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OF SCIENCES AND LITERATURE

**SOCIAL INTELLIGENCE AS A CONDITION FOR ADAPTATION AND
SELF-REALIZATION OF SOCIONOMIC PROFILE SPECIALISTS IN
ENTREPRENEURIAL ACTIVITY**

By TATIANA EVDOKIMOVA

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ANNOTATION

This dissertation research is devoted to studying the role of social intelligence in the professional adaptation and self-realization of socioeconomic profile specialists (educators, psychologists, physicians, lawyers, human resource management specialists, social workers) who are transitioning into entrepreneurial activity. The relevance of the work is determined by the spread of non-linear career strategies, in which representatives of helping professions move toward a new professional role, and the need to identify the psychological conditions for their successful adaptation and self-realization in the entrepreneurial environment.

The empirical study was conducted on a sample of 80 socioeconomic profile specialists aged 30 to 45 years who are realizing themselves in entrepreneurship, using five psychodiagnostic methods:

The «Tromsø Social Intelligence Scale» (D. Silvera et al.), «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters), «Professional Adaptability Scale» (G. S. Korytova), «Type and Level of Professional Self-Realization» (E. A. Gavrilova), and «Self-Efficacy Scale» (J. Maddux, M. Sherer). A comparative, correlational, and factor analysis of adaptation and self-realization indicators was conducted among specialists with different levels of social intelligence.

It was established that a high level of social intelligence serves as a significant condition for successful adaptation and self-realization in entrepreneurial activity, with the leading role belonging not to social intelligence as a whole, but to its behavioral component – social skills – as structurally confirmed by factor analysis. Based on the obtained data, targeted and general recommendations for psychological support of socioeconomic profile specialists transitioning to entrepreneurship were developed.

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INTRODUCTION

Relevance and problem of the study

The relevance of the research topic is determined by the high significance of the activities of representatives of socioeconomic professions for society. The social orientation of these specialists' activities is manifested in the fact that they work directly with people, helping them solve various life tasks.

Their professional mission consists in realizing such social ideals as improving the quality of life of the population, ensuring the health of citizens, creating conditions for education, facilitating personal development, providing social support, etc. [35].

Of particular value is that these specialists work in close contact with people, helping them overcome difficulties, develop, and realize their potential [50]. Therefore, it can be said that socioeconomic activity contributes not only to solving specific life problems but also to the formation of a more humane, responsive society as a whole.

In the modern world, a single career strategy pursued throughout one's life is increasingly rare; a person is increasingly less likely to realize themselves in only one professional field initially chosen. Non-linear models of professional and career development are gaining popularity. A particular case of such a non-linear career may be realizing oneself as an entrepreneur in a different professional field initially chosen.

Thus, there are models according to which a representative of a certain profession starts their own business in their professional field. Among socioeconomic professions, lawyers, doctors, psychologists, educators, and HR specialists more often than others realize themselves in this way.

Lawyers, after working for some time as employees, open their own legal services; doctors begin to develop their own medical offices and clinics; educators open their offline or online schools; HR specialists become owners of recruitment agencies, hiring services, and corporate training firms.

In all these cases, socioeconomic specialists undergo secondary adaptation and begin self-realization in a new field for them – entrepreneurial activity. Although this activity is also connected with communication and interaction with people, it has a different nature: they transition from a helping type of activity to a new professional role.

Some professional deformations acquired during many years of socioeconomic activity –

such as excessive empathy, excessive focus on the needs of others, difficulties in setting professional boundaries, hypersensitivity to the emotional state of others and a tendency to constantly «read» social signals – can become obstacles to success in other fields of activity [87]. This actualizes the need to study the factors of successful adaptation and self-realization of socionomic specialists in a new type of activity.

Alongside this, in modern socio-economic conditions, the study of factors influencing the success of professional activity in the field of entrepreneurship acquires particular significance.

Increasingly, psychologists, educators, and HR specialists are drawing attention to the fact that in conditions of high uncertainty and stress, so-called «soft» skills play a more important role in ensuring consistently high results in various types of activities.

Social intelligence can be included in this group of skills. In particular, it can be assumed that social intelligence serves as a key resource for the adaptation and self-realization of socionomic specialists in their immediate field of activity, which is directly related to interaction with people. However, the role of social intelligence in ensuring the success of entrepreneurial activity among representatives of socionomic professions requires detailed study.

Thus, data have been published to date indicating that a high level of an entrepreneur's social intelligence does not always inversely correlate with the severity of professional burnout symptoms, not only in themselves [62] but also even in their subordinates [124]; at the same time, excessive orientation toward the needs of others can hinder the defense of one's own interests in negotiations and business interactions [92].

Contradiction. The study of various points of view shows that excessively developed social intelligence in a representative of a socionomic profession, due to prosocial orientation, can affect the success of their professional activity in different ways.

However, the most frequently presented view is of its presumably positive influence, which allows considering a high level of social intelligence as an important condition for professional adaptation and self-realization of representatives of socionomic professions in the entrepreneurial sphere.

Studying the indicators of adaptation and self-realization of representatives of socionomic professions in entrepreneurial activity with different levels of social intelligence will allow clarifying this contradiction by obtaining new empirical data.

Research question: Will highly developed social intelligence in representatives of socioeconomic professions favor their adaptation and self-realization in the entrepreneurial sphere?

Aim and tasks of the study

The **aim** of the study is to identify the role of social intelligence for the professional adaptation and self-realization of socioeconomic profile specialists in entrepreneurial activity.

To achieve the stated aim, the following **tasks** were set:

1. To study the concept of social intelligence, its components, and its significance for the professional success of socioeconomic profile specialists in entrepreneurial activity.
2. To study the concept of professional adaptation, identifying its indicators and features in socioeconomic profile specialists in entrepreneurial activity.
3. To study the concept of professional self-realization, identifying its indicators and features in socioeconomic profile specialists in entrepreneurial activity.
4. To conduct an empirical study of social intelligence in socioeconomic profile specialists realizing themselves in entrepreneurial activity.
5. To conduct a comparative analysis of adaptation and self-realization indicators depending on the level of social intelligence in socioeconomic profile specialists realizing themselves in entrepreneurial activity.
6. To develop recommendations for enhancing the effectiveness of adaptation and self-realization of socioeconomic profile specialists in entrepreneurial activity.

Object and subject of the study

Object of the study – social intelligence.

Subject of the study – social intelligence as a condition for successful adaptation and self-realization of socioeconomic profile specialists in entrepreneurial activity.

Hypotheses of the study

We formulated the main hypothesis of the study and specific hypotheses elaborating its content.

Main hypothesis. Socioeconomic profile specialists with a high level of social intelligence demonstrate high levels of adaptability and self-realization in entrepreneurial activity, which allows considering developed social intelligence as a condition for successful adaptation and self-realization in the chosen professional field.

Specific hypotheses:

A high level of social intelligence in socioeconomic profile specialists is accompanied by

a high level of entrepreneurial abilities.

A high level of social intelligence in socionomic profile specialists is accompanied by a high level of professional adaptability.

A high level of social intelligence in socionomic profile specialists is accompanied by a high level of self-efficacy.

A high level of social intelligence in socionomic profile specialists is accompanied by a high level of professional self-realization in entrepreneurial activity.

Methods and instruments of the study

The following research methods are applied in the work:

- general scientific research methods (theoretical analysis of the problem, classification, typology, comparative analysis of concepts and approaches, synthesis and generalization);
- psychodiagnostic research methods (survey, testing);
- socio-psychological research methods (questionnaire);
- qualitative-quantitative data processing methods (frequency analysis, tabulation, graphical method);
- mathematical-statistical data analysis methods.

The psychodiagnostic battery includes:

1. «Tromsø Social Intelligence Scale» (Authors: D. Silvera et al. (2001); Adaptation: V. V. Shevelev (2016));
2. «Assessment of Entrepreneurial Abilities» (Authors: R. Hisrich, M. Peters (1989); Adaptation: I. Andreeva, E. Nikolaenko (1993));
3. «Professional Adaptability Scale» (Author: G. S. Korytova (2007));
4. «Type and Level of Professional Self-Realization» (Author: E. A. Gavrilova (2015));
5. «Self-Efficacy Scale» (Authors: J. Maddux, M. Sherer (1986); Adaptation: A. V. Boyarintseva (1995)).

Within the framework of mathematical-statistical data processing, the following were performed:

- calculation of descriptive statistics indicators (mean values, standard deviations, range indicators);
- assessment of distribution for conformity to normal distribution criteria

(Kolmogorov-Smirnov test);

- intergroup comparison of two independent samples (Mann-Whitney U-test);
- correlation analysis (Spearman's rank correlation coefficient). Data processing

was conducted in SPSS Statistics (V 27.0).

Theoretical foundations of the study

The theoretical and methodological basis of the study comprises:

- concepts of social intelligence by E. Thorndike, G. Allport, J. Guilford, R. Selman, S. Kosmitsky, P. John, D. Silvera, M. Martinussen and T. Dahl, etc.;
- tenets of the psychology of professional activity, theories of professional adaptation and self-realization by Povarenkov Yu.P., Zeer E.F., Markova A.K., Klimov E.A., Zanin D.S., Sokolskaia M.V. [79], etc.;
- Klimov E.A.'s typology of professions;
- psychological foundations of entrepreneurial activity by Belyaeva E.V., Voznyak O.V., Semenova A.A., S. Benton, R. Boyatzis, W. Thorngate, etc.;
- tenets of social entrepreneurship theory (Alaricheva M.A., Albutova A.I., Lytkina T.S., Moskovskaya A.A., E. Emerson, etc.).

Research base and sample

The research sample consisted of 80 respondents, who were socioeconomic profile specialists engaged in entrepreneurial activity.

The age of respondents ranged from 30 to 45 years, with a mean age of 36.86 years. Gender composition: 40% male (32 persons), 60% female (48 persons).

Theoretical and practical significance of the study

The theoretical contribution of the study to psychological science is determined by clarifying the concepts of such complex research objects as «social intelligence,» «professional adaptation,» and «professional self-realization.»

The high theoretical significance of the work is also due to:

- expanding the understanding of the role of social intelligence in professional activity;
- identifying and describing the features of adaptation of socioeconomic specialists in the entrepreneurial environment;
- substantiating the existence of a potential relationship between the level of social intelligence and the success of self-realization of entrepreneurs from among representatives of

socioeconomic professions.

The practical significance of the study is determined by:

- the need to identify the mechanisms of interaction between social intelligence and entrepreneurial success;
- the high demand for the development of social intelligence training programs for entrepreneurs;
- the importance of studying the conditions of professional adaptation of specialists in the entrepreneurial environment.

The developed recommendations are aimed at enhancing the effectiveness of adaptation and self-realization of socioeconomic profile specialists in entrepreneurial activity through the effective use of social intelligence (its various aspects and dimensions) for solving the professional tasks of an entrepreneur.

The recommendations may also be useful in working with problems of professional burnout of socioeconomic specialists for choosing new paths and methods of building a non-linear career.

The research results and conclusions can be used by career consultants, practicing psychologists-consultants and coaches, as well as HR specialists and organizational psychologists in their professional activities.

The empirical research was conducted on social networks. Respondents are members of thematic communities in social networks.

Propositions for defense

1. Social intelligence is a significant psychological condition for the professional adaptation of socioeconomic profile specialists in entrepreneurial activity: with a high level of social intelligence, entrepreneurial abilities ($p \leq 0.01$), workplace relationships ($p \leq 0.01$), professional skills and abilities ($p \leq 0.05$), and the overall level of professional adaptability ($p \leq 0.01$) are significantly higher.

2. A high level of social intelligence is accompanied by significantly higher indicators of professional self-realization ($p \leq 0.01$) – primarily due to the resource component – as well as activity-related ($p \leq 0.01$) and social self-efficacy ($p \leq 0.05$).

3. Social skills are the key component of social intelligence for the success of a socioeconomic specialist in entrepreneurial activity ($r = 0.724$ with the resource component of self-realization; $r = 0.719$ with social self-efficacy; at $p \leq 0.01$). It is precisely the development of

social skills that should be the primary focus of corrective psychological intervention.

Structure of the study

The dissertation structure includes: introduction, main body, conclusion, references, and appendices.

The main body of the thesis contains two chapters, addressing theoretical and empirical tasks, respectively.

The research text is written on 145 pages, contains 14 tables, 11 illustrations.

The reference list contains 124 sources, of which 19 (15%) are in a foreign language (English).

The appendices are illustrative and explanatory in nature, number 4 units, and are placed on 16 pages.

CHAPTER 1. THEORETICAL SUBSTANTIATION OF THE POSSIBILITY OF STUDYING SOCIAL INTELLIGENCE AS A CONDITION FOR ADAPTATION AND SELF-REALIZATION OF SOCIONOMIC PROFILE SPECIALISTS IN ENTREPRENEURIAL ACTIVITY

1. Social intelligence as an object of psychological and pedagogical research

1.1. Approaches to defining the concept of «social intelligence» and its structure

The concept of «social intelligence» is examined in psychological research from various perspectives. Comparing different views allows forming a comprehensive and multi-faceted understanding of social intelligence, clarifying its role and significance for a person.

A comparative analysis of different approaches to the interpretation of social intelligence presented in the scientific literature can provide the researcher with the opportunity to identify general patterns of social intelligence development and the unique features of its functioning in various social contexts, which is important for creating a coherent theory.

The multi-dimensionality of existing approaches, in turn, allows for the development and practical application of more effective methods for diagnosing, developing, and applying social intelligence in different types of practical activity: academic, professional-labor, and social.

The starting point for studying and comparing different concepts is the understanding of intelligence.

The authors of the different approaches examined below proceed from the premise that social intelligence represents a type of human intelligence or exists parallel to general intelligence, complementing it and determining its effective application as a resource in social situations.

Intelligence, which must be distinguished from thinking, is understood as the «central property of a person,» fixed in the name of their species (*homo sapiens*) and constituting a «strategically important resource.» It represents «the ability to carry out thinking processes» [90, p. 30].

Comprehensively studying human intelligence, psychologists and cognitive scientists came to understand that intelligence is not unidimensional. The intelligence of a modern person can neither be measured by a single metric nor described/characterized by a single indicator. Therefore, attempts are being made to understand its various manifestations and/or additions.

One such manifestation is social intelligence.

The first known comprehensive concept of social intelligence is that developed by the American psychologist, educator, and representative of behaviorism Edward Lee Thorndike, whose work began in the 1920s.

E. Thorndike realized that intelligence is not a unidimensional phenomenon. Within his concept, he proposed distinguishing three components of intelligence [51]:

- abstract intelligence as the ability for abstract thinking (to understand symbols, perform operations with them);
- concrete intelligence as the ability for concrete (objectified) thinking (to understand objects, how they function, and to work with them);
- social intelligence as the ability to interact with people and to understand social reality (to understand people, the motives of their behavior, and to interact with them).

According to Thorndike's conceptions, social intelligence is a «specific cognitive ability that ensures successful interaction with people» [51, p. 22].

The main function of social intelligence is to expand the ability to predict situations of social interaction. The better a person can predict how interaction with other members of society will unfold, the better they can choose and implement their own behavioral strategy, and the better they can achieve their goals, including by manipulating others.

Thorndike did not identify elements in the structure of social intelligence.

Subsequently, Allport G. in the 1930s developed his own concept of social intelligence, where predictive ability also became central; however, attention was drawn to certain automatisms in interaction with people, which should form the basis of a high level of social intelligence [51].

In Allport's concept, social intelligence represents rather a practiced skill that can be used automatically to ensure smoothness in relationships.

The main function of social intelligence is reduced to rapid social adaptation through accurate understanding of people's reactions and timely response to them, engaging automatisms.

Allport did not provide a clear identification of elements in the structure of social intelligence; however, he drew attention to the multi-dimensionality of social intelligence and distinguished three elements:

- the ability to judge people correctly;
- the ability to predict the behavior of others;
- the ability to ensure adequate adjustment in interpersonal interaction.

Practicing all three skills in constant social interaction in various social situations is the basis of the so-called «gift» of social perception, the presence of which contributes to the establishment of trusting relationships with people, allowing one to solve their tasks much more successfully.

Thus, at the early stage of studying social intelligence, the approaches of Thorndike and Allport consider social intelligence as a complement to general intelligence, determining the possibility of effective application of general intelligence in social interactions for solving practical problems. It is based on the ability to foresee another's reactions and quickly respond to them, utilizing skill (automatisms).

Subsequently, for 30 years, due to the lack of clear tools for measuring and assessing social intelligence and amidst the development of neuropsychology, which increasingly expanded the possibilities of applied research of general intelligence, social intelligence was unjustifiably relegated to the background. However, in the 1960s, this concept again came to the forefront of scientific discourse thanks to the concept of Joy Paul Guilford [5].

Guilford defined social intelligence as «a system of intellectual abilities related to the cognition of people's behavior and information that allows understanding the consequences of this behavior» [42].

He also paid much attention to the nature of automatisms and the role of skill practice in the development of social intelligence, believing that this type of intelligence is not given to a person by nature but is an acquired resource in the process of active life in society.

Understanding social intelligence as a system, Guilford was one of the first to identify its components:

- the content of the presented information;
- operations for processing information;
- results of information processing.

To represent the interaction of these components, the so-called «cubic model of

social intelligence» was formed, in which the faces of the cube are the three components.

Social intelligence can be developed by managing only one component – operations for processing information, the structure of which includes:

- cognitive functions;
- memory;
- divergent and convergent thinking;
- evaluation operations.

The aspects of social intelligence subject to study and measurement in Guilford's model are:

- cognition of the consequences of behavior;
- cognition of classes of behavior;
- cognition of transformations of behavior;
- cognition of systems of behavior.

Guilford's concept was criticized for weak empirical substantiation and high complexity; however, it has not lost its relevance [48].

Thus, based on the cubic model, the domestic psychologist, Doctor of Psychological Sciences, Doctor of Pedagogical Sciences, Professor Savenkov A.I. developed his own structure of social intelligence in the form of a parallelepiped with $3 \times 3 \times 4$ faces, which includes:

- social perception, interaction, and adaptation on one face;
- social expressiveness, empathy, and self-regulation on the second face;
- social knowledge, memory, intuition, and forecasting on the third face [73].

Developing attempts to adequately assess and quantitatively measure social intelligence, Kosmitsky S. and John P. in the 1990s developed a concept of social intelligence as a complex cognitive-behavioral characteristic [73].

This concept separates social intelligence from the concept of «intelligence» more than others and brings it closer to skills and competencies.

The authors distinguish 7 components of social intelligence, combined into two relatively autonomous groups:

- cognitive: include perspective assessment, understanding people, knowledge of special rules, openness in relationships with others;
- behavioral: include the ability to deal with people, social adaptability,

warmth in interpersonal relationships.

In their concept, Kosmitsky and John emphasized the idea that manifestations of social intelligence presuppose a close interrelationship between intelligence (ability as a cognitive aspect) and its manifestations in behavior (behavioral characteristics).

Without behavioral manifestations, social intelligence is impossible, which complicates its adequate assessment.

The domestic psychologist Ushakov D.V. attempted to keep researchers' attention on social intelligence within the field of intelligence without shifting to behavioral characteristics, i.e., he tried to study it as an ability rather than as a behavioral skill.

This approach required a narrow interpretation of social intelligence as the «ability to cognize social phenomena, which constitutes only one component of social skills and competence, rather than exhausting them» [90, p. 33].

In his approach, social intelligence is the basis for the development of social skills and competencies. Any behavioral manifestations are a complement to social intelligence, but social intelligence cannot be measured by their expression. The term «practical intelligence» can be used to measure skills and abilities.

According to Ushakov, a particular complexity is the need to account for implicit theories of social intelligence [82].

This complexity is considered resolved in the approach of Silvera D., Martinussen M., and Dahl T. [59; 58].

Their TROMSO model accounts for the multi-faceted nature of contemporary concepts of social intelligence, since in the process of its creation, the authors studied implicit theories of social intelligence through open and semi-standardized questions.

The TROMSO model describes how a person predicts and interprets the behavior of others and how capable they are of managing the social relationships in which they are involved.

It includes three dimensions [100]:

- processing of social information (social processes);
- social awareness;
- social skills.

Accordingly, the TROMSO model of social intelligence can be characterized as hybrid, reflecting the structure of social intelligence in interconnection with other types of

general intelligence:

- concrete intelligence – through social awareness in practical situations;
- abstract intelligence – through processing of social information, understanding social processes in general;
- with practical intelligence (through social skills);
- with fluid intelligence (social processes);
- with crystallized intelligence (social awareness).

Emphasis on cognitive aspects of understanding and predicting what happens in social situations, included in the structure of social intelligence, is characteristic of both foreign and domestic authors.

Thus, social intelligence represents a complex of mental abilities that determine adequate reflection of social objects and effective processing of social information [98].

Current approaches to the interpretation of social intelligence and the definition of its structure aim to differentiate between social and general intelligence while maintaining their interrelationship, move away from cognitivist models in describing social intelligence, clarify the practical (behavioral) aspect of social intelligence and find opportunities for its adequate measurement, and identify points of contact between social and emotional, social and practical intelligence [110].

All the considered approaches share an understanding of social intelligence as the ability for effective social interaction and adaptation in society, although interpretations of its structure differ.

Critical analysis of approaches to the definition and structure of social intelligence.

A comparative analysis of the considered concepts reveals fundamental disagreements regarding the nature of social intelligence. The central methodological question that remains debatable is: Is social intelligence an ability, a competence, or a behavioral repertoire? The choice of diagnostic methods, interpretation of results, and practical conclusions for professional activity depend on the answer to this question [15; 45; 44].

Brunner E.Yu., in her analysis of definitions of social intelligence, states that the concept still lacks a single universally accepted definition, and different authors emphasize either the cognitive component (understanding people and situations), or the behavioral

component (interaction skills), or the regulatory component (managing social relationships) [15]. This fundamental divergence has not been resolved in contemporary domestic works either – which requires the researcher to make a conscious choice of theoretical position, rather than mechanically borrowing the concept.

Luneva O.V. identifies at least six different conceptual models of social intelligence [47; 45], indicating that in some it is interpreted as a type of general intelligence, in others as an independent cognitive-affective structure, and in still others as social competence. This heterogeneity entails the problem of measurement validity: what one method measures may not coincide with what another measures, even when using the same term.

Otyutsky G.P. distinguishes between the object approach (social intelligence as the ability to cognize social objects) and the subject approach (social intelligence as the subject's ability to reflect on their social position) [65]. For professional activity, the subject approach appears more operational, as it allows linking the level of social intelligence with professional reflection, identity, and self-efficacy.

Chesnokova O.B. and Subbotsky E.V. draw attention to the fact that social intelligence functions differently in simple and complex social systems [97]. In complex systems – which includes the entrepreneurial environment – social intelligence acquires an additional dimension: the ability to navigate multi-level, ambiguous, and rapidly changing social structures. This is an important clarification for the present study.

Shcherbakov S.V. and Iskhakova A.R., investigating social intelligence in connection with the success of professional activity, emphasize that its role is not universal: different components are significant in different professions [103]. Fedorenko A.V. points to the need for purposeful development of social intelligence in professional training [91]. Saraeva N.M. and Makarova N.A. developed psychological and pedagogical conditions for its formation with respect to the teaching profession [74]. Bogus M.B., in a 2025 study, considers social intelligence as a dynamic resource that ensures not just communicative effectiveness but also the professional development of the specialist as a whole [10].

