

MBA GRADUATE DISSERTATION

*Exploring Manipulation, Empathy and Social Irritability as Social IQ's segments affecting managerial effectivity. Uses and limitations of postmodern demand, financial sector Dublin 2016. (*effectivity - the level of results from the actions of managers when demonstrating of effectivity in the workplace help produce high-quality results)*

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Declaration

I declare that the work described in this dissertation is, except here otherwise stated, entirely my own work and has not been submitted as any type of exercise for a degree at this or any other college / university

Richard Cizmar, 09th August 2016

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Abstract

This paper, explores a powerful effect of Social IQ on the effectivity of managerial performance. The research was focused on the problem of Social IQ competences among the members of operative management within the randomly selected financial departments of various Dublin business units in 2016. Three selected segments of Social IQ - Manipulation, Empathy and Social Irritability have been investigated and analysed as predictors of Social IQ by using methodology PEMESI – Post peer evaluation quantitative survey developed by author. PEMESI has been derived from already existing methodology EMESI. In total, data received from 117 respondents have been analysed. The presented results of the study have confirmed the assumed hypothesis about significant ratio of managers without sufficient level of empathy, high tendency of manipulation and additionally defined the relation of these segments to the phenomenon of social irritation. Additional to this the author had a parallel aim that was to create an effective system for detection and intervention of Social IQ competences. In accordance to results and diagnostics, author suggests a recommendation in a form of optimized program for testing and subsequent systematic development of Social IQ knowledge among the management, advised through the DSQP (Development of Social IQ Program) - complex program composed from two phases developed by author. In the first phase author suggests to use validated PEMESI in combination with Karl Albrecht`s self-assessment quiz for detection of managerial Social IQ competences, and in the second phase author suggests to follow the theoretical framework of the educational process focused on improvement of insufficient Social IQ competences detected during phase one. Author in his comments also argues that DSQP would not only increase the managerial performance in the terms of effectivity but also positively influences organizational profitability.

I. INTRODUCTION TO DISSERTATION

1.1 Academic perspective – Rationale for the research

Contemporary Ireland has an exceptionally strong international financial services sector with particular strengths in: administration and management of funds, re-insurance, cross border insurance and specialist finance, such as aviation leasing and asset finance. A combination of 12.5% tax and an extensive and comprehensive set of double tax agreements with 62 countries, makes Ireland a highly tax efficient location. As a result, Ireland has built a deep pool of staff, managers, professional advisers, regulators and service providers with sophisticated domain knowledge in the key financial services sectors. However, as the globalized, postmodern world of work continues to change, the special qualities and characteristics of the managers make a difference between the average and superficial managerial performance. One of the most crucial aspects of successful managerial performance is the phenomenon of understanding of human behaviour. Prediction and understanding of behaviour in various social and cultural situations is taking place in different contexts in many areas of human life. In this dissertation author paid attention to issue of Social IQ in context of managerial competences with focuses on its three segments - Manipulation, Empathy and Social Irritability. The aim was not only to approach the issue of social intelligence in terms of historical development, theoretical and methodological concepts and definitions of research of the issue, but also familiarize readers with particular methods of the survey techniques of collecting of Social IQ data in the context of managerial. Paper explores the intersection of certain Social IQ segments and managerial performance. It could be proved that the recognizing of human behaviour as complex sociocultural phenomenon increases the effectivity of manager`s performance (and vice versa), and also, that ability to manage such knowledge are crucial elements of managerial success and effectivity in the early 21st century. In contemporary, highly competitive business environment it is often the quality of managerial processes which is the crucial factors determining the success or failure. Managerial competencies are considered to be an indicator of the difference between average and exceptional manager. Quality management can be defined as complex of co-ordinated activities directly focused on understanding, managing and control of organization processes with regard to quality. It is a systematic process within the organization for the purpose of sustained improvement activities of the organization, increasing of customer satisfaction and stakeholders in meeting the requirements. The quality of management processes is crucial element of corporate

governance. In order to operate efficiently and effectively, organization must identify and manage numerous related factors of management processes.

It is therefore necessary to realize the quality of management processes is not the primary mission, but an instrument to evaluate, improve and achieve defined aims. The aim of this dissertation is to analyse the links between the Social IQ and management processes what author considers as a crucial disposition of each successful postmodern manager. The concept of Social IQ and its impact on the quality of managerial performances has become an increasingly topical area. In today`s world, national boundaries are blurred because of the influence of the Internet, hi-tech media in all its forms and movement of people around the world. All these factors contribute to increase psychosocial and cultural exchanges which allows diverse individuals to meet, interact and work more easily than before. This phenomena is also associated with the fragmentation of pre-existing boundaries and stereotypes, including the most fundamental and its impact accelerating to become one of the most exciting area in business study. Managers carry out their work in different contexts and solve problems in a variety of specific sociocultural situations.

One such specific areas are interpersonal situations and human behaviour in situations where an important role is played by a factor of social contact. Managers daily occur in situations where the aspects of social interaction and Social IQ play a predominant role. In such situations, the interaction of the individual and the social environment, the presence of the reciprocal relationships of persons, groups and social objects are emphasized. Therefore, social dimension of these situations accents. Obviously, the way of resolving the interpersonal situations is conditioned by whole personality and competence of manager. As Aghazadeh (1999) suggests, modern managers face the challenge to think globally and act locally. And without of strong social IQ competence are their chances to solve situations effectively significantly limited. The questions of psycho-social, cultural and personal identities and competences are being vigorously debated in business theory. Working groups can offer fertile settings for innovative and effective approaches, however without understanding and managing of psychosocial and cultural factors can this lack of knowledge significantly influence the cooperation or even the result of the whole business projects. Managerial psychosocial and cultural flexibilities (or adaptability to diverse situations based on professional preparation and subsequent use of this knowledge) are important responses that organizations need to master in the fight for economic success and cooperation. Another exciting area related to study of Social IQ and management is the research of the

phenomenon of Social IQ in broad cultural context. When examining social intelligence in a cultural context, usually is attention concentrated into two main approaches. Either to analysis of the differences in the assessment of certain social attributes between various cultures (what is good/bad, what is correct/incorrect approach etc.), or study is focused on the influence of culture on the development of these social phenomena / attitudes. Research on social phenomena (Social intelligence) in a cultural context has in post-modern social science research important position. In the context above it is important to note, that culture is reflected in the way of behaviour, the way of communication and perception. Scholars are focused not only on the comparison of social, ethnic and cultural differences that are reflected in the behaviour of individual members of particular societies / ethnicities, but with same importance on study of the effect of Social IQ on personal and professional development of individuals. Social IQ influences, the formation of many characteristics of groups of people, including their attitudes, types of behaviour, habits and values that are transmitted from one generation to another (Matsumoto, 2000). Hofstede (2001) defines social culture as the collective programming of the mind distinguishing the members of one group or category of people from others. In his famous research in which he analysed data from more than 70 countries is the influence of the cultural context on the area of values one of the classic examples of these processes. Another researches prepared by Markus, Kitayama (2003) show the influence of Social IQ on the processes of motivation, creativity, attention, control or even on assessment of morality, health, welfare or understanding of the concept of intelligence. Another important area is – how various psychosocial-cultural contexts (linguistic dimension, education, legislative regulations fundamentally connected with daily social and professional interaction etc.) influence the perception of social phenomena. Academics believe that different macro-social environments do not influence particular social phenomena in the same way. Exploring social intelligence can take place in various social contexts and in different areas of human life. It is important to highlight that in all of these areas there is another crucial factor investigated. It is the effect of impact of such social phenomena on a particular person together with subsequent consequences of that impact. (Birknerova,2013). Therefore defining of essential elements of human behaviour in social situations (in our context managers in working business environment) is not only multidisciplinary but also multicultural problem. Managers behave in social situations differently. Some of them feel in a difficult work environment/situation pleasantly or even prefer such situations. Others try to avoid these situation, they do not feel comfortable and often do not know to choose an appropriate behaviour. The cause of these differences may be

sought in several areas and analyse them from different angles. It is obvious that the particular conduct in these situations may be due to the characteristics of the individual level of each person (personality characteristics, experience), but also at the level of situations (culture, conflict). In this context, the study of Social intelligence is considered as essential factor in order to be able to characterize and improve managerial behaviour and effectivity. Practitioners and academics alike broadly agree that for today's international managers and also ordinary workers, Social IQ competence and skills are not only desirable, but rather necessary. Such knowledge in combination with training processes would help managers to cultivate and increase the quality of their emotional, cultural and managerial competencies.

1.2 Personal Perspective

From the author's perspective, the reasons for this research are rooted in personal work experiences, communication with the classmates, colleagues, and as a natural consequence of systematic observation of contemporary business trends from professional perspective.

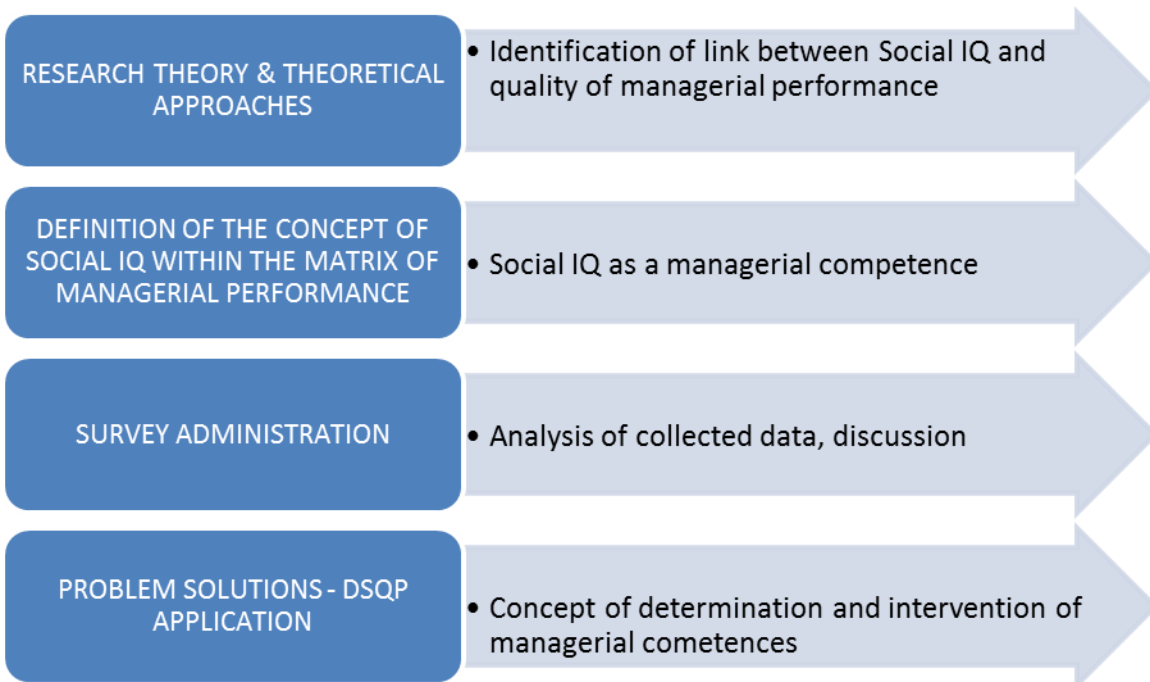
On the very personal level, study of intersection between the Social IQ and Business studies is for author logical continuity of my professional and academic career. With Degree from Cultural Studies, extensive practical and college experiences from multicultural environments and as a MBA student coming from different culture, the study of social interactions in business sphere as a significant part of its processes become a passion to him. But this paper is not only a comprehensive response to personal ambitions. In this work author attempts to provide a detail overview to the evidence why better understanding and managing of social IQ is important to effectively enhancing both - managerial performance and, in macro terms, the modernization of approaches to social aspects of managerial practices. This work provides an evidences to confirm author's hypothesis that significant ratio of managers within the financial sector in Dublin is by their subordinates perceived as not enough empathic and manipulative, even they tend to behave socially in certain way. (For example actively communicate in the term of frequency). Author additionally explores the aspects of how higher level of Social IQ increases the effectivity of manager's performance and possibly also the profitability of institution and vice versa. Author in his comments highlights the importance of recognizing the human behaviour as complex psychosocial phenomenon. As discussed, social cooperation within business groups is a very complex, intense and often personal and emotional process. Find and select the right people for management positions is the effort of each company or organization. But fulfil these efforts is neither easy nor simple.

Ability to determine the most significant predictors of managerial quality is a multidisciplinary issue which requires cooperation of specialists from several disciplines. On the basis of the information obtained from the literature as well as the results of own research, author in this work attempts to highlight the possibilities of using the knowledge of social intelligence on the theoretical level, as well as at the practical level. The results of the work and research shall be utilized in the processes of training, selection and cultivation of manager`s competences.

1.3 Research layout and organization

This dissertation is divided into five fundamental parts. Second part after above *Introduction* section is - *Literature review*, which introduces and investigates various models, theories, approaches and applications of the concept of Social IQ in the research field. This part consists of three sub - chapters. In the first is Social IQ investigated as a concept in the structure of intelligence with focusing on its conceptualization, clarification of its segments and ethical dimensions. Different perspectives and models that are attributed to subject of the research are further discussed in the chapter two, devoted to the definition of the concept of manager within the matrix social and business science. Aspects as managerial personality and different perspectives to the issue are investigated in accordance to various sources. Third chapter explains the concept of Social IQ and its factors as a managerial competence, as set of skills with focusing on three segments - Manipulation, Empathy and Social Irritability. The next section *Research Methodology and Methods* describes the methodology which comprises of how the data and research were collected and conducted. It explains research strategy and design, sample and sample size, and the justification of the chosen methods. This part additionally introduces author`s research philosophy, explains in detail the methodology of examination – collection and evaluation of all data, its ethical dimensions, limitations and advantages, time allocation, financial background and managing of the whole process of the research. The results from the survey are additionally analysed in the section *Data analysis, findings* which presents and illustrates the findings of the research followed by discussion. And then, the part *conclusions* discuss the recommendations and the strategies suggested by author. Below scheme graphically describes the stages of the whole project.

Figure 1. Stages of the Dissertation Project, Source: Author



II. LITERATURE REVIEW

PART 2.1 SOCIAL INTELLIGENCE

2.1.1 Introduction

With a general concept of the topic, various sources and authors have been analysed, used and cited as per list at the end of the paper. The literature review provides information about academic studies and theoretical result in the field of Social IQ and business management. It also provides contextual information about the knowledge of the concept among the professionals in finance sector in Dublin 2016 and their approach and perception towards it.

2.1.2 Social IQ in the structure of intelligence

Within a historical perspective on the definition of the concept of social intelligence it is to be noted that this phenomenon is paradoxically more identifiable at the level of practical experience (it is obvious that we all know people who are well versed in the social or business environment, they are able to influence, motivate or persuade others, etc.), as on the level of theoretical definition and cognition. The debate on social intelligence (its distinction from other related concepts) is linked to the more general debate on the question of delimitation of intelligence and the cultural and emotional intelligence together with the research methods of their measurement. Ruisel (2003) pointed out the apparent uniformity in the understanding of the concept of intelligence in the professional community of managers. This state Ruisel sees as a result of the general belief that intelligence:

1. Is the quality of a reason
2. An individual and unique features
3. A faithful copy of the logical course of operations

However a social intelligence also:

4. A significantly controls realistic behaviour
5. Represents multi-faceted entity, a complex of many components
6. Is affected by personal and social factors. These factors principally compose an autonomous intelligence components.

The initial understanding of the concept of IQ was focused on one universal factor, known as G-factor (Ruisel, 1999). Later on, the understanding of intelligence as a study of one

universal factor was developed into the concept of specifying of autonomous components of intelligence.

In this context of thinking about the intelligence as a collage of components was study consequently focused on several other types of intelligence.

2.1.3 Gardner theory of Multiple Intelligences & Social IQ

In the context of reflection on autonomous intelligence components from the 20s of the last century Thorndike (1920) defined Social Intelligence as the ability to understand and manage other people and act wisely in human relations. In the harmony with this suggestion, a Social intelligence is then a real individual characteristic. Nevertheless, the efforts made by its precise definition encounters certain difficulties (Silvera, Martinussen, and Dahl, 2001). The rich debate that has been developed in effort to define concepts of Social IQ is concentrates on four aspects (Frankovský & Birknerová, 2012):

- A specification and definition of social intelligence in relation to related disciplines
- Definitions of structural elements of the construct of social intelligence
- Personal and psychometric approach to the exploration and inquiry of social intelligence
- Ethical and practical Implications of the context of social intelligence in practical life.

