

Professional Success of the Subject of Activity

Ruslan N. Khakimzyanov^a

^aKazan (Volga region) Federal University, Kazan, RUSSIA

ABSTRACT

Article touches on an issue of professionalism of a person from a position of success because it is an actual problem for the personnel market of Russia. The personnel market suffers a shortage of professionals and for the solution of this problem it is necessary to study comprehensively professional success of the subject of activity to define the ways of development of professionalism of the subject of activity. The purpose of article is to reveal the psychological maintenance of professional success of the subject of activity. The statistical analysis of data is the main method of research. The analysis of data on Student's t-criterion has allowed to define the maintenance of professional success of the subject of activity that includes: "self-checking, strong will", "determination", "independence", "self-motivation", "flexibility", "emotional stability", "integrative level of emotional intelligence". Knowledge about psychological maintenance of professional success gives the chance for employees and psychologists, who are working in system of recruiting and HR, to develop professionalism in the working employees and effectively and reliably select applicants whom they need.

KEYWORDS

Subject of activity, professional success, professionalism, emotional characteristics

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Introduction

Urgency of the problem

Today the actual problem of Russian personnel market is the shortcoming of professionals who have professionally important qualities and motivation, necessary for successful development of professional activity and its effective implementation. Each profession has its own specifics, although demands from workers a high level of professionalism. "Professionalism is the integrated psychological characteristic of working person which reflects and fixes the level of person's compliance to requirements of profession" (Derkach, 2004). Professionalism includes possession of certain personal qualities which promote

CORRESPONDENCE Ruslan N. Khakimzyanov ✉ Rualan.Khakimzyanov@kpfu.ru

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successful realization of professional duties by the subject of activity (Puchkova & Khakimzyanov, 2015).

Research of professional success of the subject of activity is a complex and important task for psychologists and employers because through professional success we have an opportunity to estimate and develop professional competence of the subject of activity and his professionalism.

Therefore, empirical studying of the substance of professional success of the subject of activity, will give the chance to carry out procedure of staff selection in various organizations effectively (Khakimzyanov, 2015).

Materials and Methods

In the process of organization and carrying out the research, in order to achieve a purpose and to solve the tasks there were used the following methods of research: theoretical – the analysis of scientific literature on a problem of research; empirical: interviewing, psychodiagnostics; methods of the statistical analysis of empirical data.

The real research was conducted on the basis of public institutions of the Republic of Tatarstan. The total amount of the studied selection was 210 people whose average age is 35 years.

Empirical research was carried out in three steps.

The first stage – pilot research that gave an opportunity to specify and concretize tools, criteria, indicators, conditions of conducted research.

The second stage – a psychological diagnostics of 210 examinees.

The third stage – processing and the statistical analysis of the obtained data.

Results

The organization of research

For definition of the content of professional success of the subject of activity three groups have been allocated:

1. Employees with an experience till 5 years;
2. Employees with an experience over 5 years.
3. Successful employees;

The group of "successful" employees has been allocated according to objective data, based on evaluation indicators of efficiency of activity which is carried out in various organizations. "Successful" employees have certificates of honor, thankful letters from their heads.

The results of statistical comparisons of indicators on Student t-test

Relying on results of the statistical analysis on Student's t-criterion, it is possible to claim that while comparing the first (an experience till 5 years) and the second (an experience over 5 years) groups of examinees it was established that an indicator "self-checking, strong will" ($p \leq 0.05$) is higher at representatives of the 1st group of examinees. This says that younger employees are more disciplined and precisely fulfill all requirements that are imposed to them. An indicator "independence" ($p \leq 0.05$) is higher at representatives of the

2nd group of examinees. It means that more skilled employees are capable to solve the operational tasks by themselves and not to depend in the solution of problems on other employees. The indicator "flexibility" is also more expressed at the 2nd group of examinees ($p \leq 0.05$). An indicator "emotional stability" higher at representatives of the 2nd group ($p \leq 0.01$). "Recognition of emotions of other people" ($p \leq 0,001$) is also higher at examinees of the 2nd group that demonstrates that representatives of this group are capable to understand emotional conditions of other people and are capable to influence them, thereby preventing possible negative situations which so often arise while doing operational tasks. "Integrative level of emotional intelligence" ($p \leq 0,01$) is higher at representatives of the 2nd group that in general says that more skilled employees possess more expressed emotional competence. All these statistically reliable differences demonstrate in general that at representatives of the second group of examinees emotional and strong-willed competence has higher level. For optimization of level of emotional and strong-willed competence at the 1st group of examinees it is necessary to develop ability to control the emotions, discipline, focus, ability to solve office problems without the help, it is also necessary for them to learn to understand emotions of other people and to increase emotional intelligence. Perhaps, it will come with experience because examinees of this group only begin to join this kind of activity, but for acceleration of this process it is necessary to organize trainings on professional development.

