

## **Leadership Qualities as a Factor in the Motivation Mechanism of Mid-Level Civil Servants Career Development (By the Example of the Republic of Kazakhstan)**

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**Abstract:** In this article the authors examine the basic aspects of leadership qualities as a factor in the motivational mechanism of mid-level civil servants career development. In the beginning of the XXI century, the traditional model of public service is going through a deep crisis. Confidence of people in bureaucracy is decreasing. All countries, regardless of their national specificity, are to rethink the conceptual foundations of public service. The problem of improving the quality of public administration and public service is vital and urgent for the Republic of Kazakhstan. The problem of public service reform has become a priority for many countries. In the U.S., the UK, France, Sweden and other developed countries attention is drawn to the low efficiency of the state apparatus and its inconsistency with modern requirements. Civil service reform is designed to find answers to the challenges of the post-industrial, high-tech information society that has become a reality in the leading countries of the West and a prospect for the development of the Republic of Kazakhstan. One of the most important incentives of high-quality activities of public service is a civil servants career development. In this work the authors focused on the concepts of leadership, motivation, career development and aspirations (motivation) for a career growth.

**Key words:** Leadership • management • Motivation • motive • Motivational setting • Career • Career development • The desire (motivation) to career growth • Career insight (career intuition) • Career involvement • Career sustainability (flexibility)

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### **INTRODUCTION**

Leadership as a specific type of relationship in management is based more on the process of social influence, more specifically, on interaction in the organization. In contrast to the actual management, leadership is based on the followers rather than on subordinates in the organization. Leadership issues have aroused the interest of people since ancient times. However, systematic and focused study of leadership has begun from the era of F. Taylor.

Interest in the topic of leadership is constantly increasing, as evidenced by the large number of published works in different countries around the world. In particular, such works deal with a general understanding of the role of leadership in modern science [1] and its features in a variety of areas: public authorities

[2], health care [3], tourism [4] and especially, in a new form of organizational activities of people - networking organizations [5].

Under current conditions due to the reforms in various sectors of the society of the Republic of Kazakhstan, the efficiency of any professional activity becomes more and more important and dependent on the internal potential of the individual. The desire for career growth is significantly affected by a number of factors. In quantitative and qualitative terms, these factors are numerous, diverse and multi-vector and the range of their combinations is even wider. One of the fundamental factors of the desire for career growth is leadership of candidates.

Despite the wide range of the mentioned studies, the issue of leadership qualities as a factor in the motivational mechanism of mid-level civil servants career development, in our view, has been insufficiently developed.

**Key Part:** The basic concepts of leadership that exist in Western literature are described in the book by R.L. Krichevskiy "The Psychology of Leadership" [6].

*Leadership as a center of group processes.* Chronologically, this is the earliest interpretation of leadership. It considers the leader as a central figure, an integrator of group processes and relationships.

*Leadership as a characteristic of personality and effects generated by it.* This understanding of leadership dominated in the literature of 20-30-ies of the last century. It considered leadership as a manifestation of the power of personality, as a combination of features that give the individual the opportunity to encourage others to carry out the assigned task and the leader - as having the largest set of desirable traits of character compared with other members of the group. Here leadership actually acts as an expression of unidirectional influence of the leader on the followers.

*Leadership as the art of reaching submission.* As in the previous interpretation, it is a question of unidirectional influence of the leader on the followers, during which however, various indirect ways of influence are mainly used to encourage people to act in the right direction.

*Leadership as a tool to achieve the goal.* It is an instrumental value of leadership, namely its role in achieving the goals of the group. In fact, it is considered as the most important group function.

*Leadership as role differentiation.* This interpretation assumes consideration of leadership as an aspect of role differentiation in the group. In this concept, leadership is a role in the system of inter-group relationships determined by the expectations and requirements of the leader and his followers.

*Leadership as a process of generating structure.* It is an attempt to consider leadership not as a passive holding of leadership position or role by the individual, but as an active process of creation and maintenance of role structure in group interaction.

*Leadership as action or behavior.* Thus, the leadership behavior is usually understood as specific actions taken by the leader while managing and coordinating the work of the members of his group.