The existence of the concept of social intelligence as an individual construct is also supported by Gardner (1993) who suggests not one form of intelligence, but instead, different types of intelligence. Although some studies did not confirm the existence of differences between the social and academic intelligence, they are researches done (Ford & Tisak, 1983) that these differences captured and specified.

The concept of Social intelligence as an individual academic subject (what he called as Interpersonal Intelligence) was also supported by Howard Gardner (1983 – Frames of Mind: The theory of Multiple Intelligences) in which he has identified nine distinct intelligences.

1. Naturalist Intelligence (“Nature Smart”) - Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations).

2. Musical Intelligence (“Musical Smart”) - musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone.
3. Logical-Mathematical Intelligence (“Number/Reasoning Smart”) - Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out complete mathematical operations
4. Existential Intelligence - sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.
5. Interpersonal Intelligence (“People Smart”) - interpersonal intelligence is the ability to understand and interact effectively with others
6. Bodily - Kinesthetic Intelligence (“Body Smart”) - Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills.
7. Linguistic Intelligence (“Word Smart”) - Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings
8. Intra-personal Intelligence (“Self-Smart”) - Intra-personal intelligence is the capacity to understand oneself and one’s thoughts and feelings, and to use such knowledge in planning and directioning one’s life
9. Spatial Intelligence (“Picture Smart”) - Spatial intelligence is the ability to think in three dimensions

From above definitions it is clear, that the crucial factor within the concept of social IQ is social context – the ability of interaction within the social environment, active coordination of social situations and successful solution of social interactions. Bakalar (1999) states that the social intelligence is: highly developed communication skills, ability to convince people, understand what they say, reveal manipulation and rejected it, the ability to predict the behaviour of others, the ability to recognize hypocrisy whether a lie from the truth, the ability to empathize with the internal condition of individual or the whole group, attention and memory of events and faces and the knowledge of human nature (to keep track of motives, needs and the values of man).

Several authors (Kang, Day, Mearaová 2007, Lee et al. In 2000, according to Austin, Saklofske, 2007) when considering the concept Social IQ also show the presence of its

crystalline and fluid components. The crystalline component is seen as declarative and procedural knowledge of familiar social events, such as rules social etiquette, social standards and so on. Fluidic component is demonstrable ability to flexibly apply their knowledge to solve new social problems. Discussions about the theoretical definition of social IQ and consequently, the possibility of its quantification is in the centre of attention of scholars. Their discussion is concentrated on at least seven areas (Frankovsky, 2012):

1. A resolution and definition of social IQ in relation to a related disciplines
2. Definition of the structural elements of a construct of social IQ
3. Pro-social, respectively Anti-social character of its implications in practical life
4. Personal and psychometric approach to the exploration and detection of social IQ
5. Dispositional and situational approach to examining the social IQ
6. Research methodologies
7. Research of social intelligence in a cultural context

2.1.4 Conceptualization of Social IQ

The key issue of Social IQ conceptualization since its creation is its difference from other similar constructs (academic intelligence, emotional intelligence, practical intelligence, but e.g. the communication, social influence, social interaction). Although some studies did not confirm the existence of differences between social and academic intelligence, they are researches (Ford, Tisak, 1983) which captured such differences and specified the dimensions of academic and social intelligence. The concept of differences between social and academic intelligence is also supported by Boros (2002), who highlights the fact that even when a person reaches high scores in intelligence tests, is highly qualified for the post, it may still not be socially responsible at the same time (unable to interact with other people, communicate with them, motivate them etc.).

The perception of the concept of social IQ is similar to understanding of emotional intelligence. Their close relationship is highlighted by Bar-On (2006), who states that it is a description of two aspects of the same construct, and that most of the existing definitions of social and emotional IQs comprises one or more of the following capabilities:

- Understanding and expression of emotions

- Understanding of emotions of others and creation of collaborative interpersonal relationships
- Efficient management and regulation of emotions
- Realistic managing of new situations and solving problems
- Be optimistic, positive-minded, intrinsically motivated, and able to formulate and achieve goals

In the concept presented by this the author there are two groups of characteristics discussed. One represents intrapersonal level (understanding both positive and negative characteristics on interpersonal level), and secondly, level of understanding, knowledge and awareness of characteristics of others. To be able to characterize and examine social Intelligence it is important to focus attention to both levels. It is not sufficient to only realize and understand behaviour of others, but in parallel with this, it is necessary to understand own behaviour. Bar-On (2006) defined emotional intelligence as a set of emotional and social abilities and skills which help humans to balance everyday pitfalls and to be more powerful and effective in personal and social life.

However, to be able to distinguish between those two concepts, the basic definition of emotional intelligence in accordance to Salovey and Mayer (1990) can be used. Authors summarized Emotional IQ concept into five main points:

- Knowledge of own emotions. Self-awareness and conscious recognition of emotion in the moment of its creation, is one of the cornerstone of emotional intelligence. People who are more confident about their feelings, are able to made decisions more easily.
- Managing own emotions
- Ability of self- motivation and emotional self-control. These are consider as a crucial factors of any success
- Sensibility to the emotions of others humans
- The ability of creation of human relationships

Even though especially in the point 4 and 5 is clearly visible social context of definition, it is important to note, that Emotional IQ is not necessary connected only / or mainly to the situations with social context. The ability to use Emotional IQ knowledge is more often utilized in the situations of emotional problems of individual, which are problems of particular human without straight social context.

2.1.5 Definition of the structural elements of Social IQ

Discussion of the mosaic structure of the content elements of the social IQ results in the accentuating either the cognitive dimension of understanding of the term, i.e. the ability to understand other people (Barnes, Sternberg, 1989) or concentrating on behaviour, therefore solving interpersonal situations (Ford, Tisak, 1983) with highlighting behavioural aspects of the issue. Most approaches to social intelligence, however, includes both of these components (cognitive and behavioural). Thorndike (1920) suggests a two-factor structure definitions of social intelligence and within the structure distinguishes cognitive elements (understanding other people) and behavioural elements (wise behaviour in interpersonal relationships) of social Intelligence.

- Perceptual dimension - the ability to understand other people
- Action, behavioural dimension - ability to act wisely in human relations (own way of social behaviour)

Marlowe (1986) understands it in similar way, and therefore as an ability to understand another people and social interactions with consequent using of such knowledge for leadership influence and mutual satisfaction. I accordance to Ruisel (2004), the Social IQ is a construct which contains two elementary components: understanding and behavior in accordance with social requirements.

Kosmitzki and John (1993) suggest that social intelligence consists of the following components:

- Susceptibility for the internal states and moods of other humans.
- General ability to interact with other people
- Knowledge of social norms and social life
- Ability to be oriented in social situations
- Ability to use social techniques to allow dealings with others
- Social attractiveness
- Social adaptation

The literature often cites the Silver, Martinussen, Dahl`s (2001) concept of social structure Intelligence based on the results of their own methodologies known as Tromso Social Intelligence Scale in which three components of social intelligence structures are defined. These elements are:

- The processing of social information, for example understanding social situations
- Social skills, eg success in making new relations
- Social awareness, social sensitivity and perception of reactions of other people as a reaction to own behaviour

The specific status have accesses which specify structural elements of social intelligence. In psychology of management it is a concept of three components:

- Cognition
- Understanding
- Conduct

2.1.6 Ethical dimension of Social IQ

Another frequently discussed category is the area associated with prosocial and antisocial context of social intelligence. Balvin (2012) suggests that prosocial behaviour that is intended to help to another person without compensation. In ordinary, everyday language is "socially intelligent behaviour" more or less automatically assessed as pro-social, moral and ethical. According to Birknerova, Ištvanikova, Genoa (2009), social intelligence is a construct which can be used both in pro-social and anti-social context. In different conditions can be social intelligence competencies used in various ways. For example in dealing with social conflict - with positive impacts for all participants, or social intelligence can be used to "deceive, outwit or manipulate other people." Researches (Makovska, 2005) have confirmed already mentioned hypothesis that people normally do not involve negative elements of behaviour into the concept social intelligence. Kosmitzki, John (1993), Kaukiainen (1999) believe that social intelligence has a neutral charge, however one of its component is also - using of social techniques in order to manipulate others, so it is a construct that can be used for both socially positive and social negative effect too.

LITERATURE REVIEW - PART 2. - MANAGER AS A CONCEPT

2.2.1 Manager in the matrix of PSECN

As Larson & Grey (2011) suggested in their text, there are particular characteristics of working in different psychosocial, economic and cultural conditions. Such condition is a very complex product, fabricated in time and space, permanently changing formative legacy. Such concept author calls – *The System of Psycho-Social, Economic and Cultural Normativity* (PSECN). Author suggests that PSECN concept is a logical product of naturally ongoing circumstances within particular environment. Nowadays, the degree of competitiveness of individual organizations within PSECN has become increasingly dependent on the quality of human resources, especially the quality of management. Managerial competencies are considered to be an indicator of the difference between average and exceptional manager. Therefore development of managerial competencies through the investment into identification of partial competences including Social IQ are believed to have significant and long term impact not only on the economic performance of the organization, but also on efficiency of operations and the overall success of the organization. The purpose of this chapter is to present certain approaches to the definition of manager, managerial competencies and their structure.

2.2.2 The personality of Manager

The personality of manager as a multidiscipline area has become an important subject of business study. Traditional perception of the *concept of manager* was centered on organizational structure and organizational processes. Managerial development was in the past focused exclusively on building competence, control, and the appropriate balance of power. Such view omitted the essential leadership element - a human dimension of management. Funder (1997) defined personality as “an individual’s characteristic pattern of thought, emotion, and behaviour, together with the psychological mechanisms hidden or not behind those patterns. The Oxford dictionary defines personality as a combination of characteristics or qualities that form an individual’s distinctive character. There is an intense academic debate about the position of individuals (in my theory - managers) in different social situations. One group of researchers suggest that it is the situation itself which influences manager`s behaviour (Mischel, 1968), while another group of researchers believe that the personal characteristics are primarily responsible for behaviour and managing of

social situation (Epstein, 1979). Authors describe eight dimensions of personality of a manager in which has Social IQ an important position.

1. Extrovert Intellectual type – pragmatic, strongly focused on rules, objective with prevailing racial logic
2. Extrovert Emotional type – sensitive, responsive with strong moral values and codes
3. Extrovert Perceptive type – enthusiastic, able to adapt to different temperaments, open minded
4. Extrovert Intuitive type – potential to be successful also in politics or private business, creative skills, often with controversial decisions
5. Introvert Intellectual type – issues with expression of his/her thoughts, more focused on understanding of him/herself as others, can be arrogant with missing practical thinking
6. Introvert Emotional type – oppressing rational thinking, unable to understand thinking of others, confident, calm
7. Introvert Perceptive type – passive, sensitive but “divorced” from reality, oppressing intuition, esthetical
8. Introvert Intuitive type – issues with managing elementary daily – life cycles, by employee might be considered as “weird”, not practical

According to Armstrong (2006) personality is primarily defined by level of person's control of activities through its conscience and how responsibly solves tasks in its everyday and working life. Author suggests that interpersonal characteristics also pre-define expected ways of the leadership of potential manager. Based on the author's suggestions, is it important to consider not only the general and vocational knowledge but also a creative approach, a certain degree of courage of trust in yourself and co-workers, natural communication skills and the ability to delegate tasks, thereby creating the fertile condition inside the business procedures. Managers should be able to create a good and creative working atmosphere in the team, create wholly suitable working conditions and encourage people to provide desired level of services. Such moral assumptions correspond to the concepts presented by Hossiepa, Paschen (2003), based on which we can sum up the prominent personalities and assumptions of management qualities in four areas:

1. Professional orientation (performance motivation, motivation to guide)
2. Work behaviour (conscientiousness, flexibility and decisiveness)

3. Social competence (sensitivity, ability to contact, sociability, team orientation, ability to succeed)
4. Mental attributes (emotional stability, load resistance and self-esteem)

There are specific requirements for the personality of the manager, which originate from diverse researches, tests and studies, which determine personality characteristics, which should have correct and successful manager.

2.2.3 Social IQ as a fundamental part of The Concepts of P-J FIT

The PE fit theory has been first introduced in 1909 with the concept of congruence in vocational counseling (Sekiguci, 2004). Since then the model has been significantly developed, improved, and expanded by many academics in order to accurately capture and define the mutual interaction between personal characteristics and work environment. The concept of person-environment fit (P-E) is grounded in the theory of behaviour (Chatman, 1989) and is defined as the degree of congruence or matching between the personal and situational variables in producing significant selected outcomes (Muchinsky & Monahan, 1987). From P-E the concept of person-job has been additionally developed by (Werbel & Gilliland, 1999). The primary attention of the P-J study was focused is on skills and abilities of applicants necessary to do their potential job. Adopting this theory for verifying of author`s hypothesis, the attention should be paid also to the level of Social IQ among the members of management. Alexy, Boros, Sivak (2004) suggest that personality traits shows manager`s potential and the methods of his/her style and quality of managerial practices. Importantly, it is expected that the overall result of processes managed by manager will be in the harmony with the plans and expectations. These aims should be received effectively.

Accordance to Pitra (2002) manager should meet certain preconditions to be able to provide high quality of services:

- Congenital preconditions - category of social characteristics such as temperament, intelligence. These significantly affect the quality of work of the manager and the overall style of his/her management practices
- Preconditions acquired through the systematic education processes (knowledge of Social IQ, experience and skills).

Folwarczna (2010) divides managerial skills into two categories. Expertise relevant skills and skills in dealing with people. Professional skills (hard skills) demonstrate the expertise in economy, technological concepts or structural aspects of managerial processes. The ability of

dealing with people (soft skills) involves interpersonal relationships, work with people, communicating and acting of manager in relation to individuals and groups which are one of the main attributes of high level of Social IQ.

2.2.4 Postmodern approaches to the concept of Manager

In accordance to Zibrinova (2013) in contemporary postmodern business-psychological and social theories focused on the manager personality and quality, the conscientiousness, social behavior and the level of social intelligence together with related interpersonal factors are crucial determinants of the quality of managerial performance. Tarafder (2004) suggests that manager must be first first all strong personality. Based on his theory it is one of the most important factors which determine the success of the manager. He believes that personality is an essential component necessary to develop and maintain the success of the manager within the business processes. Personality in his concept is not described only as a self-confidence and good-looking, but mainly as a complex of necessary skills related to Social IQ. Personality embodies features such as , stability of mind, the ability to influence others, clarity of expression, the ability to understand quickly, ability to adapt new environment quickly, positive approach to issues and questions, sense of etiquette, good behavior and others. Successful, capable and by subordinates respected manager should be according to the author strong personality also in terms extraordinary qualities, abilities or other characteristics related to the concept of Social IQ.

