Research of Achievement Motivation's Impact on the Career Orientations of Future Managers of Organization

Estudio del impacto de la motivación de logro a las orientaciones profesionales de futuros gerentes de organizaciones

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Abstract

The purpose of the empirical study is to provide a theoretical justification and empirical study of achievement motivation's impact on the career orientations of future managers of organizations. It is justified that achievement motivation is one of the types of motivation of the individual, based on the need to succeed. The achievement motive empowers one to realize oneself through *career orientation*, justifying / disproving his or her social expectations. Research methods: questionnaires, test methods with standardized questionnaires, correlation analysis. It is found that 54.69% (n = 35) of the future managers are *career-oriented* with "entrepreneurship" and 39.06% (n = 25) of the respondents are *career-oriented* with "management". Women's motivation to avoid failure is higher than men's at p<.05, which may be due to gender division in society and social expectations. It is established that "motivation to succeed" and "motivation to avoid failure" are two phenomena that can exist simultaneously in the mind of one person. It is expedient to operationalize the received knowledge in the educational process of future managers of organizations.

Resumen

El objetivo del estudio empírico es argumentar teóricamente y realizar un estudio empírico del impacto de la motivación de logro a las *orientaciones profesionales* de futuros gerentes de organizaciones. Se comprobó que la motivación de logro es uno de los tipos de motivación del individuo, basada en la necesidad de obtener éxito. El motivo de logro le permite al individuo realizarse a través de las *orientaciones profesionales*, justificando / refutando sus expectativas sociales. Los métodos del estudio: encuestas, tests con cuestionarios estandarizados, análisis de correlación. Se determinó que el 54.69% (n = 35) de los futuros gerentes están orientados a la carrera de "emprendimiento" y el 39.06% (n = 25) de los encuestados a la de "gerencia". La motivación para evitar los fracasos de las mujeres es mayor que la de los hombres en p <.05, lo que puede explicarse por la división de género en la sociedad y las expectativas sociales. Se estableció que la "motivación para lograr el éxito" y la "motivación para evitar los fracasos" son dos fenómenos que pueden existir simultáneamente en la mente de una persona. Es conveniente poner en práctica los conocimientos adquiridos en el proceso educativo de futuros gerentes.

Key words

Manager – Achievement Motive – Career – Expectations

Palabras clave

Gerente – Motivo de logro – Carrera – Expectativas

Introduction

Our present-day needs people who can build a qualitatively new society – humane and democratic. People who can develop both personally and professionally will set a socially important goal and will achieve it. Real professionals are now in big demand in the job market. It's really hard to overestimate the value of such people in organizations. Managers are one of those who have a clear understanding of their role and tasks in the management system. They plan, make decisions, motivate, organize, coordinate, control and are responsible for the outcome of their team. Managers must have a clear idea of the purpose of the organization, ways to achieve it, and should be motivated to succeed. Then such a manager will be able to lead others and win where others are defeated.

Contemporary political and socio-economic situations form the task of higher education to the qualitative preparation of future managers as management subjects. There is a need for highly skilled, competitive and world-class specialists. Training such professionals requires a clear understanding of their *career orientations*, values, motivation, level of aspirations, opportunities and willingness to exercise a professional activity.

Career orientations help future professionals determine the direction of their professional movement and, at the same time, take into account the demands that students place on themselves as future professionals. Managers should clearly understand the substantive features of their activities understand their role in the organization and lead it to achieve its goal. And for that, it is necessary to be guided by the motivation for achievement.

Literature review

A well-known scientist, H. Heckhausen, a motivational researcher, believes that achievement motivation is an attempt to increase or maintain the highest possible human capabilities in all types of activities, to which success criteria can be applied and where performing similar activities can lead to success or failure[1]. Researcher S. Zaniuk defines motivation as the desire of a person to achieve significant results, success in the activity[2]. It can be argued that the level of personality motivation brings together a number of motivational motives. And the higher is the level of motivation in a person, the more effort they will make to achieve their goal. A researcher David McClelland was the first who makes a research in this type of motivation. He interpreted the idea of achievement as "competing against the established criteria of the highest quality"[3].