Yakutina O.I. analyzes social intelligence precisely as a resource for social success, introducing the idea that its high level is not automatically positive – with an imbalance of components, it can generate excessive social anxiety, dependence on external evaluation, and difficulties with autonomous decision-making [105]. This thesis is fundamentally important for the present study, since such consequences of imbalance are most likely in

socioeconomic specialists transitioning to entrepreneurship.

Minava S.S. and Gorbacheva E.A., investigating the relationship between social intelligence and communicative abilities in psychology students, found that higher social intelligence is not always accompanied by higher communicative abilities in the narrow sense – because it also includes a component of social awareness that can function relatively independently of the skill level [56]. This once again indicates the importance of structural analysis of social intelligence.

Mezinov V.N. and Filatova I.Yu., analyzing the social intelligence of future teachers, identify in its structure, in addition to cognitive and behavioral components, an emotional-regulatory component [52]. This refinement is consonant with the TROMSO model and confirms the validity of its choice for the present study.

Thus, the critical analysis shows that social intelligence cannot be considered as a unidimensional construct with an unequivocally positive effect. For the present study, it is fundamentally important not only the overall level of social intelligence but also the correlation of its components: processing of social information, social awareness, and social skills – since it is precisely the structural features that determine its functional role in the entrepreneurial activity of socioeconomic specialists.

1.2. The significance of social intelligence for socioeconomic profile specialists

Socioeconomic professions represent a group of «person-to-person» type professions, i.e., «professions of a subject-subject type, the object of study of which are people of different ages, population groups, communities, and entire social systems» [32, p. 48].

As Zeer E.F. points out, the specificity of socioeconomic professions lies in the fact that a person is simultaneously both subject and object of professional activity.

This group includes, in particular, «all professions in the spheres of management, legal protection, social, domestic and information services, pedagogical and medical professions» [32, p. 49].

Volkhin S.N., Nikitina N.I., and Vasilyeva T.V. note that in the modern world, representatives of socioeconomic professions face new complexities and challenges, which actualizes the task of studying the conditions of their adaptation and self-realization [18].

The basis of the professional activity of representatives of socioeconomic professions,

based on the definition of this class of professions, consists of subject-subject interactions. Accordingly, it can be assumed that social intelligence will play an exceptionally high role in ensuring professional readiness and success in this group of professions.

Osmolovskaya S.S. includes social intelligence among the factors determining the success of professional activity of representatives of socioeconomic professions [64]. The regression model compiled by the author made it possible to identify psychological predictors contributing to the development of social intelligence – these are certain types of value orientations, components of self-attitude, and the attitude toward manipulation.

Kosheleva Yu.P. and co-authors conclude that the universal condition for training socioeconomic specialists of any profile is the development of social intelligence [43]. The social personality type was found to be interrelated with a higher level of social intelligence. Social intelligence is classified as a general ability for representatives of socioeconomic type professions.

Travinova G.N. and Tolstikova S.N. note that the activity of persons in socioeconomic professions is «focused on communication and interaction with people of different social status, education level, and moral convictions» [89, p. 50]. Therefore, an important role of adequate social perception should be assumed.

A similar conclusion was reached by Solovieva O.V. and Georgievskaya Ya.S., who proposed that social intelligence can be «factored out» of the complex of qualities determining the professional readiness of future socioeconomic specialists [81].

For representatives of socioeconomic professions, social intelligence, in their opinion, reflects «the ability that provides the subject with:

- self-knowledge and knowledge of other people,
- foreseeing the consequences of behavior in developing relationships,
- understanding another person's experiences through their expressive manifestations,
- rapid inclusion in optimal social interactions,
- understanding the logic and consequences of the development of complex situations of interpersonal and professional interactions» [81, p. 113].

Underdeveloped social intelligence, in turn, is an obstacle to a successful start in the professional activity of a person who has chosen the socioeconomic sphere for self-realization.

Nikiforov O.V. published data according to which successful representatives of

socionomic professions differ from their less successful colleagues by a higher level of social intelligence [60].

Social intelligence is important for socionomic specialists (e.g., social workers, sales consultants, psychologists, educators) as a tool for effective interaction with people.

With a higher level of social intelligence, they:

- establish contact with other people better;
- more effectively build short-term and long-term interpersonal interactions;
- better achieve their goals and also have a more advantageous self-representation (professional image, reputation).

Tsarkov L.V. established that representatives of socionomic professions generally have a higher level of social intelligence compared to representatives of other types of professions [95].

This suggests that the level of social intelligence itself acts as a factor in choosing a person-to-person type profession, and also that social intelligence receives further stimuli for development in the process of carrying out such activities. At the same time, he identified some differences within the group of socionomic professions, which allow examining the specifics of different types of socionomic professions within this large class.

Similar data on the higher level of social intelligence in representatives of socionomic professions were published by Obukhova Yu.V. [61]. She also established that representatives of socionomic professions reveal a positive relationship between individual indicators of social intelligence, on the one hand, and emotional and verbal types of intelligence, on the other.

Social intelligence in «person-to-person» professions is closely related to other types of intelligence, which is not found in other types of professions.

Thus, socionomic professions represent a class of person-to-person professions in which subject-subject interactions play a leading role in ensuring professional activity.

Accordingly, developed social intelligence plays an important role in ensuring professional readiness and subsequent success for representatives of socionomic professions, which turns out to be not only more pronounced in them compared to representatives of other professions but also closely related to other types of intelligence.

Ambivalence of social intelligence in socionomic professions: resource and risk.

The presented data allow us to state that for socio-economic specialists, social intelligence is not an external additional quality but is part of the professionally important core of personality. At the same time, a number of studies indicate that this core functions ambivalently – it is simultaneously a resource and a source of professional risks.

Shingaev S.M., Khudyakov A.I., and Pashkin S.B., examining the structure of professionally important qualities of representatives of socio-economic professions through the lens of hard skills and soft skills, show that in this professional group, soft skills – including social intelligence – occupy a dominant position [102]. However, this dominance has a downside: it may be accompanied by relatively underdeveloped analytical and strategic thinking skills necessary for entrepreneurship.

Karapetyan L.V., investigating emotional-personal well-being as a predictor of social perception features, established significant differences between specialists of socio-economic and technoeconomic profiles [36]. Socio-economic specialists demonstrate higher indicators of social perception; however, this is accompanied by greater emotional sensitivity and greater vulnerability to disturbances in psychological well-being.

Popova L.M. and Pukhareva T.S. studied the defense-coping behavior of representatives of socio-economic professions with different experience and established that with increasing work experience, specialists increasingly engage defensive behavioral strategies [69]. In the entrepreneurial context, this means that an experienced specialist may transfer formed defensive patterns into new activity, which may impede taking calculated risks.

Serafimovich I.V., studying professional thinking as a cognitive resource of socio-economic-type specialists, shows that a characteristic feature of the professional thinking of this group is its focus on understanding the Other – interpreting the states, intentions, and needs of another person [76]. This dominance creates conditions for high social perception; however, it can simultaneously form a persistent difficulty in reorienting attention to one's own strategic position.

Milakova V.V., Krivashev S.A., and Zolotareva O.S., analyzing the relationship between Alter and Ego in the personality of a helping profession specialist, note that a stable orientation toward the needs of another person may be accompanied by a deficit of one's own subjectivity [55] – which directly contradicts the requirements of the entrepreneurial role.

The problem of professional burnout in socionomic professions is an independent testament to the overload of an individual's social resources [83]. Vodopyanova N.E. and Starchenkova E.S. show that specialists who intensively use social intelligence in their professional activities develop emotional exhaustion syndrome faster [16]. Zasyadko K.I. and co-authors investigate professional burnout as a factor in the disruption of professional adaptation among social workers, emphasizing that the disruption of adaptive mechanisms is directly related to the nature of subject-subject interactions [31].

Alontseva A.I. studies the relationship between social intelligence and psycho-emotional state in future psychologists of service activities and states that with a high level of social intelligence without developed self-regulation mechanisms, the risk of affective overload increases [2]. Egorenko T.A. examines the role of social intelligence in the professional development of personality at the stage of university education and indicates that its formation should be accompanied by the development of reflexivity as a protective mechanism [27]. Baeva I.A. and co-authors, investigating psychological safety and social intelligence in adolescents and young adults, emphasize that high social intelligence itself does not guarantee the subject's psychological safety – its integration with emotional self-regulation is necessary [7].

Alkhanov N.M., examining the role of social intelligence in the professional activity of a lawyer – one of the key socionomic professions in our sample – emphasizes its significance specifically for the negotiation and argumentation component of activity [3]. This is important in the context of entrepreneurship, where negotiations are one of the central professional skills.

Thus, the social intelligence of socionomic specialists should be viewed not as an unequivocally positive resource but as an ambivalent potential: it ensures high effectiveness of subject-subject interactions; however, when transitioning to entrepreneurial activity, it may be accompanied by difficulties in defending one's own interests, making managerial decisions, and establishing professional boundaries.

1.1.3. Current perspectives on the role of social intelligence in entrepreneurial activity

Entrepreneurial activity is an independent activity carried out at one's own risk, aimed at systematically generating profit from the use of property, sale of goods, performance of work,

or provision of services by persons registered in accordance with the established legal procedure [104].

In contemporary realities, the content of entrepreneurship is extremely broad and interpreted as «a type of socio-economic activity based on risk, innovativeness, independence, initiative, professionalism, aimed at systematically generating profit or income» [72, p. 24].

Common to most authors and theories is the idea of the positive role of social intelligence in ensuring the success of the professional activity of a modern entrepreneur.

In particular, entrepreneurial activity involves coordinating the interests of numerous parties (buyers, sellers, intermediaries, service providers, government bodies, etc.), which requires from the entrepreneur not just developed communication skills but broader abilities to predict the development of social situations and manage the dynamics of social interactions in conditions of potential conflict of interest [13].

A resource for successful behavior in such conditions can be precisely the entrepreneur's developed social intelligence.

In the empirical study by H. Karimi and P. Ataei, the development of social intelligence became an important factor in the development of entrepreneurial abilities in students [112]. This factor retained its significance even in exceptionally complex entrepreneurial ecosystems involving strict government regulation and work in difficult conditions (agricultural technology, agriculture, etc.), i.e., where, for example, marketing and public relations take a back seat.

A positive correlation between the level of social intelligence and entrepreneurial abilities of medical college students was also reported by J. Wu and L. Wu [123].

Their study showed that people with high social intelligence have the ability to understand and manage others and also have an advantage in innovation. At the same time, they believe that the entrepreneurial personality trait is precisely the courage to innovate, leading them to conclude that there is a close relationship between entrepreneurship and social intelligence.

Another foreign study showed that the influence of social intelligence may be one of the most important variables to study in order to predict students' entrepreneurial intentions [109].

The authors studied the mediating influence of entrepreneurial motivation on the relationship between variables. It was shown that motivation has a significant mediating influence on the relationship between education and entrepreneurial intentions but does not

have a significant mediating influence on the relationship between social intelligence and entrepreneurial intentions.

Jin B. included social intelligence in the structure of practical abilities leading to entrepreneurial effectiveness in socially oriented entrepreneurship [12; 111].

However, empirical data indicate that some aspects of practical intelligence are closely interrelated with the creation of economic value, while others are interrelated with the creation of social value.

Based on the results obtained, we discuss how social intelligence can effectively help social entrepreneurs manage the hybridity of their social enterprises. In a study by foreign authors I. Karsantik and S. Kayak, it was established that developed social intelligence plays a mediating role in the relationship between altruism and the success of social entrepreneurship among self-employed educators [113]. Understanding the relationships between these variables can lay the foundation for creating a teacher training model that will benefit both practicing and future teachers starting their own businesses.

However, it is important to emphasize that in all described cases, we are generally talking about social intelligence that is balanced in its structure, complemented by other dimensions of human intelligence.

In other words, a higher level of social intelligence within the conventional norm is more advantageous for an entrepreneur, all else being equal, than a lower level of this indicator that does not reach the conventional norm boundary.

But it is important to understand that in some cases, social intelligence in entrepreneurial activity can have both positive and potentially negative effects.

Let us consider the possible risks described in the literature published to date:

- excessive empathy (attunement to the perception of others, social perception, sensitivity) can lead to difficulties in making tough business decisions, especially in situations requiring employee layoffs or refusing clients. Excessive empathy toward employees can lead to the inability to make uncompromising management decisions. An entrepreneur may delay layoffs of ineffective workers or avoid necessary restructuring, which ultimately undermines the company's financial stability [26];

- excessive orientation toward social connections can distract from the business's strategic goals and lead to irrational decisions. Current sources describe cases where a company's social activity dissipates efforts that should be directed toward achieving the main

goals of the activity, which consist of maximizing shareholder profit [26];

- difficulties in establishing professional boundaries can lead to emotional burnout and overload. Higher emotional empathy for negative emotions contributed to worsening mental health outcomes [116];

- certain aspects of social intelligence, such as the ability for social empathy, excessively high engagement in predicting social situations, can overload the entrepreneur and only increase their level of perceived stress in conditions of high uncertainty;

- heightened social perception can cause overload in social interactions and lead to faster entrepreneur burnout, and social intelligence of a leader does not always contribute to reducing emotional exhaustion among employees [62; 124];

- excessive orientation toward the needs of others can hinder the defense of one's own interests in negotiations and business interactions [92]. An excessive desire to please all parties often results in the loss of competitive advantages and the blurring of acceptable boundaries in business relationships. An entrepreneur can become so immersed in caring for the comfort of others that they forget about the need to protect their own interests and establish clear rules of interaction. Instead of clearly understanding the positions and interests of the parties, the entrepreneur embarks on lengthy reflections on the motives and reasons for their partners' behavior.

Such cases where social intelligence can have a negative impact on the success of entrepreneurial activity will be associated, first and foremost, with situations of extremely high levels of social intelligence, including as a result of professional deformation or personality traits.

Also, such negative cases occur when social intelligence is developed at the expense of other types of intelligence – practical, logical, emotional.

Furthermore, the described cases most often involve an imbalance in the internal structure of social intelligence, where some aspects of social intelligence are significantly more developed than others, which does not allow it to be used holistically and effectively.

The conducted analysis of the literature on the problem of the relationship between social intelligence and entrepreneurial success suggests that overall, social intelligence will play a positive role in ensuring entrepreneurial success [121; 122]. However, certain aspects of it may be associated with the suppression of the ability to make managerial decisions within the business and when interacting with external counterparties, as well as with professional

burnout.

Entrepreneurship as a special type of professional subjectivity: a critical view of the role of social intelligence.

The predominantly positive view of the role of social intelligence in entrepreneurship presented in the literature requires significant refinement. To do this, it is necessary to consider the psychological nature of entrepreneurial activity as a special type of professional subjectivity – not reducible to either management or traditional socioeconomic professions.

Solntseva G.N., in a fundamental study, shows that entrepreneurship should be analyzed considering the social function it performs: extensive (quantitative growth) or intensive (innovative) development [80]. For innovative entrepreneurship, achievement motivation, readiness for calculated risk, innovation, and critical assessment of the situation are particularly significant. Therefore, the psychological qualities of an entrepreneur cannot be considered outside the nature of their activity: for some types of entrepreneurship, social intelligence will be a more significant resource, for others less so.

Karpov A.V. and Klyueva N.V. emphasize that long-term engagement in entrepreneurship itself transforms the subject: it forms new professional skills, abilities, worldview, and ways of activity [37]. This means that the transition of a socioeconomic specialist to entrepreneurship is not simply applying previous competencies in a new context but a restructuring of the professional way of thinking and acting.

Zhuravlev A.L. and Poznyakov V.P., in a monograph devoted to the social psychology of Russian entrepreneurship, analyze the system of psychological relations of the entrepreneur [29]. They show that a successful entrepreneur is distinguished not only by developed communication skills but also by a specific system of business relations: readiness for competition, ability to establish functional (not only empathic) connections, acceptance of business turnover norms. The latter fundamentally distinguishes entrepreneurial relations from helping ones – and it is precisely here that socioeconomic specialists may experience the greatest adaptation difficulties.

Khadzhieva D.Kh., compiling a socio-psychological portrait of a modern entrepreneur, identifies as key: internal locus of control, high need for achievement, ability for independent decision-making, and frustration tolerance [93]. None of these characteristics is a direct consequence of high social intelligence – they are formed under other psychological conditions. This confirms that social intelligence is only one of the resources of entrepreneurial success,

not replacing others.

Minina A.A., proposing a psychogram of an entrepreneur, includes, in addition to communicative characteristics, also risk-taking, independence of judgment, creativity, persistence, and readiness for uncertainty [57]. Posokhova A.V., in a study of competitive entrepreneurs, shows the significance of personal-professional qualities that do not coincide with the set of competencies of a typical socio-economic specialist [70]. Orlov V.B., applying a factor approach to the analysis of entrepreneurial ability, finds that entrepreneurialism as a personality trait includes components of initiative, efficiency, and stress tolerance [63].

Khanova Z.G. investigates the psychological features of personal and professional self-determination of entrepreneurs and records that entrepreneurial identity is formed gradually and requires a conscious break with previous professional roles [94]. For socio-economic specialists, this means the need not only to master entrepreneurial skills but also to psychologically restructure self-attitude.

Borisova O.N. and Vyazovova N.V. consider the psychological readiness of a subject for entrepreneurial activity as a condition for personality self-actualization and show that such readiness includes cognitive, motivational, emotional, and behavioral components [11]. Pozina M.B. and Khanova Z.G. expand the horizons of the research field, recording the need for a systematic study of the psychological characteristics of entrepreneurship, considering the specifics of Russian socio-economic conditions [68]. Alekseeva E.V. and co-authors examine the diagnosis of entrepreneurial abilities and note that such abilities are not reducible to intellectual characteristics [1].

Thus, a critical analysis of the psychology of entrepreneurship allows us to formulate the following conclusion: social intelligence can be considered a significant condition for entrepreneurial effectiveness only when it is integrated into a system of other entrepreneurial qualities – independence, readiness for risk, goal-setting ability, managerial responsibility, and critical assessment of the situation. Otherwise, a high level of social sensitivity may not strengthen entrepreneurial activity but complicate it through conflict avoidance, excessive consideration of the interests of other parties, and difficulties in making tough decisions.

1.2. The process of adaptation in professional activity

1.2.1. The concept of adaptation and its significance in the process of professional

personality development

Adaptation in the broad sense in psychology is understood as the process of interaction between the individual and the environment, during which mutual adjustment occurs: on the one hand, the person adapts to new/changing environmental conditions; on the other hand, the environment itself is partially transformed according to the needs and values of the adapter.

The history of researching the phenomenon of adaptation goes back to the theories of physiology and evolution of Lamarck J.B. and C. Darwin, and subsequently to G. Aubert [4].

However, researchers later came to understand that adaptation is not limited to biology and physiology, i.e., it is not realized only at the organismal level. In particular, R. Merton and J. Mead, as representatives of interactionism, wrote that adaptation always represents a synthesis of two components: social and psychological [54].

Socio-psychological studies examine the characteristics of the social environment and the person as a social being, as well as the possibilities of adapting the psyche for effective functioning in various external environments. Social and psychological adaptation of a person as an individual and subject of activity to the surrounding environment represent complementary aspects of adjustment.

The professional environment is one of the variants of the external environment into which a person integrates and in which they carry out their activity – professional labor.

Professional labor activity is one of the key types of activity of an adult: by carrying out this activity, they benefit society and realize themselves as a professional. Povarenkov Yu.P. in this regard writes that «professionalization has not only socio-economic but also individual-personal significance for each person and is considered by them as a means of self-realization and development» [67, p. 74]. Tsvyk V.A. adds, stating that «in professional activity, it is not so much the individual who is realized, but the goal-setting and motivated subject, included in the system of diverse social connections and relations» [96, p. 18].

The professional environment is also characterized by a certain level of certainty, stress, as well as the presence of clear rules and requirements, compliance with which is important for the successful implementation of activities in it. Accordingly, entering the professional environment, a person also undergoes a process of adaptation.

In a professional context, adaptation is the establishment of equilibrium in the «person – professional environment» system.

Irrational use of a person's professional-labor potential due to adaptation problems not only reduces the effectiveness of their professional activity but also leads to disruption of the dynamics of professional development and personal growth, to professional burnout at the initial stages of a professional career [78]. Therefore, professional adaptation is considered an extremely important stage in a person's professional development [22; 33].

The content of the professional adaptation process varies across different approaches.

The ontogenetic approach to periodization and consideration of adaptation in a profession has, in our view, lost its relevance, since so-called «linear» career paths continuing in one direction throughout a person's life are now increasingly rare. If such a linear career were realized, the stages of professional development would clearly coincide with periods of ontogenetic development. However, in the modern world, this is no longer relevant; various non-linear career paths are increasingly realized, where a person jumps to various spirals of their professional development, changing fields of activity, enterprises, forms of employment, etc.

In professional-genetic periodizations of professional adaptation, which consider the process of development within each chosen profession, a sufficiently long period is allocated for the professional development of the individual – from the beginning of a professional career to 5 years of work in the profession [67].

According to this approach, the main task solved by the subject at the stage of professional adaptation is the cognitive and active mastery of new conditions, means, work regimes, and psychological adjustment for optimal performance of work actions.

However, in modern conditions, such a long stage (up to 5 years of work) is hardly justified for consideration. The acceleration of processes and the high dynamism of external changes require a quick response, which contributes to the shortening of periods of professional development.

From the perspective of a qualitative approach to the periodization of stages of professional development, the stage of professional adaptation belongs to the level of professionalism [49], to the stage of actual professional development [40].

A person approaches adaptation who has already made their professional choice and undergone training for carrying out professional activity in the chosen profession.

At the adaptation stage, a person already begins directly to perform their job duties and solve professional tasks. The characteristics of this stage are:

- gradual complication of tasks;
- gradual increase in independence;
- gradual expansion of the scope of tasks.

Upon completion of professional adaptation, a person transitions to the stage of self-actualization in the profession [49] or to the stage of an internal, independently functioning actor in the chosen professional sphere [40].

From the perspective of the dynamic approach, professional adaptation is a process of encountering crisis/conflict/stress situations in the professional sphere and resolving them. The internal dynamics of the professional adaptation process according to this approach are reflected in Figure 1.

Professional adaptation can be viewed as a process of overcoming crises – difficulties that arise at the stage of a person's entry into a profession and harmonization of interaction with the professional environment.

Crises can take both the form of sudden changes in the industry or in requirements, and the form of a gradual increase in internal discomfort and fatigue from performing similar tasks [14].

The following content of crises is typical for the adaptation stage [85]:

- discrepancy between reality and expected success;
- reassessment of one's own capabilities;
- underestimation of the difficulty of the work performed;
- difficulties in mutual understanding with colleagues and management;
- lack of practical knowledge and skills deepened in the field of activity.

In the post-critical phase, ways of resolving the crisis can have different natures:

- constructive;
- professionally neutral;
- destructive.