Manager's personality helps him/her to define the working model that defines the methods of time organization of their own work. Every manager should be therefore able to objectively define the type of own personality and characteristics related to Social IQ as the basics for further professional development. Additionally, manager should be focused also not only on the process of improving, but also on removing of problematic or missing parts of his/her managerial performance. I believe that manager is a person who achieves defined objectives with people - through the processes with people. It is important to analyze and investigate various components of manager's personality: knowledge, behavior, character, temperament, competency, motivation, ability to define the business path , his/her needs, values and attitudes. Armstrong and Stephens (2008) define the system of capabilities, which every successful manager should have:

- Focusing on success and results
- Detail knowledge of institution and business mechanisms

- Communication
- Customer orientation
- Development of others
- Flexibility
- Ability to define direction and manage
- Planning
- Troubleshooting
- Teamwork

Peck (2009) argues that a competent leader is aware of own beliefs, opinions and characteristics and is able to adjust them as necessary in order to achieve defined results. Manager remains open and curious, he/she asks, listens, accepts help, learns and changes. Manager has an imagination and appreciates it and with others, is responsible to other people and organizations, leads with heart and brain, monitors and resolves regular villainy of egotistical behavior. Mihok, Trebuna (2009) have reported significant personal characteristics by which we can differ good and bad managers quality:

- Industriousness - inner energy that managers helps going forward
- Consistency - Ability to deal with the details without losing the overall vision
- Purposefulness - the ability to focus on results
- Creativity - the ability to think systematically and lateral
- Cultural understanding and adaptability - the ability to break away from their own cultural background
- Ability to work in teams - working with other people and use their opportunities
- Confidence and self-awareness - the ability of the real perception of own strengths and weaknesses
- Personal appeal (charisma) - the ability to inspire others
- Developed own system of values- well developed ability to distinguish what is right, what is wrong and how to behave in a confused situation

The managers are also expected to have abilities such as information retrieval, careful examination and analysis of the environment, conceptual flexibility and constant consideration of possible alternatives, interpersonal skills and ability to explore the other views and the pursuit of their understanding. Manager should be focused on mutual ties and engage others, create teams. Manager should try to help others in their own development and

think internationally, - able to manage cultural and social differences, be able to combine different models leadership and communication, negotiate strategically, be able to use modern information and production technologies, promote and develop values and responsibility. Be active in all types of negotiations and business procedures, as well as in managing of own career and own professional and personal development and language readiness. The effectiveness of managers depends also on the quality of motivation and ideas giving to their co-workers, on their continual and systematic development, cooperation, handle challenges, perceive and evaluate ideas from their social environment, argue and to persuade. As discussed above, the effectiveness of managers also depends on the quality of ideas they can give workers to support their continued development how they are able to motivate, how they can cooperate, tackle challenges, perceive and evaluate ideas from their social environment, communicate and argue. Successful manager is beyond the normal average by his/her approach, way of acting and communication, intuition or even by certain idiosyncrasies that are typical for him/her and increases charm and personality. The manager should be balanced person who knows the spend energy effectively, to be optimistic and energetic, with health self-confidence and enthusiasm. Empathy, assertiveness, emotional stability, communication skills and ability to influence others, responsibility, perseverance, consistency and flexibility are crucial elements of complicated mosaic. Alexy (2011) states that successful managers must have a certain configuration features that are based on the following characteristics:

- High Social Intelligence and confidence in what they do
- Initiative - ability to prioritize
- Ambition - serious approach to success, competitiveness and high motivation
- Long term vision - the ability to think in long-term dimensions
- Energetic - to have enough energy, which is necessary for perseverance and overcoming obstacles
- Independence from the environment - the ability to distinguish the important from the unimportant and to be independent of environmental influences
- The ability to make a choices - to know how to choose the right people and work with diverse people
- Protecting own workplace - ability to protect their own workplace before crises and conflicts

Marquardt, Loan (2006) summarized significant aspects of Social IQ in addition to management skills and principles which should be a part of a skills package of each effective manager:

- Services Support - manager, which serves not to self, but who only think of how to serve their colleagues, institution and society. It is the manager who has a clear vision for the company and is able to encourage and force others to achieve this vision
- Trust - an effective manager trusts his/her employees. This manager keeps its word what helps to maintain continuous trust of colleagues. Manager expects them to be a strong part of business procedures and at the same time can be sure that may delegate them any problem without doubt that they will find the best solution
- Delegation - delegated and effective manager provides an opportunities to employees and celebrate their achievements. The impact of delegation outweighs the desire of employees to reach more power
- Humility - Humility enables managers to model their identity and reality
- Openness - successful managers recognize, understand and model the quality of the relationship Manager - Subordinate, which is based on the exploration and learning of independence
- Curiosity - managers should inspire themselves and their employees to be constantly curious, and keep the passion for questions and exploration
- Courage - Great managers are brave, take risks to learn something new and inspire their employees to have more courage
- Perfection, Honesty - prejudices or bias do not belong to the partnership, or between managers and staff. The manager, who is unable to recognize a bias, counterproductively supports damaging of professional and good quality relationships. Integrity and honesty in a relationship prevent procrastination and neglect, therefore, every successful manager should promote honesty and directness in communication
- Sensitivity - sensitivity enables managers to overcome the company's own ego and become a resource for others. Sensitive manager captures not only the words but also the feelings of other employees. Sensitive manager without arrogance pays more attention to universal, collective and global interests
- The balance in life - even-tempered manager avoids extremes. Such professional does not seek to manipulate with employees or freed from them. Balanced manager is

trying to build a working relationship that respects both parties and allows both parties to learn. Such a relationship is balanced alliance, in which both sides seek common interests, mutual dependence based on the respect for diversity. Managers respect their employees with extreme views and should be able to communicate with them and tried to help them to find better balanced position in opinions.

Despite the existence of a number of researches and theories on personality, managerial personality concepts and various analysis of what characteristics and assumptions should meet the effective and successful manager, it is impossible to assign particular manager into the particular category. Every person has something special, something unique and fascinating. Most approaches to the manager's personality are based on the definition of a number of personality characteristics. Above reported approaches vary in the width and typology of definitions of these factors.

LITERATURE REVIEW - PART 3. - SOCIAL IQ AS A MANAGERIAL COMPETENCE

2.3.1 Competence, Skills and Ability as theoretical framework

The term competence comes from the Latin word *Compere*, which in original interpretation means being able to something, or to be suitable to do something. The term is often used to designate certain abilities, skills or capabilities Matousek,(2013). Competence is perceived as an ability (behaviour, activity, or complex activity), characterized by excellent performance in certain type of activity. Therefore, the competencies are characteristic elements of activities that occurs in excellent performance, not in average and poor performance. Competent person is considered to be a person with certain dispositions, motivation, knowledge and skills to perform his/her work in requested quality. Oxford dictionary defines competence as the ability to do something successfully or efficiently. Psychological disctionary defines social competence as a skill a person has in interpersonal relationships with the ability to handle different situations. The ability can be defined as a set of preconditions necessary to successfully implementat certain activities. Ability can be developed on the basis of natural talent and improved by the process of learning. Skills are certain dispositions which allow person to do particular activity correctly, effectively, by using suitable method. Social skills consists of the sub skills, for example - social communication, social adjustment, integration into social groups and adaptability. The most common skills are - ability to establish and maintain new social contacts, communicate

effectively, be able to express own feelings and emotions and listen others, receive legitimate criticism and understand the concept of human relationships.

2.3.2 Managerial Competence

In contemporary business management studies, in addition to professional (general and specialized knowledge) and practical (practical and application skills) pillars, is increasing emphasis placed precisely on the social side of the personality (the pillars of social maturity). Level of sociocultural maturity together with moral characteristics creates a complex image of man. Such image is based on personal attributes of the subject of management and is made up of character, creativity, temperament and personality of manager. As Turek (2010) suggests, a competent manager is an individuality, who has the ability, motivation, knowledge and skills to provide services in particular area in requested quality. Oxford dictionary defines quality as a degree of excellence of particular activity. Quality can be also defined as a requested level of action in particular area. According to the author the concept of competence aptly expresses the behavioural definition, according to which competence is behaviour (activity or complex activity), characterized by outstanding performance in certain sectors of activity. According to the authors above, competence can be considered to be an integrated applications of knowledge, competencies, values, experience, contacts, external knowledge resources and tools that are used to solve the problem, perform some activity or to deal with certain situations. According to Vodak, Kuchárikova (2011), the competencies are divided into three main categories:

- Managerial competencies - these competencies are abilities and skills which contribute to the excellent performance of managerial roles. Such competencies include, for example delegation, conflict management, employee assessment, planning and design
- Interpersonal competence - serves to effective communication as well as creation of positive relationships with co-workers or customers
- Technical competencies - technical skills, knowledge, skills and attitudes related to the technological aspects of the work

Some authors suggests another competence - set of skills that apply to a specific function within the structure of institution.

Cejthamr, Dina (2010) distinguish conceptual, social and professional competencies.

1. Conceptual skills are essential, particularly in higher-level management executives. A crucial skill is the ability to take decisions. Conceptual skills are necessary for a comprehensive insight into the operations, business activities and procedures of the organization as a whole, including the impact on environment.

2. Social competence is by authors perceived as a ability to communicate and lead people and such skill should belong to the elementary competence of manager at any level of control in any field of activity. An important aspect of such competence is to ensure the managing of organization effectively by using suitable human resources. Here we can mention team work, leadership and management of employees in order to achieve pre-defined goals.

3. Specialized technical competence should also be a part of disposition of each manager. This concept is focused on the specific knowledge, skills and practices of individual actions and on the level of controlling, staff training and daily production operations

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2.3.3 Competence as practical approach

The first perception of the concept of competence as a practical approach for improving and developing of managers skills and abilities has been in management and business theories introduced by Boyatzis in his research in 1982. Boyatzis disagreed with the view that it is possible to formulate a definitive qualities as reason for the success without consideration of the factors of constantly changing business environment. In his work implemented and highlighted the concepts of managerial requirements. The competence approach offers the possibility to answer the question of how to find and develop successful managers and to find what differentiates the most successful from the average. To create a picture of a competent manager with a competent (capable) behaviour it is necessary to include the mix of all important ingredients that make up the structure of competence. According to Kubes, Spillerova, Kurnicky (2004), there are three important dimensions of requirements:

- Manager is equipped with internal characteristics, abilities, knowledge, skills, and experience needed for highly efficient behaviour. This component can be relatively easily developed. We can identify the management skills to engage in the desired behaviour
- Manager is motivated to behave in desired way, perceives such behaviour as an important value and is willing to spend energy for that (values, attitudes, beliefs,

motives and philosophy of life). It is complicated to influence this component, as it creates a personality of manager

- Manager does the possibility to implement desired form of behaviour in the environment. This component shows us the effect of external events and affects the previous two.

Therefore competence can be characterized as a very complex phenomena. Using different perspective it can be also consider as an option of individual to implement all his/her acquired skills, knowledge, personal qualities and attitudes together with motives as a package and create the requested form of behaviour in the right time. Kubes, Spillerova, Kurnicky suggest that managerial competence is a contextualised (based on the actual environment and situation), multidimensional, and defined by standards (for measurability and evaluation) and has the potential for action and development. It is a set of behaviours, mix of knowledge, skills, experience and qualities that support the achievement of objectives. But the competence is not only about the competent performing of activities. The competence skills are connected to the concept time and to another important requirement - an adequate quality of finishing all activities in pre-defined time. Competence also expresses the flexibility, the ability to adjust in the harmony with changing environmental conditions. Company can rely on a competent manager in various situations, and can demand various tasks ahead, even vaguely defined. Another elementary manager competences are:

- The ability of independent decision-making
- The ability to complete things
- The ability to respond to changing conditions
- The ability to self-education and learning
- Flexibility
- Innovativeness in meeting the challenges

In the 21st century, a high intelligence quotient as a prerequisite for successful managers and other professionals is not sufficient for businesses. For the long-term harmonic functioning, the organizations need individuals with high Social intelligence quotient. A standard intelligence quotient is good the basis for solving analytical situation. However interpersonal quotient is necessary for effective cooperation in team, also for good communication and interpersonal relationships. So called political quotient can be described as an ability to gain power and ability to use his power. All of those parameters are necessary prerequisite for a successful manager. Education and management by competence has become a strong

alternative to a traditional forms of management. Managers often have the necessary knowledge, skills and mental ability, but do not know when and how they should use it. Second scenario is, that managers, even those on higher level of hierarchies do not have some crucial competences what offers us to think about the processes to improve that.

2.3.4 Social IQ as a managerial competence

Social competence as a management skills can be seen as agility and efficiency in dealing with people, based on respect for human dignity and the advanced culture of own personality. Social competence in such concept is certain type of proficiency, skills and mastery of manager adequately and effectively deal with people and solve the problem of his/her integration and cooperation in working group, in line with the objectives of the organization. Every manager who is affiliated with the team and the work with team should possess social skills. Social intelligence is usually defined as the basic characteristic in explaining the behaviour of managers, interpersonal contacts within working environment and acting of manager in these situations. Managers as a leaders often find themselves in a situation in which the very important role played by the social factor of human contact.

Therefore in this context, social intelligence can be highlighted as a predictor of successful managing of situations, as a fundamental element of managerial activities. Managers have to deal with problematic social situations almost daily, and in order to sort them professionally and in high quality, they must often mobilize all their knowledge, skills and talents. Sometimes with more, sometimes with less success. Sometimes they even fail in these situations completely. It is crucial for them to consider the social context. They have to understand the opinions and needs of colleagues and thus subsequently are able to inspire and affect them (Pauknerova, 2006). As authors suggests, that social intelligence as a fundamental part of managerial competence is connected to:

- prerequisites for the organization of work
- active participation in society
- successful dealing with different social interactions
- dealing with large amount of information
- greater dominance
- sense of humour

Social intelligence can be specified and recognized as one of the most important competence of effective managerial behaviour.

Development and improving of social competent behavior of manager not only improves self-reflection, but also an understanding of social processes. Such knowledge can be effectively supported by the training of social skills. From above approaches is evident how all of these concepts closely relate to effectiveness of management work, especially in terms of social context. The ability to develop interpersonal relationship, be able to get social support, creation of effective cooperation and implementation of interpersonal objectives are important prerequisites for effective work of every postmodern manager. Riggio (1989) introduced a concept known as Social Skills Inventory (SSI). This model describes six essential social skills important for successful manager:

1. Emotional expressiveness - non-verbal ability to express emotional states and encourage others to express their feelings.
2. Emotional sensitivity - the ability to receive and interpret nonverbal signals from other people, but also the ability to hide emotions.
3. Emotional control - the ability to regulate emotional expressions and non-verbal communication, but also the ability to hide emotions.
4. Social expressiveness - the ability to express themselves verbally, to initiate a conversation, attract and maintain the attention of others.
5. Social sensitivity - the ability to interpret verbal information, sensitivity to social rules, standards and adequacy of social behavior.
6. Social control - the ability to self-representation and regulation of verbal expression, controlling the direction and content of the communication and the ability to perform social roles

In the harmony with above mentioned theories, the social intelligence in the context of managerial work can be defined as the ability to interact with people. It is characterized by a combination of a basic understanding of people`s behavior, and the complex of skills necessary for successful interaction with them. It is therefore the ability to have good relationships with others and motivate them to cooperate with us. Albrecht introduced five dimensions of managerial Social IQ:

1. Situation awareness - the ability to "read "situations, to see and understand the social context that influences behavior and choose correct (successful) behavioral strategy for interaction
2. The presence - self evaluation - how the individual is perceived by others

3. Authenticity - behavior that creates the perception that it is fair to him/herself and to others
4. Clarity - The ability to express themselves clearly, use language effectively, explain concepts clearly and persuade with ideas.
5. Empathy - the ability to create a sense of connection with others

Therefore for basic structural elements of social intelligence in terms of effective managerial work could be considered Empathy, Mood, Valuation, Impact on others, Developing others, Inspiration and teamwork. Managers with high social intelligence attract other people. Conversely, managers with low social intelligence are unattractive to others. People with low social intelligence are more concerned with their personal problems and do not understand the impact of their behavior on other people. For successful and effective managerial work it is important to be equipped with reported management competencies, as well as with social intelligence. Team spirit, ability to work with other, managing of conflict situations and ability to communicate are elementary factors. Those factors define social competences as the ability to self-reflection, systematic and planned development and own competences, the ability to be systematic, classify new information within the contexts, understanding those contexts, critically monitor and assess circumstances, find solutions, consider and eliminate the risks.

2.3.5 Empathy as Social IQ competence

Empathy - It is a deep emotional intelligence that is closely connected to cultural competence. Empathy enables those who possess it to see the world through others' eyes and understand their unique perspectives. Emphatic managers are able to recognize the intentions, feelings, and weaknesses of other people. They can adapt to new people, guess their wishes as well as full fill them. Understanding of cultural aspects of Social IQ can play beside the personal aspects crucial role in business. French online consumer survey made by Forrester Research Group (Browne, Dorsey, Kruijsdij & Beckers, 2009) found that the French tend to be most frustrated by a lack of product availability and insufficient website usability. Alongside the technical perfectionism, respondents often cited French cultural markers and recognition of French tradition and culture (pictures, celebrities, symbols), French national look (French national colours: blue/white/red, country flags), French network affiliations, French quality labels or accreditations, European references (e.g., EU flag), home country portrayals (Eiffel tower, French food and drinks, French landscapes), even national phone numbers or regional diversification. In other words, in France some information is not

explicitly communicated but is embedded within the context. Symbols, signs, pictures, colours, or other cultural markers serve to create this context and are implicitly understood codes of the French society. In Dublin finance departments there are significant amount of French workers and other business partners. And the character of cooperation (and the results of cooperation) with them might critically vary based on above facts. Even if is manager able to effectively use different type of competences (organizational skills, ability to motivate etc.) without sensitive approach and mainly, without the knowledge of above mentioned concepts are manager`s chances to provide effective service significantly limited. According to Hall (1976), in such a culture, the context of the message may be more important than the words themselves in communication. Emotional and cultural adaptation, or the motivation and ability to adjust to one`s thinking, feelings, wishes and behaviours, are an important predictor of effective managerial performance in global settings (Halsberger 2005, Thomas and Lazarova 2006).