[1] Heckhausen, H. "Motivation and Action". (St. Petersburg: Piter, 2003).
[2] Zaniuk, S. S. "Psychology of motivation". (Kyiv: Lybid, 2002).
[3] McClelland, D. C. "Human Motivation". (St. Petersburg: Piter, 2007).

H. Murray was also involved in studying the motive for achievement, which he listed as "achievement needs" and described as follows[4]:

> "To master something is difficult. Handle, manipulate, or organize physical objects, people, or ideas. Do this as quickly and independently as possible. Overcome obstacles and reach high levels. Exceed yourself. Compete with and exceed others. Possess self-esteem through the successful application of your abilities".

There are studies that have established and justified the link between achievement motivation and success in human life[5]. It has been established that individuals who have a high level of achievement motivation are ready to take responsibility, looking for different opportunities, confident in the successful outcome of the activity, are decisive in situations of uncertainty, demonstrate persistence in achieving the goal, stubborn facing the obstacles.

In particular, T. Gordeeva refers to the necessity to reach basic, fundamental psychological needs that reflect the human essence[6]. Despite the large number of studies on achievement motivation, scientists have not formulated a single approach to considering this category. Currently, there is no single point of view on the factors behind its formation and actualization in the activity. Available studies now consider achievement motivation as an intrinsic personal construct influenced by desire, need, or as an external personal construct, which is mainly influenced by social factors[7].

A psychologist J. Atkinson, an American scientist, has explored two trends in motivation to achieve success: the desire to succeed and avoid failure. If the first one is dominant, the person is active, performs certain activities, and if the second one is dominant then the person is prone to inactivity[8]. H. Heckhausen also argued that the idea of achievement, which is key to the motive of achievement, is formed at the level of two possibilities: success and failure[9].

Analyzing a number of explanations by psychologists for achievement motivation, we notice a certain similarity, namely, that the motive for achievement combines two components: the desire to succeed and to avoid failure. Concerning the study of the components of achievement motivation, the opinions of scientists differ: some believe that these two components cannot exist in the mind of one individual at the same time. That is, if a person wants to

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[4] Murray, H. A. "Explorations in personality: A clinical and experimental study of fifty men of college age". (New-York, Oxford University Press, 1938).

[5] Stoliarchuk, O. A. "The influence of students' learning motives on forming their career orientations". The pedagogical process: theory and practice, 1, (2016): 21-25.

[6] Gordeeva, T. O. "Psychology of achievement motivation". (Moscow: Smysl. 2006).

[7] Bujanova, M. V. "Socio-psychological factors of achievement motivation". Extended abstract of PhD thesis. (St. Petersburg: RSPU named after A.I. Herzen, 2004).

[8] Atkinson, J. W. "An introduction to motivation". (New York: Van Nostrand Reinhold, 1964).

[9] Heckhausen, H. "Motivation …

succeed, then the motive for avoiding failure will be absent. Others say that for a person with a pronounced motive for success, the motive for avoiding failure can be equally important. That is, here we observe the predominance of one of the motives, while their simultaneous existence is in the mind of one individual.

H. Heckhausen has linked the level of aspirations to a level of success that may vary depending on performance[10]. That is, the criteria for success are both the purpose of the activity and reflect the amount of volitional and physical effort that must be made to succeed or avoid failure. The level of success is one of the obligatory aspirations of the individual, and the variability of the size of its achievement affects the self-esteem of the person.

People who are motivated to succeed will choose medium or slightly above medium complexity tasks, while being confident in the success of their implementation. The reason for this may also be that easy tasks do not bring them pleasure and very complex ones carry a great risk of failure in implementation. The medium complexity of the task involves the dependence of the result on the invested energy of a person in his/her decision. These people are also characterized by an adequately average level of harassment that rises after success and declines after failure, a tendency to take responsibility, to take reasonable risks and to be resolute in uncertain situations[11,12].

Having analyzed the works of many scientists in the field of achievement motivation, we come to the following generalizations: achievement motivation – the person's desire to achieve significant results, success in the activity; there are two components of achievement motivation: the motive for success and the motive for avoiding failure; irrespective of the person's motive, he or she will always be influenced by internal and external (social) factors; self-esteem and level of aspirations are one of the main factors that influence the achievement motivation; the motive for success is professionally important in the field of management.

