

Characteristic of personnel readiness for conflict management in the organization

Característica de la preparación del personal para la gestión de conflictos en la organización

Olga V. Leshcher*

Nosov Magnitogorsk State Technical University - Russia

vlesher@rambler.ru

Tatyana Yu. Baklykova

Nosov Magnitogorsk State Technical University - Russia

Elena M. Razumova

Nosov Magnitogorsk State Technical University - Russia

Inna A. Vakhrusheva**

Nosov Magnitogorsk State Technical University - Russia

Alexander S. Kaminsky

Nosov Magnitogorsk State Technical University - Russia

Svetlana S. Velikanova

Nosov Magnitogorsk State Technical University - Russia

Oksana P. Chernykh***

Moscow University of Finance and Law - Russia

ABSTRACT

The analysis of the personnel competence, reflected in the professional standards, allows us to identify the main areas of training that have a positive impact on the challenges of the external environment. At the same time, employees of the organization, as a rule, have different professional training and practical experience. From this perspective, the phenomenon of in-house training of the personnel is updated, under which the training is carried out on the basis of the organization and aimed at achieving the objectives to develop it. Communication, as a mechanism of using communicative skills that can have both positive and negative effects, occupies a leading position in the professional activities of the personnel. Thus, it is connected, in most cases, with conflicts, in particular, the lack of personnel preparedness and readiness to manage them. Researchers are actively engaged in finding the ways to prevent and resolve conflicts, using various forms of post-graduate training, including in-house training of adult audience.

Keywords: personnel readiness, positive impact on the challenges, communication

RESUMEN

El análisis de la competencia del personal, reflejado en los estándares profesionales, nos permite identificar las principales áreas de capacitación que tienen un impacto positivo en los desafíos del entorno externo. Al mismo tiempo, los empleados de la organización, por regla general, tienen diferente formación profesional y experiencia práctica. Desde esta perspectiva, se actualiza el fenómeno de la capacitación interna del personal, en virtud del cual la capacitación se lleva a cabo sobre la base de la organización y dirigida a lograr los objetivos para desarrollarla. La comunicación, como mecanismo para utilizar habilidades comunicativas que pueden tener efectos tanto positivos como negativos, ocupa una posición de liderazgo en las actividades profesionales del personal. Por lo tanto, está relacionado, en la mayoría de los casos, con conflictos, en particular, la falta de preparación y preparación del personal para manejarlos. Los investigadores participan activamente en la búsqueda de formas de prevenir y resolver conflictos, utilizando diversas formas de capacitación de posgrado, incluida la capacitación interna de la audiencia adulta.

Palabras clave: preparación del personal, impacto positivo en los desafíos, comunicación.

* Prof. D. Of Pedagogical Sciences, Nosov Magnitogorsk State Technical University, 38 Lenin Avenue, 455000, Chelyabinsk Region, Magnitogorsk, Russia

** Senior Lecturer at the Department of Higher Mathematics. Nosov Magnitogorsk State Technical University.

***Moscow University of Finance and Law MFUA, 17/1 Serpukhov Val str., 115191, Moscow, Russia. Corresponding author.

Recibido: 10/03/2019 Aceptado: 18/07/2019

1. Introduction

1.1. Introduction to the problem

According to A. M. Zimichev, E. A. Klimov, N. V. Kuzmina and others, professional activity takes a special place among the diverse activities of the person. Since it constitutes the basic form of a person's activity, a significant part of human life is devoted to it. The majority of people find this type of activity as the only opportunity to satisfy the whole range of their needs, to reveal their abilities, to assert themselves as an individual and to achieve a certain social status.

By identifying the role of conflict in the lives of people and society, studying its positive functions and understanding it as an important component of personality development, modern researchers have shifted the focus from resolving a conflict, which involves complete freedom from it, to managing a conflict and defining effective strategies for the behavior of the participants in conflict situations [22,26]. In these terms, the forming of the employee's readiness to manage conflicts becomes relevant for various fields of activity, including professional one. The forming of personnel readiness to manage conflicts in professional activities can be described as systematic accumulation of positive quantitative and qualitative changes, including knowledge, skills, and personality traits, acquired in the in-house training system that can ensure constructive interaction between the employees in the conflict management process.

One of the important aspects for the organization of this type of training is the forming of the personnel readiness to manage conflict according to the structure of this type of readiness. This involves identifying a number of components, determining their content and clarifying their functions, which will allow us to organize a targeted process of its forming.