2.3.6 Manipulation and Social Irritability

As Goleman (2006) suggests in relation to an Social intelligence, many academics have cynical attitude and consider Social IQ as ability to manipulate people - "to do what you want, regardless of what they want themselves." From this perspective, the essence of manipulation is the ability to effects on people, but also to social groups and such influence is based on knowledge of the principles of human behavior. Such manipulator seeks to develop the desired effect on a person or group of people in the way that they are not aware to be a subject of a targeted action. However, it is important to notice, that the interest of the manipulator is not always identical with the interests of society.

- Manipulation - Managers with highly developed manipulation disposition are able to persuade others to do almost anything for their own benefit. They can use others in various ways in order to achieve own goals and are able to persuade others to take their side. They use the lives of others for their own advantage.
- Social Irritability - Managers suffering by social irritability are usually nervous in contact with other people and feelings of others baffle them. Adapting to other people is a problem for them and a weaknesses and wishes of others often confuse them. They become nervous around people who are willing to do anything for them.

III. RESEARCH METHODOLOGY AND METHODS

3.1.1 Introduction – Research hypothesis

For any concept to be analysed there is a variety of options available how to approach to the research. It's important to select method option carefully and consider the most suitable one, as it not only define the pave the way in achieving the scope and focus of the research, but also the perception(s) of the researcher. Remenyi et al. (1998) suggested a researcher has several considerations on what and how to research the subject of the study. Objective of this research is to show the limits of Social IQ competences among the managers within the financial sector in Dublin, explore the effect of these competences on effectivity of managerial performance and consequently develop the program for determination and intervention of them. On the one hand, this includes a deep investigation of current trends, theories, approaches and principles in business management and psychological studies and on the other hand it involves practical part of the research. This chapter is designed according to the steps recommended by Hinkelmann (based on Saunder`s 2009 study) in his research of onion framework (Appendix 4). The researcher below explains and justifies the rationale behind selecting particular elements at each stage of the research onion. The chapter starts with the research hypothesis for the research, followed by structure of the research methodology - philosophy, strategy, approach, design including all details related to typology of research, research choice, reliability, rational for selection, ethical stances, limitation of selected research and finishing with an overview of time allocation and cost management.

The results of this work attempts to verify following hypothesis:

- 1- *Managers within the financial sector in Dublin are by their subordinates perceived as insufficiently empathic*
- 2- *Insufficiently empathic managers tend to manipulate their subordinates*
- 3- *Managers tend to manipulate their subordinates although they are not socially irritated*

3.2.1 Research Philosophy - Positivism

As Jaryal (2015) mentioned in his work, developing a philosophical perspective requires that the researcher make several core assumptions concerning the nature of society and the nature of science (Burrell and Morgan, 1979). And therefore research philosophy represents the expectations and perceptions of the researcher (Saunders et. al, 2009). This approach not only considerably impacts on what is to be done but also what and how is to be examined. There are four main philosophical concepts one can adopt (Saunders et. al, 2009,108).

- Positivism
- Realism
- Interpretivism
- Pragmatism

Positivist believes in the possibility to observe and describe reality from an objective viewpoint. Positivists observe the world in some neutral and objective way, discover general relationships and universal laws, derive theories and test them. The aim of **Positivism** is to produce general rules to forecast behaviour with a minimum margin of uncertainty. Research as this, based on a positivist philosophical approach tends to be based on deductive theorising. In deductive theorising a number of propositions are generated for testing, with empirical verification then sought (Rubin & Babbie, 2005). Additionally, considerable data are often required as a positivist study would favour the use of quantitative methods to analyse large-scale phenomena (Travers, 2001). Importantly, in such approach to research represents the view that it is possible to measure social behaviour independent of context. Therefore, that social phenomena are “things” that can be viewed objectively (Hughes & Sharrock, 1997). Researchers who adopt **Interpretivism** consider reality as socially constructed and the meaning of reality is affected by their values and their way to see and accept the world. Interpretive research has been classified as gnostic because it does not agree to the fact that there is the existence of a systematic analysis of any particular subject; instead, it gives importance to multiplicity, relativity and complexity (Fisher, 2007). **Realist** research is an approach that resembles to a large extent that of positivism but takes into consideration, and comes to terms with, the subjective nature of research and the paramount function of values in it (Fisher, 2007). Realism is also considered a set of assumptions that researchers bring to empirical investigation. Feilzer (2010,p.8) describes **Pragmatism** as a deconstructive paradigm that advocates the use of mixed methods in research. Pragmatism

also rejects a position between the two opposing viewpoints, therefore it rejects the choice associated with the paradigm conflicts.

Author`s philosophy is based on positive assumption that creativity, innovation, socio-cultural flexibility and mainly - regular educational processes and trainings are important responses that organisations need to master in the fight for economic success and should be systematically studied as a part of regular organizational processes. Therefore the key structure of author`s philosophical approach is based on the concept of four key elements: Understanding - Training – Usage – Increasing of Quality.

3.3.1 Research Design Methodology approach – theoretical framework

As stated by Sayre (2001, p.4), gathering intelligence is the purpose of conducting research of all types. **Qualitative** research methods emphasize the concept of understanding and aim at providing an answer to why things are how they are, quantitative methods focus on obtaining data by means of numbers and statistic. Although the qualitative research can reveal valuable attitudes and detail perspectives that can hardly be accessed through a traditional quantitative approach, one of the main limits of it is, that it is generally difficult to measure and quantify such results. It has mainly exploratory character in order the gathering of new information of research, often through an intensive dialogue between the interviewer and the respondent. **Quantitative** methodology instead can statistically measure and evaluate the reactions of a great number of people. Additionally, due to a limited set of questions and standardized answer categories, a qualitative study can yet never reach the same breadth due to the reduced number of cases (Patton, 2002).

Author decided to use quantitative approach, as it allows him testing and validating already constructed theories about how and why phenomena occur, testing hypotheses already constructed before the data are collected. Author can additionally generalize research findings (although with some limitation) when the data are based on random samples of sufficient size. The researcher may also construct a situation that eliminates the influence of many variables, data collection is relatively quick, and cheap, such method provides precise, quantitative, numerical figures, which consequent analysis is relatively less time consuming (using statistical software). Moreover, the research results are relatively independent of the researcher (e.g., statistical significance) and importantly it is useful for studying large numbers of people. The Quantitative research was conducted as a controlled quantitative

research in which data are collected by using the PEMESI questionnaire. Although limited in depth, quantitative design results in researcher to describe foretell or recognise an occurrence or a phenomenon by generalising hence contributing to the theory (Punch, 2005). The quantitative approach has two significant advantages important for author. Firstly, it can be administered and evaluated quickly without extra time and budget needed for organization prior to administering the survey. Importantly, the responses can be tabulated within a short timeframe and data which is collected rigorously, using the appropriate methods and analysed critically, are reliable. Additionally as Yauch and Steudel (2003, 437) suggest, numerical data obtained through quantitative survey facilitates comparisons between organizations or groups, as well as allowing determination of the extent of agreement or disagreement between respondents.

There are several known approaches of measuring social intelligence. Despite the fact that above analysed concepts represent a diverse mosaic of understanding of the Social IQ construct, for a solving of particular issues in the area of social intelligence, Baumgater, Vasilova (2005) suggest four main approaches to measure its segments:

- Methods based on achievement characteristics - similar to conventional intelligence tests, but in social contexts
- Methods based on self-evaluation (the most commonly used for research purposes, despite the potential risk of subjective distortion)
- Methods based on evaluation by others (peers, friends)
- Methods based on evaluation of behavior

For the collection of data for this research, methodology n.3 (Methods based on evaluation by others) was used and modified into its final form. Below are figures show the types and examples of existing most frequently used measures methods:

Figure 2. Methods based on achievement characteristics, Source: SASKE

Method	Authors (year)	Subtests, Factors or Dimensions SI
George Washington Social Intelligence Test GWIST	HUNT (1928), MOSS (1931), OMWAKE (1949) and WOODWARD (1955)	<ul style="list-style-type: none"> – <i>Judgment in social situations</i> – <i>Memory for names and faces</i> – <i>Observation of human behavior</i> – <i>Recognition of the mental states behind words</i> – <i>Recognition of mental states from facial expression</i> – <i>Social information</i> – <i>Sense of humor</i>
Six factors test of social intelligence	O'SULLIVAN (1966)	<ul style="list-style-type: none"> – <i>Cognition of behavioral units</i> – <i>Cognition of behavioral classes</i> – <i>Cognition of behavioral relations</i> – <i>Cognition of behavioral systems</i> – <i>Cognition of behavioral transformations</i> – <i>Cognition of behavioral implications</i>
Sternberg Triarchic Abilities Test STAT	STERNBERG et al. (1993)	<ul style="list-style-type: none"> – Analytical abilities – Creative abilities – Practical abilities

Figure 3. Methods based on self-evaluation, Source : SASKE

Method	Authors (year)	Subtests, Factors or Dimensions SI
Matson Evaluation of Social Skills with Youngsters MESSY	MATSON, ROTATORI and HELSEL (1983)	<ul style="list-style-type: none"> - <i>Appropriate Social Skills</i> - <i>Inappropriate Assertiveness</i> - <i>Impulsive / Recalcitrant</i> - <i>Overconfidence</i> - <i>Jelloussy / Withdrawal</i>
Social Skills Rating System SSRS	GRESHAM and ELLIOTT (1990)	<ul style="list-style-type: none"> - Social Skills - Problem Behavior - <i>Academic Competence</i> - <i>Parent's support</i>
Inventory of social skills	LORR, YOUNISS and STEFIC (1991)	<ul style="list-style-type: none"> - <i>Social skills</i> - <i>Empathy</i>

Figure 4 Methods based on evaluation by others, Source SASKE

Method	Authors (year)	Subtests, Factors or Dimensions SI
Social Competence Scale – Parent Version	CORRIGAN (2003)	<ul style="list-style-type: none"> - <i>Prosocial/communication skills</i> - <i>Emotional regulation skills</i>
Peer-Estimated-Social-Intelligence PESI	BJÖRKQVIST, ÖSTERMAN and KAUKIAINEN (1995)	<ul style="list-style-type: none"> - <i>Perception of others</i> - <i>Social flexibility</i> - <i>Successful achievement of one's goals</i> - <i>Behavioral outcomes</i>
	WONG, DAY, MAXWELL and MEARA (1995)	<ul style="list-style-type: none"> - <i>Social perception</i> - <i>Social insight</i> - <i>Social knowledge</i>

Figure 5. Methods based on evaluation of behavior, Source: SASKE

Method	Authors (year)	Subtests, Factors or Dimensions SI
Act Frequency Approach AFA	BUSS and CRAIK (1983)	<ul style="list-style-type: none"> - <i>Generation of acts</i> - <i>Evaluation of the nominative acts</i> - <i>Act-prototypicality ratings</i> - <i>Self-reported/peer-reported evaluation</i>
Video Test of Social Competence	FUNKE and SCHULER (1998)	
	HENDRICKS (1969)	<ul style="list-style-type: none"> - <i>Divergent production of conative units</i> - <i>Divergent production of conative classes</i> - <i>Divergent production of conative relations</i> - <i>Divergent production of conative systems</i> - <i>Divergent production of conative transformations</i> - <i>Divergent production of conative implications</i>

From literature and discussions (Denzin and Lincoln, 1994; Miles and Huberman, 1994) below research strategies have been considered as most suitable for the research project of this project, while quantitative method is considered as main research methodologies in this project:

- Logical theoretical research – (additional)
- Quantitative (questionnaire research)
- Participatory action research – observational in combination with above (additional)

By a *Logical theoretical* research approach is meant formal deduction of logical consequences from a set of initial assumptions (axioms), observation and personal experiences in combination with the literature review.

3.4.1 Research Strategy and Structure - PEMESI quantitative survey method

As part of research strategy survey research has been adopted, as survey research is closely related with deductive approach (Saunders et al, 2009:144). The presented research was conducted as a controlled quantitative research in which data are collected by using the PEMESI questionnaire: “*Post - Peer estimated Social intelligence Assessment Instrument*”

within the period of July 2016 focused on three segments of Social IQ – *Manipulation (M)*, *Empathy (E)* and *Social Irritability (SI)*. This methodology was developed by author using already existing EMESI methodology (Frankovsky and Birknerova 2012) – EMESI (Appendix 2.) which is inspired by the methodology PESI from authors Kaukiainen, Björkqvist, Osterman, Lagerspetz, Forsblom (1995). For the purpose of the PEMESI research, the EMESI was structurally and linguistically modified into the form of Peer Evaluation approach. (Evaluation of other people). The original methodology was created for subordinates and for their managers and assayed scale of perception of social intelligence. Respondent shall click from NEVER through VERY OFTEN, (1-5) to show how often he/she believe that his/her manager would act in described situations. In accordance to character of the question, using NEVER shows very passive attitude-limited knowledge, and VERY OFTEN nourishing behaviour (Figure 7.) Respondents do not know that the questionnaire collects data for three different scales/segments (Figure 8.)

Figure 6. PEMESI - Questionnaire design, Source: Author

Question		Survey Answers				
		Never	Hardly Ever	Sometimes	Often	Very Often
1	What is your gender					
2	What is gender of your manager					
3	What is your age					
4	I think my manager would repeatedly eat a dog meat during the business trips in China					
5	Contact with me and/or with my colleagues makes my manager visibly nervous					
6	I believe that my manager is able very easy adapt to new people and different culture					
7	My manager is able to easy recognize my wishes (and wishes of my colleagues)					
8	My feelings and expressed feelings of others make him/her confused and nervous					
9	My manager has talent to persuade me and my colleagues to do almost anything and anytime					
10	I believe that using others (including myself) for his/her own benefits pleases her/him					
11	My manager feels uncomfortable when have to adapt to new people					
12	My manager is able to recognize my wishes and wishes of my colleagues anytime he/she wants					
13	My manager knows how to act in accordance with my feelings and with the feelings of my colleagues					
14	Weaknesses of others baffles him/her					
15	My manager is able to behave in way to easy persuade me to do for him/her what he/she wants					
16	If manager wants, he/she knows how to use others for his/her own benefit					
17	My manager knows how to use the knowledge about others for his/her own benefit					
18	My manager feels uncomfortable when have to adapt to new people in our team					
19	Wishes of others make my manager regularly visibly nervous					
20	My manager is able to recognize my feelings even when I do not want to show them					
21	My manager can recognize my weaknesses and I can't hide them					
22	People who are willing to do anything for my manager makes him/her visibly nervous					
23	My manager uses me and my colleagues for her/his own benefit					

The PEMESI should only takes around five minutes in average. Email version was prepared for intended minimum 100 participants. Participants will be approached through the online social networks and email boxes. The respondent`s data were gained by the questionnaire method and were subsequently processed and analysed by the mathematical and statistical methods..