Let us analyze the term of *"career orientations"* in the scientific literature. One of the first to be interested in career orientation was E. Schein. He began to study this problem in the 70-80's of the twentieth century. The term of *"career orientation"* came from American psychology and is based on the term of *"career anchors"* by E. Schein[13]. According to the author of the concept:

> *"Career anchors"* are certain employee's perceptions of themselves, key values, motives, and skills that determine their career choices. With anchors, you can predict what kind of career will best suit a person as people try to

[10] Heckhausen, H. "Motivation …

[11] Krupnyk I. R. & Tkalenko, N. V. "Manipulative Behavior in the Professional Activities of Office Staff". Insight: the psychological dimensions of society, 1, (2019): 96-101.

[12] Ovsiannikova, V. V. "Features of a professional personal career". Problems of modern psychology, 1, (2013): 91-104.

[13] Schein, E. H Career Anchors: Discovering Your Real Values. San-Francisco: Jossey-Bass, 1990.

choose a lifestyle according to their most important values".

A person's professional career develops in parallel with his or her personal development, affecting all spheres of life. Personal growth leads to business growth and business growth leads to personal growth. A career is about developing people for the benefit of the organization. A career path cannot be straightforward and smooth, it will always have ups, peaks, falls, a return to the previous level and it can even be a radical change in activity[14].

Career orientations – some principles that guide a person when choosing a career; individual requirements that are imposed both on the future career, as an object of activity, and on themselves, as a subject of activity and the future professional. A person is guided by these principles by choosing a career. According to P. Mirvis and D. Hall, each person's career is as unique and inimitable as his or her fingerprints[15].

Organizational psychologist V. Ovsiannikova defines *career orientations* as follows[16]:

> "Career orientation is a piece of content that a person wants to realize at the very moment of choosing their own career model. They stem from value orientations, which, in turn, are formed by the influence of education, the environment in which the individual grew, and the peculiarities of his character".

So, after analyzing and generalizing different definitions of the term "career", we understand it as a movement on a career ladder, based on a person's professional activity and aimed at achieving public acceptance, financial benefit and raising social status.

It is of scientific interest to study the social expectations of the individual in the context of career development and growth. A researcher I. Popovych and colleagues have established the relationship of social expectations[17,18,19], specialists of different profiles in accordance with the results of educational and

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[14] Mineva, O. K. "Management of a business career in the modern world". Newspaper of SSTU, 4, (2012): 73-79.

[15] Mirvis, P. H. & Hall, D. T. "Psychological success and the boundaryless career". Journal of Organizational Behavior, Vol. 15, (1994): 365−380.

[16] Ovsiannikova, V. V. "Features of a professional personal career". Problems of modern psychology, 1, (2013): 91-104.

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[18] Popovych, I., Borysiuk, A., Zahrai, L., Fedoruk, O., Nosov, P., Zinchenko, S. y Mateichuk, V. "Constructing a Structural-Functional Model of Social Expectations of the Personality". Revista Inclusiones, Vol: 7 num Especial, (2020): 154-167.

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professional activities[20,21,22], tourism[23], training and sports[24,25,26]. In combination with social expectations, career orientations form a complex of self-regulatory ability to succeed. In combination with social expectations, *career orientations* form a *complex of self-regulatory ability* to succeed.

We believe that achievement motivation is one of the types of motivation that underlies the individual's need to succeed. The motive for achievement is the desire of an increased level of personal opportunity that can be realized through career orientation, justifying / disproving the expectations of the individual.

We assume that among the respondents – the future managers of the organizations the leading ones are *career orientations* "management" and "entrepreneurship"; we hope to set a positive meaningful link between the motivation for success and the *career orientation* of "management"; we allow differences in female and male motivation to avoid failure.

The purpose of the research is to provide a theoretical and empirical study of the influence of achievement motivation on the *career orientations* of future managers of organizations.

1. Methodology and methods

The methodological basis for empirical study of the impact of achievement motivation on the *career orientations* of future managers of organizations is an algorithm, which involves a series of measures using a number of psychodiagnostic tools. The selection of tools was guided by the requirement of relevant display of the subject of study.