Statistical comparison of "successful" employees and examinees of the first group has given the next differences on indicators:

1. "Self-checking, strong will" is higher ($p \leq 0.001$) at "successful" examinees. It demonstrates that the examinees who have entered the group of "successful" are more disciplined, and they are able to control their emotions and precisely fulfill social requirements;

2. "Emotional stability" is higher ($p \leq 0.001$) at "successful" examinees;

3. "Determination" is also authentically higher ($p \leq 0.001$) in group of "successful" employees. Thus, "successful" employees are more confident in the actions, they are capable to make decisions quickly in situations that are significant (important) for them;

4. "Independence" is higher ($p \leq 0.001$) at "successful" employees. This difference says that successful employees are capable to set for themselves a certain circle of tasks and to solve them independently, without someone's help;

5. "Self-motivation" is higher ($p \leq 0.001$) at group of "successful" examinees;

6. "Flexibility" is higher ($p \leq 0.01$) at group of "successful" examinees;

7. "Recognition of emotions of other people" is authentically higher ($p \leq 0,001$) in group of "successful". It demonstrates that representatives of this group are capable to understand emotional conditions of other people and to influence their emotional background. This ability allows to find a common language with various categories of citizens that is the integral professional activity of the police officer;

8. "Integrative level of emotional intelligence" is higher ($p \leq 0.001$) at "successful" employees. "Successful" employees have more developed emotional competence that is shown in abilities to realize their emotions and emotions of other people, in ability to operate the emotions and emotions of others and on this basis to make an interaction.

Comparison of group of "successful" examinees with representatives of the 2nd group of examinees gave the next results:

1. "Emotional stability" is higher ($p \leq 0.05$) at representatives of "successful" group. It demonstrates that "successful" employees are more self-confident, they keep calm in intensive situations, and they are self-confident while doing office tasks;

2. "Self-checking, strong will" are more expressed ($p \leq 0.001$) at "successful" employees. It means that "successful" group is more disciplined, shows good control over the emotions and responsibly carry out various official duties;

3. The indicator "determination" is also more expressed ($p \leq 0.05$) at "successful" group;

4. "Independence" is more expressed ($p \leq 0.01$) at the examinees who have entered into "successful" group;

5. "Flexibility" is more expressed ($p \leq 0.001$) in "successful" group. It demonstrates that "successful" employees are capable to reconstruct, enter amendments into the system of self-control in the time of changes of external and internal conditions;

6. The indicator "self-motivation" is authentically higher ($p \leq 0.001$) in "successful" group. This difference shows the ability of examinees of "successful" group to operate their emotions arbitrarily;

7. An indicator "recognition of emotions of other people" is higher ($r \leq 0.01$) in "successful" group;

8. "Integrative level of emotional intelligence" is higher ($p \leq 0.001$) also in "successful" group. It shows that "successful" employees possess more expressed emotional competence.

The comparative analysis of selections of successful employees and employees with different length of service has shown existence of statistically significant distinctions on the indicators of maintenance of emotional and strong-willed competence (fig. 1):

1. "Self-checking, strong will" is more expressed ($p \leq 0.001$) at "successful" examinees. It demonstrates to us that the examinees who have entered the group of "successful" are more disciplined, they are able to control their emotions and precisely fulfill social requirements.

2. "Determination" is also more expressed ($p \leq 0.001$) in group of "successful" employees. Thus, "successful" employees are more confident in their actions, they are capable to make the decisions in situations that are significant for them.

3. "Independence" prevails ($p \leq 0.001$) at "successful" employees. This difference says to us that successful employees are capable to set for themselves a certain circle of tasks and to solve them independently, without someone's help.

4. "Self-motivation" is higher ($p \leq 0.001$) at group of "successful" examinees.

5. "Flexibility" is more expressed ($p \leq 0.001$) in "successful" group. It demonstrates to us that "successful" employees are capable to reconstruct, enter amendments into the system of self-control at change of external and internal conditions.

6. "Emotional stability" is higher ($p \leq 0.05$) at representatives of group of "successful" employees. It demonstrates to us that "successful" employees keep calm in intense situations, they are self-confident while doing office tasks.