3.5.1 PEMESI Design

Perhaps the most important part of the survey process is the creation of questions that accurately measure the opinions, experiences and behaviors of the public. A formal questionnaire was prepared and the questions were asked in a prearranged order (Appendix 8). Questions were fixed-response that require the respondent to select from a predetermined

set of responses. In order to avoid sampling and non-sampling errors often associated with the survey, (Brace, 2008:1) accurately phrasing the questions which will lift the ambiguity and respondents providing accurate response, resulting in accurate findings (Malhotra, 2006:179; Bradburn et al. , 2004:30) were provided. Questionnaire was divided into two main sections – 1) Set of questions with serial number of question in questionnaire – 1, 2, 3 devoted to informative background about respondents and managers three categories and second part of 20 separated question associated with the subject of the study – Manipulation, Empathy and Social Irritation (Figure 8) :

- Set of questions devoted to Manipulation (Serial number of question in questionnaire) – 9, 10, 15, 16, 17, 23
- Set of questions devoted to Empathy (Serial number of question in questionnaire) – 6, 7, 12, 13, 20, 21
- Set of questions devoted to Social Irritation (Serial number of question in questionnaire) – 5, 8, 11, 14, 18, 19, 22

Figure 7. PEMESI - Structure Per Segment , Source: Author

Q	Survey Question	E	M	SI
1	What is your gender	n/a	n/a	n/a
2	What is gender of your manager	n/a	n/a	n/a
3	What is your age	n/a	n/a	n/a
4	I think my manager would repeatedly eat a dog meat during the business trips in China	n/a	n/a	n/a
5	Contact with me and/or with my colleagues makes my manager visibly nervous			x
6	I believe that my manager is able very easy adapt to new people and different culture	x		
7	My manager is able to easy recognize my wishes (and wishes of my colleagues)	x		
8	My feelings and expressed feelings of others make him/her confused and nervous			x
9	My manager has talent to persuade me and my colleagues to do almost anything and anytime		x	
10	I believe that using others (including myself) for his/her own benefits pleases her/him		x	
11	My manager feels uncomfortable when have to adapt to new people			x
12	My manager is able to recognize my wishes and wishes of my colleagues anytime he/she wants	x		
13	My manager knows how to act in accordance with my feelings and with the feelings of my colleagues	x		
14	Weaknesses of others baffles him/her			x
15	My manager is able to behave in way to easy persuade me to do for him/her what he/she wants		x	
16	If manager wants, he/she knows how to use others for his/her own benefit		x	
17	My manager knows how to use the knowledge about others for his/her own benefit		x	

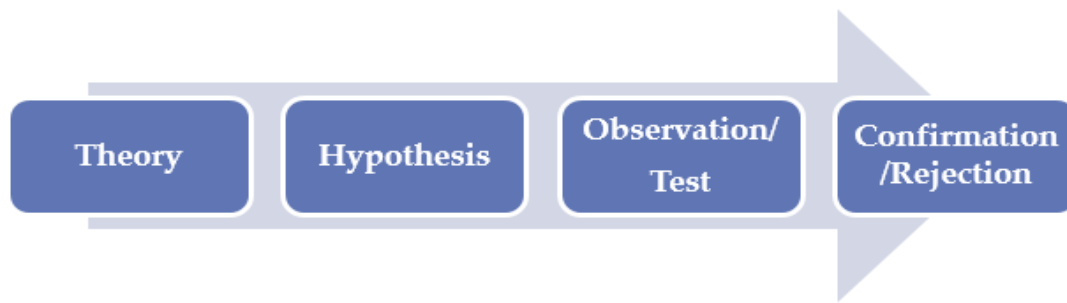
18	My manager feels uncomfortable when have to adapt to new people in our team			x
19	Wishes of others make my manager regularly visibly nervous			x
20	My manager is able to recognize my feelings even when I do not want to show them	x		
21	My manager can recognize my weaknesses and I can't hide them	x		
22	People who are willing to do anything for my manager makes him/her visibly nervous			x
23	My manager uses me and my colleagues for her/his own benefit		x	

The first question “I believe that my manager would eat dog meat during the business trips to China” was created intentionally in order to attract the attention of respondents. This structuring of the questionnaire will provide logical flow to the questionnaire, so should encourage response (Malhotra, 2006:182; Richards & Munsters, 2010:18). Highly sensitive questions have been avoided while designing the questionnaire (Malhotra, 2006:197; Bethlehem, 2009: 49). All questions are analysed in detail in chapter IV.

3.6.1 Research approach – Deductive

The deductive approach for this research was chosen. According to this approach, a theoretical concepts and hypothesis were developed, followed by designing a research strategy to test / verify mentioned hypothesis. Defined hypothesis should clarify testable proposition about the relationship between several concepts (Saunders, Lewis, Thornwill, 2007, p. 105). Chosen deductive approach is concerned with developing a hypothesis (or hypotheses) based on existing and additionally developed theory. Consequently is designing a research strategy to test the hypothesis (Wilson, 2010, p.7) Deductive approach can be additionally explained by the means of theoretically derived hypotheses, therefore is concerned with deducting conclusions from premises or propositions. Additionally, as Jaryal (2015) suggests, deduction begins with an expected pattern that is tested against observations. Therefore induction seeks to find a pattern within observation. As Gulati suggests, deductive means reasoning from the particular to more general. If for example some causal relationship seems to be implied by a particular theory, it might be true in many cases. A deductive design might test to see if such concepts did obtain on more general circumstances (Gulati, 2009, p.42). Below scheme describes the author`s approach to the concept.

Figure 8. Deductive Research Approach – scheme, Source: research methodology.net



3.7.1 Research Choice - Mono Method

Mono Method (Appendix 5) - Single data collection technique and corresponding analysis procedures has been used for this research. This choice is increasingly advocated within business and management research. (Curran & Blackburn, 2001). The mono method for research choice is appropriate, because of benefits like in mono-methods the objects properties can be measured with near perfect reliability (Onwuegbuzie et al., 2004:136). The surveys will be used to administer the PEMESI questionnaire (Appendix 2). Further benefits of using quantitative mono methods are that research findings can be generalised, data collection and reviewing is fast and all information are available online, from anywhere. Multi methods tend to require more time intensive, costly and additionally can be problematic if a single researcher has to carry out both quantitative and qualitative research as they require expertise in both fields (Johnson & Onwuegbuzie, 2004). Therefore due to above mentioned, author has decided to use mono method.

3.8.1 Pilot study

The term pilot studies refers to mini versions of a full-scale study (also called feasibility studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. Before the final administration of the PEMESI questionnaire, a pre-test of the questionnaire was conducted. Pilot test was administered during the early days of June 2016 with a small sample of 10 people in order to clarify the form of the questions. Even conducting a such pilot study does not guarantee success in the main study, it's considered to be an important element of a study design. Additionally, a pilot study does increase the likelihood, fulfil a range of important functions and can provide valuable insights for other researchers.

3.9.1 Reliability and Validity of PEMESI, theoretical framework

Internal consistency of items such as individual questions in a questionnaire can be measured using statistical procedures such as Cronbach's alpha coefficient (Cronbach 1951), for each factor separately, and therefore for Empathy, Manipulation and Social Irritation. For each factor were randomly splitting all the responses to a question into two sets, totalling the scores on the two sets, and working out the correlation between the two sets. This is known as a split-half test. **Reliability** is the proportion of variability in a measured score that is due to variability in the true score (rather than some kind of error). A reliability of 0.9 means 90 per cent of the variability in the observed score is true and 10 per cent is due to error. A reliability of 70 to 90 per cent is recommended for most research purposes. (0.8 or above is sufficient, Kline, 2011:70). Methods of estimating the reliability of measurements do have some limitations, for example, test-retest reliability is potentially flawed if respondent's previous experiences in the first testing influence responses in the second testing (Carmines and Zeller 1979). All details and calculations are available in the chapter IV. **Validity** describes the extent to which a measure accurately represents the concept it claims to measure (Punch 1998). There are two broad measures of validity – external and internal. External validity addresses the ability to apply with confidence the findings of the study to other people and other situations. It additionally ensures that the conditions under which the study is carried out are representative of the situations and time to which the results are to apply' (Black 1999). Internal validity addresses the reasons for the outcomes of the study, and helps to reduce other, often unanticipated, reasons for these outcomes.

3.9.2 Sample - Target population - Sampling technique - Non probability Sampling

Sample – Intended one hundred respondents working in finance sector in Dublin will be surveyed in order to collect requested data. To avoid limitations associated with census such as monetary, time delay and arguably the quality of data (Deming, 1960:27) researcher focuses on group of individuals representing the requested category of population (sampling frame). The target population for this study is age group between 18-65 years old individuals of all genders in Dublin, Republic of Ireland (Appendix 6.CSO, 2016), July 2016. According to CSO,2015 (Figure 9). This age category represented 86.77 % of all people working in finance sector in 2015. Due to increasing employment rate in finance sector in 2016 this number can be slightly higher. (No data available for 2016). Intended occupational structure of respondents are Professionals, Associate professionals, Administrative and secretarial,

Sales and customer service and Elementary workers as per Figure 8 with educational level from upper secondary up to third degree and higher what is 91.83 % of all workers in this sector in 2015. This group will be contacted online through PEMESI questionnaire at various locations in Dublin, in July 2016.

Figure 9. Occupational Structure in Financial Services (2009 - 2015), Source: CSO, 2015

	2009		2015	
1. Managers, directors and senior officials	11.2	10.71%	13.1	12.81%
2. Professional	14.1	13.48%	18.3	17.89%
3. Associate professional and technical	21.6	20.65%	24.0	23.46%
4. Administrative and secretarial	48.2	46.08%	34.1	33.33%
5. Skilled trades	*		*	
6. Caring, leisure and other services	*		*	
7. Sales and customer service	5.7	5.45%	7.3	7.14%
8. Process, plant and machine operatives	*		*	
9. Elementary	[2.2]	[2.10%]	*	
Other/Not stated	*		*	
Total	104.6		102.3	

(Source: CSO, 2015)

Figure 10. Financial Sector and Age Structure 201, Source: CSO, Statbank 2015

	Financial and insurance activities	(%)	Total at work	(%)
15 - 19 years	111	0.12	14,261	0.79
20 - 24 years	4,672	5.03	116,025	6.42
25 - 34 years	39,468	42.51	530,104	29.33
35 - 44 years	25,595	27.57	484,636	26.81
45 - 54 years	15,499	16.69	390,373	21.60
55 - 64 years	6,878	7.41	22,6643	12.54
65 years and over	614	0.66	453,18	2.51
(Total)	92,837	100.00	1,762,042	100.00

(Source: CSO, StatBank)

Figure 11. Financial Sector and Education Level Completed (000s) 2015, Source: CSO

	Financial and insurance activities		Total in labour force	
Primary (incl. no formal education)	628	0.68%	153,568	6.88%
Lower secondary	2,462	2.65%	317,691	14.23%
Upper secondary	28,509	30.71%	777,852	34.85%
Third level non-degree	6,595	7.10%	110,180	4.94%
Third level degree or higher	50,150	54.02%	635,022	28.45%
Not stated	635	0.68%	74,797	3.35%
Total whose full-time education has not ceased	3,858	4.16%	16,3093	7.31%

(Source: CSO, StatBank)

Sampling technique - There are a variety of different sampling methods available to researchers to select respondents (collect data) for a study. Researcher uses sampling techniques to select the participants for their sample. Such techniques help researchers to minimise costs whilst maximising generalisability. In theory, chosen sampling technique is based on the knowledge a researcher has about the probability of the sample being representative of the whole population. Sampling method fall into two categories:

- Probability sampling: Every individual in the population is known and each has a certain probability of being selected. A random process decides the sample based on each individual's probability
- Nonprobability sampling: The population is not entirely known, thus individual probabilities cannot be known. Common sense or ease is used to choose the sample, but efforts are made to avoid bias and keep the sample representative.

In other words, important factor which distinguishes them is that in probability sampling all persons have a large chance of being selected, and results are more likely to accurately reflect the entire population. Therefore, if researcher has a fair idea it, it is called a probability sampling approach (Denscombe, 2007:17). *Non-probability sampling* represents a valuable group of sampling techniques that can be used in research that follows quantitative research designs and can often be viewed as an inferior alternative to probability sampling techniques. Non-probability sampling is often used because the procedures used to select units for inclusion in a sample are much easier, quicker and cheaper when compared with probability sampling. Although author has quite detail overview of the structure of intended respondents from the year 2015, some units are unable to be selected, therefore it is not possible to know the size and effect of sampling error (missed persons, unequal representation, etc.). This is especially the case for *convenience sampling*. The non-probability sampling method selected

for this research is also used if a complete suitable sampling frame is not available and if it is not possible to specify the probability that any case will be included in the sample. The argued limitations of convenience sampling are that the researcher might get biased sample (Gravetter & Forzano, 2012:151), as the sample is not fully controlled.

3.9.3 Data Analysing

For valuable analyses the software tool Survey-Monkey, Excel and statistical program SPSS were used, visualizing the research findings in form of figures and tables to identify interdependences and compare proportions, trends and conjunctions. During the analyses process, it will be focused on the data distribution, specific values and highest or lowest values (Saunders, Lewis, Thornwill, 2007, pp. 423). The SurveyMonkey service will be used for one month, which costs 35 EUR (www. Surveymonkey.com, 2016). It is the responsibility of the researcher to ensure the validation of the questionnaire (Hair, et al., 2007, p. 203). The questionnaire shows how people evaluate the acting of their managers in various social situations. Respondent answers by marking one of the alternative which most closely expresses his/her experiences with one chosen manager.

3.9.4 Research Ethical Issues and Procedures

During the project author attempts to meet all requested professional, institutional, legislative and ethical standards for conducting research with human participants. In the context of research, ethics is defined as appropriate behaviour with the people, who come in touch with the investigation or are affected by it (Saunders, Lewis, Thornwill, 2007, p. 183). Additionally, there are two dominant philosophical standpoints during the research procedures. The first one, so called deontology is a view, which argues that the achievement of generating new research knowledge should never be reached by deception. The second one is the teleological view, which weighs the benefits of research findings and the costs of unethical behaviour to reach this result against each other. To summarize, deviation should be avoided and in case it has to be used during the research process, it has to be justified extremely carefully and with a good reason. For this project have been also applied recommendations of APA's (American Psychological Association) to help researchers steer clear of another ethical quandaries:

1. *Discussing intellectual property*

The best way to avoid disagreements about who should get credit and in what order is to inform about these issues at the beginning of a working relationship, (before questionnaire conducted) and clearly defined all positions, possibly with writing confirmation.

2. *Be conscious of multiple roles*

During the research author should to avoid any relationships that could reasonably impair professional performance or could exploit or harm others. Therefore author will approach toward the subject of the research absolutely and only professionally.