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[26] Blynova, O. Ye. & Kruglov, K. O. "The value of social capital for the psychological well-being of employees". Insight: the psychological dimensions of society, 1, (2019): 72-78.

1.1. Participants

The study was held at Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine) and Kherson State University (Kherson, Ukraine). 64 respondents aged from 19 to 23 years, third- and fourth-year students who studied under the specialization "Organization Management" and "Foreign Economic Management" were participated. The average age of the sample combination was 21.3 years (SD = 2.12).

Based on Hollingshead four factor index[27], the participants' families corresponded to the following categories: (n=6) 9.38% low Familiar Socioeconomic-Status (FSS), (n=11) 17.19% FSS low-medium, (n=15) 23.44% FSS medium, (n=17) 26.55% FSS medium-high, (n=15) 23.44% FSS high. All respondents gave an information.

1.2. Instruments

Purposeful observation, questionnaires and psychodiagnostic techniques were used to organize empirical research during the first academic semester (2019-2020). The questionnaires were held in order to collect the respondents' biographical information necessary for the study. The psycho-diagnostic technique "Career anchors" (CA) by E. Schein was applied[28]. The author outlines the following *career orientations*: professional competence (to be a true specialist); management (management of people, projects); autonomy (freedom and independence in choosing); stability of work (long-term work); stability of residence (minimum of relocations, business trips); service (the desire to help others); challenge (desire to win, competition, rivalry); integration of lifestyles (balance of life spheres); entrepreneurship (desire to work "for yourself"). The respondent may have several leading *career orientations*. Such respondents will be inclined to engage in more than one professional activity. If none of the *career orientation* reaches the "leading level", then a career is not in the first place in the life of such person.

We assume that future managers will have a leading "management" *career orientation*. It is due to a high level of motivation for success in the individual. *Career orientations* for "entrepreneurship" and "challenge" in future managers will also be influenced by the motivation to succeed.

The next technique used is A. Prihozhan's "Diagnosis of self-esteem" (DSS)[29]. The technique is based on the direct evaluation of personal qualities. These include health, mental ability, character, peer authority, skillful hands,

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physical appearance, and self-confidence. The students were marked on the notional scale by the actual (self-esteem) and desirable (level of aspirations) levels of development of these qualities in certain symbols. In this case, we get a subjective evaluation of the students, which depends on the ability to reflect and the ability to adequately evaluate their resources.

The following is the psychodiagnostic technique "Motivation for success" (MS) by T. Ehlers[30]. It is used to diagnose a person's motivational orientation to success. The author of the methodology believed that individuals with a predominant motivation to succeed are at medium or low risk. They will avoid serious risks. With strong motivation for success, the hope of success is much less than with poor motivation for success.

The final is the psychodiagnostic technique "Motivation to avoid failures" (MAF) by T. Ehlers[31]. According to the methodology, a respondent who has a leading motivation for avoiding failure will choose a low or too high level of risk. Failure justifies the great complexity of the task. Such respondents usually have a high level of protection and fear of accidents. However, these kinds of people are more often get into different kinds of accidents. If a person prevails in the motive of "to avoid failure", then there is a risk of self-deprecation, decreased self-esteem and the level of aspiration.

1.3. Procedures

The empirical study procedure involved stated ascertainment experiment. Psychological content parameters were determined by the following methods: "CA", "DSS", "MS" and "MAF". Respondents' participation in the research was voluntary and confidential, ensuring no random responses.

The research is conducted according to ethical standards of committee on the rights of experiments of Helsinki declaration[32].

1.4. Statistical Analysis

The following programs have been applied during statistical processing: *"Statistical Package for the Social Sciences" v. 23.0* and *"Microsoft Office Excel 2007"*. Correlation relationships are determined using the Karl Pearson correlation coefficient (r_{xy}). Arithmetic mean value of parameters (M), standard error (S_x) and mean-square deviation (SD) were calculated. Differences between values of parameters at level $p \leq .05$ and $p \leq .01$ considered statistically significant.

2. Results

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[31] Ehlers, T. "Motivation to avoid failures". In: Raygorodsky, D. Ya. Practical psychodiagnostics (pp. 391-392). (Samara: BAHRAH-M, 2006).

[32] "WMA Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects". (2013).