*Leadership as exercise of influence.* This is undoubtedly the most popular interpretation of leadership in the English literature, when the basis of leadership is seen as the process of social influence, at that the individual deliberately influences other people to structure the relationship in a group or organization.

*Leadership as a process of social perception.* Leadership is seen as a process of social perception, during which influence of the person, perceived as a leader, is growing.

One of the first researchers who performed a detailed comparative analysis of the phenomena of leadership and management was B.D. Parygin [7]. According to his approach the leader is a member of a small group who, solving a specific problem during interaction between the group members, comes to the fore and takes over the functions of the organizer of the group activity. In this case, he shows a higher level of activity, participation and influence in solving this problem than other members of the group. Other members of the group accept the lead, i.e. build relationships with the leader, suggesting that he would be leading and they would be guided.

In this context, a lead is considered only as a group phenomenon in which a leader always acts as an element of a group structure rather than of the organization and as a system of relations in this structure. In other words, the phenomenon of leadership was limited to dynamic processes in a small group. Researchers rather frequently emphasized the inconsistency of the process, when the pretension of the leader and the willingness of group members to accept his lead may not be the same.

The interpretation of concepts of management and leadership offered by I.P. Volkov is close to the above mentioned. According to his point of view, management is the process of legal organization and administration of joint activities of staff, performed by the head as a mediator of social control and power. Leadership is the process of internal socio-administrative organization and management of communication and activities of the members of a small group and team, carried out by the leader as the subject of group norms and expectations spontaneously formed in interpersonal relationships. This approach emphasizes different levels of two phenomena: leadership acts as a psychological phenomenon and management - as a social phenomenon, as a legal process regulated by society [8].

The problem of motivation in a broad sense, as it exists in science in general, involves clarification of all the factors and determinants that encourage, support and guide the behavior of a living creature. In addition, the principal difficulty is that the motive and motivation are not directly observable and therefore are beyond the reach of direct investigation. Therefore the person's motivation is difficult to study.

In this area there are also terminological difficulties. Thus, according to V.K. Vilyunas in Western psychology there are about 50 theories of motivation [9]. In connection with this V.K. Vilyunas proposes to focus on a more clear designation and description of the individual phenomena accepted as motivators of activity.

From the point of view of motivation researcher H. Heckhausen, the word "motivation" acts as a concept that generalizes many processes and phenomena, "which essence is that a living creature chooses its behavior based on the expected consequences and controls it in terms of its direction and amount of energy" [10]. Thus, motivation is a system of processes including the motives and motivational settings that motivate people to work.

Motives are defined by H. Heckhausen as "meaningful classes of action targets which exist in the form of stable and relatively constant value dispositions." And each individual motive covers a substantial class of action purposes. According to H. Heckhausen, motives are relatively stable in time and thereby ensure consistency of behavior in different situations; sustainable difference in the behavior of different people in the same situations is explained by varying degrees of severity of the same reasons [11].

Now consider how different authors define the concept of "motivational setting." H. Heckhausen uses the term "motivational attitudes" instead of motives as they are often referred to in psychology: motives for success and avoiding failure. In the works of other authors, the term "motivational setting" usually has a similar content. Thus, motivational settings are understood by V.I. Kovalev as stable motivations [12]. In addition to motivational settings, these are the needs, interests and desires. V.I. Kovalev names the listed components of the need and motivational sphere as potential motives. Thus, the term "motivational setting" is recognized virtually identical to the concept of "motive" by the authors.

Let us consider the nature of career growth. Since the mid-nineties of the XX century in domestic scientific journals dealing with the problems of management and human resource management, there is a number of definitions of career that are very different in the depth of their content. Some authors, such as S.V. Shekshnia, very briefly consider a career as a "sequence of positions held by an employee in one organization" [13]. The same author introduces the term "professional career", again meaning "the sequence of posts" but within the whole professional life of the person. Other researchers, such as

F.R. Filippov, on the contrary, refer to a more complete concept of career, seeing it as an "advancement of the person over the steps of production, social, administrative, or other hierarchy" [14].