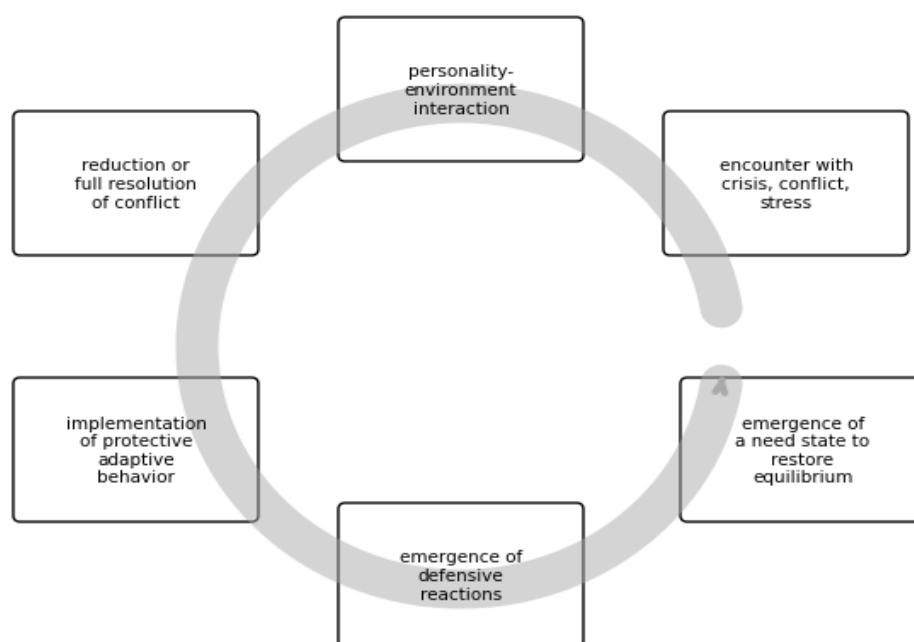


Fig. 1. Internal dynamics of the professional adaptation process

Source: compiled by the author based on materials from Gordashnikov V.A., Osin A.Ya. [23]

The result of adaptation depends on the chosen way of resolution. Factors influencing the choice of crisis resolution method are the level of the specialist's preparedness, the adequacy of their expectations from the profession, their level of emotional maturity, and preferred coping strategies [24].

Analysis of the presented concepts allows us to define professional adaptation (adaptation to professional activity) as the process of a person's entry into a profession, aimed at harmonizing their interaction with the professional environment through constructive overcoming of crisis situations [21].

The mechanisms for this process become:

- mastery of changing professional requirements;
- development of professional knowledge, skills, and abilities;
- formation of a flexible socio-professional position;
- professional socialization (integration of the individual into the system of formal and informal relations in the chosen professional field).

1.2.2. Types of adaptation to professional activity and criteria for its success

The main task of professional adaptation is the transition from a state of professional readiness to a state of professional adaptability, the ways to achieve and criteria of which will be examined in this section.

The considered approaches emphasize that in professional adaptation, social and psychological aspects necessarily interact. The individual adapts to the environment, engaging psychological defense mechanisms, forming professional identity, and integrates into the social environment, engaging mechanisms of integration and identification.

Accordingly, the structure of professional adaptation distinguishes the following types:

- psychophysiological adaptation;
- psychological adaptation;
- social adaptation.

All three types of adaptation proceed in parallel; the results of one type determine the results of another, conditioning the level of an individual's adaptiveness.

Grebenikova V.M. considers adaptiveness as «the ability of an individual to effectively function in changing environmental conditions, to cope with demands and stressors» [25, p. 37]. However, for research purposes, their conditional distinction is still possible.

Psychophysiological adaptation consists of the adaptation of the professional's organism and psyche to new physical and sanitary-hygienic working conditions.

This type of adaptation, as a rule, includes:

- habituation to the work schedule, rhythm, and intensity of workloads;
- mastery of new motor skills and coordination actions (if the work requires physical activity) or methods of mental activity;
- adaptation to physical conditions in the workplace (noise, lighting, temperature, odors, vibration, etc.);
- gradual reduction of stress levels and fatigue in unfamiliar conditions.

Successful psychophysiological adaptation can be discussed if the professional maintains a comfortable well-being, stable performance is noted, and there is an absence of chronic overwork and psychosomatic reactions.

Psychological adaptation consists of the gradual alignment of internal attitudes, expectations, and emotional state with the requirements of the profession and organization.

This type of adaptation includes:

- overcoming anxiety and uncertainty in a new place;
- formation of positive motivation, interest, involvement in the work;
- acceptance of professional values and norms of behavior;
- development of stress tolerance and self-regulation skills;
- awareness of one's role and professional identity. Psychological adaptation is successful when job satisfaction is formed, confidence in one's abilities is acquired, and readiness to take personal responsibility for solving professional tasks is developed.

Social adaptation consists of the inclusion of the individual in the professional team and the mastery of the system of social connections and roles. The professional team is not always considered as the labor collective of a specific organization. This can be the professional community as a whole.

The implementation of the social aspect of professional adaptation presupposes:

- establishment of business and informal contacts with colleagues in the organization/in the industry/in the field;
- understanding of hierarchy and unwritten rules of interaction in the team / when communicating in professional communities;
- assimilation of professional culture, traditions, and rituals;
- mastery of professional terminology and communicative norms;
- coordination of personal goals with group and organizational goals. Successfully completed social professional adaptation can be discussed when the professional has formed a sense of belonging to the team and/or professional community, recognition from colleagues is noted, and there are opportunities for effective cooperation and solving professional tasks.

Thus, the criteria for successful adaptation in professional activity should include:

- the expression of professional abilities, skills, and abilities allowing constructive overcoming of crises during the adaptation period, and a positive emotional attitude toward work (psychological aspect of adaptation);
- satisfaction with social relationships in the professional community, a positive assessment of one's socio-economic status as a professional (social aspect of adaptation), as well as a stable psycho-emotional state and the absence of somatic disorders in the work process (psychophysiological aspect of adaptation).

1.2.3. Current perspectives on the significance of social intelligence for successful

adaptation in entrepreneurial activity

In the context of socio-economic professions, adaptability manifests in the intern's ability to adapt to the environment, activity requirements, and interact with people [67].

Professional adaptation to entrepreneurial activity has its own features. It represents «a process aimed at including a person in a new type of activity for them, considering the specifics of entrepreneurship as an initiative and innovative activity» [75, p. 13].

The specific characteristics of entrepreneurship as a professional activity requiring special adaptation include [66]:

- irregular work schedule;
- high level of uncertainty and risk;
- high level of independence in decision-making;
- creative polyfunctionality and innovation;
- direct dependence of professional success on the breadth of the social environment;
- heterogeneity of the professional environment and high level of competition.

Accordingly, at the beginning of their independent career at the psychophysiological level, it is important for an entrepreneur to adapt to an irregular work schedule.

Within the framework of psychological adaptation to professional activity, a novice entrepreneur needs to adapt and begin to feel calm and confident in a situation of high uncertainty, being ready for risk. It is important to show confidence in making decisions.

It is necessary to understand that decisions should be predominantly initiative and creative in nature, to be able to make such decisions in practice, and to choose the innovative path.

Within the framework of the social aspect of adaptation, it is necessary to constantly expand one's social environment, correctly understand its structure and opportunities, actively express oneself, and develop one's personal brand both in the immediate circle and in the broader business environment.

To date, studies have been published that confirm the important role of social intelligence in human adaptation to the environment in various contexts.

A high level of social intelligence helps a person to understand the norms and expectations of a new environment faster and more clearly, more accurately read the unwritten

rules of the team, predict the reactions of others, and flexibly adjust one's own behavior, reducing the risk of conflicts and social isolation. Moreover, in some authors' definitions of social intelligence, the terms «adaptive intelligence» and «adaptive behavior» are present [46].

Thus, in a scientific study by foreign authors, it was proven that social intelligence acts as a factor in the socio-psychological adaptation of students to changes in the academic environment [120]. The identified statistically significant relationship between social intelligence and manifestations of adaptation (positive) and maladaptation (negative) indicates, according to the authors of the study, the influence of social intelligence on the effectiveness of students' socio-psychological adaptation.

Luneva O.V. published data according to which social intelligence and socio-psychological adaptation are closely interrelated concepts. In particular, she noted that «socio-psychological adaptation and social intelligence are complex systems that include structural components that allow an individual to construct an integral social world and not only influence it but also change and develop themselves» [46, p. 71].

Furthermore, she concluded that the structure of social intelligence includes indicators of high socio-psychological adaptability of the individual: openness, absence of aggression, social insight, sense of humor, understanding of the causes and motives of one's behavior, sociability.

Based on empirical research materials, Luneva O.V. revealed a significant positive relationship between social intelligence and orientation toward communication, empathy, and self-control of behavior in interpersonal interaction. Between social intelligence and personality tension in interpersonal relations, alienation, conflict, and aggressiveness, in turn, a significant negative relationship was confirmed [28].

It can be assumed that a high level of social intelligence will be interrelated with higher indicators of an individual's adaptability to professional activity in the entrepreneurial sphere.

Social intelligence plays a key role in the successful adaptation of an entrepreneur to the dynamic business environment, since it directly affects the quality of interaction with people – the main resource and risk factor in any business. Accordingly, a high level of social intelligence is an important factor in professional socialization in the entrepreneurial environment [9].

Social intelligence helps to adapt to changes and get out of crisis situations [6]. An entrepreneur regularly faces uncertainty: changes in market conditions, pressure from competitors, unexpected regulatory requirements.

If adaptation is viewed as a process of successive overcoming of professional crises and stresses, then social intelligence will likely contribute to the choice of more constructive coping strategies in different conditions.

However, studies confirming such a relationship and the role of social intelligence in the successful adaptation of an entrepreneur in their professional activity have not been published to date.

On the other hand, a high level of social intelligence at the initial stages of professional adaptation in entrepreneurial activity can play a negative role. Some aspects of such negative influence are touched upon in the works of Geranyushkina N.P., Mashtakova N.S., Belyaeva E.V. [8; 20].

At the initial stages of an entrepreneurial career, when a novice entrepreneur has not yet developed intuition, social intelligence can distract, causing them to sabotage making important decisions that may be tough. Trying to account for the benefits and interests of all participants in a problematic situation, a novice entrepreneur may not have time to make a decision within the required time interval and lose their advantage, miss an opportunity.

Furthermore, constant attempts to «read» the moods of others, in the absence of formed internal confidence at the initial stages of business, can lead to frequent changes in the business plan under the pressure of current client requests, as well as to the absence of a long-term strategy due to attempts to please all interest groups. Such unfavorable conditions may prevent the entrepreneurial talent from unfolding and destabilize self-esteem.

Also, emotional burnout due to hypersensitivity can occur already at the very beginning of a career due to constant «scanning» of others' emotions. Such scanning not only distracts from strategy and forces sabotage of important decisions but also depletes the entrepreneur's own resources.

Because of this, one can expect an increase in anxiety, fueled by dissatisfaction with the side whose interests will inevitably be overlooked, and the manifestation of avoidant behavior (in the form of refusing difficult negotiations, for example).

1.3. Professional self-realization and its psychological and pedagogical conditions

1.3.1. Approaches to studying professional self-realization in psychological and pedagogical literature

After passing the stage of professional adaptation within the stage of professional development, a person moves to the stage of self-actualization, or self-realization in the profession [49].

Self-realization in professional activity is a lengthy and complex process of revealing and realizing a person's personal potential as a professional within the chosen field.

The content of the stage of professional self-realization is represented by:

- deepening of professional knowledge;
- increasing the effectiveness of professional-labor activity;
- correlating the chosen profession with one's own value system;
- developing a creative approach to solving professional-labor tasks;
- forming one's own professional style in the chosen activity;
- awareness of its features and acceptance of one's own uniqueness.

Gavrilova E.A. proposed a complex model of professional self-realization that allows accounting for its various components, the combination and complementarity of which ensure the achievement of a certain level of self-realization in a specific activity (Fig. 2).

Professional self-realization in content is represented by the interaction of three components:

- target;
- resource;
- phenomenological.

The phenomenological component enables the awareness of the personal significance and value of professional activity in the chosen field.

The target component is represented by the achievement of specific professional goals, solving tasks.

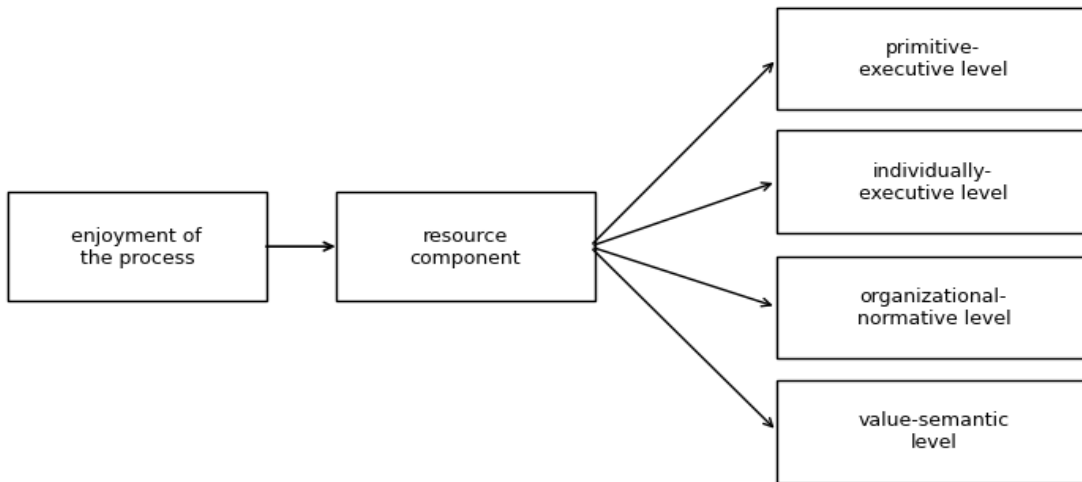


Fig. 2. Model of professional self-realization

Source: compiled by the author based on materials from Gavrilova E.A.'s article [19]

The resource component is characterized by an increasing sense of one's own competence and effectiveness, which allows obtaining satisfaction from the process of professional-labor activity.

Self-realization, as a result of different combinations and different expressions of components, can reach various levels [17].

The basic, lowest level of self-realization in a profession is the primitive-executive level, at which a person is weakly aware of their professional position, does not see particular personal value in it, does not set significant goals for themselves, and does not ask questions about their own competence and effectiveness. They realize themselves in the profession through the simple execution of typical tasks assigned by someone else.

At the individual-executive level of professional self-realization, a person already sees themselves as a subject of professional activity, thinks about their own competence and effectiveness, feels difficulties in solving professional tasks, and seeks some ways to overcome such difficulties. However, the meaning of the profession is not yet integrated with the individual system of value orientations.

Upon reaching the next level – the organizational-normative level – a person already strives to achieve significant professional tasks, wants to perform their work well because they

identify themselves as a person with the chosen profession. However, work takes on a character of obligation, and interest in the profession is expressed against a background of insufficient authenticity; therefore, professional self-realization takes on the character of identification with the professional group.

The highest level of self-realization in a profession is characterized as value-semantic. Having reached this level, a person sees and values themselves as a professional.

Professional activity is carried out with the leading role of conscious value and life-meaning orientations. Professional goals are integrated into the system of life-meaning orientations, are realized, reflected upon, and accepted by the individual as personally significant.

Thus, self-realization in professional activity is a process of revealing and realizing a person's personal potential as a professional within the chosen field.

The process of professional self-realization includes:

- formation of a sense of professional-labor self-efficacy (one's own effectiveness in the chosen professional field, ability to effectively solve labor tasks, achieve goals);
- expansion of one's own professional resource (development of competencies, formation of an individual work style, development of a network of professional social contacts and gaining one's own status in this network) and awareness of the need for continuous creative transformation of professional activity (integration of professional goals into the system of personal values and meanings).

Personal-professional self-realization: resource approach and critique of traditional models.

Gavrilova's considered model reflects important content aspects of professional self-realization; however, in the context of socioeconomic specialists transitioning to entrepreneurship, it needs significant expansion. First of all, the model is oriented toward primary professional self-realization within a single chosen profession, whereas our sample represents a different case: secondary professional self-realization of a mature specialist changing their professional role.

Katkalo K.D. and Pecherkina A.A. developed a concept of personal-professional self-realization as an integral characteristic of personality associated with the correspondence of personal resources to the professional characteristics of activity [38]. Their model identifies evaluative-target, resource, activity, and emotional components, as well as six types of self-

realization (successful, promising, false, formal, restrained, romantic). For the present study, the resource component is particularly significant: it reflects the subject's ability to mobilize available personal, professional, and social resources to solve new professional tasks – precisely what happens when transitioning to entrepreneurship.

Leontiev D.A., within the framework of the concept of personal potential, examines professional self-realization through the prism of self-regulation resources, hardiness, and meaning regulation of activity [44]. This approach allows including in the analysis of entrepreneurs' professional self-realization not only the resultative but also the processual aspect: the ability to maintain effort in conditions of uncertainty and obstacles.

Setkova N.A. considers social intelligence directly as a determinant and psychological resource of personality self-realization in professional activity [77]. The significance of this approach lies in the fact that it allows a transition from understanding social intelligence as a communication tool to its interpretation as a resource for professional self-fulfillment – specifically in person-to-person professions.

Sudneva O.Yu., Karakulova O.V., and Bogomaz S.A., investigating social intelligence in the structure of personal potential of first-year students, show that it makes a specific contribution to personal potential alongside its other components – hardiness, self-determination, reflexivity [86]. This result is important for the present study, since transitioning to entrepreneurship requires precisely the mobilization of integral personal potential, not just individual competencies.

Zueva S.P. examines human self-realization in professional activity and distinguishes in it the striving for authenticity, consistency of external forms of activity with internal meanings [34]. Rudenko A.M. and Moskalev E.N., conducting an acmeological analysis of criteria for professional self-realization of an individual entrepreneur, show that self-realization in entrepreneurship reaches the highest level only when business goals are aligned with personal values [71].

Konoryukova I.V., Antonovsky A.V., and Balakshina E.V. link the success of professional adaptation with the formation of a professional's self-concept [41]. In the context of our study, this approach allows viewing the transition to entrepreneurship not just as a change of activity but as a restructuring of the professional self-concept: from the position of a helper-specialist to the position of a subject independently organizing activity and bearing economic responsibility.

Kashapov M.M. and co-authors demonstrate that thinking resourcefulness and empathy act as interrelated factors of social adaptation of students [39]. Stepanova D.E., in a 2025 study, analyzes individual adaptation trajectories during professional release and reveals that the success of transition to a new activity is determined primarily by the combination of resources of reflection, flexibility, and professional identity [84]. For socionomic specialists transitioning to entrepreneurship, this means that self-realization in a new role will be more successful the higher their overall resource potential.

Thus, the generalization of contemporary approaches allows us to consider the professional self-realization of socionomic specialists in entrepreneurship through the lens of the resource approach: key is not only the presence of professional competencies but also the ability to mobilize personal potential – reflection, hardiness, meaning regulation, and professional identity – for mastering a new role. It is social intelligence, especially its resource and regulatory components, that can act as a link between previous professional experience and the new demands of entrepreneurial activity.

1.3.2. Conditions for professional self-realization in entrepreneurial activity

Professional self-realization in entrepreneurial activity is a lengthy and complex process of revealing and realizing a person's personal potential as a professional within the field of entrepreneurship.

In content, this process presupposes increasing self-efficacy in solving business tasks, expanding the professional resource of entrepreneurial knowledge, skills, and abilities, as well as integrating the goals of entrepreneurial activity into the system of life-meaning orientations and value orientations of the personality (actualization of properties and qualities conducive to personal growth and development, oriented toward the system of positive societal values) [53].

A high level of self-realization in the role of an entrepreneur should be characterized by the acceptance of this role and its attributes (risk, uncertainty, decisions, leadership) as personally significant, a high assessment of self-efficacy (perceiving oneself as a confident, successful entrepreneur), as well as obtaining satisfaction from the process of solving business tasks.

In the context of professional entrepreneurial activity, several levels of self-realization are distinguished that a person starting to develop their own business can go through [17]:

- craftsman entrepreneur,
- novice entrepreneur,
- owner-entrepreneur, and
- capitalist.

At the initial stages of self-realization, an entrepreneur, having acquired professional competencies and determined with their help the range of tasks they intend to solve independently at their own risk, begins independent economic activity and realizes themselves primarily as a craftsman.

Subsequently, they cease to engage in craftsmanship and fully devote themselves to the entrepreneurial element, earning and expanding their entrepreneurial capital, which corresponds to self-realization as an owner-entrepreneur.

At the end of an entrepreneurial career, a person can realize themselves as a capitalist, deriving satisfaction from the fact that their own capital invested in the business works for them instead of and for them.

These stages of entrepreneurial self-realization correspond to the stages of the business life cycle:

- establishment, business growth;
- achievement of developed business;
- scaling and obtaining passive income.

It is emphasized that the model of entrepreneur development and entrepreneurial activity should be considered in dynamics, because with the growth of one's own capital, the freedoms gained also grow, and this changes the entrepreneur's type of behavior.

In the context of self-realization in entrepreneurial activity, modern psychologists introduce the concepts of «transfession» and «transprofessionalism» (Zanin D.S., Zeer E.F.).

Zanin D.S., describing four levels of development of a businessman's personality, notes the combination of various professional competencies in one position characteristic of the modern period and speaks of the continuity, discreteness, and asynchrony of the process of an entrepreneur's professional self-realization [30]. Zeer E.F., in turn, introduces the concept of «transfession,» defining it as a certain synthesized type of work activity realized on the basis of synthesis and convergence of professional qualities related to various specialized fields [32].

Kautonen T. and co-authors consider the transition to entrepreneurial activity as an independent stage of professional self-realization [115].

In the context of a non-linear career, gradual burnout in professional activity actualizes a person's request for change. These changes can be realized through a change of direction or a complete change of professional field, through downshifting, or through transitioning to starting one's own business in an already familiar niche. The latter option, as shown by T. Kautonen and co-authors, is associated with the most favorable consequences for the feeling of satisfaction and self-realization of the individual, especially in later age.

In the older age group, the transition from labor activity to entrepreneurship improves self-realization in the short term, and the improvement in self-realization partially explains the desire of workers ending their careers to postpone the expected retirement age, i.e., contributes to the extension of professional longevity.

1.3.3. Current perspectives on the significance of social intelligence for self-realization in entrepreneurial activity

Boyatzis R. and co-authors examine and explain how exactly social intelligence affects human behavior, including in the professional sphere, and how its level is related to success in different types of activity [107]. They show that the level of social intelligence can be considered a reliable predictor of the success of a person's professional activity. However, such an aspect of professional activity as professional self-realization is not mentioned in this fundamental study.

In a study by E. Borokhovskiy and Yu. Obukhova, it is shown that interpersonal components of emotional intelligence play an important role for the feeling of self-realization, while the role of its intrapersonal components is not so unambiguous [106]. They leave no room for doubt that the phenomenon of emotional intelligence is closely related to self-realization in general, as well as to its various subcomponents and numerous areas of application, including professional.

However, they also emphasize the multidimensional and multi-aspect nature of both concepts: emotional intelligence and self-realization. They suggest that their different components may be related to each other by different directions and strengths of connections. Moreover, these connections may depend on the sphere of self-realization in question: social, professional, or personal.

Based on collected empirical data, E. Borokhovskiy and Yu. Obukhova revealed

significant correlations between the overall indicator of emotional intelligence and all three types of self-realization, while the patterns of correlation between the subscales of this indicator, on the one hand, and personal, social, and professional types of self-realization, on the other, were not consistent – only half of them reached the level of statistical significance [106].