2.1. Research of the descriptive characteristics of respondents' motivational parameters and career orientations

The obtained psychological content parameters were evaluated according to the methods "CA", "DSS", "MS" and "MAF". Arithmetic mean value of parameters (M), mean-square deviation (SD) and standard error (S_x) are presented in Tabl. 1.

Scale		M	SD	S_x
"CA"				
Professional competence	m	5.49	1.35	.25
	w	5.44	1.74	.29
Management	m	7.60	1.63	.31
	w	7.67	1.34	.22
Autonomy	m	7.51	1.34	.25
	w	7.52	1.44	.24
Stability of work	m	7.55	2.19	.41
	w	7.27	1.96	.33
Stability of residence	m	6.23	2.04	.39
	w	5.51	2.24	.37
Service	m	7.34	1.80	.34
	w	7.57	1.61	.27
Challenge	m	6.90	1.43	.27
	w	6.73	1.44	.24
Integration of lifestyles	m	7.11	1.25	.24
	w	7.19	1.16	.19
Entrepreneurship	m	7.95	1.58	.30
	w	7.82	1.57	.26
"DSS"				
Self-esteem	m	60.64	16.07	3.04
	w	61.39	10.87	1.81
The level of aspiration	m	84.14	11.53	2.18
	w	87.00	9.19	1.53
"MS"				
Motivation for success	m	17.00	4.11	.77
	w	18.19	3.44	.57
"MAF"				
Motivation for avoiding failure	m	12.57	3.70	.70
	w	16.00	4.57	.76

Note: m – men; w – women; M – arithmetic mean; SD – mean-square deviation; S_x – standard error.

Table 1
Mean values and standard deviations of the scales of the motivation parameters and career orientations (n=64)

We state that the studied descriptive characteristics, proposed by the authors of psychodiagnostic instruments, are within acceptable limits. Data fluctuations between men and women are explanatory and acceptable.

2.2. Establishing of leading career orientation for future managers of organization

In order to establish leading *career orientations* for future managers of organizations, we used E. Schein's "Career anchors" (CA) technique[33]. We present the leading *career orientations* of the students in Fig. 1.
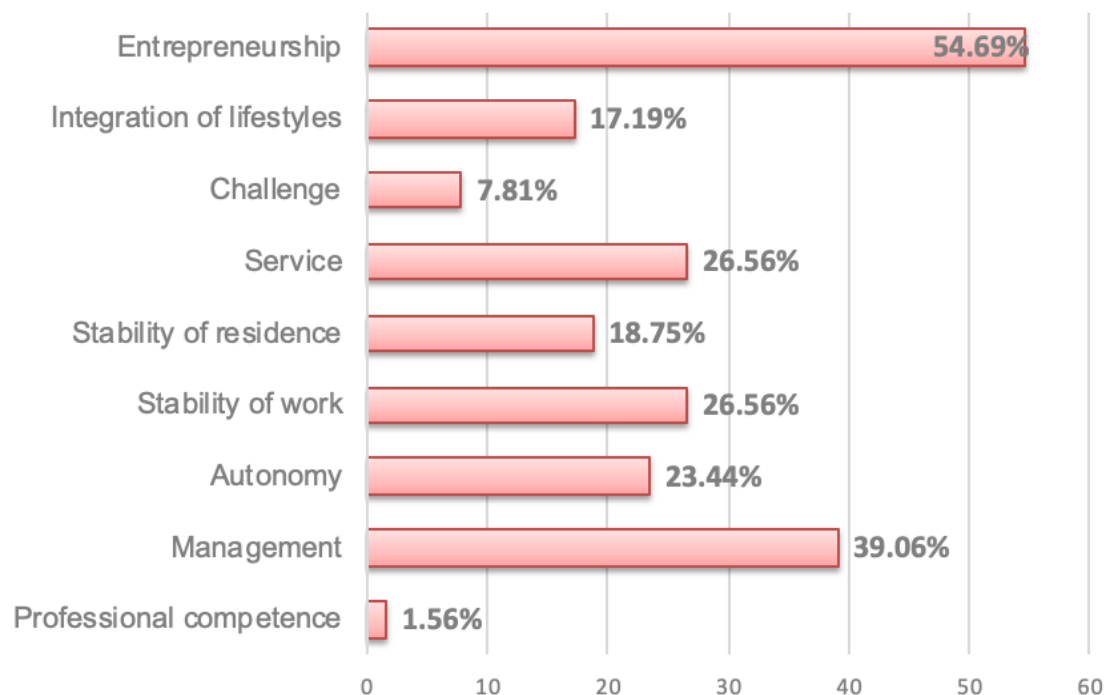

Figure 1
Leading respondents' career orientations (n=64)

A person can be dominated by several *career orientations*. During the processing and interpretation of this technique, we took into account 2-3 *career orientations* that received the highest score.