3. *Following informed-consent rules*

When done properly, the consent process ensures that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits and therefore I will inform participants about:

- The purpose of the research, expected duration and procedures.
- Participants' rights to decline to participate and to withdraw from the research once it has started, as well as the anticipated consequences of doing so.
- Reasonably foreseeable factors that may influence their willingness to participate, such as potential risks, discomfort or adverse effects.
- Any prospective research benefits.
- Limits of confidentiality, such as data coding, disposal, sharing and archiving, and when confidentiality must be broken.
- Incentives for participation.
- Who participants can contact with questions

4. *Respect confidentiality and privacy*

Author discuss the limits of confidentiality and give participants information about how their data will be used, what will be done with case materials, (data recordings), and secure their consent. Additionally, it is important to know legislative norms. Know the ins and outs of state and federal law that might apply to the research. For instance, the Goals 2000: Education Act of 1994 prohibits asking children about religion, sex or family life without parental permission. Author have to take practical security measures (data storage data sharing, understanding the limits of internet). There are another ethical issues related to the

research, which have to be considered. A respectful treatment of the respondent is important in order to avoid any unwanted pressure, stress discomfort, pain or harm. Respondent should be also informed about estimated time the survey will take. (Appendix 1) While conducting a scientific survey, the respondent has to be informed for what exact purpose the generated data will be used and assured that the data will not be used for any other purposes according to moral principles of business research. All received data has to be analysed confidentially and kept anonymous. The way in which the researcher collects and stores data of individuals has to be aligned with the data protection legislation. (Appendix 3)

3.9.5 Research limitation

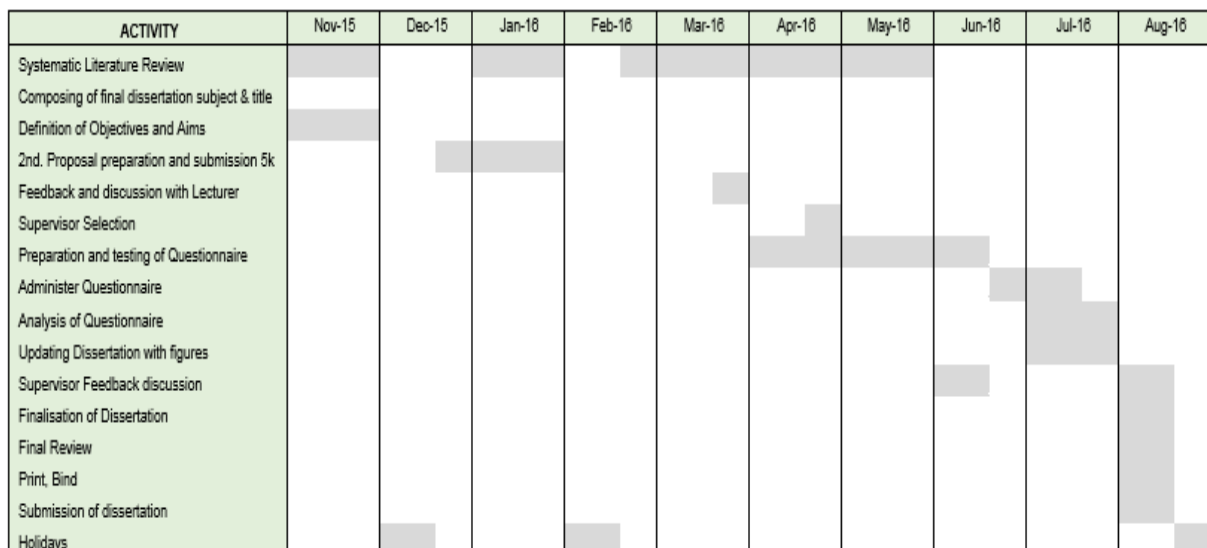
Primary limitation of this research is that, it is solely concentrated on relatively small range of population – defined above. Even a self-administered questionnaire allows author to provide a quantitative analysis based on the collecting of answers of each respondent who have answered the same pre - defined set of questions, there is no possibility to repeatedly contact the respondents as the survey is anonymous and conducted just once. If the researcher approaches with the questionnaire personally, he can ensure to reach the right respondents to complete the questionnaire without any external influences and, therefore, the generation of reliable data is ensured (Saunders, Lewis, Thornwill, 2007, p. 361). The personal attitude towards the research topic and evaluated managers can lead to personal bias. Additionally, personal beliefs, values or prejudices can lead to wrong assumptions, which can subconsciously lead to a distortion of the research results data. Also different regional variables such as culture, social conditions, values, habits or attitudes of society have profound effect on shaping their needs, development of the wants and demand (Chaffey, 2009) and therefore on character of answers. Under time pressure it can happen that a respondent does not even read through the questions and just ticks randomly, it can also not be ensured how honestly the respondent answers the questionnaires. Some respondents might not meet all requirements (1 year in financial sector in Dublin in not managerial position) and be not honest and knowledge produced might be too abstract and general for direct application to specific local situations, contexts, and individuals. Additionally the mono method approach employed usually remains a tacit assumption (Martin, 1981). There are no critical limitations in literature sources, questionnaire`s respondents availability, time or financial sources. However, systematic planning of all activities related to this project is crucial. Regarding the particular methodology`s techniques, additional limitations can occur, as for example - questionnaires sent out in the post may not be returned, so possibly a small

and unrepresentative sample, therefore author focuses on quantitative online correspondence mainly. In some cases, questions may not be fully understood by those answering them and therefore author paid attention to define them as clearly as possible even for people do not familiar with the concept of Social IQ. Conversely, applied questionnaire can be used for large quantities of data to be collected. The result is usually numerical (quantifiable) and hence considered more “objective”. The data is considered quantifiable and usually generalizable to a larger population. It can provide a clear, quantitative measure to be used for grants and proposals.

3.9.6 Research Time allocation, Cost and Management

Consequent analysis of data is time consuming and therefore detail time management is necessary to be conducted. It is mandatory to follow the plan in order to complete each of the milestones successfully without a negative impact on the whole project. Below chart (prepared based on Gantt`s principles) addresses the task of planning and conducting my dissertation project since I started to work on it with the composing of the dissertation title and preparing of very first proposal for Research Method I. class in Feb 2015 up to planned submission in August 2016. The total financial cost (including meetings, travelling, binding, printing and survey cost) of whole project is EUR 500,-

Figure 12. Gent`s chart – Time schedule of the Project, Source: Author



IV. DATA ANALYSIS, FINDINGS, DISCUSSION

4.1 Introduction

The data collected from survey were statistically analysed on three levels:

- Firstly – Reliability of PEMESI using SPSS - Cronbach Alpha, Correlation scores
- Secondly - descriptive statistics of trends was applied to summarise and tabulate the collected data providing understanding on the frequency of distribution and central tendency among the collected data (Field, 2009:18)
- Detail analysis of three individual factors separately – Manipulation, Empathy, Social Irritation

Descriptive data count the number of occurrences in each category of a variable to identify, which category has the most cases and allocation of the cases (Saunders, Lewis, Thornwill, 2007, p. 408). For valuable analyses the software tools SurveyMonkey and statistics program SPSS were used, visualizing the research findings in form of diagrams and tables to identify details and compare proportions, trends and conjunctions. During the analyses process, it will be focused on the data distribution, specific values and highest or lowest values (Saunders, Lewis, Thornwill, 2007, pp.423).

4.2 Reliability Analysis - Cronbach's alpha & Inter-Item correlations

Reliability has been calculated in SPSS program based on data extracted form Monkey Survey web. (Words have been converter to numbers – Appendix 7.) – This has been done in order to diagnose individual items, construct and characteristic of PEMESI questionnaire. (If all questions measure the same construct – if they relate to each other). Each segment of the questionnaire has been measured individually – as per chapters below. To closer to one the Cronbach Alpha number is, the more reliable the test is. Additionally in order to proof the reliability detected in Cronbach Alpha test the author verifier the inter-item correlations within each section. (Inter-Item correlation Matrix)

4.2.1 Empathy – SPSS analysis

Set of questionnaire's questions 6, 7, 12, 13, 20, 21. The Cronbach Alpha score for the selected section is reasonably high - 0.911 and therefore acceptable. The correlations between

the items should be higher than 0.3. The figures below are acceptable. Therefore the variance and covariance calculated in the variables from the data used for the analysis is reliable.

Figure 13. Calculating and Interpreting Cronbach's Alpha (E), source: SPSS

Reliability Statistics - E		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,911	,910	6

Item Statistics			
	Mean	Std. Deviation	N
Empathy1	3,61	1,352	117
Empathy2	3,03	1,178	117
Empathy3	3,01	1,163	117
Empathy4	3,23	1,241	117
Empathy5	2,49	1,080	117
Empathy6	2,56	1,037	117

Inter-Item Correlation Matrix						
	Empathy1	Empathy2	Empathy3	Empathy4	Empathy5	Empathy6
Empathy1	1,000	,732	,726	,784	,475	,424
Empathy2	,732	1,000	,786	,810	,573	,461
Empathy3	,726	,786	1,000	,846	,580	,482
Empathy4	,784	,810	,846	1,000	,565	,474
Empathy5	,475	,573	,580	,565	1,000	,707
Empathy6	,424	,461	,482	,474	,707	1,000

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Empathy1	14,32	23,011	,757	,649	,896
Empathy2	14,90	23,834	,821	,716	,885
Empathy3	14,91	23,803	,837	,757	,883
Empathy4	14,69	22,939	,856	,801	,879
Empathy5	15,44	26,093	,671	,590	,906
Empathy6	15,36	27,301	,580	,511	,917

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
17,92	34,658	5,887	6

4.2.2 Manipulation – SPSS analysis

Set of questionnaire`s questions 9, **10**, 15, 16, 17, **23**. The Cronbach Alpha score for the selected section is reasonably high 0.541 which is not acceptable.

The correlations between these items should be high. The table below shows that the scores for the questions 10 and 23 (manipulation 2 + 6) show inappropriate level (negative correlations – Figure 15.). Therefore author decided to remove those two questions from the calculations and analyse the segment of manipulation once again. (Figure 16.)

Figure 14. Calculating and Interpreting Cronbach's Alpha (M1), source: SPSS

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,541	,556	6

	Mean	Std. Deviation	N
Manipulation1	2,91	1,230	116
Manipulation2	2,69	1,417	116
Manipulation3	2,94	1,204	116
Manipulation4	2,93	1,304	116
Manipulation5	2,91	1,285	116
Manipulation6	2,70	1,416	116

	Manipulation1	Manipulation2	Manipulation3	Manipulation4	Manipulation5	Manipulation6
Manipulation1	1,000	-,346	,695	,327	,374	-,431
Manipulation2	-,346	1,000	-,358	,035	-,012	,824
Manipulation3	,695	-,358	1,000	,557	,497	-,383
Manipulation4	,327	,035	,557	1,000	,759	,059
Manipulation5	,374	-,012	,497	,759	1,000	-,006
Manipulation6	-,431	,824	-,383	,059	-,006	1,000

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation
Manipulation1	14,16	15,703	,162
Manipulation2	14,38	15,820	,086
Manipulation3	14,13	14,531	,307
Manipulation4	14,14	11,407	,646
Manipulation5	14,16	11,947	,585
Manipulation6	14,37	16,096	,061

Mean	Variance	Std. Deviation	N of Items
17,07	18,795	4,335	6

As clearly visible below, after the exclusion of two questions from the questionnaire (manipulation2-6, Q10-23), the Cronbach Alpha score is 0.821, and therefore acceptable. Correlations (all above 0.3) also confirmed reliability of this part of PEMESI. Therefore for the future examination author suggests to use the version without the questions 10, 23.

Figure 15. Calculating and Interpreting Cronbach's Alpha (M2), source: SPSS

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,821	,821	4

Item Statistics			
	Mean	Std. Deviation	N
Manipulation1	2,90	1,227	117
Manipulation3	2,94	1,198	117
Manipulation4	2,93	1,298	117
Manipulation5	2,91	1,280	117

Inter-Item Correlation Matrix				
	Manipulation1	Manipulation3	Manipulation4	Manipulation5
Manipulation1	1,000	,693	,326	,372
Manipulation3	,693	1,000	,557	,497
Manipulation4	,326	,557	1,000	,759
Manipulation5	,372	,497	,759	1,000

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Manipulation1	8,78	10,536	,533	,498	,823
Manipulation3	8,74	9,559	,715	,603	,742
Manipulation4	8,74	9,313	,668	,631	,762
Manipulation5	8,77	9,438	,663	,594	,764

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
11,68	16,290	4,036	4

4.2.3 Social Irritation – SPSS analysis

Set of questionnaire's questions 5, 8, 11, 14, 18, 19, 22. The Cronbach Alpha score for the selected section is reasonably high 0.957 and therefore acceptable. The correlations also confirmed reliability of this part of the questionnaire.

Figure 16. Calculating and Interpreting Cronbach's Alpha (SI), source: SPSS

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,957	,957	7

Item Statistics			
	Mean	Std. Deviation	N
Irritation1	2,00	1,358	116
Irritation2	2,43	1,307	116
Irritation3	2,23	1,379	116
Irritation4	2,72	1,227	116
Irritation5	2,13	1,355	116
Irritation6	2,40	1,382	116
Irritation7	2,04	1,315	116

Inter-Item Correlation Matrix							
	Irritation1	Irritation2	Irritation3	Irritation4	Irritation5	Irritation6	Irritation7
Irritation1	1,000	,779	,766	,694	,823	,806	,784
Irritation2	,779	1,000	,725	,720	,783	,829	,728
Irritation3	,766	,725	1,000	,711	,882	,800	,680
Irritation4	,694	,720	,711	1,000	,712	,696	,687
Irritation5	,823	,783	,882	,712	1,000	,878	,778
Irritation6	,806	,829	,800	,696	,878	1,000	,723
Irritation7	,784	,728	,680	,687	,778	,723	1,000

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Irritation1	13,96	50,633	,869	,765	,949
Irritation2	13,53	51,608	,850	,749	,951
Irritation3	13,72	50,671	,851	,798	,951
Irritation4	13,23	53,798	,776	,620	,956
Irritation5	13,83	49,918	,915	,881	,945
Irritation6	13,56	50,022	,887	,828	,948
Irritation7	13,91	52,166	,810	,698	,954

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
15,96	69,276	8,323	7

4.2.4 Summary of Reliability Analysis

In accordance to above figures and calculation and after the exclusion of two questions from the part manipulation (10,23) it has been proved, that the reliability of the PEMESI questionnaire is acceptable what has been confirm by scores Cronbach Alpha and all correlations level for each segment separately.

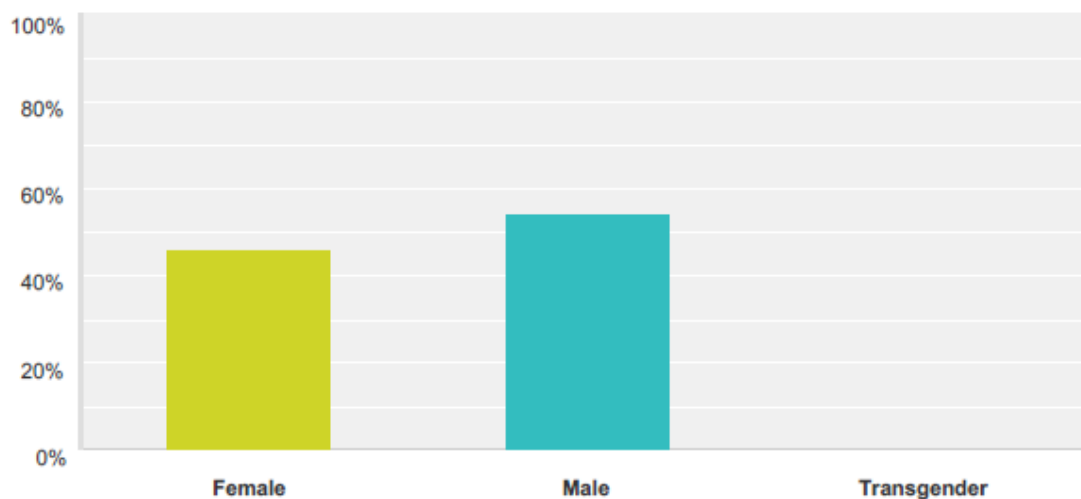
4.3 Descriptive Statistics – PEMESI Questionnaire Data Summary

The total number contained 63 of men and 54 of women. All respondents were non - manager efficient workers professionally active for min period of 1 year in financial sector in Dublin with daily professional contact with their managers. By answering the questions they evaluated the behaviour of one chosen manager from their own perspective.

Question 1: What is your gender?

117 respondents were selected randomly. As the figure 12 shows, the sample is composed out of three gender categories of population, males, females and transgender. According to the results 53.85% male, 46.15% female and no transgender manager has been detected.

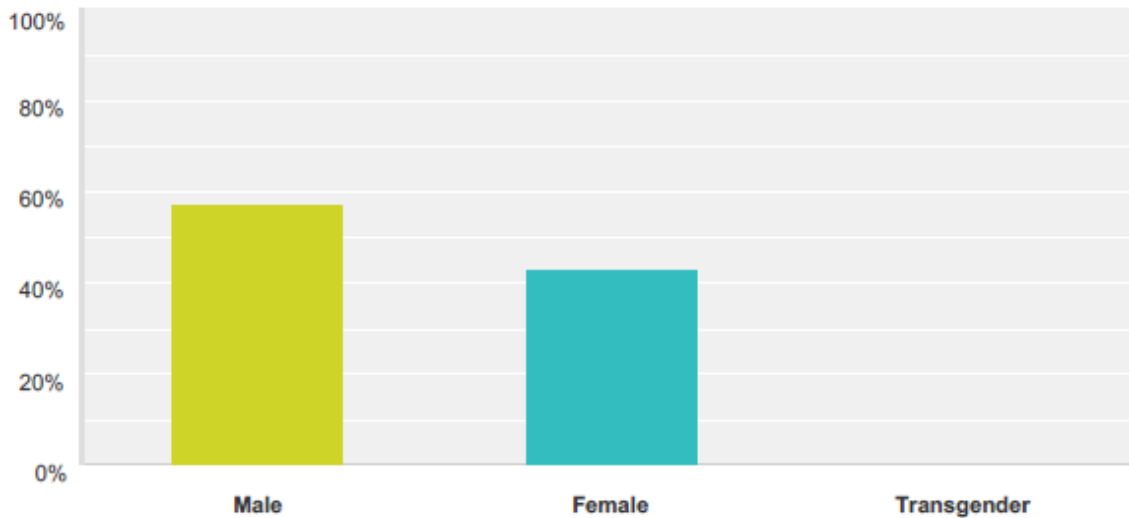
Figure 17. PEMESI, Q1, source: MonkeySurvey



Question 2: What is gender of your manager?

