaptation, individualization, and integration (Petrovsky 1987).

There are two facts here which are of importance to us: development and dynamics of a personality's development and, consequently, his individual behavioural strategies are determined by the peculiarities of a person's entry into the group (organizational structures); phases of a personality's development are not consecutive.

The analysis of various models of building the typology of individual career strategies definitely allows to classify them according to the basis determined by A.V. Petrovsky in terms of their "contextualization" in the organizational context. In this sense, we may divide them in adaptation strategies, strategies of individualization, and integration strategies.

RESULTS

The comparison as to the types of career orientations and orientations in organizational and team interaction, with due regard for the types of life and career strategies defined by various authors, seems to allow to get quite interesting picture of their possible combinations and mark out specific combinations of strategic career orientations determining the peculiarities of team and organizational behaviour.

Building of this model was a result of generalization of the above-mentioned whole series of studies conducted by us and our colleagues within the framework of the project as to the study of the determinants of the formation of individual life policies in career and education.

It should be noted that in this case we are talking exactly about orientations, not about specific career strategies that are actually determined by these very orientations. This seems to be close rather to what Edgar Schein, founder of organizational psychology, has once defined in a rather peculiar manner as “career anchors”, by which he meant a system of individual values, the due regard for which enables one to build the most effective individual motivation of employees (Schein 1990). At the same time, the above orientations do not coincide with them completely, both in form and content (Table 1).

TABLE 1: RELATION OF CAREER ORIENTATIONS TO ORIENTATIONS IN ORGANIZATIONAL AND TEAM INTERACTION

	<i>Vital (Life) Idea</i>	<i>Organizational (Professional) Tasks</i>	<i>Personal Tasks and Safety</i>
Adaptation	Search for Social Support	Professional Formation	Compliance with Social Expectations and Norms
	Struggle/Challenge	Professional self-affirmation/Self-development/Self-sufficiency	Autonomy/Withdrawal and anticipation/Power and influence
Integration	Creativeness/ Management/Entrepreneurship	Professional self-realization/Companionship/Service	Stability/Devotion/Oughtness

DISCUSSION

As we have already noted, the orientations defined by us in organizational and team behaviour reflect motivating aspirations existing in parallel for each person in the organization that may have varying degrees of distinct manifestation and relate to each other in different ways. They reflect common person’s aspirations and have classical set of basic needs. Hence, the most important is to understand and “read” the profile of these orientations. During the studies carried out within the framework of approach developed by us, it was shown that, for example, successful managers have much more pronounced orientation toward the implementation of their own “vital idea” as compared to people who are not engaged in managerial activities and do not perceive them as attractive. At that, the most characteristic feature of successful managers is relatively high level of orientation toward the implementation of organizational tasks. In addition, the above studies have shown that these very orientations are being developed in a dynamic way, although they have their individual range of variability determined by a number of personal and character traits. Hence, the attempt to weigh them against the phases of individual

professional development seems quite logical. At that, phases, as we have already noted, are not consistent, and a professional's development in and of itself, both in terms of relation of orientations and in terms of the phase of development of organizational behaviour model is pretty heterochronical.

As has been rightly pointed out by K.A. Abulkhanova-Slavskaya, "life strategy in most general terms is constant bringing of one's personality (its peculiarities) to conformity with one's character and the way of life, building one's life, first proceeding from one's individual capabilities and qualities, and then from those developed during lifetime. Life strategy consists in the ways of changing, transforming the conditions, life situations in accordance with the values of a personality..." (Abulkhanova-Slavskaya 1991).

Being at a certain phase in terms of the level of distinct manifestation of orientation on a vital idea, a person may be, for example, at a different level in terms of orientation toward the space of professional tasks, and therefore, have a completely different nature of orientation toward itself and safety. In addition, all these orientations may have varying degrees of distinct manifestation, which suggests quite unique individual configuration of a person's career orientations. However, there appears a possibility of defining a particular type of such orientation.

When considering the initial phase of professional activity, we may say that differentiation here is the least noticeable. If we consider the orientation toward solving organizational tasks, as a rule, it is high enough and prevails in the individual profile of orientations.