7. "Integrative level of emotional intelligence" is higher ($p \leq 0.001$) at "successful" employees. "Successful" employees have more developed emotional competence that is shown in abilities to realize their emotions and emotions of others, in ability to operate their emotions and emotions of others and on this basis to make an interaction.

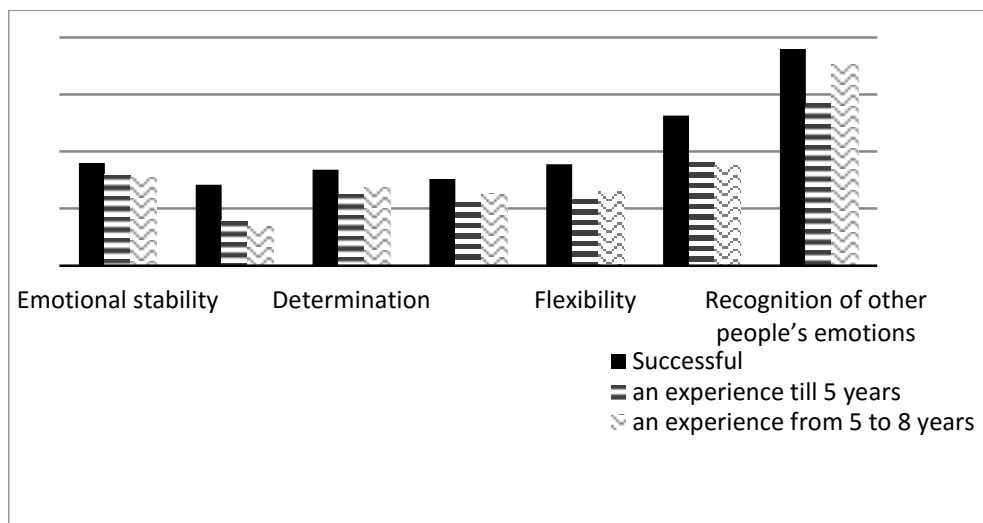


Figure 1. Distinctions of indicators by Student's t-criterion for all groups of examinees

Note: down - 1 column ("successful" group, the 2nd column (the 1st group), the 3rd column (the 2nd group)

Discussions

For the solution of a task of determination of psychological content of professional success it is necessary to carry out the analysis of the major problems of psychology of the person and to consider him as subject of activity. In philosophical and psychological works the subject is given the next definition – the owner of subject practical activities and knowledge, a source of the activity directed to object. The person objectively acts in constantly difficult systematic diverse qualities. The major thing is to be a subject, the creator of own history: to begin and make practical activities, communication, contemplation, cognition and other types of a peculiar human activity (creative, moral, labor) (Abulkhanova & Popov, 2006).

In psychology the importance of studying of psychological features of the person as subject of activity was repeatedly noted. Development of category of the subject in domestic psychology is connected with the names of B.G. Ananyev (1967), D.N. Uznadze (2004), S.L. Rubenstein (2003), A.V. Brushlinsky (2003), K.A. Abulkhanova & L.M. Popov's (2006), etc. In activity the subject not just transforms its subject according to the purpose, but also acts in different quality

in the process of its implementation. According to S. L. Rubenstein the subject is characterized by the activity, the ability to develop and integrate, self-determinate, self-control, self-move and self-improve. It is supposed that the full analysis of the subject requires allocation of several interconnected aspects: consideration of the person as subject of various activities; disclosure of the subject as basis of various forms of his implementation of mental activity (processes, properties, states); the analysis of the subject as the participant, the initiator and the organizer of system of interpersonal interactions with other people; studying of the subject as source, important component and converter of the public and social relations (social situation of development), etc. (Puchkova & Khakimzyanov, 2015).

Idea of the subject in psychology is related to investment of the individual with the following qualities: activity, independence, skills, and abilities for implementation of a specific human form of activity, at first for subject practical activities. Mainly in psychology the phrase "the subject of activity" is used. B.G. Ananyev (1967) took the category "subject" in this sense. According to B.G. Ananyev (1967), firstly a person is a subject of all major social activities – communication, labour and cognition. To be a subject of some activity (labor, educational, etc.) means to seize this activity, to have an ability to carry out and to change things creatively (Brushlinsky, 2003). He has allocated 3 concepts that are subsidiary to the category "personality":

- subject of communication;
- subject of cognition;
- subject of labour.

Since 60s of the 20th century, the concept "subject" in psychology is used even more often (is used in relation to collective in social psychology, A.L. Zhuravlev (2009), etc.) and is defined in special concepts of the subject of a course of life and the subject of activity.