In 54.69% (n=35) of the future managers, the leading *career orientation* is "Entrepreneurship". We can talk about the desire of these people to create something new, their own. They will work in other organizations only as long as they study and evaluate their own abilities. As soon as they feel that they are capable of self-management, they will start to activate their entrepreneurial spirit. They are ready for the sacrifices and risks, only to be able to transfer their abilities, professional knowledge and skills into the creation and development of

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[33] Schein, E. H. "Career anchors revisited: Implications for career development in the 21st century". Academy of Management Executive, 10(4), (1996): 80-89.

their own business. The success and financial profitability of their business is their main career goal.

"Integration of Lifestyle" is a *career orientation* dominated by 17.19% (n=11) of respondents. That is, we understand that these people seek harmony and balance in all areas of their lives, excluding the dominance of any particular. People want all areas of their lives to work as one, so they will seek a flexible enough career that can provide such integration. Career development is attractive to them only if it does not prevent the normal functioning of their lifestyle.

Career orientation "Challenge" is the leading in 7.81% (n=5) of the respondents. These people can be described as follows: their main purpose is to overcome obstacles, cope with difficulties, and challenge all standard and stable. They aim to solve professional problems of increased complexity. Usually, such people are emotionally resistant and have a wide range of interests. A career for them is a challenge to their professionalism that they are ready to take.

Career orientation "Service" is dominated by 26.56% (n=17) of future managers. This demonstrates their focus on humanistic values in the process of professional activity. It is important for these people that the goals and values of the organization do not conflict with their own; otherwise they may refuse to cooperate. They aim to bring benefits to people and society, and most importantly – they are ready to work with full dedication to achieve a socially important goal, using all their resources, capabilities, abilities.

In 18.75% (n=12) of the respondents, the leading *career orientation* is "Stability of Residence". Such people are very tied locally, that is, in their work the main thing – a minimum of relocations, business trips. They would rather stay at their old job in their city than accept a proposal for a new prospective job but with a need to move.

"Stability of Work" is a *career orientation* that is dominant in 26.56% (n=17) of respondents. These people have a desire for security, predictability and stability of life. Such employees want to find permanent, long-term work with all kinds of social guarantees and no risk. They will look for a reliable organization with a good reputation for themselves.

23.44% (n=15) of respondents were dominated by *career orientation* "Autonomy". This indicates their desire to get rid of any limits in their professional activities. People are ready to sacrifice career moves, not to be limited to organizational rules and regulations. The main thing for them is to do the work at a suitable time, in a comfortable place and according to their own standards.

Career orientation "Management" is the leading in 39.06% (n=25) of the respondents. These people are purposeful, strong-willed and decisive people in achieving their goals. They think practically, defend their interests and are

emotionally resistant. The main value and motive of an activity is being able to be a leader, to be responsible, to have a high income and to integrate other people's efforts.

Career orientation "Professional Competence" is leading in 1.56% (n=1) of the respondents. It is important for these people to be a professional in their field, to achieve mastery. They are interested in work that will develop their abilities. Often refuse to the position of the head; management is not very interesting for them.

2.3. Establishing a Correlation between Achievement Motivation and Leading Career Orientations of Future Managers of Organization

A positive significant correlation with the level of aspiration and: *career orientations* "Management" (r=.448; p=.01), "Entrepreneurship" (r =.517; p=.01), "Self-esteem" (r=.623; p=.01); negative significant correlation of the level of aspiration and *career orientation* "Stability of Residence" (r=-. 261; p=.05).