1.2. The urgency of the problem

In terms of social change and the growing economic contradictions, the level of conflicts among employees significantly increases in the organization. The presence of conflicts in the process of professional activity of the person is a constant, objective and inherent phenomenon. Without proper management, conflict situations can grow in a destructive way and have a significant impact both on the psychological safety of individual employees and on the effectiveness of the organization as a whole [20, 27, 28]. This determines the need of the organization in shaping the readiness of employees to manage conflicts in their professional activities.

It is established that to a certain extent, this problem is solved with the use of in-house training opportunities, which make it possible to organize the educational process according to the requirements of your organization. Modern in-house training has a sufficiently high potential, which is currently not used in full, because it is often limited to specific professional areas without affecting the social problems of improving the activities of the organizations. One of these areas, allowing to significantly rise the efficiency of the organization is the forming of the employees readiness to manage conflicts in the process of professional activity.

1.3. Study of a problem

In terms of the historiography of the problem that has had a significant impact on its current state, the scientific data of researchers were taken into account in the following main areas using periodization: the forming and development of in-house training (the second half of the 19th century - the beginning of the 20th century); history of conflict studies (beginning of 20 to the present); the birth and development of management theory (end of 20th century to the present). Additionally, this article uses data from the research on the current state of the issue of the forming of employees' readiness for conflict management in a professional activity of the organization (end of the 20th century -21st at the beginning).

A large number of psychological and pedagogical studies are devoted to the problem of the forming of conflict management readiness, in which the problems of activity readiness of an individual are considered (N. D. Levitov, A. R. Luria, G. Walter, A. A. Ukhtomsky and others), professional readiness (I. A. Zimnyaya, N. V. Kukharev, L. M. Mitina and others), general management theory (V. G. Afanasyev, I. Ansoff, M. Meskon, G. Hale, etc.), conflict management in professional activity (T. A. Artemova, F. M. Borodkin, N.M. Koryak, L. N. Chumikov, U. Yuri, and others).

At the same time, despite the great interest of the researchers to the issues listed above, the problem of the forming of the employees readiness for conflict management at the organization in the process of in-house training remains insufficiently developed.

Historiographical analysis of the problem showed that under current assumptions, demonstrating the relevance of the problem, as well as possibilities for its solutions, the problem was not posed as an independent subject of the study. It remains insufficiently developed, in particular, in the process of postgraduate in-house training of the

employees in the organization.

The following issues remain underdeveloped: the structure of the personnel readiness to manage conflicts in their professional activities in the organization, its component composition and informative content; scientific approaches to the forming of readiness for conflict management.

This circumstance determined the choice of the research topic.

1.4. Hypothesis

The article suggests that the forming of readiness for conflict management among employees of the organization in the process of in-house training will be effective on the basis of systematic, environmental, personality-activity approaches which are the basis for determining the structure, content and functions of this type of readiness.

2. Methods

The article uses a methodology based on a combination of systemic, environmental, and personal activity approaches. The choice of these approaches is determined by the following aspects: the purpose of the research is to clarify the essence, structure and content of readiness to manage the conflict of employees of the organization in the process of in-house training, which allows you to perform a systematic approach; conflict management, its resolution, anticipating, etc. directly depends on the organization's environment, which is provided by the environmental approach; change in personal qualities, taking targeted actions and carrying out a special type of activity focuses on the application of the ideas of the personal activity approach.

To study the identified problem, we have used system analysis methods such as structural and functional ones to identify the nature and structure of the personnel readiness to manage conflict and form the components of readiness under the subsequently targeted control. In terms of the environmental approach, we have analyzed the organization's environment, which implied the identification and organization of the effective functioning of the pedagogical parameters of the environment in which the in-house personnel training takes place. The environmental approach allows us to apply a method of the indirect management of the in-house training process. The personal activity approach is employed by using the analysis of the individual psychological characteristics of the person: motivation, adaptation, abilities, intrapersonal and interpersonal skills, level of aspirations, self-esteem, cognitive style and by taking all these features into account when designing the teaching process in the context of in-house training for adults. A historiographic method was used as well, which allowed us to determine the main stages and results of the research of the problem. The following empirical methods were used: observation, the study of pedagogical experience, testing, questioning, survey, and others.

This allows us to provide the analysis of the current state of the problem of forming the personnel readiness to manage conflict, to predict new trends in the study of the problem, and also to develop technologies for the forming of this type of readiness in the process of in-house adult education.

3. Discussion

Based on the above-mentioned scientific approaches and methods, we have made an analysis of the problem of the forming of the personnel readiness to manage conflict in their professional activities.