Modern textbooks and manuals on HR management emphasize the aspect of "subjective awareness" of a professional career. Careers are defined primarily as "individually conscious positions and behavior related to work experience and activities throughout the working life of the person" [15] and "do not mean any success or failure, except for in proper judgment of the individual" [16].

The majority of researchers, with all diversity of their approaches and points of view, are united by the idea of a career *as a gradual progress up the career ladder, accompanied by the change of skills, abilities and qualifications of the employee.*

It is not accidental that among a number of English equivalents of the concept of "career" there are the "career" itself and "promotion" – "advancement and promotion to a certain rank", "career development".

According to A.K. Markova, a person can consciously choose and build his career both in terms of profession and position; at that they may differ for one and the same person: the true professional may not get a promotion and in contrast, people in high positions may not achieve the same high level of professionalism [17].

N.S. Pryazhnikov [18] considers career building as a process of professional self-determination consisted in permanent alternating choices and based on self-conception of the person as a relative integrity gradually changing as the person matures. The person faces such a choice a few times in his life: after school, after university graduation and when switching to a different professional activity.

In general, the authors of modern foreign publications on careers reveal the concept of "career growth" in more detail. Thus, A.A. Bodalev and L.A. Rudkevich defining "career" give a variety of components:

- The nature of goals set by people, starting one of the activities that are significant for his country and important for the society to which he belongs;
- A system of motives that impel a person to carry out activities to a greater or lesser extent useful for the state and society, as well as the value systems behind these motives;

- The degree of actualization of the specialist's skills in the implementation of the relevant activities that are manifested in concrete actions and deeds demonstrating that level of professionalism [19].

A number of researchers consider the concept of career growth from different points of view [20-22]. From the perspective of the process approach, according to these authors, the career growth may be defined as a way to achieve the objectives and results in the main form of personal self-expression. From the standpoint of the status approach the career is the result of human progress and social status. Within the value approach the career growth is related to the socially important and evaluated activities of the individual in society. From the standpoint of the individual the career development is understood as an individual career of the person and his work, expressed in a professional form or the position taken. This notion of career development and career is used the most often.

The relationship between these components is provided by the time aspect of goal setting (extension of future prospects in time, relation to time and orientation in time). It should be also emphasized that in the beginning of career, the most significant is the target component, in the middle of career the success is determined by the policies and career rate (the most productive period) and at the end the critical is the evaluation of the degree of success.

The aspiration (motivation) for a career move is a complex characteristic peculiar to each individual. It is individual; it is affected by a variety of work situations; it is manifested in the decisions taken by the employee in respect of his own career and professional behavior.

U.S. researchers Raymond A. Noe, Ann Wiggins Noe and Julia A. Bachhuber put forward theoretical assumptions on the aspiration for career advancement ("motivation for career") of employees and provide the results of their study of basic characteristics - career insight (intuition), career involvement and career sustainability [23].

Career insight (career intuition) is the leading component of the desire for career growth; it determines the realism of career expectations and specific career goals. People with well-developed career insight have a realistic level of career expectations; they intuitively know their strengths and weaknesses with respect to professional and career advancement, skillfully modify their career goals and actively work towards achieving these goals.

Career involvement is a directional component of the desire for career growth; it includes the degree of involvement of people in search of opportunities for promotion and recognition, as well as the ability to give up activities that are not related to work in order to achieve organizational goals. Workers with high corporate involvement, according to I.D. Ladanov, get used to work so strongly that unconditionally agree to assume any burden of the organization that it has to bear in complicated circumstances [24].

Career sustainability (flexibility) is a meaningful component of the aspiration for career growth; it includes the ability of each individual to adapt to changing circumstances and to cope with adverse situations at work. The concept of "career flexibility" includes: the ability to take the lead in business, the ability to structure the arising problems, the desire to maintain a high level of efficiency and quality of work, even when there are some limitations caused by certain situations (such as a limited amount of time, lack of resources, including information, or unclear or conflicting instructions from colleagues or subordinates). Workers with advanced corporate sustainability are highly flexible and persistent in solving problems that impede their professional development and career advancement. They are willing to learn new methods and technologies and adapt their skills to the changing conditions of professional activity.