Relying on B.G. Ananyev (1967), S.L. Rubenstein (2003), D.N. Uznadze (2004) works, we can conclude that activity isn't essence which is independently carried out because of internal driving forces in the form of motives and purposes. Activity is carried out by the subject who, in his turn, randomly and consciously brings into congruence internal self-organization (mental states, processes, abilities, motives) and external tasks which the subject independently allocates and puts from structure of objective requirements and conditions of activity because of the fact that activity has objective, social due direction.

The personality functions as the subject of activity according to natural, mental, personal conditions and other characteristics of this functioning (this number includes motives, abilities, will, etc.), on the one hand, social requirements and conditions of activity (standard and other aspects of work) – on the other hand – methods of the organization of this activity by the person – activity as labour, and, as a result, a profession.

After studying the main questions concerning the subject of activity it is necessary to pay attention to the components of the subject of professional activity.

Success of activity acts as the major component and the characteristic of professional activity. Success in professional activity in many cases defines professionalism of the subject of activity. But after making the analysis of various researches, devoted to a phenomenon "success", it is possible to conclude that today there is no unity in definition of this phenomenon in psychological science, there is also no unity in an assessment of criteria. In Russian psychology the phenomenon of success was investigated by V.A. Bodrov (2003), E.F. Zeer (2008), A.E. Klimov (1996), A.I. Fukin (2003), etc. Success of professional activity, according to B.M. Teplov (1961), is caused by individual abilities of the employee. B.M. Teplov (1961) tells about abilities: "We have to name the abilities only those individual and psychological features which have a connection with success of execution of this or that activity". Though, not every abilities directly define probability of successful performance of any activity but only a peculiar complex of these abilities characterizing this personality. However B.M. Teplov (1961) has made the reservation: "Important feature of mentality of the person is the possibility of broad compensation of one properties by others because of what conditional weakness of any ability doesn't at all exclude probability of successful doing of the activity which is closely interconnected with this ability". Ability which lacks can be compensated in very wide borders by others, strongly developed at the employee. Not the success of doing of professional activity is caused by talent, because talent gives only chance to achieve this success. Therefore, having limited ourselves only to a psychological view of the matter, we should conclude that successful execution of any activity demands not only talent, but also existence of a due combination of abilities and necessary skills. Talent isn't the only criterion which defines the activity choice, and it is not the only criterion which defines success of realization of activity (Khakimzyanov, 2015).

For successful realization of work, according to A.K. Markova (1996), professionalism is needed which is understood as not only achievement of heights in professional results, but also as presence of psychological components – the internal relation of the person to labour and conditions of his mental qualities (Markova, 1996).

Any activity demands a certain attitude and emotionally endured by the employee - it is so-called "general emotions in labour". They can be both negative and positive. Appearing in the process of professional activity, these emotions to some extent influence the employee's attitude to himself, to his work, quality of completed work and mood of the person.

Will makes strong impact on implementation and activity of the subject. Formation of any strong-willed relation to a subject, object and the phenomenon influences motivation of the employee at all stages of professional activity.

Proceeding from conditions of various labour, we can say, that emotional features and the strong-willed sphere of the personality play an important role in professionalism development (Puchkova & Khakimzyanov, 2013). The main way of effective evaluation of the work of the professional is emotional stability as non-susceptibility of emotional states and processes to destructive influences from out of.

The particular emphasis should be placed on studying of strong-willed features of the personality which enter the maintenance of professional competence as empirical researches indicate that strong-willed features of the personality define degree of responsibility, persistence, determination while performing official duties (Khakimzyanov, 2012).

Conclusion

Based on results of research on Student's t-criterion, we can say that at "successful" employees the emotional and strong-willed sphere of the personality is more developed and this sphere is a basis of psychological maintenance of professional success of the subject of activity because the studied indicators are higher at group of "successful" employees. Thus, the psychological maintenance of professional success of the subject of activity is composed of: "self-checking, strong will", "determination", "independence", "self-motivation", "flexibility", "emotional stability", "integrative level of emotional intelligence".

Knowing the psychological maintenance of professional success, the employees and psychologists who work in system of recruiting, HR will be able to develop not only professionalism at the working employees (Khakimzyanov, 2013), but also more effectively and reliably select applicants needed to them both on a position of average administrative structure, and on a position of the highest administrative board of the organization.

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Notes on contributors

Ruslan N. Khakimzyanov, Assistant of department of psychology of personality Kazan (Volga region) Federal University, Kazan, Russia.

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