Thus, interpersonal components of emotional intelligence positively correlate with professional self-realization, while for intrapersonal components, such a connection has not been confirmed. Emotion management is positively interrelated with professional self-realization, while emotion understanding is not. Considering the correlation of the concepts of emotional and social intelligence, it is important to clarify the connections of social intelligence components with professional self-realization, since particular interconnections may differ in strength and significance.

Shabanova T.L. also noted that interpersonal components of emotional intelligence contribute to the development of leadership qualities of the individual, increase conflict resilience at work, ensure satisfaction with work and social interactions in the professional sphere [118]. This allows linking their expression with the feeling of self-realization in entrepreneurial activity, where leadership, social interactions, and constructive resolution of interpersonal conflicts are important components of professional success.

In the article by P. Decker and J. Cangemi, the conditions of self-realization in the entrepreneurial activity of an emotional type leader are analyzed [108]. They investigate this type of leader and establish a relationship between emotional intelligence and self-actualization.

Using the Bradberry and Greaves model (2009), the authors examine how emotionally developed leaders achieve the highest level of self-actualizing behavior proposed by A. Maslow. The authors describe how leaders possessing four skills – self-awareness, self-management, social awareness, and relationship management – realize the highest human potential, according to Maslow's hierarchy of needs.

Thus, theoretical analysis showed that social intelligence makes a positive contribution to the feeling of self-realization in the profession of an entrepreneur (E. Borokhovskiy, Yu. Obukhova, Shabanova T.L.), contributing to the satisfaction of the need for self-actualization (P. Decker and J. Cangemi). However, some aspects and facets of social intelligence may demonstrate more complex connections with the characteristics of self-realization in the entrepreneurial profession.

Conclusions to Chapter 1

1. Social intelligence represents a complex of mental abilities that determine adequate reflection of social objects and effective processing of social information. In the hybrid TROMSO model of social intelligence by D. Silvera, M. Martinussen, and T. Dahl, which accounts for its multi-aspect nature, the structure of social intelligence includes social processes, social awareness, and social skills.

2. Socionomic professions represent a class of person-to-person professions in which subject-subject interactions play a leading role in ensuring professional activity. Accordingly, developed social intelligence plays an important role in ensuring professional readiness and subsequent success for representatives of socionomic professions (Osmolovskaya S.S., Kosheleva Yu.P., and others), which turns out to be not only more pronounced in them compared to representatives of other professions (Tsarkov L.V.) but also closely related to other types of intelligence (Obukhova Yu.V.).

3. In contemporary realities, entrepreneurial activity is a type of socio-economic activity based on risk, innovativeness, independence, initiative, professionalism, aimed at systematically generating profit or income. Overall, social intelligence will play a positive role in ensuring entrepreneurial success (Bokhtovaya A.A., P. Ataei, G. Jen, B. Jin, I. Karsantik, H. Karimi, S. Kayak, J. Wu, L. Wu, and others). However, certain aspects of it may be associated with the suppression of the ability to make managerial decisions within the business and when interacting with external counterparties (Gruzinova I.S., Soboleva A.S., R. Fisher, W. Ury, B. Patton, and others), as well as with professional burnout (Oleshko N.V., Temnova L.V., Faiman N.S., J. Xu, P. Larionow, and others).

4. Professional adaptation (adaptation to professional activity) is the process of a person's entry into a profession, aimed at harmonizing their interaction with the professional environment through constructive overcoming of crisis situations.

5. The criteria for successful adaptation in professional activity should include: the expression of professional abilities, skills, and abilities allowing constructive overcoming of crises during the adaptation period; a positive emotional attitude toward work (psychological aspect of adaptation); satisfaction with social relationships in the professional community; a positive assessment of one's socio-economic status as a professional (social aspect of adaptation), as well as a stable psycho-emotional state and the absence of somatic disorders in

the work process (psychophysiological aspect of adaptation).

6. Despite the generally positive role of social intelligence for personality adaptation in various spheres, a high level of social intelligence at the initial stages of professional adaptation in entrepreneurial activity can play a negative role (Geranyushkina N.P., Mashtakova N.S., Belyaeva E.V.).

7. Self-realization in professional activity is a process of revealing and realizing a person's personal potential as a professional within the chosen field. The process of professional self-realization includes the formation of a sense of professional-labor self-efficacy, the expansion of one's own professional resource, and the integration of professional goals into the system of personal values and meanings.

8. In entrepreneurial activity, the process of self-realization presupposes increasing self-efficacy in solving business tasks, expanding the professional resource of entrepreneurial knowledge, skills, and abilities, as well as integrating the goals of entrepreneurial activity into the system of life-meaning orientations and value orientations of the personality (actualization of properties and qualities conducive to personal growth and development, oriented toward the system of positive societal values).

9. Social intelligence, as theoretical analysis has shown, makes a positive contribution to the feeling of self-realization in the profession of an entrepreneur (E. Borokhovskiy, Yu. Obukhova, Shabanova T.L.), contributing to the satisfaction of their need for self-actualization (P. Decker and J. Cangemi). However, some aspects and facets of social intelligence may demonstrate more complex connections with the characteristics of self-realization in the entrepreneurial profession.

CHAPTER 2. EMPIRICAL STUDY OF SOCIAL INTELLIGENCE AS A CONDITION FOR ADAPTATION AND SELF-REALIZATION OF SOCIONOMIC PROFILE SPECIALISTS IN ENTREPRENEURIAL ACTIVITY

2.1. Design of the empirical study

2.1.1. Research program

The aim of the study is to identify the role of social intelligence for the professional adaptation and self-realization of socionomic profile specialists in entrepreneurial activity.

The tasks of the study at the empirical stage are formulated as follows:

1. To study the overall level and components of social intelligence in socionomic profile specialists;
2. To study the indicators of professional adaptation and self-realization of socionomic profile specialists in entrepreneurial activity;
3. To compare the indicators of professional adaptation and self-realization in entrepreneurial activity among socionomic profile specialists with different levels of social intelligence;
4. To analyze the results of the empirical study;
5. To develop recommendations for enhancing the effectiveness of adaptation and self-realization of socionomic profile specialists in entrepreneurial activity.

Object of the empirical study – social intelligence.

Subject of the empirical study – social intelligence as a condition for successful adaptation and self-realization of socionomic profile specialists in entrepreneurial activity.

Hypotheses of the study

Main hypothesis: Socionomic profile specialists with a high level of social intelligence demonstrate high levels of adaptability and self-realization in entrepreneurial activity, which allows considering developed social intelligence as a condition for successful adaptation and self-realization in the chosen field.

Specific hypotheses:

- A high level of social intelligence in socionomic profile specialists is accompanied by a high level of entrepreneurial abilities.
- A high level of social intelligence in socionomic profile specialists is accompanied by a high level of professional adaptability.
- A high level of social intelligence in socionomic profile specialists is accompanied by a high level of self-efficacy.
- A high level of social intelligence in socionomic profile specialists is accompanied by a high level of professional self-realization in entrepreneurial activity.

Operationalization of concepts

Operationalization of the key concepts for the empirical study was carried out based on theoretical analysis of literary sources:

- Social intelligence – a complex of mental abilities that determine adequate reflection of social objects and effective processing of social information.
- Adaptation in professional activity – the process of a person's entry into a profession, aimed at harmonizing their interaction with the professional environment through constructive overcoming of crisis situations.
- Self-realization in professional activity – the process of revealing and realizing a specialist's personal potential within the chosen profession, including the achievement of professional goals, development of competencies, formation of an individual work style, and creative transformation of professional activity.
- Socionomic professions – a class of person-to-person professions in which subject-subject interactions play a leading role in ensuring professional activity.
- Entrepreneurial activity – a type of socio-economic activity based on risk, innovativeness, independence, initiative, professionalism, aimed at systematically generating profit or income.

2.1.2. Methods and instruments of the study

At the empirical stage, the work applies psychodiagnostic methods (survey, testing), socio-psychological research methods (questionnaire), qualitative-quantitative analysis methods (tabulation, frequency analysis, graphical analysis), and mathematical-statistical processing methods.

The following instruments were selected for psychodiagnostics and primary data collection:

1. «Tromsø Social Intelligence Scale» (Authors: D. Silvera et al. (2001) [119]; Adaptation: V. V. Shevelev (2016)) [99];
2. «Assessment of Entrepreneurial Abilities» (Authors: R. Hisrich, M. Peters (1989); Adaptation: I. Andreeva, E. Nikolaenko (1993));
3. «Professional Adaptability Scale» (Author: G. S. Korytova (2007));
4. «Type and Level of Professional Self-Realization» (Author: E. A. Gavrilova (2015));
5. «Self-Efficacy Scale» (Authors: J. Maddux, M. Sherer (1986); Adaptation: A. V. Boyarintseva (1995)).

The «Tromsø Social Intelligence Scale» (Authors: D. Silvera et al. (2001)) was applied in the Russian adaptation by V. V. Shevelev, carried out in 2016. The purpose of using the instrument in this study is to measure the level of social intelligence of respondents. The scale in Shevelev's adaptation is intended for diagnosing personality social intelligence in the context of the life path and can be used with adolescents, young adults, and adult respondents [101]. The adaptation author's approbation was conducted on the age group from 19 to 48 years. We note that alongside Shevelev's adaptation, which preserves the three-component structure of the instrument (SP, SS, SA), there exists a modification by A.D. Nasledov and V.Yu. Semenov (2015), developed for schoolchildren aged 7-16 and reproducing a two-factor structure; the present study used Shevelev's version as corresponding to the adult sample and the three-component TROMSO model.

The instrument studies social intelligence as a three-dimensional formation and includes the following scales:

1. «Processing of social information» (SP) – the ability to understand and predict the behavior and feelings of other people;
2. «Social awareness» (SA) – knowledge of various social situations;
3. «Social skills» (SS) – the ability to enter a new social situation, social adaptation.

The instrument also allows assessing the integral level of the respondent's social intelligence (SI) and is not projective in nature, making it convenient and accessible for use in a study involving a large number of respondents online.

The questionnaire consists of 21 statements. Respondents are asked to express their

agreement with these statements on a scale from 1 («does not describe me at all») to 7 («describes me very well»). During processing, the sum for each scale (from 7 to 49 points) is calculated, considering the nature of the item (direct or reverse). The social processes scale includes items 1, 3, 6, 9, 14, 17, 19. The social skills scale includes items 4, 7, 10, 12, 15, 18, 20. The third social awareness scale includes items 2, 5, 8, 11, 13, 16, 21. For the integral social intelligence scale, the total score across the three subscales is calculated ($SI = SS + SP + SA$).

Since there are no normative data for the adult sample for the Russian version of the instrument, the division of respondents into groups with conventionally high and conventionally low levels of social intelligence is carried out relative to the measure of central tendency of the sample itself – by the mean value of the integral social intelligence indicator. This approach corresponds to the procedure used by the adaptation author, who divided the sample into those with values above and below the mean (Shevelev, Korzhova, 2019; Shevelev, 2020).

According to the Russian-language approbation data (Shevelev, Korzhova, 2019), the internal consistency of the questionnaire overall is Cronbach's $\alpha = 0.837$; by subscales: processing of social information – 0.818, social skills – 0.821, social awareness – 0.689. The relatively lower reliability value for the social awareness subscale is consistent with the results of the present study.

The «Assessment of Entrepreneurial Abilities» method (R. Hisrich, M. Peters, 1989) was applied in the Russian adaptation by I. Andreeva and E. Nikolaenko, carried out in 1993. The purpose of using the instrument in this study is to measure the expression of entrepreneurial abilities in socioeconomic specialists.

The method includes 20 statements, with each of which the respondent must express their degree of agreement on a yes/no scale. Entrepreneurial abilities are assessed overall; individual abilities are not distinguished. During data processing, the total score on the test is calculated. During interpretation, the authors' norms may be considered.

The «Professional Adaptability Scale» (ShPAD) (Korytova G.S., 2007) is used in the study to examine adaptation indicators in professional activity. The method measures the following indicators:

1. socio-economic status,
2. relationships,
3. professional skills and abilities,

4. health and psycho-emotional state,
5. attitude toward work.

An addition was made to the instruction, according to which respondents are asked to assess the degree of satisfaction with the situation that is real for their entrepreneurial activity / self-employment practice at the present time. The scale includes 20 statements, with each of which the respondent must express their degree of agreement using a 5-point scale. During processing, the sum of points for each scale is calculated. The overall indicator is also assessed – the level of professional adaptability as the sum of points across all 5 scales.

The «Type and Level of Professional Self-Realization» method (Gavrilova E.A., 2015) is used in the study to examine indicators of self-realization in professional activity, goals, resources, and value attitude toward activity. The method includes three subscales:

1. target component,
2. resource component,
3. phenomenological component.

The overall indicator of professional self-realization is also calculated as the sum across the three components.

An addition was made to the instruction, according to which respondents are asked to assess the degree of self-realization in entrepreneurial activity / self-employment practice. The scale includes 51 statements, with each of which the respondent must express their degree of agreement using a 3-point scale (yes, partly true, no).

During processing, the sum of points for each subscale and the total sum of points for the instrument are calculated. Interpretation is conducted according to the author's intervals, which correspond to four levels of professional self-realization: primitive-executive (from 0 to 25 points), individual-executive (26-51 points), realization of roles and norms in the organization (52-77 points), and life-meaning and value orientation (78-102 points).

The «Self-Efficacy Scale» (J. Maddux, M. Sherer, 1986) is applied in the Russian adaptation by A.V. Boyarintseva, carried out in 1995. The purpose of using the instrument in this study is to measure the level of self-efficacy in respondents as an indicator of self-realization in professional activity. The method includes two scales:

1. activity-related self-efficacy,
2. social self-efficacy.

The scale includes 23 statements, with each of which the respondent must express their

degree of agreement using a 10-point scale. The assessment scale has two poles, i.e., respondents are offered values from -5 to +5 (without zero), which are recalculated into values from 1 to 10 points during processing.

During processing, the sum of points for each of the two scales is calculated. Interpretation is conducted according to the intervals of the adaptation author for the Russian version. An integral assessment is not provided.

Within the framework of mathematical-statistical data processing, the following are assumed:

- calculation of descriptive statistics indicators (mean values, standard deviations, range indicators);
- assessment of distribution for conformity to normal distribution criteria (Kolmogorov-Smirnov test);
- intergroup comparison of two independent samples (Mann-Whitney U-test);
- correlation analysis (Spearman's rank correlation coefficient);
- factor analysis (Principal Axis Factoring with oblique Promax rotation; data adequacy was assessed using the Kaiser-Meyer-Olkin criterion and Bartlett's test of sphericity; the number of factors was determined by parallel analysis).

Data processing was conducted in SPSS Statistics (V 27.0).

The data analysis scheme is presented in Fig. 3.

Thus, the formed set of psychodiagnostic instruments and data analysis methods satisfies the aim of the study, allows solving the set tasks, and enables testing the hypotheses. All psychodiagnostic instruments have Russian-language versions, are intended for an adult audience, and have undergone psychometric validation. The selected instruments are valid with respect to the constructs of interest: social intelligence, professional adaptation, and professional self-realization in the entrepreneurial sphere. All instruments are applicable online without loss of effectiveness.

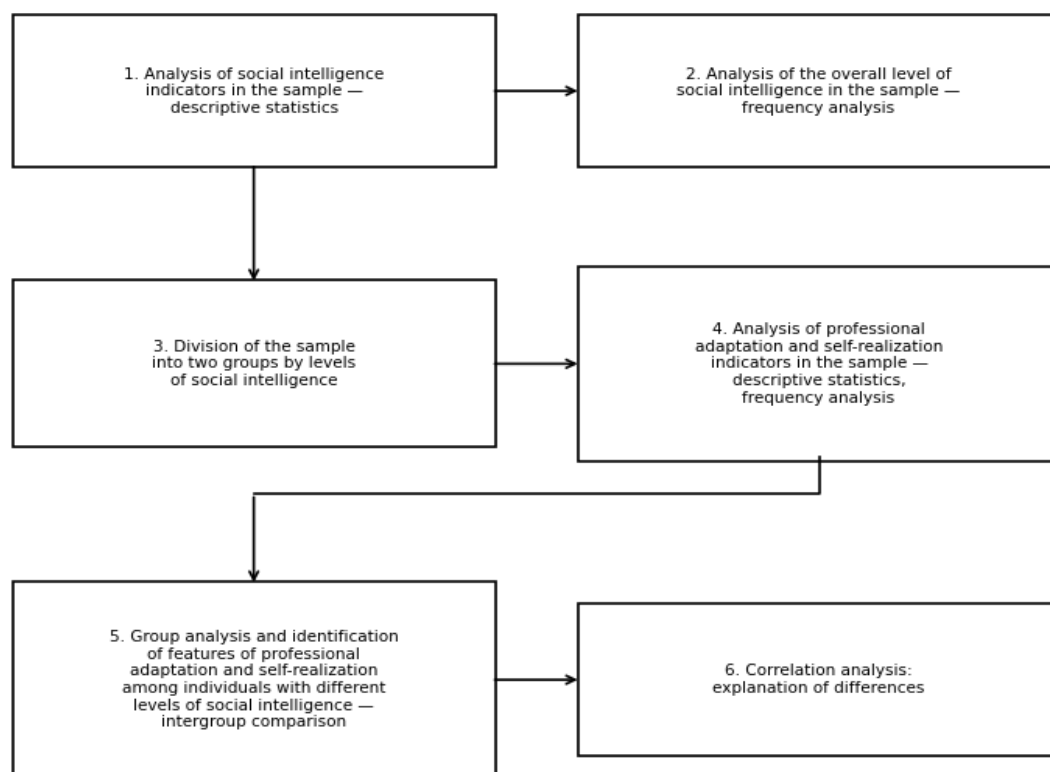


Fig. 3. Data analysis scheme

2.1.3. Research sample

The empirical research was conducted on social networks.

Respondents were found in thematic communities of social networks.

The research sample consisted of 80 respondents, who were socioeconomic profile specialists engaged in entrepreneurial activity.

To describe the characteristics of the sample, a questionnaire was administered to the respondents. The questionnaire is presented in Appendix A.

The age of respondents ranged from 30 to 45 years, with a mean age of 36.86 years. Gender composition: 40% male (32 persons), 60% female (48 persons). The sample included respondents with higher professional education (59 persons, 73.75%) and secondary

professional education (21 persons, 26.25%). The average length of entrepreneurial activity among respondents was 4.55 years. 60% of respondents (32 persons) are married, while 40% are not married.

The structure of the sample by types of socioeconomic professions is presented in Figure 4.

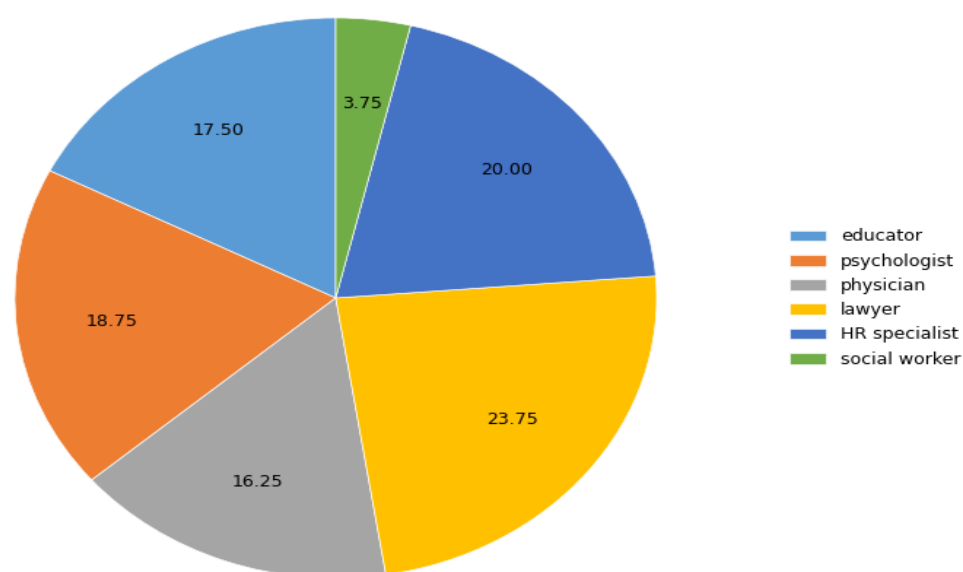


Fig. 4. Structure of the sample by types of socioeconomic professions, %

Most often among respondents – socioeconomic specialists engaged in entrepreneurial activity – are psychologists (18.75%), HR specialists (20.00%), and lawyers (23.75%). In addition to these professions, our sample includes physicians (16.25%), educators (17.50%), and social workers (3.75%).

Respondents predominantly reside in Moscow (44 persons, 55.00%) and the Moscow region (22 persons, 27.50%), where the broadest opportunities for entrepreneurial activity are presented.

The sample is balanced by key socio-demographic characteristics (gender, education, profession, marital status), limited to the chosen age range (30-45 years), and consists predominantly of residents of the Moscow region (Moscow and Moscow region).

2.1.4. Procedure of the study

The course of the empirical study is represented by three stages.

1. At the first stage, the stimulus materials of the psychodiagnostic instruments are prepared, a consolidated form for receiving and collecting primary data from respondents is formed in Yandex Forms, access rights and data export to a table are regulated. Potential respondents are informed using social networks (specialized communities, professional groups, discussions).

2. At the second stage, primary data are collected from respondents. The data are checked for completeness and correctness of provision upon reaching the required number of respondents satisfying the aims of the study (socioeconomic professions, carrying out independent entrepreneurial activity in business or self-employment mode). The structure of the sample is described based on the questionnaire results, and a conclusion is made about its representativeness, balance by key characteristics, and quantitative sufficiency.

3. At the third stage, indicators on the scales of the instruments are calculated, which undergo qualitative-quantitative analysis and subsequent mathematical-statistical processing. A conclusion is made about confirmation/refutation of the hypotheses, the identified features in persons with different levels of social intelligence (low, high) are described, and a psychological interpretation of the identified features is proposed.

At the conclusion of the study, a conclusion is made, psychological recommendations are developed for representatives of socioeconomic professions trying themselves in entrepreneurship and self-employment, cases are described, and prospects for further research are outlined.

2.2. Analysis of research results on social intelligence as a condition for adaptation and self-realization of socio-economic profile specialists in entrepreneurial activity

2.2.1. Characteristics of social intelligence in socio-economic profile specialists in entrepreneurial activity

The results of the study of social intelligence in socio-economic specialists engaged in entrepreneurial activity are presented in Appendix B. The results of respondents' responses on the «Tromsø Social Intelligence Scale» (D. Silvera et al.) are presented in Table 1.

Table 1 Descriptive statistics for the «Tromsø Social Intelligence Scale»

Scale	N	Minimum	Maximum	Mean	SD	Coefficient of variation
Social processes	80	22,00	44,00	32,76	5,28	16,12
Social skills	80	22,00	44,00	34,14	5,24	15,34
Social awareness	80	20,00	43,00	31,74	5,68	17,89
Social intelligence	80	74,00	121,00	98,64	11,96	12,13

The conducted study showed that socio-economic specialists overall are characterized by an elevated level of social intelligence ($M = 98.64$ points). At the same time, the indicators of social processes ($M = 32.76$ points) and social skills ($M = 34.14$ points) are also elevated; however, the social awareness indicator in the sample is at a reduced level ($M = 31.74$ points). Socio-economic specialists possess developed social skills and a good understanding of social processes; however, they experience difficulties with the correct interpretation of various social situations.