If a person has an adequate high level of aspiration, then self-esteem will also be high and management and entrepreneurship will be the leading *career orientations*. Negative proportionality indicates that the higher the level of aspiration, the lower the stability of the place of residence and vice versa (see Fig. 2).
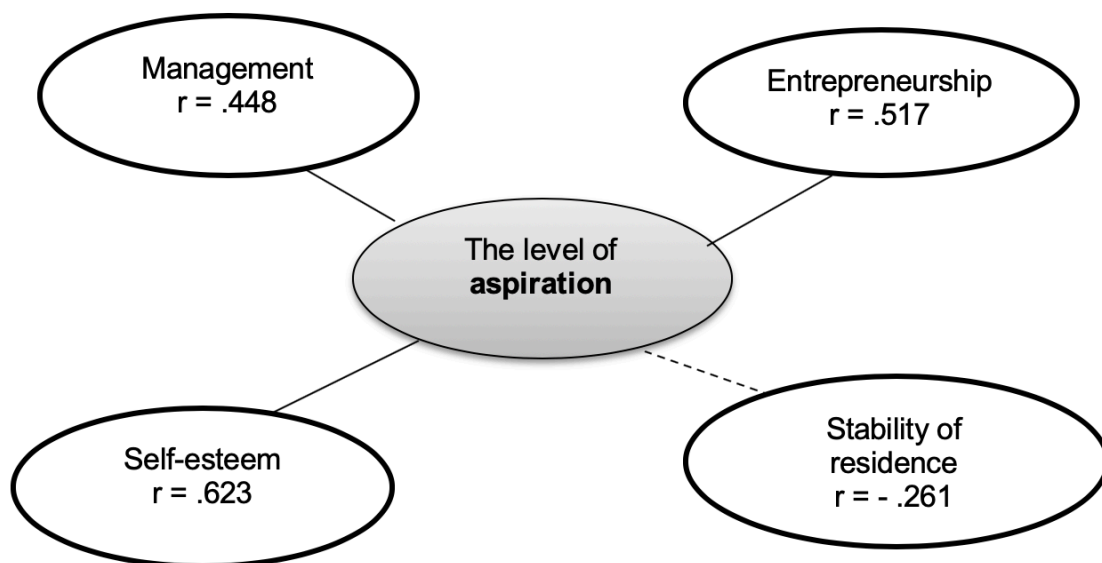

Figure 2
The correlative galaxy of "level of aspiration" of students

Positive significant correlation of motivation for success and *career orientation* was found: "Management" (r=.424; p=.01), "Entrepreneurship" (r=.367; p=.03), "Self-esteem" (r=.292; p=.01), the level of aspiration (r=.368;

p=.05); negative significant correlation with motivation for success and *career orientation* "Stability of Residence" (r=- .292; p=.01).

People with high levels of motivation to succeed the leading *career orientation* are "Management", "Entrepreneurship", as well as high levels of "Self-esteem" and high level of aspirations and low *career orientation* "Stability of Residence". In contrast, if the level of motivation to succeed is low, then all indicators that are in direct correlation with it will also be low, and *career orientation* "Stability of Residence" is high (see Fig. 3).
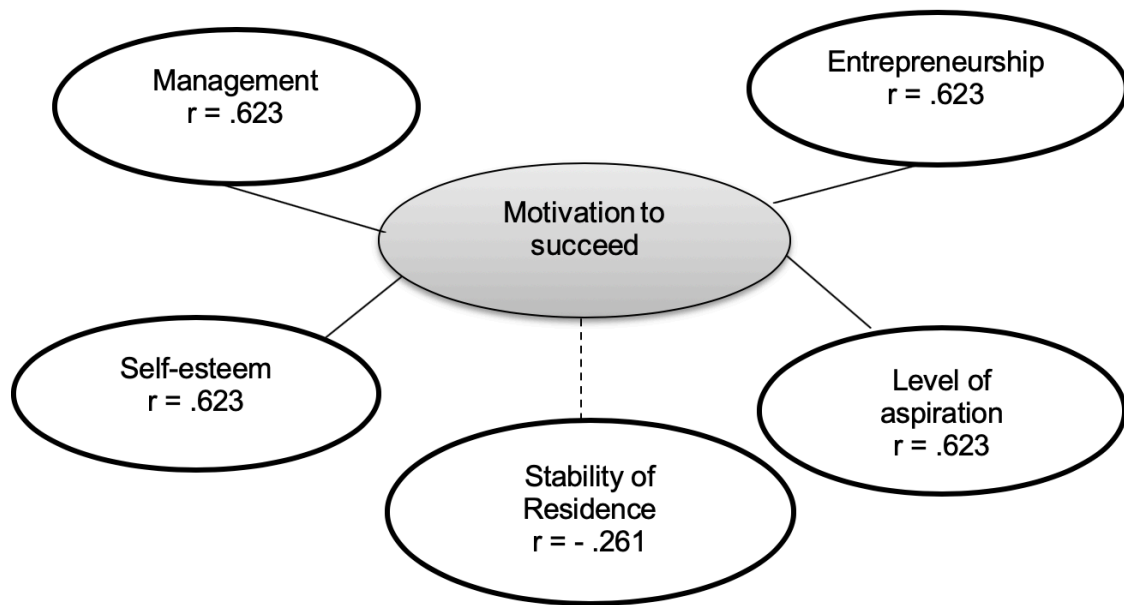