Therefore, at this stage of professional development, orientation toward **professional formation** usually proves to be the most pronounced. It is not even aspiration for professional self-affirmation. That is rather aspiration to actualize oneself in life in general. Of course, this cannot mean a lack of predisposition to the implementation of one's own vital idea. The expressed motivation to achieve, specific character accentuation creating "obsession" symptom complex may appear at the earliest phases of professional formation, moreover, may even precede it, which has been shown in numerous studies performed in line with psycho-biographic analysis (Adler Alfred, 2015; Sinyagin 2001).

However, if we consider the phase of adaptation, it is more likely to be displayed in the effort to search for conditions and people capable of facilitating the implementation of these plans, either as part of the solution of organizational (professional) tasks, or by getting support of the persons whose tasks coincide with a person's own vital idea. Hence, we witness expressed readiness to team interaction as a like-minded person. It is this that forms the basis of strategic orientation toward the **search for social support**.

Aspiration for safety at this phase manifests itself **in the aspiration to adopt the standards and rules of organizational structure and professional community.** If it is expressed, it appears at this stage in the form of fear of non-compliance with these standards and being penalized because of this non-compliance.

Of course, the process of expert professional formation and the degree of acceptance of the results of this formation by organizational structures are key factors in the dynamics of orientations. In a number of studies, we have shown that, for example, managers recorded significant relations between the profile of individual orientations in organizational and team interaction and the age as to the beginning of one's manager career. Managers who have taken their first management positions at the age between 25 and 30 years of age, show relatively higher orientation toward solving the organizational tasks set than those whose manager career started at a later age. For managers who have begun their career within the period between 35 and 40 years of age, orientation toward implementing their own vital idea seems to be more pronounced in the orientation profile. If the first step of the management career accounts for the period of 40 years, orientation toward safety appears to be the most pronounced (Sinyagin 2001).

As we return to the figure (Table 1), it should be noted that the sequential movement from professional formation to **professional self-realization** without the expressed prevalence of other orientations is typical in most cases, particularly for those whose professional competence is high enough and constantly finds recognition within their professional environment. In addition, as we have already noted, this trend may be significantly enhanced, if professional self-realization itself appears for a person as his own vital idea. In this case, we have orientation option, which involves both professional self-realization and "service with devotion".

Management as means of professional self-realization in the context of serving the purpose, to which the person is devoted, is a very interesting thing to be observed here.

In case organizational structures do not give an opportunity to a person to materialize his own global plans within the framework of implementing his vital idea, orientation toward **entrepreneurship and creativeness** is highly probable within the framework of development of his own business, which, consequently, may become the very sphere where maximum professional self-realization will be ensured.

If vital idea coincides in its content with ensuring one's own safety, there is a series of options may become available here, which, depending on the combination of the defined orientations may be located in the range from service as **oughtness**, to the management that may be based based on **aspiration toward power and influence** which are slightly connected with orientation toward self-realization, for instance.

As can be seen from the figure (Table 1), integration and individualization may act as development phases in the process of professional formation, as well as two directions of movement of this development. Individualization means focusing primarily on oneself, preserving and displaying one's own "self", whereas integration orientations reflect possible options of one's positive (in terms of organizational environment) "contextualization" in this environment.

In this regard, we may not ignore a view, which is very important for understanding as to the logics of development and implementation of the defined orientations in individual life strategy of a personality, which is being developed within the framework of up-to-date psychological and acmeological approach.

As we see it, it is this view that allows, when going beyond the interests of a subject of professional activity subject, to define the component that ensures balance between the orientations toward oneself, one's own development and one's own self-realization and orientations toward development of organizational and management structures, in which these processes take place. Properly speaking, we believe that this is the main difference between acmeological approach and other approaches to development, including psychological approach. Being integrative by definition, acmeological approach, in our opinion, must have due regard for harmonious combination of the defined orientations and their translation into integrative phase as the main subject. Psychological approach places the main emphasis on the processes of "self", whereas acmeological processes concentrates on the processes of "co-". These are companionship, professional co-realization and service, co-existence (S.L. Rubinstein) ensuring joint personal development of a subject of professional activity, as well as that of a professional environment itself.

The model described is pretty well correlated with all types of other models of classification of strategic objectives and strategic orientations, for it represents an attempt to sort of synthesizing them. For example, it is consistent with well-known model of Thomas Schatz representing a division of behavioural and career strategies into the object of game and meta-game (Sinyagin, et. al. 2010). Although not all of them are directly reflected in the presented scheme (Table 1), they are logically incorporated in the content of strategic orientations.