An empirical study analyzing the relationship between leadership qualities and motivation for career development of mid-level civil servants was conducted in the governments of 4 regions of the Republic of Kazakhstan: West Kazakhstan, East Kazakhstan, Zhambyl and Pavlodar.

The following methods were used as the diagnostic techniques.

For diagnostics of leadership qualities:

- Diagnostics of leadership ability (E. Zharikov and E. Krushelnitskiy), that allows identifying the level of severity of leadership qualities.

To diagnose the desire for career advancement of mid-level civil servants:

- The questionnaire "Career motivation" (method of A. Noe, R. Noe and D. Bachhuber, adapted by E.A. Mogilevkina), which allows identifying the level of

expression of three aspects of motivation for career advancement and growth (career intuition (career insight), career involvement and career sustainability);

- Method of "Career anchor" (by E. Shane), allowing identifying the leading career motives of mid-level public servants. Let us discuss them in more detail.

E. Shane distinguished eight major career orientations ("anchors").

- Professional competence. People with such a setting are ready to manage others within their competence, but management is not of particular interest to them.
- Management. In this case, the sole responsibility for the final result is paramount. A person with a career-orientation to management believes that he has not reached the career goals until he takes a position where he can manage various aspects of the organization.
- Autonomy (independence). The main orientation of the individual is liberation from organizational rules, regulations and restrictions. The expressed is the need to decide when, on what and how much to work.
- Stability. This is career orientation to the need for security and stability. People, oriented to stability, prefer stable job and life and refuse from promotion, if it is connected with the risk and temporary inconvenience.
- Servicing. The core values are "working with people", "helping people", "the desire to make the world better," etc.
- Challenge. The core values in this type of career orientation are competition, triumph over others, overcoming obstacles and solving difficult problems. The processes of struggle and victory are more important for a man than a particular area of activity or qualification.
- Integration of life-styles. The man is focused on the integration of various aspects of life, more appreciates life in general than specific job, career or organization.
- Entrepreneurship. A man strives to create something new, wants to overcome obstacles, ready to take risks, does not want to work for others but wants to have his business.

To establish the link between leadership qualities and motivation for a career move of mid-level civil servants we have performed a correlation analysis between the results of diagnostic techniques of leadership abilities, on the one hand and the results of techniques "Motivation for a career" on all three aspects of motivation for career advancement and growth and "Career anchor" in all eight career orientations.

The results of mathematical processing of the data suggest that there is a direct dependence of severity of three aspects of motivation for career advancement and growth (career insight, identification with the organization and career stability) on the level of severity of leadership qualities. That is, the higher the level of expression of leadership qualities, the higher the motivation for career advancement and growth.

Also, the results of mathematical processing of the data suggest that there are dependencies of some of the leading career motives of mid-level civil servants on the level of severity of leadership qualities. So, career orientations of staff to management, stability and challenge are directly dependent both on the level of expression of leadership qualities, i.e. the higher the level of expression of leadership qualities, the higher the career orientations of employees to selection of the appropriate type of career.

## CONCLUSION

In the foreign literature, the term "leadership" is used in a double sense: to characterize the phenomenon emerging informally and mainly psychological in nature, i.e. the actual leadership and for the characteristics of an officially preset phenomenon mainly social in nature, that is management. The distinguishing criterion is the context of the term usage. In domestic research works there is a definite difference between the terms "leadership" and "management" in accordance with their subject contents: leadership is primarily psychological and management is mainly social.

Analysis of different concepts of career allows finding common features in all approaches. In most definitions career is regarded as a dynamic phenomenon, the sequence of changes in the profession, status, roles, types of work, etc., career is included in the professional space of personal development and is considered as a form of self-realization; career is related to the criteria of social adaptability and success of life; career is individual,

but there are basic characteristics that can be used to describe, measure and assess it; career is more or less structured and conscious life and professional project.

**Findings:** The study has found a link between leadership qualities and motivation for mid-level civil servants career: there is a direct dependence of the severity of the three aspects of motivation for career advancement and growth (career insight, identification with the organization and career stability) on the level of severity of leadership qualities. There are also dependences of some of the leading career motives of mid-level civil servants on the level of severity of leadership qualities.

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