The problem of the readiness of the individual to professional activity was studied by the researchers from the standpoint of various approaches and is interpreted by them as a short-term or long-term state in which the physical and mental resources, that are necessary to effectively stimulate the activity, are activated (E. P. Ilyin, K. K. Platonov, A. A. Ukhtomsky and others) [7, 14, 21]; manifestation of personality qualities in the process of a specific activity (K.A. Abulkhanova, B. G. Ananyev, L. I. Bozhovich) [1, 3, 5].

Single issues of professional readiness of the expert considered in modern foreign studies (G. Moskowitz, J. L. Holland). The authors believe that the personal qualities of an individual, manifested in his readiness for activity, prevail over education and qualifications [23, 24].

We share the view on the understanding of readiness for professional activity of such scholars as E.A. Klimov, J. Raven, A.V. Silkin and others who interpret it as a complex personal forming, which includes the system of professional and personal significant qualities, which allow the individual to quickly adapt to new professional conditions, achieve success in their professional activity and determine the direction of the personal professional growth of the employee [8, 15, 18].

Taking into account the definition of the concept of readiness, which is closely related to a specific activity, in our case, personnel conflict managing suggests that they have formed components of management activities based on

an understanding of the nature of the conflict, ways and means of managing it and building relationships in a conflict-prone environment in accordance with strategic goals organization activities [11,29].

We define conflict management as the purposeful impact on its course in order to change its development. At the same time, depending on the goals of conflict management, its development can both be suppressed and stimulated.

In pedagogical theory and practice scholars consider various aspects of the problem of forming the personnel readiness to manage conflict in the organization. So, in particular, when we theorize and methodize conflict management, we take into account the fact that this is a branch of scientific knowledge that develops at the junction of a number of scientific disciplines - conflict resolution studies, social psychology, social management theory, organization theory, and pedagogy.

In pedagogical terms, from the point of view of E.E. Tonkov, the leading goal of conflict management for an employee of the organization is a positive change in the interpersonal relationships of the participants in a conflict interaction [20]. Proceeding from this, we consider the pedagogical aspect of conflict management to be a purposeful poly subjective process of development and a positive change in the interpersonal relations of participants in conflict interaction during professional activity[11].

The analysis of the research on the issue and the generalization of various points of view of the scholars has formed our understanding of the employees readiness to manage conflicts as an integrative quality of an individual which presents a system of motivational, cognitive, emotional and operational activity components. These components provide a targeted impact on the course of the conflict in order to change it and neutralize, the degree of which determines the readiness of an employee to manage conflicts in the process of professional activity.

We consider the motivational component of the personnel readiness be the basis for the forming of all other components, since the success of a professional activity is determined, first of all, by the appropriate orientation of the individual towards it [10, 17]. This component includes: needs and their corresponding motives (improving the quality of their own professional activities; the desire to master the theory and practice of conflict management; increasing professional competence in conflict management), interests (employee's interest in conflict management in professional activities; striving for finding productive ways to manage conflict; striving for personal self-development, self-realization in professional activities); employee's value orientations (accepting the value of mastering conflict management, awareness of the need to manage conflict; awareness of the importance of mastering the theory and practice of conflict management), which together reflect the psychological basis of readiness to manage conflict.

Since the forming of employees readiness to manage conflicts requires a large amount of knowledge about this phenomenon, the cognitive component of readiness is also important. It includes the necessary knowledge about the subject of conflict management, in particular, the knowledge about the readiness for conflict management; the information on the general principles of conflict management, which allows to diagnose the presence and causes of conflicts, to determine how to manage conflict effectively; the basics of management that allows to have a targeted impact on conflict interaction in order to prevent or resolve it; fourthly, the knowledge of methods and practical techniques that allow to carry out conflict management in the process of professional activity.

The researchers in the field of conflict management also pay great attention to emotions (A. Ya. Antsupov, L. A. Kozor, V. P. Ratnikov, A. I. Shipilov, and others). The emotional component in the employee's readiness to manage conflict implies the availability of emotional intelligence, emotional creativity, emotional culture, determining an adequate understanding of a communication partner, the ability to regulate their own emotions, not to respond with aggression in an unexpected situation, to mobilize in non-standard situations, adjusting their attitude and behavior [4, 9, 16].