As we have already mentioned, the model presented reflects almost all orientations described by E.Kh. Sheyn. Some of them go beyond "career anchors" defined by him, because they are not quite positive from the point of view of professional motivation. The thing E.Kh. Sheyn writes about is rather a "career sail". The model presented also includes the strategic orientations which, as it seems to us, look more like "anchors". "**Withdrawal**" and "**anticipation**" may be examples in this regard, which have been included by us as possible ones based on the logic of typology of behavioural strategies and strategic objectives worked out by K.A. Abulkhanova-Slavskaya.

In this case, these are strategic orientations in a less degree, these are rather forced behavioural strategies, which are determined by individual inactivity in solving life problems. At the same time, we have included them in our model based on the fact that, under certain conditions, they may also act as strategic guidelines. Thus, describing the options of psychological withdrawal, K.A. Abulkhanova notes that normally in these strategies “withdrawal from a certain life contradiction to another area is manifested. In this case, a person admits his inability to find a way out of the existing situation, as he has new prospects in other areas” (Abulkhanova-Slavskaya 1991). Withdrawal as a strategic orientation, therefore, it may be part of orientations profile during the moments of changing the vector of career movement and changing the content, for example, of one’s own “vital idea”. One of the causes of psychological withdrawal may be insufficiently high professional self-esteem, which forms the basis for the change of career movement vector. As distinct from withdrawal, anticipation strategy is closer to what is defined as hope strategy by K.A. Abulkhanova. In a variety of our studies, we have shown that within the age period corresponding to the beginning of independent professional activity, quite interesting phenomenon is observed in many cases. As a rule, it manifests itself in the fact that a person perceives organizational structure in an undifferentiated manner, as a kind of external force capable of objectively assessing their professional competence and justly determine the prospects of their career growth. Usually, it is manifested in the fact that a person believes that he will be “appreciated” and “noticed”. If such assumptions are justified in reality, such an idea may exist for quite a long time, and people with low degree of personality power may escalate into behavioural anticipation strategy (Abulkhanova-Slavskaya 1991).

We have already discussed in brief some of the key orientations. Some of them, for example, orientation toward professional self-assertion, self-development, have been analysed in great detail in modern psycho-acmeological literature and do not require additional comments.

Let us consider a few orientations that, in our opinion, deserve to be placed greater focus on, because, on the one hand, they were often encountered in the course of the research made, and, on the other hand, have complex internal structure and may manifest themselves in various forms. This is manifested in a especially vivid manner when they are combined with other orientations.

In this regard, a strategic orientation, which we have defined as “autonomy”, is of special interest to us. We consciously differentiate it and the thing that E. Sheyn has defined as aspiration for self-sufficiency and independence, because we believe that aspiration for self-sufficiency is a form of manifestation of aspiration for professional self-affirmation. Autonomy in this context is aspiration to ensure strategic security for oneself. This aspiration may manifest itself in various forms and as the availability of several parallel paths in building career, which suggests

lack of deep involvement in organizational context, and as financial security that allows oneself to feel independent of the changing circumstances, and as increase in one's own capitalization by increasing professional competence and the level of education. If this orientation acts as vital idea, then the increase in one's own professionalism is means of ultimate materialization of such aspirations. It should be noted that this very option is considered in a number of models of socio-economic development, and it is known that it has been subject to active criticism in the work of psychologists of humanist tradition as an ideal option, which once again underlines the important role of macro and micro-social factors in the determination of individual life strategies in general, and in education and career, in particular.

Finally, it should be noted that the present scheme does not have what E.Kh. Sheyn has called "integration of styles". According to our logic, this aspiration is comprehensive orientation at integration level. It is this vary level, we believe, that actually acts as the basic object of acmeological approach to the analysis of a personality's development in professional activities.

CONCLUSION

The presented scheme is not a purely speculative construct. It is based on many years of research conducted at the department of evaluation and development of management personnel of the High School of Public Administration of the Russian Academy of National Economic and Public Administration under the President of the Russian Federation. First of all, these are the studies which have been carried out over the past years within the framework of selecting candidates to a senior executive candidate pool of state service and supporting their personal and professional development.

However, this is not a rigid and finished construct. We believe that the model presented serves rather as a basis for further work on the development of the theory of organizational behaviour, which may serve as a vector in the carrying out new research in this direction.

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