Figure 3
The correlative galaxy of "motivation for success" of the students

For illustrative purposes, a qualitative analysis of the link between motivation to succeed and *career orientation* was provided. Namely, we calculated which *career orientations* of students are most often the leading ones in those with the motivation to succeed (see Tabl. 2).

The level of motivation for success	Leading *career orientation* at this level
Too high	Entrepreneurship; Autonomy; Management.
High	Entrepreneurship; Management; Service; Stability of work.

Middle	Stability of work; Entrepreneurship; Autonomy; Management.
Low	Stability of residence; Service; Integration of lifestyle.

Table 2
Comparison of Leading *Career Orientations* of Students with Level of Motivation for Success

Career orientations "Management" and "Entrepreneurship" are professionally important for future managers of organizations; they are leading for people with too high, high and medium levels of motivation to succeed. Respondents with low level of motivation to succeed do not have such *career orientation*. From here we understand that *career orientation* should be developed thought increasing the achievement motivation. Since some respondents had a low level of motivation to achieve, which contributes to the formation of *career orientation* irrelevant for future managers, the correction program we plan to develop in the future may be aimed at increasing their level of achievement motivation.

3. Discussion and conclusions

1) The substantive psychological parameters of *career orientations* and achievement motivation are determined; the peculiarities of influence of achievement motivation on the career orientations of future managers of organizations are studied. For the study we used a set of psychodiagnostic techniques: "CA", "DSS", "MS" and "MAF".

2) It is found that 54.69% (n=35) of the future managers have a *career orientation* "Entrepreneurship" (desire to work for themselves) and 39.06% (n=25) of the respondents have "Management" (management of people and projects). This is professionally relevant and important for future managers of organizations. *Career orientations* such as "Challenge", "Professional Competence" and "Integration of Lifestyle" are the least significant for the students.

3) The study of motivation for success showed that the indicators are at high and middle levels of 65.63% of respondents, and the motivation for avoiding failure – in 81.25% of respondents. Thus, we conclude that these two phenomena can simultaneously exist in one person's mind.

4) Comparative analysis of male and female indicators by Student's t-test value was done. It was found that in only one of the scales the indicators differ significantly, namely: female motivation for avoiding failures is higher than male one, which can also be caused by gender division in society and social expectations ($p<.05$).

5) Correlation analysis established the following relationships: a direct meaningful relationship between the level of aspiration and the *career orientations* of "Management", "Entrepreneurship" and "Self-esteem"; negative meaningful relationship between the level of aspiration and the *career orientation* of "Stability of Residence". There is a direct significant relationship between the motivation for success with self-esteem, the level of aspirations, the *career orientations* "Management" and "Entrepreneurship". A negative significant relationship was found between motivation for success and *career orientation* "Stability of Residence".

6) Our hypotheses are confirmed, among the respondents – the future managers of the organizations the leading are *career orientations* "Management" and "Entrepreneurship"; a positive significant relationship was found between motivation for success and *career orientation* "Management"; differences in female and male motivation to avoid failure were established at the confidence level (p<.05).

Acknowledgments

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