The social skills identified by K. Saarni are greatly significant for us, too. They contribute to the development of the emotional component of the employee readiness to manage conflicts in the process of professional activity and include: the awareness of one's own emotional states; the ability to distinguish the emotions of other people; the ability to use the vocabulary of emotions and forms of expression adopted in a given culture (or subculture); the ability of empathic inclusion in the experiences of other people; the ability to cope with their negative experiences using self-regulation strategies that minimize the intensity or duration of such experiences (remove the "burden of experiencing") [25,30].

Operational and activity component characterizes the activities of an employee in conflict management, integrating the content of the above components. This component is also manifested in the skills required for an employee to manage conflict in the process of professional activity. The degree of the development of this component reflects the practical readiness of the employee to manage conflicts during their professional activity.

Determining the component composition of these skills, we have analyzed the classification of the skills, built according to the functions of the activity (N. V. Kuzmina, A. M. Zimichev, G. G. Noskova, and others) [2, 13], the stages of conflict management (E. V. Burtovaya, L.N. Tsoi, and others.) [6, 22], the logic of management (D.A. Novikov, and others) [12].

Definite skills were identified in the structure of readiness for conflict management in professional activities in the order of their use in the conflict management process. The following skills are related to them: determining the conflict situation; determining the type of conflict, its specific characteristics, causes, parameters and participants; determining the stages of the conflict; identifying and using means of influencing conflict; making conclusions on the analysis of the conflict and the peculiarities of its resolution to change the relations in the organization and determining the ways of their own improvement. Each component of employee readiness to manage conflict has corresponding functions: motivational – stimulating function – the forming of psychological readiness for employees to manage conflict in the process of professional activity; cognitive – informing and orientation functions – the acquisition by an employee of a certain system of knowledge on conflict management in the course of professional activity; emotional – informational, evaluative, regulatory, ensuring an adequate understanding of a communication partner, the ability to regulate one's emotions, not to show aggression and mobilize in non-standard situations; operational activity component performs regulatory and evaluation functions of conflict management among employees and is developed through appropriate skills.

The in-house training involves the development of scientific and pedagogical support, which we consider as set of substantive, organizational, pedagogical and procedural tools that are necessary for organizing and developing the process of forming the employees readiness to manage conflicts in their professional activity, which we consider as a further research perspective.

4. Conclusion

The analysis of the research on the issue has revealed its relevance due to a significant increase in the conflict potential in the professional activities through the change in social and economic conditions, insufficient readiness of the personnel to respond adequately to the circumstances of the professional environment, and insufficient theoretical and methodological development of these issues in the theory and practice of postgraduate education.

In modern scientific literature, the readiness of an individual to the professional activity is understood as a complex personal forming, which includes the system of professional and personal significant qualities, which are entirely responsible for the rapid adaptation to new professional conditions, the success of the professional activity, and determine the direction of the personal professional growth of the employee.

Management in social systems is determined to be understood as a conscious, purposeful impact on the social system as a whole or on its individual elements and it is based on the use of inherent in the system of objective laws and trends, the purpose of which is to streamline the organization of the system, to achieve its optimal functioning and development.

In accordance with this, it has been established that the readiness of an employee to manage conflicts is an integrative quality of an individual and has a systemic organization and serves as an aggregate of motivational, cognitive, emotional, and operational activity components.

The findings state that the forming of the personnel readiness to manage conflicts in their professional activity can be carried out efficiently within the framework of in-house training, conducted on the basis of the organization, taking into account the systematic, environmental, and personal activity approaches.

BIBLIOGRAPHIC REFERENCES

1. Abulkhanova, K.A. The problem of the relation between the personality and the individuality. In the book: *Modern Personality: Psychological Studies*. Moscow: IP RAS, 2012. P. 17-35.
2. *Acmeology - 2003: Methodological and methodological problems / Comp. and ed. N.V. Kuzmina, A.M. Zimichev -SPb.: St. Petersburg Academy of Acmeology, 2003 - Vol.9: [Text]. -2003. -323 p.*
3. Ananyev, B.G. *Personality, subject of activity, individuality*. Directmedia Publishing, 2008 –134 p.
4. Antsupov, A. Ya. *Conflictology / A. Ya. Antsupov, I. I. Shipilov. - M. : UNITI, 2007. - 490 p.*
5. Bozhovich, L.I. *Problems of personality forming: Selected psychological works / Ed. D.I. Feldstein. - 3rd ed. –M. : Moscow Psychological and Social Institute. Voronezh: NPO MODEK, 2001.– 352 p.*
6. Burtovaya, E.V. *Conflictology: textbook / E. V. Burtovaya. - M. : UNITI, 2003. - 512 p.*
7. Ilyin E.P. - *Differential psychology of professional activity - St. Petersburg: Peter, Peter Press 2008 -310 p.*
8. Klimov, E. A. *Psychology of professional self-determination: a textbook for universities / E. A. Klimov. - 4th ed., Sr. - M.:*