57.32% evaluated managers are males, 42.68% are females.

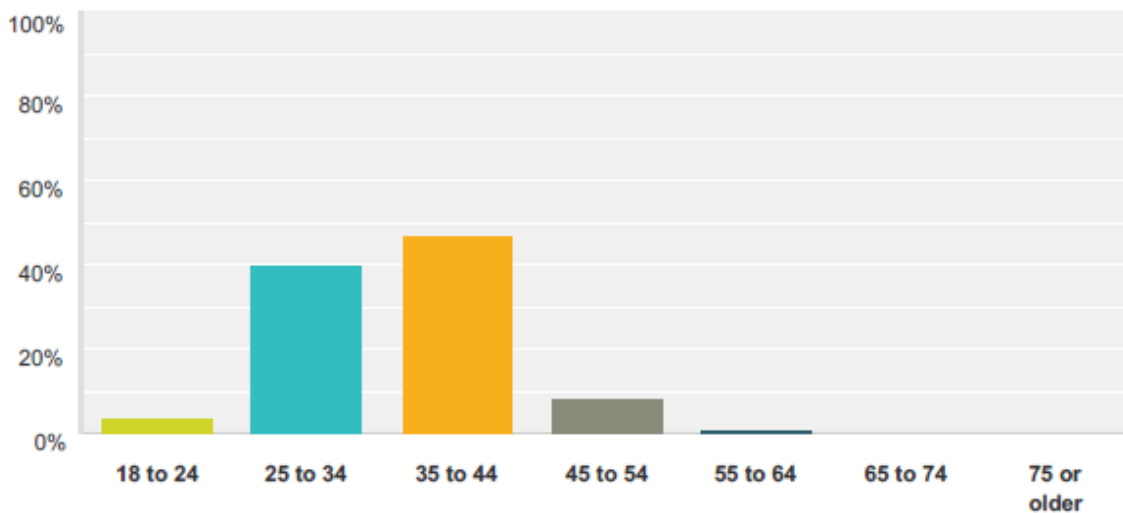
Figure 18. PEMESI, Q2, source: MonkeySurvey



Question 3: What is your age?

From the sampled population, the highest number 47.02% is between 35-44 years old, 39.88% are 25-34 years old and 8.33% are 45-54 years old, 1.19% are 55-64 years old and 3.57% 18-24 years old. Two respondents skipped the question.

Figure 19. PEMESI, Q3, source: MonkeySurvey

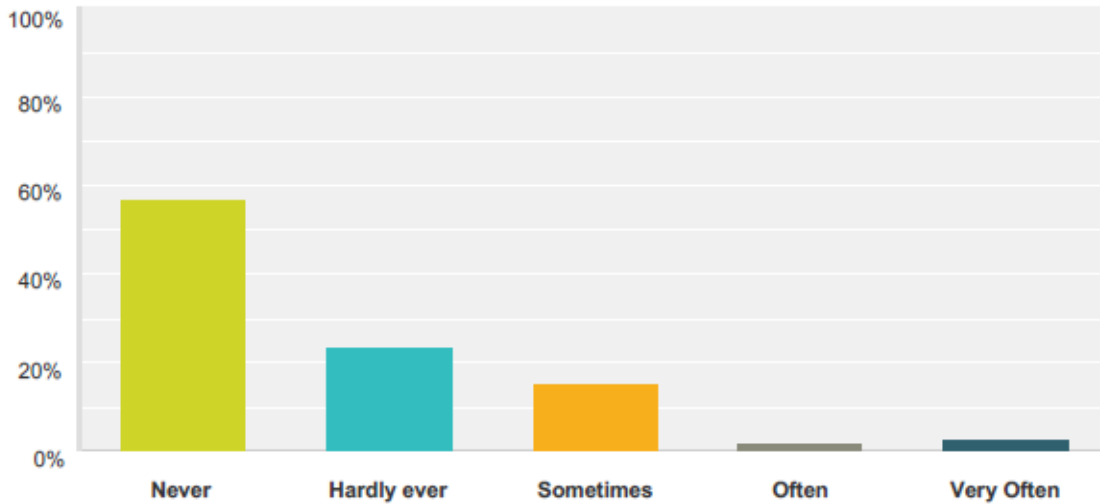


Question 4: I think my manager would repeatedly eat dog meat during ta business trips to China?

This supportive question was created intentionally in order to attract the attention of respondents. From the sampled population, 56.9% % believed that their manager would never

eat dog meat during the business trips to China, 23.28 % think that hardly ever, 15.52% sometimes, 1.72 % often, 2.59% very often

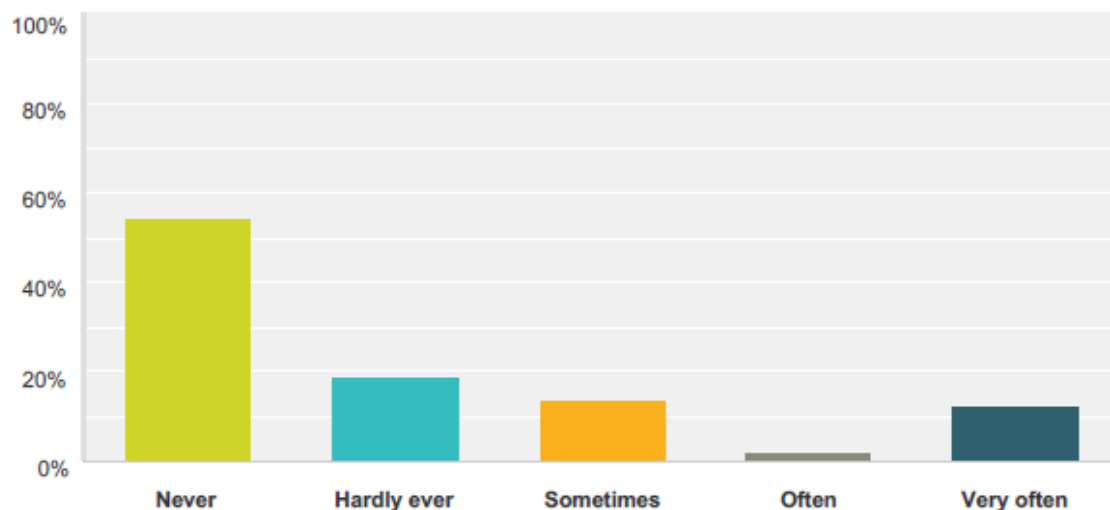
Figure 20. PEMESI, Q4, source: MonkeySurvey



Question 5: Contact with me and/or with my colleagues makes my manager visibly nervous

53.85% of respondents have confirmed that their manager is never visibly nervous in contact with others, 18.8% think that hardly ever, 13.68% sometimes, 1.71% often, 11.97% very often

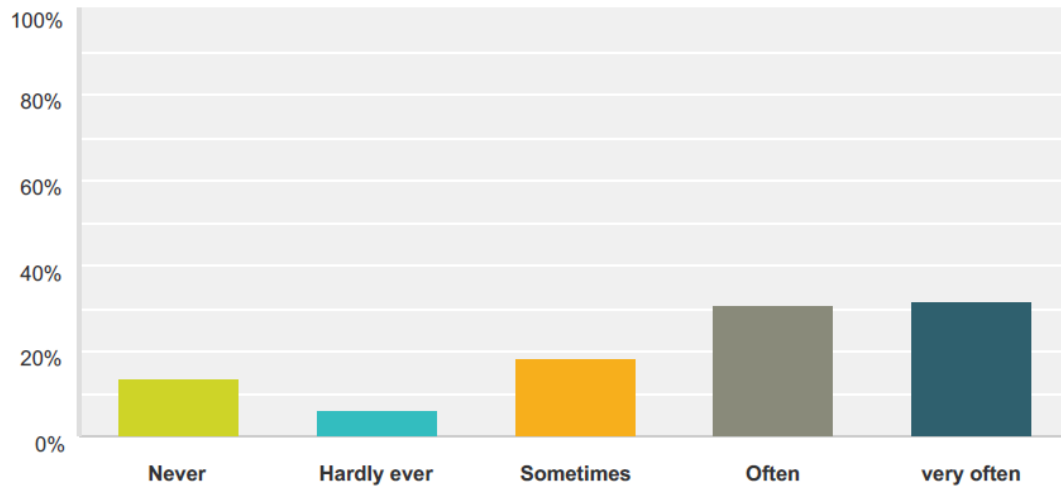
Figure 21. PEMESI, Q5, source: MonkeySurvey



Question 6: I believe that my manager is easily able to adapt to new people and different cultures

13.68 % of respondents have suggested that their manager are never able to adapt to new culture and new people, 5.98% think that hardly ever, 17.95% sometimes, 30.77% often, 31.62 % very often

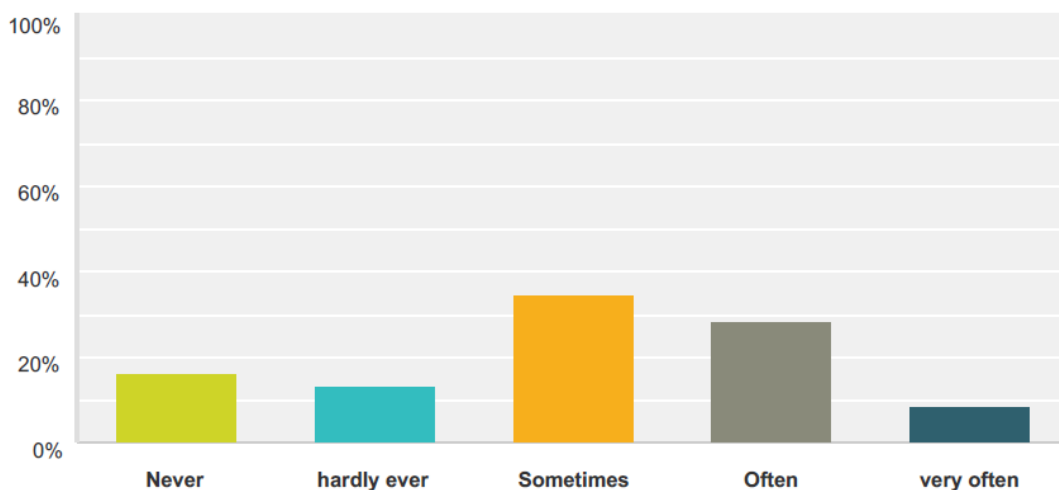
Figure 22. PEMESI, Q6, source: MonkeySurvey



Question 7: My manager is able to easy recognize my wishes (and wishes of my colleagues)

16.24% of respondents confirmed that their manager are never able to recognized their wishes, 12.82% think that hardly ever, 34.19% sometimes, 28.21% often, 8.55% very often

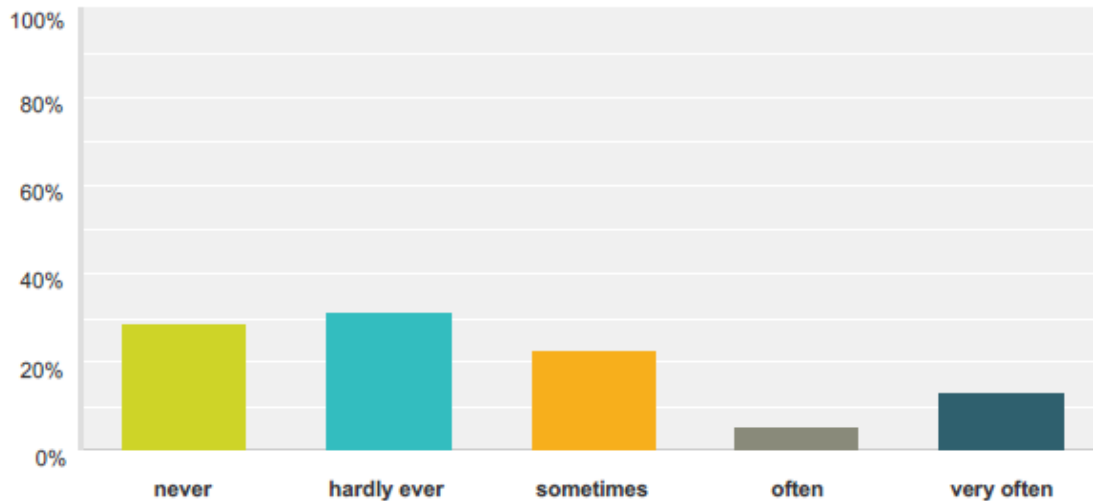
Figure 23. PEMESI, Q7, source: MonkeySurvey



Question 8: My feelings and expressed feelings of others make him/her confused and nervous

28.45% of respondents confirmed that feelings of others make their manager never nervous, 31.03% think that hardly ever, 22.41% sometimes, 5.17% often, 12.93% very often

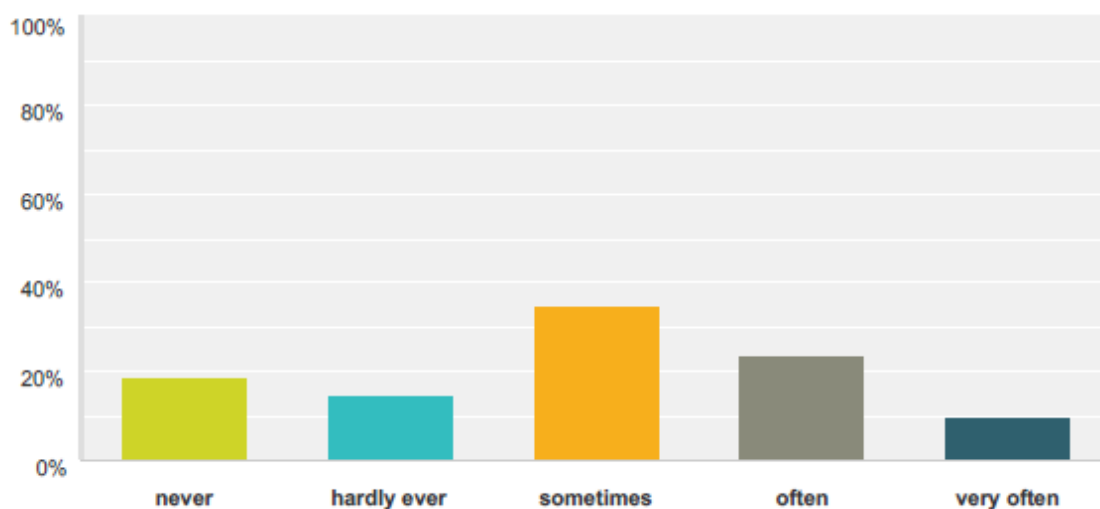
Figure 24. PEMESI, Q8, source: MonkeySurvey



Question 9: My manager has talent to persuade me and my colleagues to do almost anything at anytime

18.8% of respondents confirmed that their manager is never able to persuade them to do anything and anytime, 14.53% think that hardly ever, 34.19% sometimes, 23.08% often, 9.4% very often

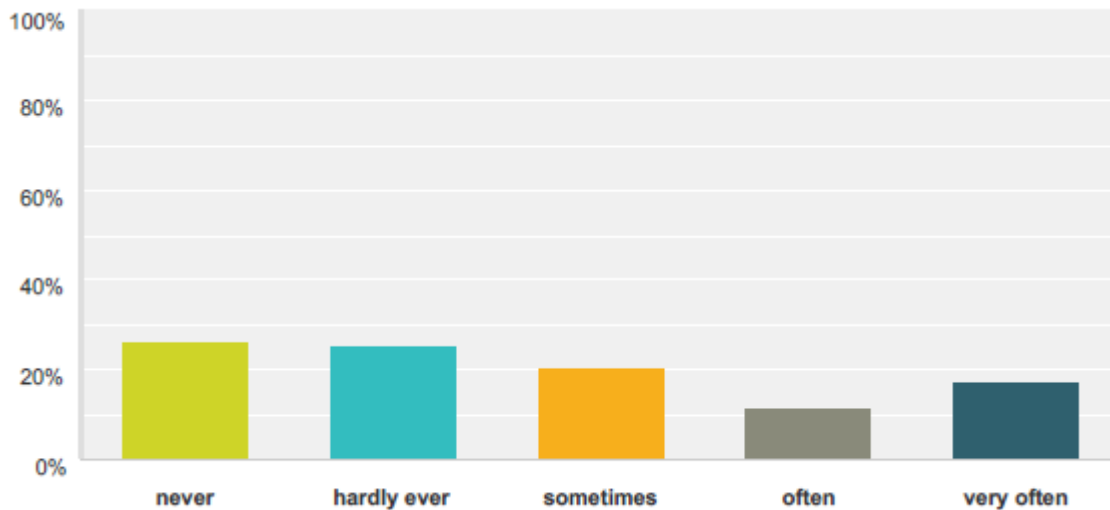
Figure 25. PEMESI, Q9, source: MonkeySurvey