The variation indicators for the scales do not exceed 17% for most scales, which corresponds to data homogeneity. For the social awareness scale, the coefficient of variation exceeds 17% but does not reach 33%; therefore, the data for this scale are considered sufficiently homogeneous.

The minimum and maximum indicators indicate that the sample of specialists includes persons with low and high levels for each of the social intelligence components identified by the TROMSO model. The distribution of respondents by level of social processes, social skills, and social awareness as indicators of social intelligence is presented in Figure 5.

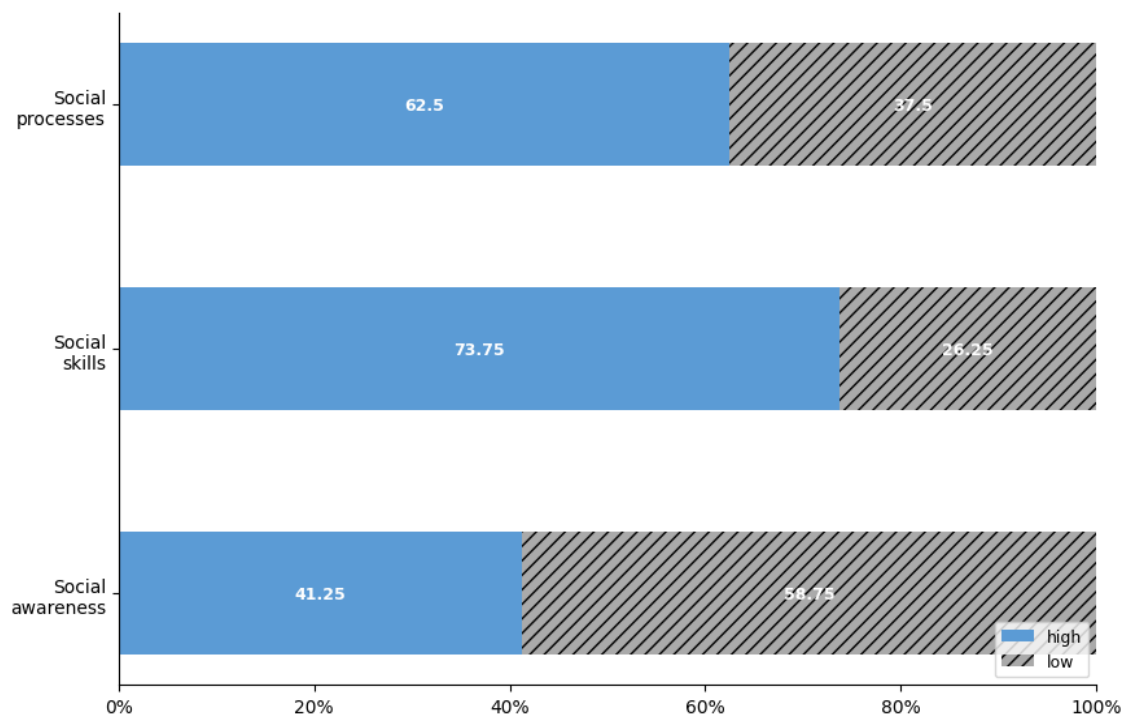


Fig. 5. Distribution of respondents by levels of social processes, social skills, and social awareness, %

The majority of respondents show a high level of understanding of social processes (62.50%). They can predict the behavior and reactions of other people, correctly and timely interpreting both verbal and non-verbal signals from them. This does not necessarily happen consciously; however, such an ability leads to the possibility of correctly building a strategy for interaction with other people, acting «proactively.» At the same time, 37.50% of respondents show a lack of understanding of social processes.

Social skills are highly developed in 73.75% of socioeconomic specialists.

These respondents possess developed social skills, which in the TROMSO model include:

- the ability to establish contact with an interlocutor, the ability to confidently conduct a conversation;
- the ability to feel confident with different interlocutors;

– the ability to achieve one's goals through communication and interaction with others.

Most respondents confidently apply these skills in practice, which helps them make useful contacts, win over different interlocutors, and achieve their communicative goals. At the same time, 26.25% of respondents show a lack of the skills described above.

A high level of social awareness was identified in only 41.25% of respondents. At this level, socioeconomic specialists can easily guess the opinions and desires of other people, and they subtly sense changes in mood.

They also adjust their behavior so as not to offend or hurt other people, not to encroach on their boundaries. This requires certain efforts but also leads to certain social benefits: such people find it easier to enter into trusting contact with others because they are perceived as psychologically safe, empathetic, and «pleasant» in communication.

A level of social awareness different from high was diagnosed in 58.75% of socioeconomic specialists. They are not oriented toward satisfying the emotional needs of others.

The distribution by levels of overall social intelligence, obtained from the frequency analysis results, is shown in Figure 6.

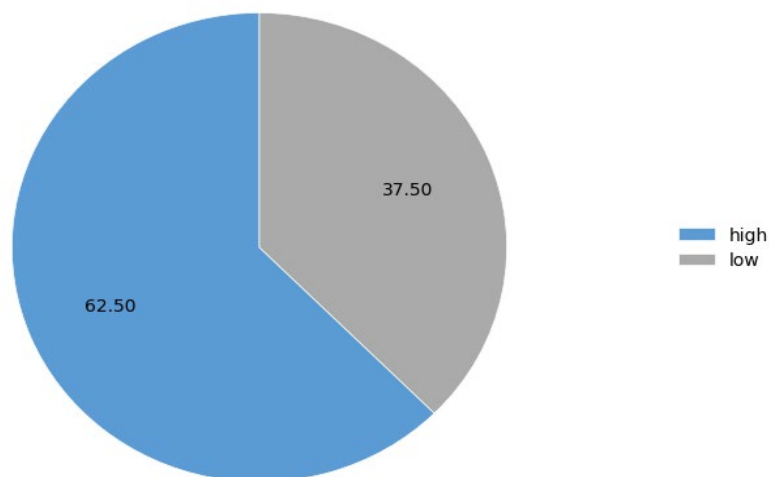


Fig. 6. Distribution of respondents by overall level of social intelligence, %

In the formed sample, among socioeconomic specialists, the majority of respondents possess a high level of social intelligence. The share of such respondents was 62.50%. They can subtly feel, understand, and effectively build interaction with different people even in the

most difficult situations. They strive to deeply understand the interlocutor, listening attentively, noticing non-verbal signals, and reading the subtext of statements.

In difficult situations, they correctly interpret the interlocutor's signals, due to which they better predict the development of events, maintain emotional stability, do not succumb to impulsive reactions, and consciously choose an interaction strategy that will bring maximum success. In conflict situations, they are able to play the role of mediator, listening to different sides and finding points of convergence of positions.

However, in 37.50% of respondents, the level of social intelligence development does not reach high values. At this level of social intelligence, representatives of socioeconomic professions possess certain social skills; however, they may apply them primarily in typical situations. When the situation changes, in cases of uncertainty and stress, they do not possess the ability to predict the reactions of interlocutors, so they may make mistakes in choosing a conversation or interaction strategy. In conflicts, they may behave insufficiently balanced, may demonstrate emotional reactions. They also do not see the high value of applying social intelligence, relying on other, more narrow special skills in their work. This leads to insufficient application of reflection, which hinders the development of social skills and abilities for social awareness and deep understanding of social processes.

Based on the level of social intelligence, the sample of respondents can be divided into two groups:

1. persons with a conventionally high level of social intelligence, N = 50;
2. persons with a conventionally low level of social intelligence, N = 30.

Despite the higher number of the first group, both groups are comparable in number; the number of respondents allows for group comparison and intergroup comparison.

Thus, the conducted study of social intelligence revealed that the majority of representatives of socioeconomic professions participating in the study are characterized by a high level of this indicator.

At the same time, the proportion of respondents whose social intelligence does not reach a high level was 37.50%, which allowed dividing the sample into two comparable groups with different levels of social intelligence. The most problematic aspect is social awareness, which does not reach a high level in 58.75% of respondents. Also, some respondents show an insufficiently high level of understanding of social processes (37.50%) and development of social skills (26.25%).

2.2.2. Results of the assessment of adaptation and self-realization indicators of socioeconomic profile specialists in entrepreneurial activity

To study the level of adaptation to entrepreneurial activity, the «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters) and «Professional Adaptability Scale» (Korytova G.S.) were used. The results of the «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters) on the sample of socioeconomic specialists are reflected in Table 2.

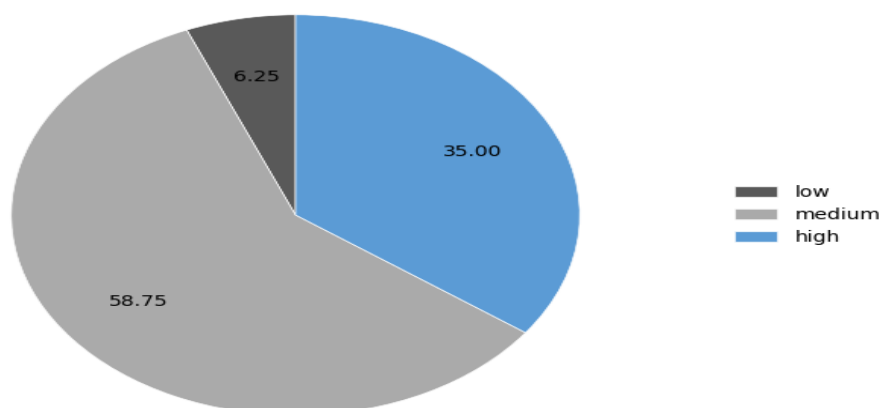
Table 2 Descriptive statistics for the «Assessment of Entrepreneurial Abilities» scale

Scale	N	Minimum	Maximum	Mean	SD	Coefficient of variation
Entrepreneurial abilities	80	11	19	15,66	2,02	12,93

In the sample of representatives of socioeconomic professions actively trying themselves in entrepreneurial activity, an average level of entrepreneurial abilities was identified ($M = 15.66$ points). The coefficient of variation for the scale does not exceed 17%; accordingly, the data can be considered homogeneous.

At the same time, the analysis of minimum and maximum shows that among the respondents, there are persons with different levels of entrepreneurial abilities: from low to high. The distribution of respondents by levels of entrepreneurial abilities is shown in Figure 7.

Fig. 7. Distribution of respondents by levels of entrepreneurial abilities, %



The majority of respondents in the sample show an average level of entrepreneurial abilities (58.75%). At this level, successful running of one's own business is possible; however,

in the process of adaptation and self-realization in the business environment, attention to insufficiently developed entrepreneurial abilities is required.

A high level of entrepreneurial abilities is noted in 35.00% of respondents: they are naturally predisposed to this type of activity and possess all the necessary qualities. At the same time, 6.25% of respondents showed a low level of entrepreneurial abilities. These respondents find it difficult to adapt to the business environment with its uncertainty and risk, the need to constantly make decisions and bear personal responsibility.

The results of the «Professional Adaptability Scale» (Korytova G.S.) on the sample of socioeconomic specialists are reflected in Table 3.

Table 3 Descriptive statistics for the «Professional Adaptability Scale»

Scale	N	Minimum	Maximum	Mean	SD	Coefficient of variation
Socio-economic status	80	9	20	14,48	2,64	18,23
Workplace relationships	80	7	20	14,36	2,87	19,95
Professional skills and abilities	80	10	19	15,35	1,96	12,74
Health and psycho-emotional state	80	8	20	14,26	2,72	19,09
Attitude toward work	80	12	20	14,65	1,87	12,76
Professional adaptability	80	56	85	73,10	6,66	9,11

The indicator of professional adaptability to entrepreneurial activity in the formed sample is 73.10 points, which corresponds to 66.79% of the maximum possible level on the scale.

In the structure of professional adaptability components, the highest among representatives of socioeconomic professions were the levels of professional skills and abilities ($M = 15.35$ points), value attitude toward work ($M = 14.65$ points), and socio-economic status ($M = 14.48$ points). However, the indicators of health and psycho-emotional status ($M = 14.26$ points) and workplace relationships ($M = 14.36$ points) were also at a comparable level.

The variation indicators for the scales of the «Professional Adaptability Scale»

(Korytova G.S.) in the formed sample differ. Homogeneous data (coefficient of variation less than 17%) were obtained for the scales of professional skills and abilities, attitude toward work, and the integral scale of professional adaptability.

Sufficiently homogeneous data (coefficient of variation within the range of 17% to 33%) were obtained for the remaining scales: socio-economic status, health and psycho-emotional state, as well as workplace relationships.

The application of the «Type and Level of Professional Self-Realization» method (Gavrilova E.A.) allowed assessing the components of respondents' self-realization in entrepreneurial activity (target, resource, phenomenological) and drawing a conclusion about its overall level. The results are reflected in Table 4.

Table 4 Descriptive statistics for the «Type and Level of Professional Self-Realization» scales

Scale	N	Minimum	Maximum	Mean	SD	Coefficient of variation
Goal-oriented	80	12,00	30,00	17,51	4,12	23,50
Resource	80	9,00	32,00	19,61	6,70	34,17
Phenome-logical	80	11,00	31,00	16,64	3,65	21,94
Level of professional self-realization	80	40,00	85,00	53,76	10,03	18,65

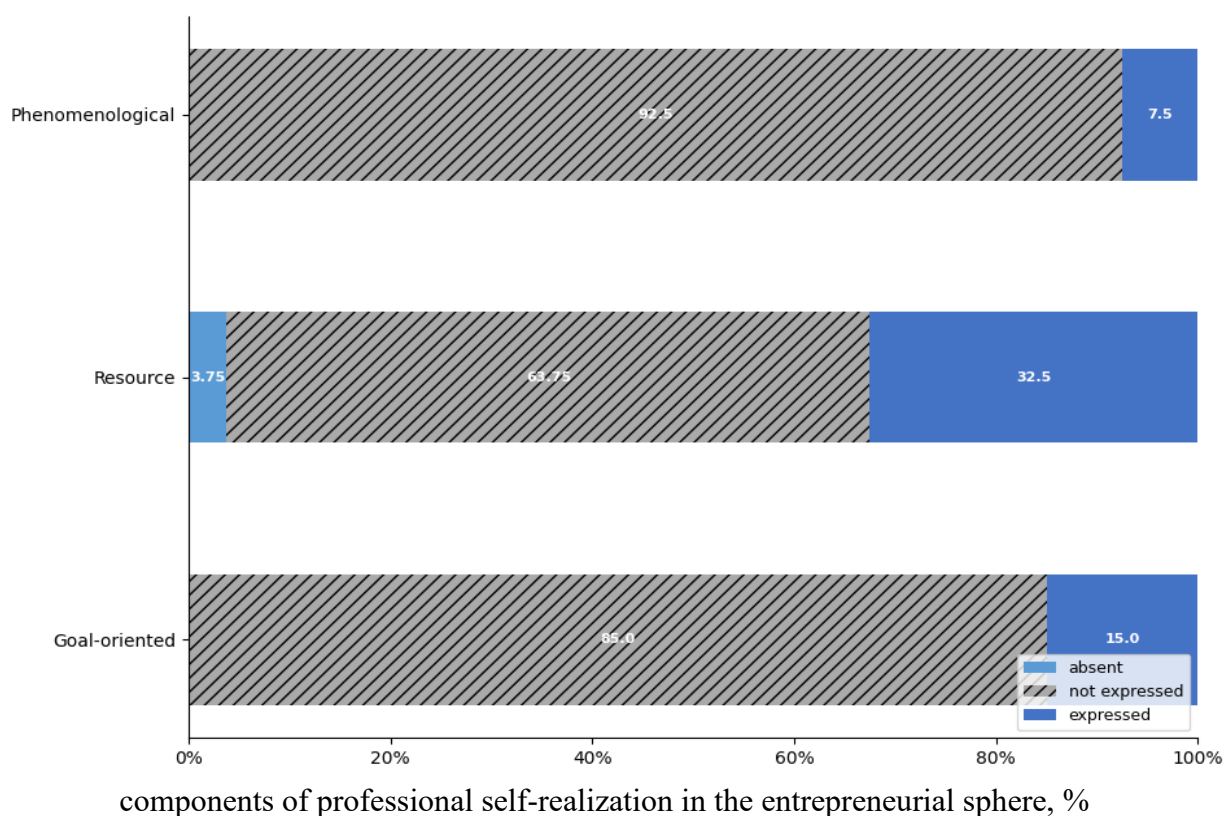
Socionomic specialists are characterized by a fairly high indicator of professional self-realization ($M = 53.76$ points), which corresponds to the level of realization of roles and norms. The resource component of self-realization is the most pronounced in relative terms ($M = 19.61$ points), the target component is somewhat less pronounced ($M = 17.51$ points), and the phenomenological component remains the least pronounced ($M = 16.64$ points).

The variation indicators for the scales of this instrument turned out to be high. The coefficient of variation for the resource component scale is particularly high, exceeding 33% but not reaching 35%, indicating acceptable data homogeneity for this scale. For the remaining scales of the «Type and Level of Professional Self-Realization» (Gavrilova E.A.), the respondents in the sample show a coefficient of variation within the range of 17% to 33%,

indicating sufficient data homogeneity.

Analysis of the minimum and maximum values for the scales obtained on the formed sample indicates the presence in the sample of respondents with different levels of both the overall indicator of professional self-realization and all its components. The distribution of respondents by the level of professional self-realization in the entrepreneurial sphere is shown in Figure 8.

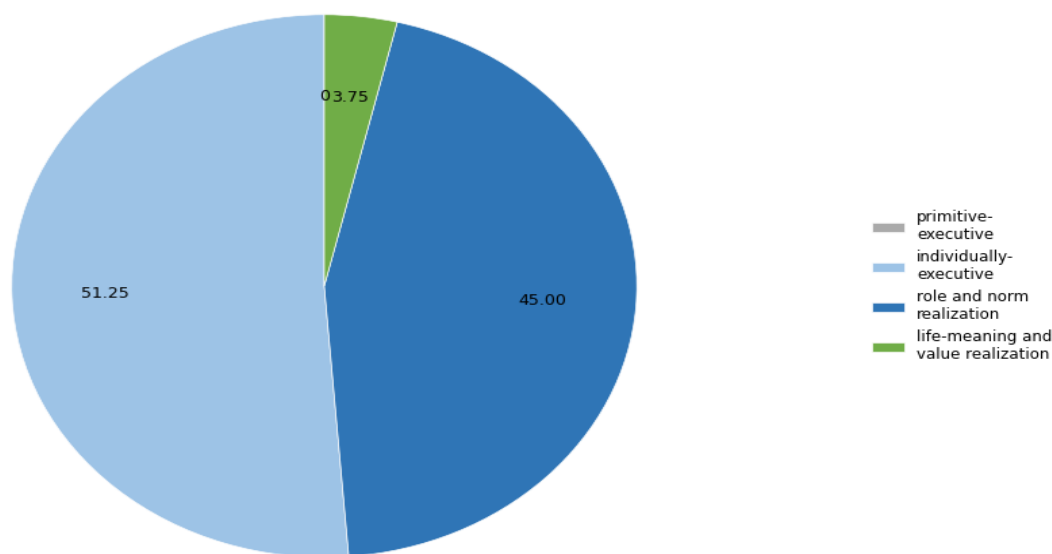
Fig. 8. Distribution of respondents by levels of the target, resource, and phenomenological



In the formed sample, persons with a high level of the phenomenological component of professional self-realization are the least common (7.50%). High levels of the target component (15.00%) and resource component (32.50%) are found among representatives of socioeconomic professions engaged in entrepreneurial activity significantly more often. At the same time, for the resource component, there are respondents with a low level (3.75%), whereas for other components, this category is absent. With a low level of the resource component of professional self-realization, the subject shows a low energy level and poorly developed professional self-awareness.

The distribution of respondents by the level of professional self-realization in the entrepreneurial sphere is shown in Figure 9.

Fig. 9. Distribution of respondents by the level of professional self-realization in the



entrepreneurial sphere, %

In the formed sample, there are no respondents with a primitive-executive level of professional self-realization (0.00%). There are no persons who are passive in professional activity, behave unconsciously, and only carry out others' instructions. This level, in our view, is unacceptable in entrepreneurial activity, as it will not lead to results, and entrepreneurship itself presupposes goal-setting and activity.

The majority of socioeconomic specialists are diagnosed with an individual-executive level of professional self-realization in entrepreneurial activity (51.25%). It is characterized by difficult decision-making, emerging problems in professional activity related to the predominance of «strong» situations over a «weak» personality. The latter can lead to uncertainty, failure, and a passive professional position, which can be critical for an entrepreneur.

Also widely represented in the sample of socioeconomic specialists are persons with the level of realization of roles and norms in entrepreneurial activity (45.00%).

At this level, the nature of professional activity has a certain shade of obligation; however, the entrepreneur may be obligated including to «themselves,» i.e., proceed from

internal motives and needs.

Interest in the profession is strongly expressed among respondents at this level; however, authenticity is insufficient; therefore, professional self-realization takes on the character of identification with the professional group (entrepreneurs, businessmen, self-employed).

The highest level of professional self-realization – the level of life-meaning and value realization – is rare in the formed sample (3.75%). This highest level, as the author of the instrument indicates, is generally rare. At this level, professional activity is carried out with the leading role of conscious value and life-meaning orientations. A «strong» professional personality prevails over «weak» situations.

The overall assessment of one's own effectiveness in entrepreneurial activity of the sample respondents was obtained by applying the «Self-Efficacy Scale» (J. Maddux, M. Sherer). The results are reflected in Table 5.

Table 5 Descriptive statistics for the «Self-Efficacy Scale»

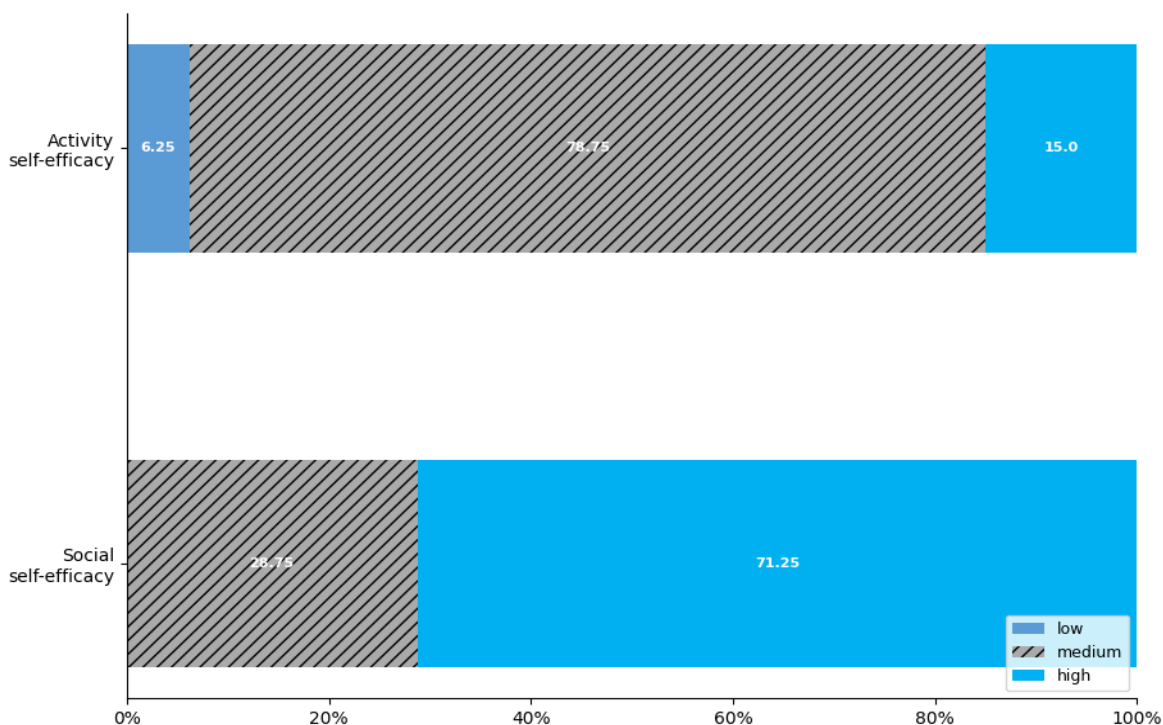
Scale	N	Minimum	Maximum	Mean	SD	Coefficient of variation
Activity self-efficacy	80	60,00	155,00	106,81	22,06	20,65
Social self-efficacy	80	28,00	57,00	45,04	5,79	12,87

According to the research results, socionomic specialists show an average level of activity-related self-efficacy ($M = 106.81$ points) and a high level of social self-efficacy ($M = 45.04$ points). This ratio shows that they generally build their entrepreneurial activity primarily based on the use of social resources: competent communication, productive and constructive communication and interaction with other people.