- Academy, 2010. - 304 p.
9. Coser, L. A. Functions of social conflict / Transl. from English O. Nazarova; Under the ed. L. G. Ionin. - Moscow: House of Intellectual Books: Idea-Press, 2000. - 295 p.
 10. Leontiev, A.N. Activity Consciousness. Personality / A.N. Leonti ev. - M.: Progress, 1983. - 365 p.
 11. Leshner, O.V., Yabbarova L.V. Conflictological competence of a university teacher as a pedagogical condition for effective management of pedagogical conflicts // Bulletin of the Chelyabinsk State Pedagogical University. 2010. № 7. P. 170-177.
 12. Novikov, D.A. Theory of management of organizational systems. 2nd ed. - M.: Fizmatlit, 2007. - 584 p.
 13. Noskov, O. G. Psychology of Labor: Textbook. allowance for stud. higher studies, institutions / Ed. E. A. Klimova. - M.: Publishing Center "Academy", 2004. - 384 p.
 14. Platonov K. K. On the system of psychology. M., "Thought", 1972. -216 p.
 15. Raven, J. Competence in modern society. Identification, development and implementation. M.: Kogito-Center, 2002. - 400 p.
 16. Ratnikov, V.P. (Ed.) Conflictology. Textbook. Moscow: UNITY-DANA, 2012. - 543 p.
 17. Rubinstein, S.L. Basics of general psychology. / S.L. Rubinstein - St. Petersburg: Peter, 2004. - 720 p.
 18. Silkin, A.V. Gaming technologies as a means of shaping the readiness of a future manager to crisis economic situations: dissertation ... Candidate of Pedagogical Sciences: Orenburg, 2011- 236 p.
 19. Stolyarenko, L.D. Psychology of business communication and management / L.D. Stolyarenko. - Rostov n / D.: Phoenix, 2007. - 460 p.
 20. Tonkov, E.E. Theoretical bases of pedagogical management of organizational conflicts (on the material of law enforcement): dis. dr. ped. Sciences / E.E. Tonkov. - Belgorod, 2000. - 434 p.
 21. Ukhomsky, A.A. Dominant. - SPb.: Peter, 2002.- 448 .
 22. Tsoi L.N. Practical conflictology. - M., 2001. - 233 p.
 23. Holland J. L. Explorations of a theory of vocational choice./ J. App. Psychol.- Vol.52, №1. 1985 -54-79p.
 24. Moskowitz, G.B. Social Cognition: Understanding Self and Others. NY, NY: The Guilford Press, 2005.
 25. Saarni, C. The development of emotional competence. New York: Guilford Press, 1999.
 26. Shatilova, L. M., Borisova, V. V., & Kasatkina, O. A. (2018). Representation of the linguistic and cultural concept "lie" in the French and Russian language picture of the world. *Opción*, 34(85-2), 257-276.
 27. Rezaei, M., & Nemati, K. (2017). The Impact of Purchase Intent, Word of Mouth Advertising and Skill Domain of Seller on Quality of Customer Relationship to Sale Life and Savings Insurance Policies (Case Study: Dana Insurance Co., Bushehr Province). *Dutch Journal of Finance and Management*, 1(2), 43. <https://doi.org/10.29333/djfm/5819>
 28. Mollaei, B., Gorji, Y., & Rezaei, F. (2014). Comparison of Anxiety, Children, and Single with Two Children in Secondary Schools during the First and Second Year in the Academic Year 2013-2014 of Bandar Abbas, *UCT Journal of Social Sciences and Humanities Research*, 2(2): 127-130.
 29. Araújo, C., Henriques, P. R., & Martini, R. G. (2018). Virtual Learning Spaces Creation Based on the Systematic Population of an Ontology. *Journal of Information Systems Engineering & Management*, 3(1), 07.
 30. Godino, J. D., Rivas, H., Burgos, M., & Wilhelmi, M. R. (2019). Analysis of Didactical Trajectories in Teaching and Learning Mathematics: Overcoming Extreme Objectivist and Constructivist Positions. *International Electronic Journal of Mathematics Education*, 14(1), 147-161. <https://doi.org/10.12973/iejme/3983>