The coefficient of variation for the activity-related self-efficacy scale is within the range of 17% to 33%, indicating sufficient data homogeneity. The indicator for the social self-efficacy scale did not reach 17%; therefore, the data are considered homogeneous.

Analysis of the minimum and maximum points for both scales allows concluding that the sample contains respondents with different levels of both self-efficacy indicators. The distribution of respondents by levels of self-efficacy is presented in Fig. 10.

Fig. 10. Distribution of respondents by levels of self-efficacy, %



The sample lacks respondents with a low level of social self-efficacy (0.00%). All representatives of socioeconomic professions are to some extent confident in their social relationships, solving entrepreneurial tasks.

A high level of social self-efficacy was identified in 71.25% of respondents, who successfully communicate with clients, colleagues, and partners, building long-term mutually beneficial relationships with other people.

An average level of social self-efficacy was identified in 28.75% of respondents, who feel insecure and cautious in some aspects of social interaction.

A low level of activity-related self-efficacy in the entrepreneurial sphere is reported by 6.25% of respondents. They tend to procrastinate, experience difficulties with goal-setting and task-solving, and do not see their own success.

An average level of activity-related self-efficacy in the entrepreneurial sphere is reported by 78.75% of respondents. They are not always able to follow the planned course and solve professional tasks.

A high level of activity-related self-efficacy in the entrepreneurial sphere is reported by only 15.00% of respondents. They solve professional tasks successfully, on time, and feel satisfaction.

Thus, socionomic specialists show an average level of entrepreneurial abilities, a moderate level of professional adaptability in entrepreneurial activity with a predominance of satisfaction with professional skills and abilities, a level of realization of roles and norms with a predominance of the resource component in the structure of professional self-realization, which is accompanied by a high level of social self-efficacy and an average level of activity-related self-efficacy.

2.2.3. Comparative analysis of professional adaptation and self-realization indicators among socionomic profile specialists in entrepreneurial activity with different levels of social intelligence

Based on the identified criterion – the level of social intelligence – the sample was divided into two groups:

1. persons with a conventionally high level of social intelligence, $N = 50$;
2. persons with a conventionally low level of social intelligence, $N = 30$. The size of the resulting groups allows the use of both parametric and non-parametric criteria.

To select the most appropriate statistical criterion for intergroup comparison, an analysis of the conformity of the actual distribution to normal distribution laws was conducted, for which the Kolmogorov-Smirnov test ($N > 50$) was used.

The results of the sample check are presented in Appendix C. According to the obtained results, for some scales the data are not normally distributed; therefore, for intergroup comparison, the non-parametric Mann-Whitney U-test was chosen.

The comparative analysis of entrepreneurial abilities among respondents with different levels of social intelligence is presented in Table 6.

Table 6 Comparative analysis of entrepreneurial abilities among respondents with different levels of social intelligence (U-test)

Scale	Mean value		Comparison result	
	Group with high level of social intelligence	Group with low level of social intelligence	U	p
Entrepreneurial abilities	16,16	14,83	491,50	0,009

The conducted intergroup comparison showed that there are differences in the level of entrepreneurial abilities among socioeconomic specialists with different levels of social intelligence. In particular, socioeconomic specialists with a higher level of social intelligence show a higher level of entrepreneurial abilities ($M = 16.16$ points) compared to those socioeconomic specialists characterized by a lower level of social intelligence ($M = 14.83$ points) at $U = 491.50$ and $p = 0.009$.

The comparative analysis of professional adaptability indicators to entrepreneurial activity among respondents with different levels of social intelligence is presented in Table 7.

Table 7 Comparative analysis of professional adaptability indicators to entrepreneurial activity among respondents with different levels of social intelligence (U-test)

Scale	Mean value		Result of comparison	
	Group with high level of social intelligence	Group with low level of social intelligence	U	p
Socio-economic status	14,46	14,50	730,50	0,844
Workplace relationships at work	15,48	12,50	339,50	0,000
Professional skills and abilities	15,82	14,57	500,50	0,012
Health and psycho-emotional state	14,58	13,73	598,50	0,128
Attitude to work	14,72	14,53	723,50	0,787

Professional adaptability	75,06	69,83	410,50	0,001
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The conducted intergroup comparison showed that there are differences in some indicators of professional adaptation in entrepreneurial activity among socioeconomic specialists with different levels of social intelligence.

In particular, socioeconomic specialists with a higher level of social intelligence show higher quality of workplace relationships ($M = 15.48$ points) compared to those socioeconomic specialists characterized by a lower level of social intelligence ($M = 12.50$ points) at $U = 339.50$ and $p = 0.000$.

Also, socioeconomic specialists with a higher level of social intelligence show a higher level of professional skills and abilities ($M = 15.82$ points) compared to those socioeconomic specialists characterized by a lower level of social intelligence ($M = 14.57$ points) at $U = 500.50$ and $p = 0.012$.

As a result, with a higher level of social intelligence, respondents show a higher overall level of professional adaptability in entrepreneurial activity ($M = 75.06$ points) compared to a lower level of social intelligence ($M = 69.83$ points) at $U = 410.50$ and $p = 0.001$.

The comparative analysis of professional self-realization indicators in entrepreneurial activity among respondents with different levels of social intelligence is conducted in Table 8.

Table 8 Comparative analysis of professional self-realization indicators in entrepreneurial activity among respondents with different levels of social intelligence (U-test)

Scale	Mean value		Comparison result	
	Group with high level of social intelligence	Group with low level of social intelligence	U	p
Goal-oriented	17,76	17,10	698,00	0,602
Resource	21,40	16,63	410,50	0,001
Phenomenological	16,68	16,57	666,00	0,398
Level of professional self-realization	55,84	50,30	467,50	0,005

The conducted intergroup comparison showed that there are differences in some indicators of professional self-realization in entrepreneurial activity among socioeconomic

specialists with different levels of social intelligence.

In particular, socionomic specialists with a higher level of social intelligence show a higher level of the resource component of self-realization ($M = 21.40$ points) compared to those socionomic specialists characterized by a lower level of social intelligence ($M = 16.63$ points) at $U = 410.50$ and $p = 0.001$.

As a result, with a higher level of social intelligence, respondents show a higher overall level of professional self-realization in entrepreneurial activity ($M = 55.84$ points) compared to a lower level of social intelligence ($M = 50.30$ points) at $U = 467.50$ and $p = 0.005$.

The comparative analysis of professional self-efficacy indicators in entrepreneurial activity among respondents with different levels of social intelligence is conducted in Table 9.

Table 9 Comparative analysis of professional self-efficacy indicators among respondents with different levels of social intelligence (U-test)

Scale	Mean value		Comparison result	
	Group with high level of social intelligence	Group with low level of social intelligence	U	p
Activity self-efficacy	112,46	97,40	488,00	0,009
Social self-efficacy	46,32	42,90	514,50	0,019

The conducted intergroup comparison showed that there are differences in both indicators of self-efficacy in entrepreneurial activity among socionomic specialists with different levels of social intelligence.

In particular, socionomic specialists with a higher level of social intelligence show a higher level of activity-related self-efficacy ($M = 112.46$ points) compared to those socionomic specialists characterized by a lower level of social intelligence ($M = 97.40$ points) at $U = 488.00$ and $p = 0.009$.

Also, socionomic specialists with a higher level of social intelligence show a higher level of social self-efficacy ($M = 46.32$ points) compared to those socionomic specialists characterized by a lower level of social intelligence ($M = 42.90$ points) at $U = 514.50$ and $p = 0.019$.

The comparative analysis showed that many indicators of professional adaptability and

self-realization among socio-economic specialists in entrepreneurial activity differ at different levels of social intelligence:

- entrepreneurial abilities
- satisfaction with professional skills and abilities
- satisfaction with workplace relationships
- overall indicator of professional adaptability
- resource component of professional self-realization and its overall level
- activity-related and social self-efficacy.

To clarify which specific components of social intelligence are associated with the identified differences, a correlation analysis was conducted (the non-parametric Spearman's rank correlation coefficient was chosen). The results are reflected in Table 10, where only significant correlations are presented; the full table is provided in Appendix D.

Table 10 Correlations of social intelligence components with indicators of professional adaptation and self-realization

Scales		Social processes	Social skills	Social awareness	Social intelligence
Entrepreneurial abilities	r		,699**		,467**
	p		0,000		0,000
	N		80		80
Workplace relationships	r	,346**	,506**	,650**	,718**
	p	0,002	0,000	0,000	0,000
	N	80	80	80	80
Professional skills and abilities	r		,641**		,334**
	p		0,000		0,002
	N		80		80
Professional adaptability	r		,568**	,375**	,523**
	p		0,000	0,001	0,000

Scales		Social processes	Social skills	Social awareness	Social intelligence
	N		80	80	80
Goal-oriented	r	,220*			
	p	0,050			
	N	80			
Resource	r		,724**	,233*	,514**
	p		0,000	0,038	0,000
	N		80	80	80
Level of professional self-realization	r	,255*	,579**	,230*	,489**
	p	0,022	0,000	0,040	0,000
	N	80	80	80	80
Activity self-efficacy	r	,260*	,489**	,246*	,467**
	p	0,020	0,000	0,028	0,000
	N	80	80	80	80
Social self-efficacy	r		,719**		,401**
	p		0,000		0,000
	N		80		80

Entrepreneurial abilities in socioeconomic specialists are related to social skills by a positive correlation. It is precisely the presence of social skills that influences the development of entrepreneurial abilities in respondents, while social awareness and understanding of social processes are not related to entrepreneurial abilities.

The level of professional adaptability is related to social skills and social awareness by positive correlations. At the same time, workplace relationships are related to all characteristics of social intelligence, while the assessment of one's own professional skills and abilities is related only to social skills.

The level of professional self-realization is related to all components of social intelligence by positive correlations; however, the strongest correlations are also noted with social skills. The resource component of self-realization is related by positive correlations to social skills and social awareness. It is social skills that play the most important role in the professional self-realization of a socioeconomic specialist in entrepreneurial activity.

Awareness and empathy in social interaction also form the basis of the entrepreneur's resource. The target component, in turn, weakly positively correlates with understanding of social processes. The better a respondent understands what is happening in the social reality

around them, the more capable they are of competent goal-setting in the role of a businessman. The level of activity-related self-efficacy is related to all components of social intelligence by positive correlations; however, the strongest correlations are noted with social skills. The level of social self-efficacy was found to correlate positively exclusively with social skills.

The identified correlations are reflected in the correlation matrix (Fig. 11).

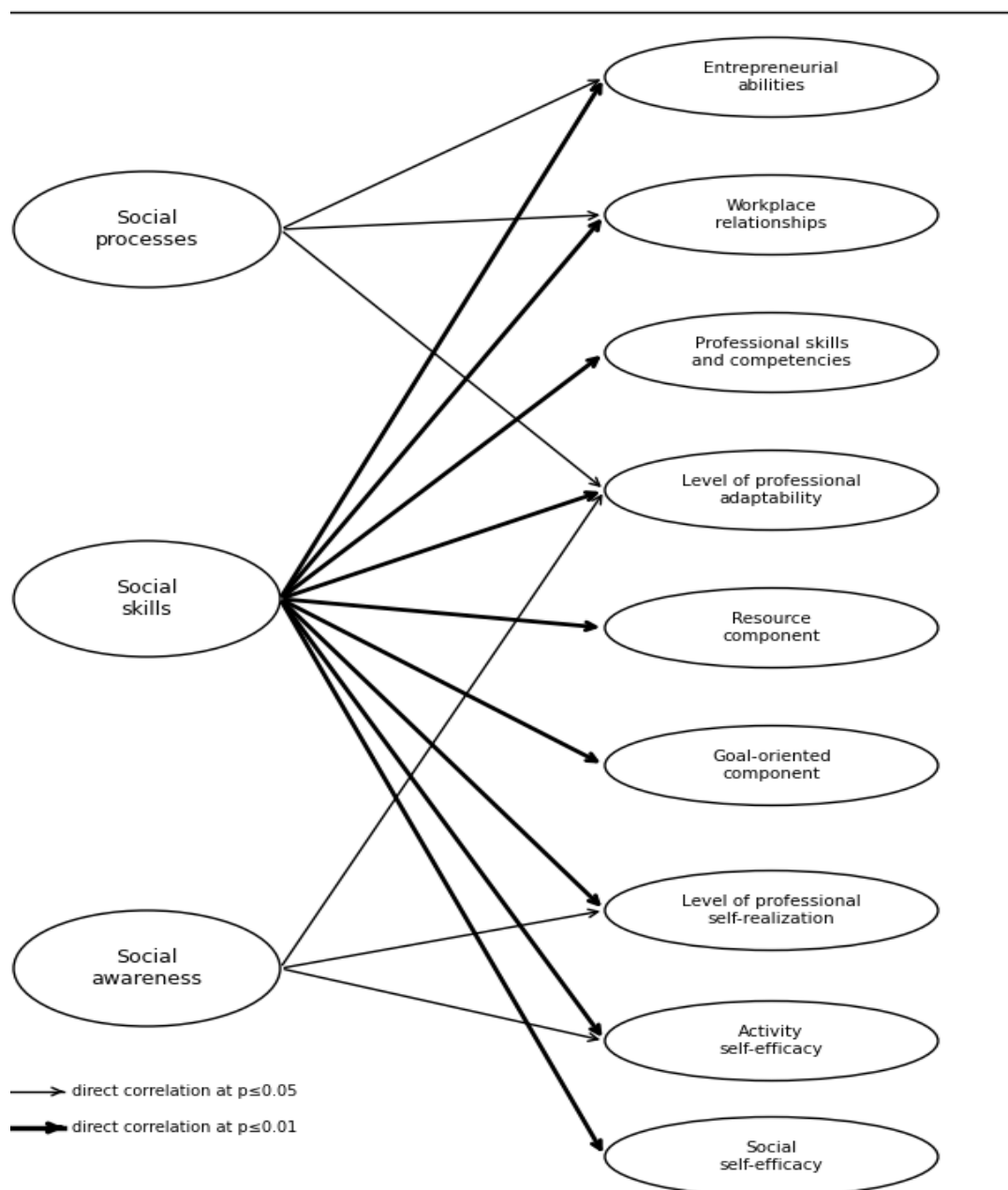


Fig. 11. Correlations between social intelligence components (social processes, social skills, social awareness) and indicators of adaptation and self-realization of socioeconomic specialists in entrepreneurial activity

Thus, all hypotheses put forward by us were confirmed.

Socionomic specialists with a high level of social intelligence demonstrate high levels of adaptability and self-realization in entrepreneurial activity, which allows considering developed social intelligence as a condition for successful adaptation and self-realization in the chosen field.

In particular:

- A high level of social intelligence in socionomic specialists is accompanied by a high level of entrepreneurial abilities.
- A high level of social intelligence in socionomic specialists is accompanied by a high level of professional adaptability, primarily due to such components as professional skills and abilities, as well as workplace relationships.
- A high level of social intelligence in socionomic specialists is accompanied by a high level of professional self-realization in entrepreneurial activity, primarily due to the resource component.
- A high level of social intelligence in socionomic specialists is accompanied by a high level of self-efficacy due to both its components: activity-related and social.

The comparative analysis showed that many indicators of professional adaptability and self-realization among socionomic specialists in entrepreneurial activity differ at different levels of social intelligence.

The correlation analysis revealed that the key role for the professional adaptation and professional self-realization of a socionomic specialist in entrepreneurial activity is played by social skills. This component of social intelligence is related by the most numerous and strongest connections to indicators of adaptation and self-realization of the entrepreneurial subject. It is precisely the development of this component that should be the focus of corrective psychological intervention.

2.2.4. Factor analysis of the structure of social intelligence, adaptation, and self-realization indicators

To identify the latent structure underlying the identified correlations and to compress the variable space, an exploratory factor analysis was conducted. The analysis included 14 primary scales: three components of social intelligence and eleven indicators of adaptation and self-realization in entrepreneurial activity. Integral summary indicators were not included in the

analysis to avoid linear dependence with their constituent subscales. Calculations were performed using Principal Axis Factoring with oblique Promax rotation.

The adequacy of the correlation matrix for factor analysis was preliminarily assessed. The Kaiser-Meyer-Olkin (KMO) measure was 0.762, which corresponds to an acceptable level of sampling adequacy. Bartlett's test of sphericity was statistically significant, confirming the suitability of the data for factorization (Table 11).

Table 11

Check of data adequacy for factor analysis

Criterion	Value
Kaiser-Meyer-Olkin measure of sampling adequacy (KMO)	0,762
Bartlett's test of sphericity: approximate χ^2	480,6
Criterion	Value
Degrees of freedom (df)	91
Significance level (p)	< 0,001

The number of factors to extract was determined based on Horn's parallel analysis, since the Kaiser criterion (eigenvalue > 1) overestimates the number of factors in small samples. According to parallel analysis, the actual eigenvalues exceed the 95th percentile of random values only for the first two factors (4.628 vs. 1.974 for the first factor and 2.065 vs. 1.708 for the second), while the third factor (1.351) already does not reach the random threshold (1.537). Thus, a two-factor solution is justified (Table 12).

Table 12

Total variance explained (first five factors)

Factor	Initial eigenvalue	% of variance	Cumulative %	Extraction, total	Rotation, total
1	4,628	33,06	33,06	4,238	3,629
2	2,065	14,74	47,80	1,525	2,096
3	1,351	9,65	57,45	—	—
4	1,102	7,87	65,32	—	—
5	0,991	7,08	72,40	—	—

Note. Extraction method – Principal Axis Factoring. For Promax rotation, sums of squared loadings are not additive due to factor correlations.

The two-factor model explains 41.2% of the total variance of the original variables. The

model fit is satisfactory: the root mean square residual (RMSR) of the reproduced correlation matrix was 0.073. The factor loading matrix (patterns) after rotation is presented in Table 13; significant loadings ($|a| \geq 0.30$) are highlighted in bold.

Table 13

Pattern matrix of factor loadings after Promax rotation

Scale	Factor 1	Factor 2	Communality h^2
Social skills	0.891	0.083	0.86
Professional skills and abilities	0.893	-0.249	0.69
Social self-efficacy	0.847	-0.060	0.68
Entrepreneurial abilities	0.742	0.102	0.62
Resource component of self-realization	0.670	0.167	0.56
Social processes	-0.199	0.735	0.47
Social awareness	-0.017	0.676	0.45
Workplace relationships	0.196	0.648	0.56
Activity-related self-efficacy	0.326	0.474	0.45
Target component of self-realization	-0.070	0.421	0.16
Phenomenological component of self-realization	-0.058	0.378	0.13
Socio-economic status	0.292	-0.081	0.07
Health and psycho-emotional state	0.156	0.122	0.05
Attitude toward work	0.138	-0.049	0.02

Note. Extraction method – Principal Axis Factoring; rotation – Promax. Bold indicates loadings $|a| \geq 0.30$. Correlation between Factor 1 and Factor 2 was $r = 0.387$.

Content interpretation of factors. The obtained solution divides the set of indicators into two correlated but distinct latent factors ($r = 0.387$), and the very space of social intelligence turns out to be split along the «behavioral-cognitive» line.

Factor 1 («behavioral-resource performance»). The highest loadings on this factor are given by social skills (0.891), professional skills and abilities (0.893), social self-efficacy (0.847), entrepreneurial abilities (0.742), and the resource component of self-realization (0.670). The factor is formed by the behavioral (skill-based) component of social intelligence

and unites «instrumental» performance indicators related to practical task-solving and resource mobilization.

Factor 2 («social-perceptual regulation and relationships»). This factor is determined by social processes (0.735), social awareness (0.676), and workplace relationships (0.648), as well as the target (0.421) and phenomenological (0.378) components of self-realization. It is formed by the cognitive components of social intelligence and unites indicators related to the quality of interpersonal relationships and the value-target side of activity. Activity-related self-efficacy has a dual loading (0.326 and 0.474).

Indicators outside the factor structure. Three scales showed near-zero communality and did not enter any factor: attitude toward work ($h^2 = 0.02$), health and psycho-emotional state ($h^2 = 0.05$), and socio-economic status ($h^2 = 0.07$). This is consistent with the correlation analysis results (Table 10) and means that these indicators lie outside the influence of the construct under study.

The obtained results structurally confirm the central proposition of the study: social intelligence is related to professional adaptation and self-realization not as a single whole but primarily through its behavioral component – social skills, which form the leading factor of performance. The cognitive components form a separate, weaker dimension oriented toward the sphere of relationships and meanings.

Limitations. The factor analysis results should be interpreted with caution due to the relatively small sample size ($N = 80$ for 14 variables), which is at the lower limit of what is acceptable for this method, as well as the ordinal nature of the original scales. Therefore, the two-factor solution is considered exploratory; its confirmatory testing constitutes a prospect for further research on an expanded sample.

2.3. Discussion of results

Summary

Based on the results of the empirical study involving 80 respondents, numerous differences were identified in the indicators of adaptation and self-realization of entrepreneurial subjects with different levels of social intelligence. A summary table of the identified features is presented in Table 14.

Table 14

Features of professional adaptation and self-realization in entrepreneurial activity determined
by the level of social intelligence of a socioeconomic specialist

Indicator	Identified differences
Entrepreneurial abilities	A higher level of the indicator is associated with a higher level of social intelligence (at $p \leq 0.01$)
Socio-economic status	No significant differences identified
Workplace relationships	A higher level of the indicator is associated with a higher level of social intelligence (at $p \leq 0.01$)
Professional skills and skills	A higher level of the indicator is determined by higher level of social intelligence (at $p \leq 0.05$)
Health and psycho-emotional state	No significant differences identified
Attitude toward work	No significant differences identified
Professional adaptability	A higher level of the indicator is determined by higher level of social intelligence (at $p \leq 0.01$)
Goal-oriented	No significant differences identified
Resource	A higher level of the indicator is associated with a higher level of social intelligence (at $p \leq 0.01$)
Phenomenological	No significant differences identified
Level professional self-realization	A higher level of the indicator is associated with a higher level of social intelligence (at $p \leq 0.01$)
Activity self-efficacy	A higher level of the indicator is determined by higher level of social intelligence (at $p \leq 0.01$)
Social self-efficacy	A higher level of the indicator is associated with a higher level of social intelligence (at $p \leq 0.05$)

The comparative analysis showed that at a high level of social intelligence, socioeconomic specialists in entrepreneurial activity show developed entrepreneurial abilities (at $p \leq 0.01$), high satisfaction with professional skills and abilities (at $p \leq 0.05$), and workplace relationships (at $p \leq 0.01$), a high overall indicator of professional adaptability (at $p \leq 0.01$), a pronounced resource component of professional self-realization (at $p \leq 0.01$) and a high overall level (at $p \leq 0.01$), as well as high activity-related (at $p \leq 0.01$) and social self-efficacy

(at $p \leq 0.05$).

Interpretation.

With a high level of social intelligence, socionomic specialists possess a high level of entrepreneurial abilities. A high level of social intelligence directly enhances the entrepreneurial abilities of a socionomic specialist, as it presupposes developed skills in understanding and managing interpersonal interactions.

Such a specialist is able to accurately read the needs of clients and partners, build trusting relationships, and form a loyal audience, which helps them manage risks and increase business sustainability. Thanks to empathy and social reflection, they adapt products or services to market demands faster, capturing the hidden expectations of clients. In addition, they are likely better able to motivate a team, recognize employee potential, and create a productive work atmosphere.

A high level of social intelligence in a socionomic specialist determines a high level of professional adaptability in the entrepreneurial sphere. The key role in this is played by the quality of relationships and satisfaction with professional skills and abilities, i.e., social skills are included in the perceptions of socionomic specialists in the structure of an entrepreneur's skills and abilities. Therefore, possessing such skills, they evaluate themselves higher on this parameter. In addition, developed social intelligence contributes to trusting relationships with colleagues and partners, through prediction and implementation of social skills, careful and empathic communication.

With developed social intelligence, socionomic specialists turn out to be more satisfied with their professional self-realization. The leading role in this is played by the resource component.

Thus, it is social intelligence that forms the basis of a businessman's resource in social activity. Thanks to the ability to listen and accurately interpret non-verbal signals, they more effectively resolve conflict situations and prevent misunderstandings, which allows them to save resources and not waste energy on unnecessary conflicts. A high level of empathy and social reflection helps them flexibly adapt approaches to different people while maintaining professional boundaries and their own emotional balance.

Therefore, with a higher level of social intelligence, socionomic specialists retain more energy for business, and a higher level of awareness in entrepreneurship is achieved.

Also, the feeling of self-efficacy is related to the level of social intelligence. Easier

solving of social tasks, establishing contacts, and maintaining trusting relationships lead to the formation and maintenance of a sense of one's own social self-efficacy in entrepreneurial activity.

Simultaneously, with developed social skills, activity-related self-efficacy also grows, since managing social contacts requires less time and effort from an entrepreneur with developed social intelligence.

Correlation with other studies.

The results of the conducted study allow considering social intelligence as a condition for successful adaptation and self-realization of a socioeconomic specialist in the entrepreneurial sphere.

Luneva O.V. published data according to which social intelligence and socio-psychological adaptation are closely interrelated characteristics [46], which was also confirmed in our study. In addition, we identified those adaptation indicators that play a key role in mediating such a relationship – satisfaction with work relationships and satisfaction with one's own professional skills and abilities.

In the empirical study by H. Karimi and co-authors, the development of social intelligence became an important factor in the development of entrepreneurial abilities in students [112]. The same conclusion can be drawn based on our data. A high level of social intelligence indeed determines a higher level of entrepreneurial abilities.

The important role of social intelligence for entrepreneurial effectiveness and for entrepreneur self-actualization was emphasized in the works of R. Boyatzis, U. Husain, P. Decker, J. Cangemi, and others [106; 109; 107].

According to our data, entrepreneurs running businesses related to socioeconomic activity, with a higher level of social intelligence, feel not only a higher level of self-realization in business but also demonstrate a higher level of activity-related self-efficacy. We made an important addition that the key role in professional self-realization through the use of social intelligence in business is played precisely by the resource component.

Rahim M. and co-authors showed how social intelligence allows saving resources in resolving conflicts, which abound in entrepreneurial activity [117]. This is also shown in our study, since social intelligence determines not only social self-efficacy but also activity-related self-efficacy of the entrepreneur, which may be associated with faster and less energy-consuming conflict resolution.

Data on the possible negative influence of social intelligence on entrepreneurial activity (Gruzina I.S., P. Larionov, Oleshko N.V., and others) were not confirmed in the materials of our study. This may be due to the fact that different components of social intelligence play somewhat different roles.

The least significant connections with adaptation and self-realization were identified in our study for understanding of social processes. Apparently, with excessive expression, this component could potentially play even a negative role for the adaptation and self-realization of the entrepreneur, since it would force them to «fixate» on foreseeing and predicting social situations and the behavior of other people, which in a situation of high uncertainty is often poorly predictable.

Accordingly, our data fit into the overall picture of already published studies and clarify some previously unidentified points.

The important role of social intelligence for the development of the resource component of self-realization and two indicators of adaptation (workplace relationships and professional skills and abilities) was identified. We also established the most significant role of social skills in the structure of intelligence for indicators of professional adaptation and self-realization, while understanding of social processes plays a rather neutral role.

2.4. Recommendations for enhancing the effectiveness of adaptation and self-realization of socioeconomic profile specialists in entrepreneurial activity

2.4.1. Case analysis

Let us consider cases encountered in the formed sample related to reduced adaptation and/or impaired self-realization of a socioeconomic specialist in entrepreneurial activity. We will analyze three cases (Respondents Nos. 4, 8, 76), within each of which targeted recommendations will be given based on the research results.

Respondent No. 4 – male, 35 years old, physician, running his own practice for 5 years, higher education, married. According to the results of the «Tromsø Social Intelligence Scale» (D. Silvera et al.), the respondent showed a low level of social intelligence (71 points), characterized by a combination of a high level of social processes (33 points) with low levels of social skills and social awareness (22 and 20 points, respectively).

Analysis of the responses to the «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters) showed that the respondent is characterized by a low level of entrepreneurial abilities (11 points).

The indicators of the «Professional Adaptability Scale» (Korytova G.S.) indicate a level of professional adaptability equal to 56 points, which is significantly below the sample mean. The reasons for maladaptation in this case are the factors of workplace relationships (7 points), professional skills and abilities (11 points), as well as health and psycho-emotional state (11 points).

Analysis of the responses to the «Type and Level of Professional Self-Realization» (Gavrilova E.A.) indicates that the respondent has an individual-executive level of professional self-realization (41 points). At the same time, there is an extremely low level of the resource component of self-realization (10 points) with insufficiently expressed target and phenomenological components (15 and 16 points, respectively).

The application of the «Self-Efficacy Scale» (J. Maddux, M. Sherer) showed that the respondent has average levels of activity-related (100 points) and social self-efficacy (28 points).

In analyzing this case, it is important to pay attention to the low level of the respondent's predisposition to entrepreneurial activity, which may be related to low tolerance for risk and uncertainty and requires additional study. However, entrepreneurial abilities can be stimulated, including through the development of social intelligence in general and social skills and social awareness in particular.

The development of social skills will allow forming a sense of social self-efficacy, increasing satisfaction with one's own professional skills and abilities, improving workplace relationships, and increasing the level of the resource component of self-realization, which is currently insufficiently developed. The development of social awareness and empathy in interactions will contribute to improving workplace relationships and increasing the feeling of activity-related self-efficacy in this respondent.

By developing social skills and social awareness, this respondent will receive an impetus for increasing self-confidence and social courage, which may lead to increased tolerance for risk and uncertainty and positively affect their self-actualization through the role of an entrepreneur.

Respondent No. 8 – female, 40 years old, educator, engaged in entrepreneurship for 6

years, secondary professional education, married. According to the results of the «Tromsø Social Intelligence Scale» (D. Silvera et al.), the respondent showed a high level of social intelligence (99 points), characterized by a combination of a low level of social awareness (28 points) with high levels of social skills and social processes (34 and 37 points, respectively). Analysis of the responses to the «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters) showed that the respondent is characterized by an average level of entrepreneurial abilities (16 points).

The indicators of the «Professional Adaptability Scale» (Korytova G.S.) indicate a level of professional adaptability equal to 77 points, which is close to the sample mean. The reason for maladaptation in this case is the factor of workplace relationships (12 points). The results of the «Type and Level of Professional Self-Realization» (Gavrilova E.A.) indicate that the respondent has an individual-executive level of professional self-realization (47 points). At the same time, there is insufficient expression of the resource, target, and phenomenological components (15, 18, and 14 points, respectively). The reduction in the phenomenological and resource components is stronger than in the target. The application of the «Self-Efficacy Scale» (J. Maddux, M. Sherer) showed that the respondent has average levels of activity-related (96 points) and social self-efficacy (39 points).

Analysis of the diagnostic results shows that the problem area for this respondent is poorly developed social awareness.

The reactions and behavior of other people are associated with a high degree of unpredictability for her. The respondent does not show empathy in interaction with other people; as a result, she often encounters unexpected negative consequences of her communicative decisions.

This can damage long-term trusting relationships, since with such a person, students and clients cannot feel psychologically safe and comfortable.

Developing empathy, social sensitivity, ethics, and psychotherapeutic quality in communication will allow this respondent to increase the level of activity-related self-efficacy and professional self-realization, primarily due to her reduced resource component. Moreover, by showing tolerance, care, and empathy, the respondent will form a different, value-based attitude toward her own professional role, which will allow increasing the expression of the phenomenological component of professional self-realization – the profession will acquire

meaning for her through service to people and helping them master educational material.

As a result, the respondent can move from the individual-executive level of self-realization to a higher level – the realization of norms and roles.

Respondent No. 76 – female, 43 years old, lawyer, running her own practice for 5 years, higher education, married. According to the results of the «Tromsø Social Intelligence Scale» (D. Silvera et al.), the respondent showed a low level of social intelligence (90 points), characterized by a combination of a high level of social awareness (36 points) with low levels of social skills and social processes (25 and 29 points, respectively).

Analysis of the responses to the «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters) showed that the respondent is characterized by an average level of entrepreneurial abilities (14 points). The indicators of the «Professional Adaptability Scale» (Korytova G.S.) indicate a level of professional adaptability equal to 78 points, which is comparable to the sample mean. The reasons for maladaptation in this case are the factors of professional skills and abilities (13 points), as well as health and psycho-emotional state (14 points).

The results of the «Type and Level of Professional Self-Realization» (Gavrilova E.A.) indicate that the respondent has the level of realization of norms and roles in professional activity (56 points). At the same time, there is insufficient expression of the target and resource components (19 and 14 points, respectively) with a pronounced phenomenological component (23 points). The application of the «Self-Efficacy Scale» (J. Maddux, M. Sherer) showed that the respondent has average levels of activity-related (118 points) and social self-efficacy (42 points).

This respondent is characterized by a simultaneous reduction in social skills and social processes. The respondent does not possess sufficient social skills for successfully solving business tasks, and also does not sufficiently sensitively and accurately understand and interpret social processes. At the same time, she is empathetic, sensitive to the reactions of other people, and seeks to maintain comfort in interaction and show care in communication.

Purposeful development of social skills will allow increasing satisfaction with professional skills and abilities and will contribute to the growth of self-efficacy to high levels. Work on understanding social processes and predicting the development of events in communication will allow improving the activity-related component of self-efficacy, feeling oneself a more successful entrepreneur in task-solving, and also developing the target component of self-realization – forming a general value-semantic concept of one's professional

path.

The phenomenological component of self-realization is strongly expressed in the respondent and can become a resource in the psychologist's work with her: she sees personal meaning and unconditional value in her profession. Special attention in this case should be paid to the low level of health and psycho-emotional state of the respondent, which may be an indicator of professional burnout and requires additional study.

Thus, the conducted study provides rich diagnostic material sufficient for developing targeted recommendations for respondents.

2.4.2. General recommendations

At the conclusion of the study, it is important to highlight general recommendations for enhancing the effectiveness of adaptation and self-realization of socio-economic specialists in entrepreneurial activity. As the conducted study showed, social intelligence plays an important role in adaptation and self-realization. Therefore, the activation of its components will contribute to solving problems of professional adaptation and/or self-realization.

The main direction of a psychologist's work when identifying problems in the process of adaptation or self-realization of a socio-economic specialist in entrepreneurial activity should be work with their social skills. It is this component that is more strongly related to the process of adaptation and self-realization than others. It is this component that is easier to develop purposefully, especially in socio-economic specialists who have rich social experience.

The strategy of psychological assistance in this case is built on step-by-step correction: from identifying and recognizing deficits – to gradual mastery and reinforcement of new behavioral models in a safe environment (exercises, case-solving, practice in groups/pairs), and then – to transferring skills to real life (with gradual complication of social situations and tasks). The tactics of psychological assistance include the following steps:

1. diagnosis and understanding of deficits by the psychologist (psychodiagnostics),
2. self-diagnosis and awareness of deficits by the client (discussion of cases, diary techniques),
3. motivation for change (conversation),
4. mastering social skills in a safe environment (role-playing, exercises),
5. gradual complication of social tasks and transition to the real environment,

6. reflection and reinforcement (diary techniques).

It is important to diagnose social skills as a component of social intelligence, identify its overall level and level in relation to other components (social processes and social awareness).

After identifying deficits, it is important to carefully discuss the diagnostic results with the client, propose diary techniques and case-solving so that the client independently encounters the deficits identified by the psychologist and recognizes their presence and consequences.

At this stage, it is important to motivate the client to work through problems and fill deficits, instilling in them confidence in their own abilities.

It is advisable to jointly formulate specific, measurable goals with the client (e.g., «ask two clarifying questions in a conversation,» «express disagreement without aggression»). It is necessary to discuss how new skills will improve significant areas of the client's life and emphasize the personal value of change.

After awareness of deficits and formation of motivation for change, the psychologist can proceed to practicing the missing social skills. Among those missing in the client may be identified:

- verbal and non-verbal communication skills;
- active listening skills;
- skills for regulating emotional tone in communication;
- skills for diagnosing an interlocutor;
- skills for supporting and motivating others;
- skills for ecological communication;
- self-presentation skills;
- conflict management skills;
- flexible and adaptive communication skills;
- persuasion skills;
- skills for building and maintaining relationships;
- decision-making skills, and some others.

To practice deficient skills, the client may be offered role-playing games and psychological exercises, the content of which may vary depending on the purpose of application. Gradually, from independent individual work, it is necessary to move to work in pairs, groups, and frontal work (for deficient self-presentation skills, for example).

It is recommended to first act out typical situations from the client's life (asking for a service, acquaintance, everyday conflict), then from the professional activity of an entrepreneur (establishing contact, concluding a contract, work conflict).

Provide prompt constructive feedback:

1. what worked, what can be improved;
2. adjust intonation, gestures, formulations.

Subsequently, complicate and repeat scenarios with variations to make the skill flexible.

When transferring skills to real life, it is appropriate to assign small «experiments» in everyday life (e.g., greet a neighbor, ask a stranger a question). Start with low-stress situations, gradually increasing complexity, moving to the professional sphere. It is important to record the experience: what worked, what caused anxiety, what thoughts hindered. It is convenient to record such experience in a self-observation diary or audio messages immediately after situations.

For reflection and reinforcement of positive changes, it is necessary to analyze successes and difficulties in each session, refine strategies for overcoming anxiety. Positive changes can be reinforced by noting progress on a pre-formed progress bar, discussing how to maintain the skill in the long term. If necessary, one can return to role-playing games to work through «difficult» moments that are not yet working in real life.

In parallel with the development of social skills, it is important to work on improving social awareness and understanding of social processes. The strategy here is built on step-by-step development: from basic awareness of one's own social patterns – to the analysis of complex social processes and the development of skills for systemic social thinking.

For the development of social reflection, it is important to teach the client to ask themselves questions: «What exactly is happening in this situation?», «What roles are the participants playing?», «What hidden motives might people have?»; recommend keeping a diary of observations of social interactions with subsequent analysis (what worked, what didn't, why); and also practice the skill of separating personal emotions from objective description of events.

For the development of systemic social thinking (forecasting and understanding social processes), it is important to:

- teach the client to see the interconnections between micro- (personal relationships), meso- (groups, organizations), and macro-levels (society, culture, politics);

- analyze how individual actions affect group processes and vice versa;
- master tools for critical analysis of information (source verification, detection of manipulation, work with cognitive distortions).

The research results and our conclusions can be used by career consultants, practicing psychologists-consultants and coaches, as well as HR specialists and organizational psychologists in their professional activities.

Conclusions to Chapter 2

1. The application of the «Tromsø Social Intelligence Scale» made it possible to establish that the sample of socionomic specialists realizing themselves in entrepreneurial activity is dominated by a high level of social intelligence (62.50% vs. 37.50%).

At the same time, the structure of social intelligence turned out to be uneven: the most developed component is social skills (high level in 73.75% of respondents), while social awareness remains the least developed and does not reach a high level in 58.75% of respondents.

This result is of fundamental importance: it indicates that when transitioning to entrepreneurial activity, socionomic specialists undergo a restructuring of the structure of social intelligence – the practical-effective (behavioral) component begins to predominate over the reflexive-value component, i.e., over conscious orientation toward the needs of others. In other words, the entrepreneurial context actualizes not so much the «understanding» facet of social intelligence as the «acting» facet.

The conducted factor analysis structurally confirmed this conclusion. In the two-factor solution, the behavioral component of social intelligence (social skills) forms the leading factor of performance together with entrepreneurial abilities, professional skills, the resource component of self-realization, and social self-efficacy, while the cognitive components (understanding and awareness of social situations) form a separate, weaker dimension related to the sphere of relationships. At the same time, a number of indicators (socio-economic status, health and psycho-emotional state, attitude toward work) turned out to be independent of social intelligence.

2. Comparative analysis of entrepreneurial abilities (method of R. Hisrich, M. Peters in the adaptation of I. Andreeva, E. Nikolaenko) revealed a statistically significant advantage of the group with high social intelligence ($M = 16.16$ vs. $M = 14.83$; $U = 491.50$; $p = 0.009$).

This allows considering social intelligence not as a peripheral but as a constitutive condition for the entrepreneurial ability of a socionomic specialist: the ability to accurately read the needs of counterparties, predict their behavior, and flexibly build interaction directly converts into the ability to identify market opportunities, retain clients, and conduct negotiations effectively.

Thus, the first specific hypothesis of the study is confirmed.

3. Comparative analysis of professional adaptability (ShPAD, G.S. Korytova) showed a significant advantage of the group with high social intelligence on the integral indicator ($M = 75.06$ vs. $M = 69.83$; $U = 410.50$; $p = 0.001$).

Fundamentally, this advantage is provided not by all but by strictly defined components: workplace relationships ($M = 15.48$ vs. 12.50 ; $p = 0.000$) and professional skills and abilities ($M = 15.82$ vs. 14.57 ; $p = 0.012$), while no significant differences were found for socio-economic status, health state, and attitude toward work.

This selectivity reveals the mechanism of influence: social intelligence contributes to adaptation not directly and not totally, but through the quality of professional communications and subjective confidence in one's own competence. Those aspects of adaptation that are determined primarily by external (economic) or somatic factors naturally do not depend on the level of social intelligence.

The second specific hypothesis of the study is confirmed.

4. Comparative analysis of professional self-realization (E.A. Gavrilova's method) showed a significant advantage of the group with high social intelligence on the overall level ($M = 55.84$ vs. $M = 50.30$; $U = 467.50$; $p = 0.005$), while the differentiated analysis revealed that this effect is achieved exclusively through the resource component ($M = 21.40$ vs. 16.63 ; $p = 0.001$), whereas the target and phenomenological components showed no significant differences.

This means that social intelligence is related to self-realization not through goal-setting and not through the subjective experience of being self-realized, but through the expansion of the personality's resource base – the ability to rely on one's own capabilities, professional connections, and potential.

Social intelligence in entrepreneurial activity functions primarily as a resource-forming mechanism, not as a source of meanings or goals.

The fourth specific hypothesis of the study is confirmed.

5. Comparative analysis of self-efficacy (J. Maddux, M. Sherer scale in A.V. Boyarintseva's adaptation) revealed a significant advantage of the group with high social intelligence on both components – activity-related ($M = 112.46$ vs. 97.40 ; $p = 0.009$) and social ($M = 46.32$ vs. 42.90 ; $p = 0.019$).

Content-wise, this is explained by the fact that developed social skills reduce the

«communicative cost» of entrepreneurial activity: managing social contacts requires less effort, which frees up psychological resources for solving actual business tasks and strengthens the overall sense of one's own effectiveness.

The third specific hypothesis of the study is confirmed.

6. Correlation analysis (Spearman's rank correlation coefficient) made it possible to establish the main scientific result of the study: the leading role in ensuring adaptation and self-realization belongs not to social intelligence as a whole but to its specific component – social skills.

It is social skills that form the most numerous and strongest significant correlations with all studied indicators: with the resource component of self-realization ($r = 0.724$), social self-efficacy ($r = 0.719$), and entrepreneurial abilities ($r = 0.699$). Social processes and social awareness also contribute to adaptation and self-realization; however, their contribution is substantially weaker and is of an auxiliary nature.

This allows clarifying the theoretical understanding of social intelligence in relation to entrepreneurial activity: its adaptive potential is realized primarily through the behavioral, practical-operational component, rather than through the cognitive-perceptual one.

This finding possesses theoretical novelty, as it shifts the emphasis from the traditional understanding of social intelligence as the ability to «understand others» to its understanding as the ability to «act effectively» in the system of business relations.

7. The obtained results are consistent with data from previously published studies (O.V. Luneva, M. Rahim, R. Boyatzis, U. Husain, P. Decker, J. Cangemi, and others), confirming the positive role of social intelligence in professional activity, and simultaneously complement them, for the first time revealing the differentiated contribution of individual components of social intelligence and establishing the priority of social skills for socioeconomic specialists in the entrepreneurial context.

Notably, the theoretically postulated risks of excessive social intelligence (excessive empathy, blurring of professional boundaries, difficulty with tough managerial decisions) did not receive empirical confirmation in this sample.

This may be explained by the moderately high (rather than extreme) level of social intelligence of the respondents, as well as the presence of their formed professional experience (average 4.55 years), thanks to which the primary, most vulnerable stage of adaptation has already been passed. It can be assumed that negative effects manifest not with high social

intelligence in general, but with an imbalance of its components – in particular, with excessive social sensitivity against a background of insufficiently developed self-regulation and boundary-setting skills, which identifies an independent direction for further research.

8. Based on the obtained data, including the analysis of three individual cases, targeted and general recommendations were developed aimed at developing social skills, understanding social processes, and social awareness. The practical value of the recommendations lies in the fact that they are based on the empirically established hierarchy of social intelligence components: the primary object of psychological assistance is identified as social skills – the component that makes the maximum contribution to the success of adaptation and self-realization.

This approach allows increasing the specificity and effectiveness of psychological support for socionomic specialists transitioning to entrepreneurial activity.

CONCLUSION

The problem area chosen for research is relevant for contemporary psychology of professional activity. Many socionomic specialists are actively trying themselves in entrepreneurship, where not so much their sociability, communicativeness, and empathy come to the fore, but qualities that contribute to adequate response to uncertainty, risk, and stress. However, as the conducted study showed, even in the conditions of entrepreneurial activity, social intelligence does not lose its important positive role – but realizes it selectively, through specific components and mechanisms.

The aim of the study was achieved: the role of social intelligence for the professional adaptation and self-realization of socionomic specialists in entrepreneurial activity was identified and substantively revealed. The solution of the set tasks allowed reaching the following generalizations.

The solution of the first task showed that social intelligence is appropriately defined as a complex of mental abilities that determine adequate reflection of social objects and effective processing of social information. The hybrid TROMSO model (D. Silvera, M. Martinussen, T. Dahl), combining cognitive and behavioral aspects and including three components – social processes, social awareness, and social skills – was adopted as an operational basis. It was established that for representatives of socionomic professions («person-to-person»), it is precisely developed social intelligence that acts as the leading condition for professional readiness, which determined the appropriateness of its study in their new entrepreneurial role.

The solution of the second and third tasks allowed clarifying that professional adaptation in entrepreneurship is the process of harmonizing a specialist's interaction with a new professional environment through constructive overcoming of crisis situations, and professional self-realization is the process of revealing personal potential, including the formation of self-efficacy, expansion of professional resource, and integration of professional goals into the system of personal values and meanings. Thus, the transition of a socionomic specialist to entrepreneurship was conceptualized not as a simple change of employment format but as the mastery of a new professional role combining helping, communicative, managerial, and entrepreneurial functions.

The solution of the fourth and fifth tasks constituted the core of the study. In the

course of the empirical study involving 80 respondents using five psychodiagnostic methods («Tromsø Social Intelligence Scale» (D. Silvera et al., 2001; adaptation by V.V. Shevelev, 2016); «Assessment of Entrepreneurial Abilities» (R. Hisrich, M. Peters, 1989; adaptation by I. Andreeva, E. Nikolaenko, 1993); «Professional Adaptability Scale» (G.S. Korytova, 2007); «Type and Level of Professional Self-Realization» (E.A. Gavrilova, 2015); «Self-Efficacy Scale» (J. Maddux, M. Sherer, 1986; adaptation by A.V. Boyarintseva, 1995)), all hypotheses were confirmed.

Within the framework of the main hypothesis, it was proved that socio-economic specialists with a high level of social intelligence demonstrate high levels of adaptability and self-realization in entrepreneurial activity, which allows considering developed social intelligence as a condition for successful adaptation and self-realization in the chosen field.

The comparative analysis showed that with a higher level of social intelligence, entrepreneurial abilities ($p \leq 0.01$), satisfaction with professional skills and abilities ($p \leq 0.05$) and workplace relationships ($p \leq 0.01$), the overall indicator of professional adaptability ($p \leq 0.01$), the resource component ($p \leq 0.01$) and the overall level of professional self-realization ($p \leq 0.01$), as well as activity-related ($p \leq 0.01$) and social self-efficacy ($p \leq 0.05$) are significantly higher. Significantly, differences were found not for all but for strictly defined indicators: no significant differences were found for socio-economic status, health state, attitude toward work, as well as for the target and phenomenological components of self-realization. This selectivity reveals the mechanism of social intelligence's influence – it contributes to adaptation and self-realization not totally but through the quality of professional communications and the expansion of the personality's resource base, while aspects determined by external or somatic factors naturally do not depend on it.

Correlation analysis made it possible to establish the key result of the study: the leading role in ensuring professional adaptation and self-realization belongs not to social intelligence as a whole but to its specific component – social skills. This component is related by the most numerous and strongest correlations (at $p \leq 0.01$) with entrepreneurial abilities, workplace relationships, professional skills and abilities, professional adaptability, the level of professional self-realization and its resource component, activity-related and social self-efficacy. Social processes and social awareness also participate in ensuring adaptation and self-realization; however, their contribution is substantially weaker and is of an auxiliary nature. This clarifies the theoretical understanding of social intelligence in relation to entrepreneurship:

its adaptive potential is realized primarily through the behavioral, practical-operational component, which shifts the emphasis from understanding social intelligence as the ability to «understand others» to understanding it as the ability to act effectively in the system of business relations. This result received structural confirmation in factor analysis: in the two-factor solution, social skills together with entrepreneurial abilities, professional skills, the resource component of self-realization, and social self-efficacy form the leading factor of performance, while the cognitive components of social intelligence (understanding and awareness of social situations) form a separate, weaker dimension related to the sphere of relationships and meanings.

The solution of the sixth task. Targeted (based on the analysis of three cases) and general recommendations were developed for the development of social skills, understanding of social processes, and enhancement of social awareness, aimed at overcoming difficulties in professional adaptation and stimulating professional self-realization of entrepreneurs. Their distinctive feature lies in reliance on the empirically established hierarchy of social intelligence components: the primary object of psychological intervention is identified as social skills – the component that makes the maximum contribution to the success of activity.

The theoretical significance of the study consists in clarifying the concepts of «social intelligence,» «professional adaptation,» and «professional self-realization» in relation to entrepreneurial activity, as well as in expanding the understanding of the role of social intelligence in the professional development of the individual and in non-linear career trajectories. For the first time, the differentiated contribution of social intelligence components is revealed, and the leading role of social skills is substantiated, which sets a new perspective for labor psychology and organizational psychology.

The practical significance of the study is determined by the fact that the developed and tested diagnostic complex and recommendations allow identifying deficits in the structure of social intelligence, conducting targeted correction (primarily of social skills), and preventing difficulties in adaptation and professional burnout. The results can be used by career consultants, practicing psychologists-consultants, coaches, HR specialists, and organizational psychologists when supporting specialists choosing the path of a non-linear career and transitioning from helping professions to entrepreneurship.

Further directions for research may include: comparison of social intelligence characteristics among representatives of different socioeconomic professions; in-depth study of the

structure and expression of social skills in connection with adaptation difficulties and components of self-realization; study of the relationship between social intelligence and attitude toward uncertainty and risk; as well as verification of possible negative effects of imbalance in social intelligence components (in particular, excessive social sensitivity) at the stage of entering entrepreneurial activity, on a sample of specialists with little experience.

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APPENDICES

Appendix A. Questionnaire for Respondents

1. Specify your age, full years: _____
2. Specify your gender:
 - male
 - female
3. Specify your level of education:
 - higher professional
 - secondary professional
4. Specify your marital status:
 - married
 - not married
5. Specify your profession:
 - educator (tutor, teacher, coach)
 - psychologist (psychotherapist without medical education, counseling psychologist, psychoanalyst, etc.)
 - HR specialist (HR manager, etc.)
 - physician
 - lawyer (notary, legal consultant, etc.)
 - social worker
 - other: _____
6. Are you currently engaged in independent entrepreneurial activity or working for yourself as a self-employed/freelancer?
 - yes, entrepreneurship
 - yes, self-employment
 - no
7. For how long have you been engaged in independent entrepreneurial activity or self-employment practice, years: _____
8. In which region do you reside?
 - Moscow
 - Moscow region
 - other: _____

Appendix B. Summary Results of the Study

Questionnaire Results

№	gender, 1 m, 2 f	age	entrepreneurial experience activity	education, 1 higher, 2 vocational	region, 1 M, 2 MO, 3 other	marital status, 1 married, 2 single	profession
1	1	32	1	1	1	1	psychologist
2	1	30	2	2	1	1	physician
3	1	33	5	1	1	1	HR
4	1	35	5	1	1	1	physician
5	2	38	8	1	1	1	educator
6	2	45	11	1	2	2	educator
7	2	44	5	1	1	1	psychologist
8	2	40	6	2	1	1	educator
9	2	40	3	1	2	1	psychologist
10	2	43	2	2	2	1	physician
11	2	32	1	2	2	1	lawyer
12	1	31	1	1	1	2	educator
13	2	30	3	1	2	1	HR
14	2	33	4	1	3	1	lawyer
15	2	33	3	1	1	1	educator
16	1	33	5	2	1	1	psychologist
17	1	35	5	2	1	2	HR
18	1	37	5	1	2	2	physician
19	1	38	6	2	3	1	educator
20	1	38	5	1	1	2	lawyer
21	2	38	5	2	2	2	educator
22	2	39	4	1	3	2	physician
23	2	41	5	1	3	1	physician
24	1	44	2	2	3	1	psychologist

№	gender, 1 m, 2 f	age	entrepreneurial experience activity	education, 1 higher, 2 vocational	region, 1 M, 2 MO, 3 other	marital status, 1 in married, 2 single	profession
25	1	42	3	1	1	1	HR
26	1	40	3	1	2	2	educator
27	2	45	8	1	3	2	educator
28	1	30	4	1	2	2	lawyer
29	2	30	3	1	1	2	lawyer
30	1	39	1	2	2	2	physician
31	2	35	1	1	1	1	lawyer
32	1	36	9	2	1	1	psychologist
33	1	35	11	2	1	2	educator
34	1	34	4	1	1	2	HR
35	1	34	5	1	1	2	physician
36	1	34	3	1	1	1	HR
37	2	32	1	1	3	2	educator
38	2	38	8	2	2	1	lawyer
39	2	30	4	1	1	2	educator
40	2	38	3	2	1	1	social worker
41	2	37	3	2	1	2	HR
42	1	36	2	1	1	1	psychologist
43	2	36	11	2	3	2	HR
44	1	35	10	1	1	2	lawyer
45	2	34	4	1	1	2	HR
46	1	32	5	1	1	2	lawyer
47	1	38	5	1	2	1	lawyer
48	1	41	2	1	1	1	lawyer
49	2	45	1	1	2	1	educator

№	gender, 1 m, 2 f	age	experience entrepreneurial activity	education, 1 higher, 2 vocational	region, 1 M, 2 MO, 3 other	marital status, 1 in married, 2 not in marriage	profession
50	2	44	4	1	2	1	educator
51	2	40	7	1	2	1	physician
52	1	35	7	2	1	2	lawyer
53	1	36	6	1	3	2	lawyer
54	1	36	5	1	1	2	physician
55	2	34	4	1	1	2	psychologist
56	2	35	4	1	3	1	psychologist
57	2	38	7	1	1	1	social worker
58	2	39	1	1	1	1	social worker
59	2	41	3	2	1	2	psychologist
60	1	44	8	1	2	2	physician
61	2	42	12	1	1	1	HR
62	2	44	10	1	2	2	lawyer
63	2	34	7	1	3	1	HR
64	2	45	4	1	1	2	HR
65	2	41	2	2	1	2	HR
66	2	33	1	1	1	2	psychologist
67	1	30	1	1	1	2	lawyer
68	2	33	1	1	2	2	lawyer
69	2	32	5	1	1	2	psychologist
70	2	33	6	2	1	1	lawyer
71	2	32	6	1	2	1	lawyer
72	2	31	4	1	2	1	psychologist
73	1	35	3	1	3	2	physician
74	2	39	4	1	2	1	HR

№	gender, 1 m, 2 f	age	experience entrepreneurial activity	education, 1 higher, 2 vocational	region, 1 M, 2 MO, 3 other	marital status, 1 in married, 2 not in marriage	profession
75	1	44	4	2	2	2	physician
76	2	43	5	1	1	1	lawyer
77	2	35	6	1	1	2	HR
78	2	42	5	1	3	2	HR
79	2	36	4	1	1	1	psychologist
80	2	35	2	1	3	2	psychologist

Social Intelligence, Entrepreneurial Abilities, Professional Adaptability

№	Soc intelligence				Entrepreneurial abilities	PAS					
	Social processes	Social skills	Social awareness	Social intelligence		Socio-economic status	Workplace relationships	Professional skills and skills	Health and psycho-emotional state	Attitude to work	Professional adaptability
1	36	25	39	100	15	11	15	10	9	12	57
2	35	33	26	94	16	14	13	15	10	13	65
3	38	40	34	112	18	15	17	18	11	14	75
4	33	22	20	75	11	14	7	11	11	13	56
5	29	32	21	82	15	16	9	17	13	15	70
6	34	39	35	108	17	18	15	18	14	20	85
7	35	32	36	103	15	20	14	15	18	15	82
8	37	34	28	99	16	15	12	15	20	15	77
9	44	35	42	121	17	14	20	16	19	16	85
10	39	24	25	88	11	12	11	12	14	14	63
11	29	25	36	90	13	11	12	11	15	12	61
12	34	30	37	101	18	14	15	12	15	13	69
13	34	36	30	100	15	15	16	15	14	13	73
14	32	40	34	106	16	15	17	18	16	15	81
15	24	29	31	84	15	16	9	16	9	17	67
16	32	35	41	108	18	14	16	16	12	15	73
17	40	40	27	107	19	14	17	17	15	15	78
18	33	42	35	110	19	20	14	19	15	14	82
19	36	35	36	107	15	18	15	15	15	17	80
20	27	29	22	78	13	18	8	15	16	12	69

№	Soc intelligence				Entrepreneurial abilities	PAS					
	Social processes	Social skills	Social awareness	Social intelligence		Socio-economic status	Workplace relationships	Professional skills and skills	Health and psycho-emotional state	Attitude to work	Professional adaptability
21	23	30	28	81	15	20	9	16	14	13	72
22	29	32	31	92	16	15	15	16	10	14	70
23	30	40	25	95	18	14	16	17	16	13	76
24	35	33	37	105	15	12	17	14	11	15	69
25	33	38	28	99	17	11	14	15	11	20	71
26	36	25	28	89	15	14	12	12	13	15	66
27	25	29	27	81	16	15	11	17	14	15	72
28	24	30	23	77	17	15	10	16	18	16	75
29	34	41	33	108	19	16	16	18	20	14	84
30	36	27	22	85	13	14	13	13	14	12	66
31	26	29	20	75	15	14	10	15	14	13	66
32	35	38	42	115	19	20	18	17	15	13	83
33	35	33	34	102	14	18	14	18	15	15	80
34	32	39	36	107	17	19	16	16	14	17	82
35	35	33	31	99	15	9	11	17	16	15	68
36	22	29	23	74	12	12	9	14	11	15	61
37	35	35	37	107	16	15	16	13	9	14	67
38	30	33	25	88	15	15	10	15	15	17	72
39	29	35	31	95	18	14	17	16	15	12	74
40	39	34	33	106	14	12	14	16	15	13	70
41	36	44	30	110	17	11	16	19	16	14	76

№	Soc intelligence				Entrepreneurial abilities	PAS					
	Social processes	Social skills	Social awareness	Social intelligence		Socio-economic status	Workplace relationships	Professional skills and skills	Health and psycho-emotional state	Attitude to work	Professional adaptability
42	38	33	41	112	13	14	18	14	14	13	73
43	40	39	35	114	15	15	19	16	13	15	78
44	35	35	32	102	14	15	14	15	18	20	82
45	24	39	29	92	18	16	17	14	19	15	81
46	23	30	25	78	14	14	12	16	11	15	68
47	26	32	28	86	15	15	15	17	13	16	76
48	36	38	39	113	19	19	16	14	14	14	77
49	35	33	31	99	15	12	11	15	18	12	68
50	32	39	35	106	16	9	15	15	16	13	68
51	35	43	31	109	18	11	16	17	14	13	71
52	27	39	33	99	14	14	10	16	8	15	63
53	35	35	37	107	13	15	16	17	15	17	80
54	30	33	29	92	15	15	15	14	15	15	74
55	37	35	34	106	18	14	16	15	10	15	70
56	39	34	43	116	15	12	17	15	16	14	74
57	36	44	30	110	19	11	15	18	11	17	72
58	38	33	35	106	14	14	14	14	12	12	66
59	35	35	35	105	18	15	15	17	15	13	75
60	22	38	29	89	18	15	14	16	15	14	74
61	36	38	32	106	17	16	15	15	15	13	74
62	23	28	26	77	13	14	12	14	13	15	68

№	Soc intelligence				Entrepreneurial abilities ty	PAS					
	Social processes	Social skills	Social awareness	Social intelligence		Socio-economic status	Workplace relationships	Professional skills and skills	Health and psycho-emotional state	Attitude to work	Professional adaptability
63	33	35	24	92	18	15	15	16	14	20	80
64	30	39	29	98	15	19	14	16	16	15	80
65	26	44	31	101	17	12	15	18	18	15	78
66	38	29	33	100	12	9	15	14	19	16	73
67	22	25	31	78	12	11	14	12	11	14	62
68	40	40	27	107	18	14	12	17	13	12	68
69	33	34	36	103	14	17	16	16	14	13	76
70	33	42	35	110	18	18	17	18	18	13	84
71	36	35	36	107	15	15	15	17	20	15	82
72	36	35	39	110	16	12	16	14	14	17	73
73	34	28	30	92	15	16	17	13	14	15	75
74	44	35	42	121	16	11	20	15	15	15	76
75	39	24	25	88	13	14	10	11	15	14	64
76	29	25	36	90	14	16	18	13	14	17	78
77	24	32	27	83	16	11	15	17	16	15	74
78	34	36	30	100	15	11	16	14	11	16	68
79	32	40	39	111	18	18	17	17	12	15	79
80	36	36	41	113	15	15	19	15	15	14	78

Self-Realization, Self-Efficacy

№	Prof self-realization					Self-efficacy	
	Goal-oriented	Resource	Phenomenological	Level professional self-realization	Level	Activity self-efficacy	Social self-efficacy
1	20	23	13	56	3	102	35
2	12	18	15	45	2	105	43
3	26	29	17	72	3	134	55
4	15	10	16	41	2	100	28
5	17	26	15	58	3	84	42
6	16	27	18	61	3	89	50
7	13	13	16	42	2	99	40
8	18	15	14	47	2	96	39
9	30	17	31	78	4	155	44
10	24	13	26	63	3	101	31
11	16	15	14	45	2	60	35
12	16	18	15	49	2	69	40
13	14	16	18	48	2	78	41
14	15	30	19	64	3	105	52
15	18	16	15	49	2	100	43
16	19	28	16	63	3	103	39
17	15	31	16	62	3	102	50
18	26	32	27	85	4	150	51
19	16	18	20	54	3	142	43
20	17	19	12	48	2	63	42
21	20	15	13	48	2	114	45
22	12	16	15	43	2	104	48

№	Prof self-realization					Self-efficacy	
	Goal-oriented	Resource	Phenomenological	Level of professional self-realization	Level	Activity self-efficacy	Social self-efficacy
23	13	28	17	58	3	102	51
24	15	17	16	48	2	92	38
25	17	20	15	52	3	140	49
26	26	12	18	56	3	118	49
27	15	13	16	44	2	105	49
28	18	15	14	47	2	94	45
29	16	27	16	59	3	116	53
30	24	16	16	56	3	115	40
31	16	10	14	40	2	62	37
32	28	31	15	74	3	136	51
33	14	16	18	48	2	120	45
34	15	24	19	58	3	125	49
35	18	16	15	49	2	111	47
36	19	9	16	44	2	88	39
37	15	14	13	42	2	84	46
38	25	15	15	55	3	103	44
39	16	27	17	60	3	105	45
40	17	15	16	48	2	61	44
41	20	29	15	64	3	114	56
42	12	16	18	46	2	100	43
43	13	26	16	55	3	142	44
44	15	17	14	46	2	122	40
45	17	30	26	73	3	130	49
46	16	12	16	44	2	112	50

№	Prof self-realization					Self-efficacy	
	Goal-oriented	Resource	Phenomenological	Level of professional self-realization	Level	Activity self-efficacy	Social self-efficacy
47	15	13	14	42	2	99	44
48	24	25	15	64	3	105	45
49	16	17	18	51	2	95	39
50	14	30	19	63	3	138	47
51	25	32	25	82	4	143	52
52	16	18	16	50	2	89	50
53	14	16	16	46	2	79	46
54	15	14	17	46	2	75	45
55	18	16	20	54	3	121	47
56	26	16	12	54	3	125	43
57	15	30	13	58	3	113	53
58	16	15	15	46	2	93	42
59	16	18	17	51	2	110	44
60	17	29	16	62	3	115	53
61	20	15	15	50	2	96	47
62	12	11	18	41	2	66	42
63	13	16	16	45	2	100	40
64	15	27	14	56	3	135	48
65	17	29	16	62	3	130	49
66	16	14	16	46	2	89	34
67	15	16	14	45	2	90	30
68	18	26	15	59	3	130	52
69	16	14	18	48	2	101	48
70	14	30	19	63	3	135	57

№	Prof self-realization					Self-efficacy	
	Goal-oriented	Resource	Phenomenological	Level of professional self-realization	Level	Activity self-efficacy	Social self-efficacy
71	16	13	15	44	2	113	51
72	16	12	16	44	2	104	50
73	14	16	13	43	2	101	44
74	25	18	19	62	3	126	46
75	22	20	27	69	3	123	43
76	19	14	23	56	3	118	42
77	15	15	13	43	2	70	49
78	16	15	16	47	2	98	47
79	23	31	12	66	3	129	48
80	17	28	11	56	3	139	47

Appendix C.

Normality Distribution Test

Scale	Kolmogorov-Smirnov		
	Statistic	df	sig.
Social processes	0,143	80	0,000
Social skills	0,089	80	0,182
Social awareness	0,080	80	0,200
Social intelligence	0,131	80	0,002
Entrepreneurial abilities	0,153	80	0,000
Socio-economic status	0,166	80	0,000
Workplace relationships at work	0,176	80	0,000
Professional skills and abilities	0,141	80	0,000
Health and psycho-emotional state	0,149	80	0,000
Attitude to work	0,213	80	0,000
Professional adaptability	0,062	80	0,200
Goal-oriented	0,212	80	0,000
Resource	0,220	80	0,000
Phenomenological	0,232	80	0,000
Level of professional self-realization	0,145	80	0,000
Activity self-efficacy	0,095	80	0,070
Social self-efficacy	0,075	80	0,200

Appendix D.

Correlation Table

Scales		Social processes	Social skills	Social awareness	Social intelligence
Entrepreneurial abilities	r	0,056	,699**	0,171	,467**
	p	0,621	0,000	0,130	0,000
	N	80	80	80	80
Socio-economic status	r	-0,193	0,146	0,099	0,070
	p	0,087	0,196	0,383	0,536
	N	80	80	80	80
Workplace relationships at work	r	,346**	,506**	,650**	,718**
	p	0,002	0,000	0,000	0,000
	N	80	80	80	80
Professional skills and abilities	r	-0,090	,641**	0,018	,334**
	p	0,429	0,000	0,871	0,002
	N	80	80	80	80
Health and psycho-emotional state	r	0,097	0,203	0,077	0,156
	p	0,392	0,071	0,498	0,167
	N	80	80	80	80
Attitude to work	r	-0,100	0,078	0,011	0,008
	p	0,378	0,490	0,925	0,945
	N	80	80	80	80
Professional adaptability	r	0,100	,568**	,375**	,523**
	p	0,377	0,000	0,001	0,000
	N	80	80	80	80
Goal-oriented	r	,220*	0,006	0,091	0,138
	p	0,050	0,956	0,422	0,222
	N	80	80	80	80
Resource	r	0,105	,724**	,233*	,514**
	p	0,352	0,000	0,038	0,000
	N	80	80	80	80
Phenomenological	r	0,143	0,162	0,096	0,153
	p	0,205	0,152	0,397	0,175
	N	80	80	80	80
Level of professional self-realization	r	,255*	,579**	,230*	,489**
	p	0,022	0,000	0,040	0,000
	N	80	80	80	80
Activity self-efficacy	r	,260*	,489**	,246*	,467**
	p	0,020	0,000	0,028	0,000
	N	80	80	80	80
Social self-efficacy	r	-0,017	,719**	0,080	,401**
	p	0,883	0,000	0,482	0,000
	N	80	80	80	80