Question 10: I believe that using others (including myself) for his/her own benefits pleases her/him

25.86% of respondents confirmed that using others for own benefit never pleases their manager, 25% think that hardly ever, 20.69% sometimes, 11.21% often, 17.24% very often

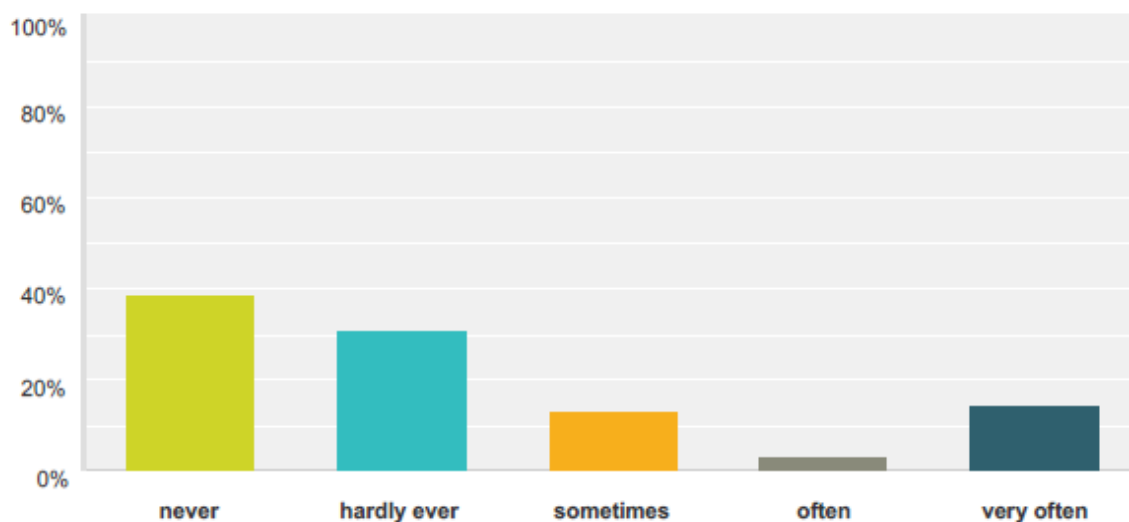
Figure 26. PEMESI, Q10, source: MonkeySurvey



Question 11: My manager feels uncomfortable when he/she has to adapt to new people

38.46 % of respondents confirmed that manager never feels uncomfortable during the adaptation to new people, 30.77% think that hardly ever, 12.82% sometimes, 3.42% often, 14.53% very often

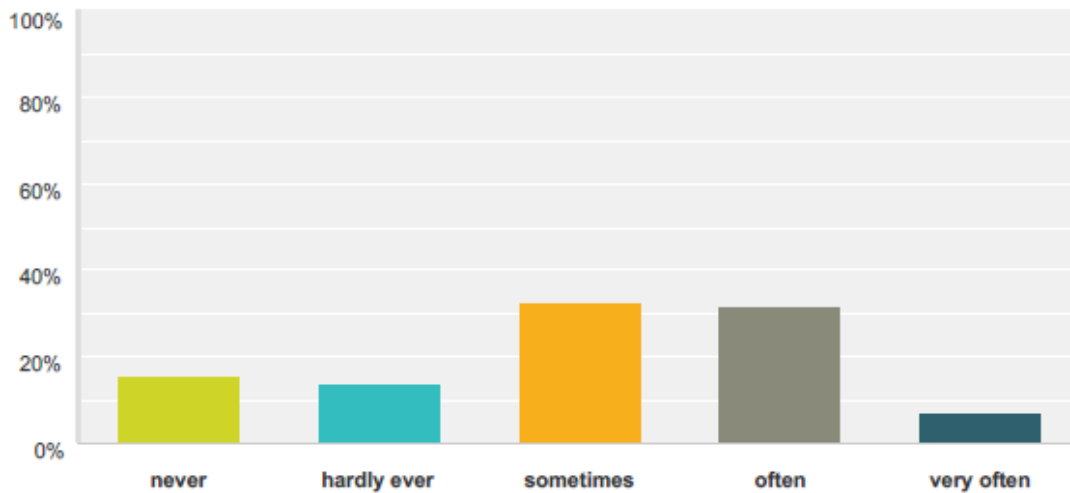
Figure 27. PEMESI, Q11, source: MonkeySurvey



Question 12: My manager is able to recognize my wishes and wishes of my colleagues anytime he/she wants

15.38% of respondents confirmed that manager is never able to recognize their wishes, 13.68% think that hardly ever, 32.48% sometimes, 31.62% often, 6.84% very often

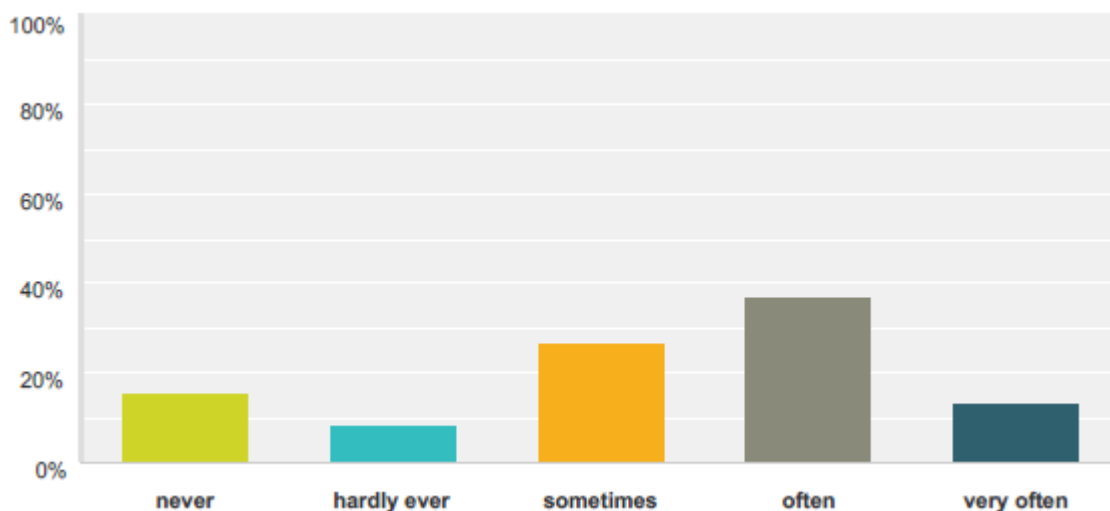
Figure 28. PEMESI, Q12, source: MonkeySurvey



Question 13: My manager knows how to act in accordance with my feelings and with the feelings of my colleagues

15.38% of respondents confirmed that manager is never knows to act in accordance with their feelings, 8.55% think that hardly ever, 26.50% sometimes, 36.75% often, 12.82% very often

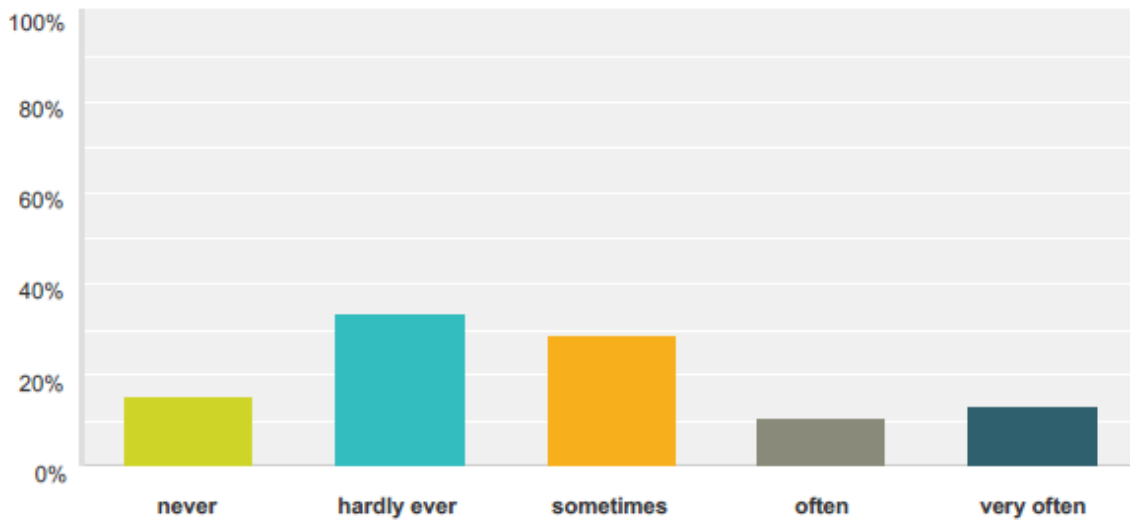
Figure 29. PEMESI, Q13, source: MonkeySurvey



Question 14: Weaknesses of others baffles him/her

15.38% of respondents confirmed that weaknesses of others never baffles their manager, 33.33% think that hardly ever, 28.21% sometimes, 10.26% often, 12.82% very often

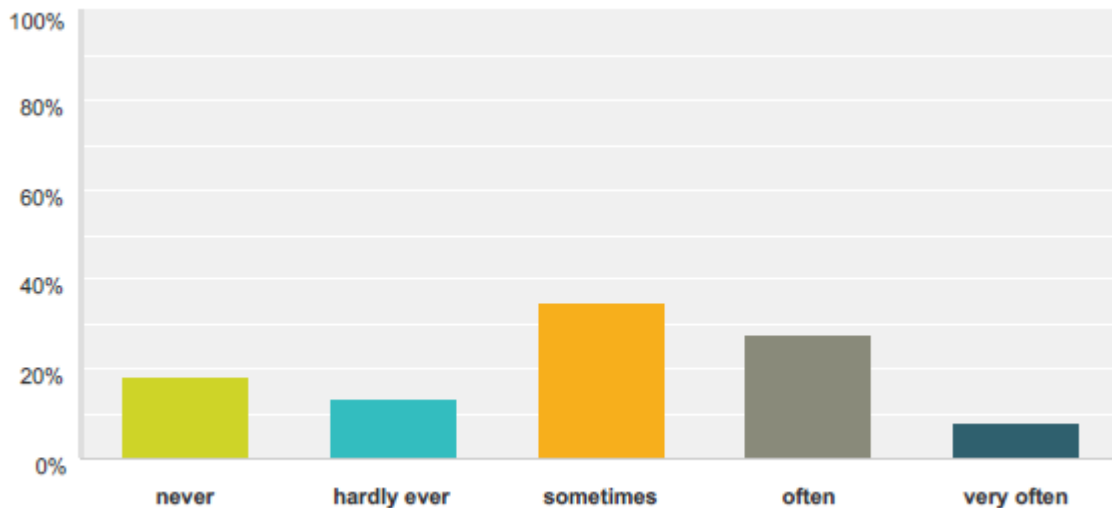
Figure 30. PEMESI, Q14, source: MonkeySurvey



Question 15: My manager is able to behave in way to easily persuade me to do something that he/she wants

17.95% of respondents confirmed that their manager is never able to persuade them to do what she/he wants, 12.82% think that hardly ever, 34.19% sometimes, 27.35% often, 7.69% very often

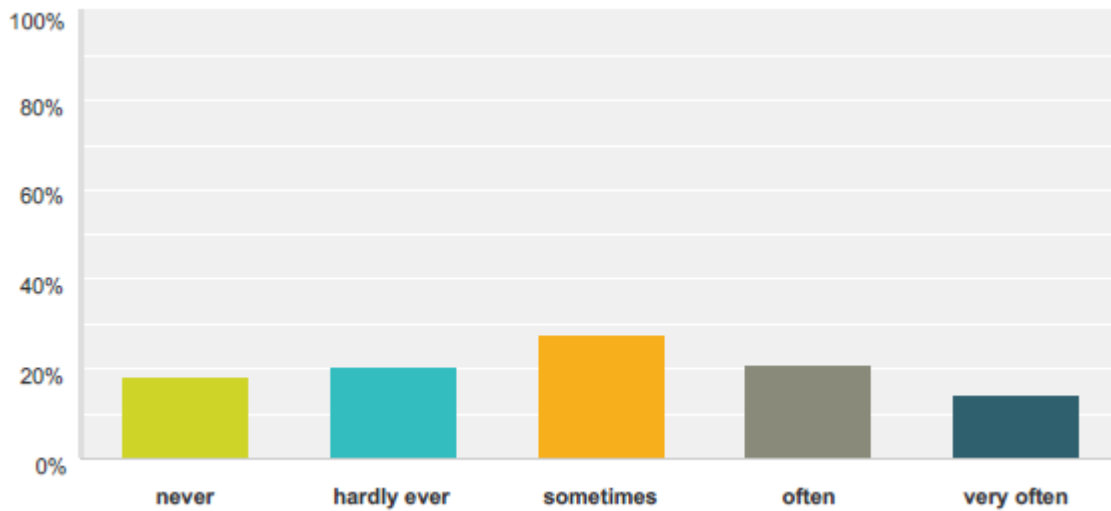
Figure 31. PEMESI, Q15, source: MonkeySurvey



Question 16: If manager wants, he/she knows how to use others for his/her own benefit

18.1% of respondents confirmed that their manager never knows how to use them for own benefits even if she/he wants, 19.83% think that hardly ever, 27.59% sometimes, 20.69% often, 13.79% very often

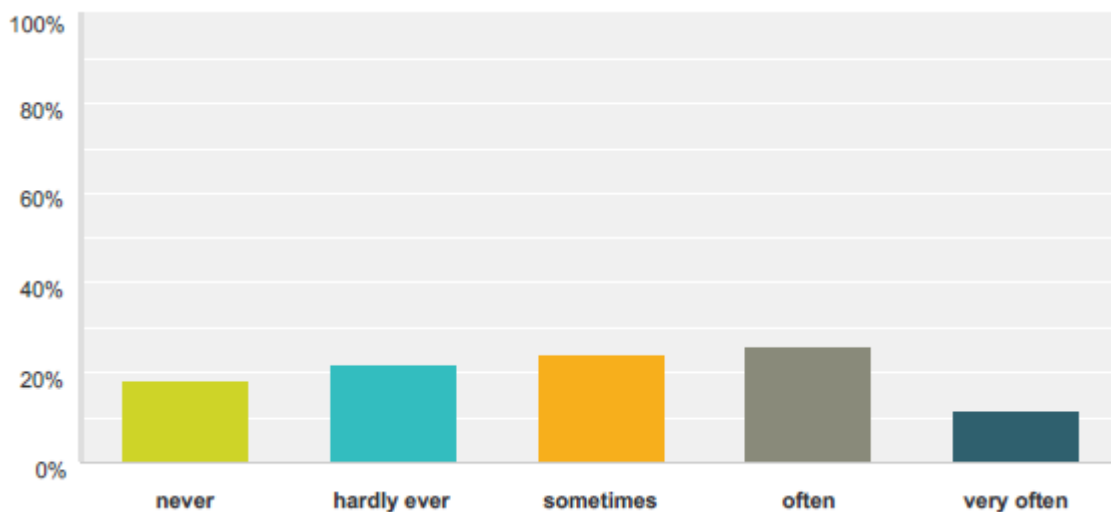
Figure 32. PEMESI, Q16, source: MonkeySurvey



Question 17: My manager knows how to use the lies about others for his/her own benefit

17.95% of respondents confirmed that their manager never knows how to use them for own benefits, 21.37% think that hardly ever, 23.93% sometimes, 25.64% often, 11.11% very often

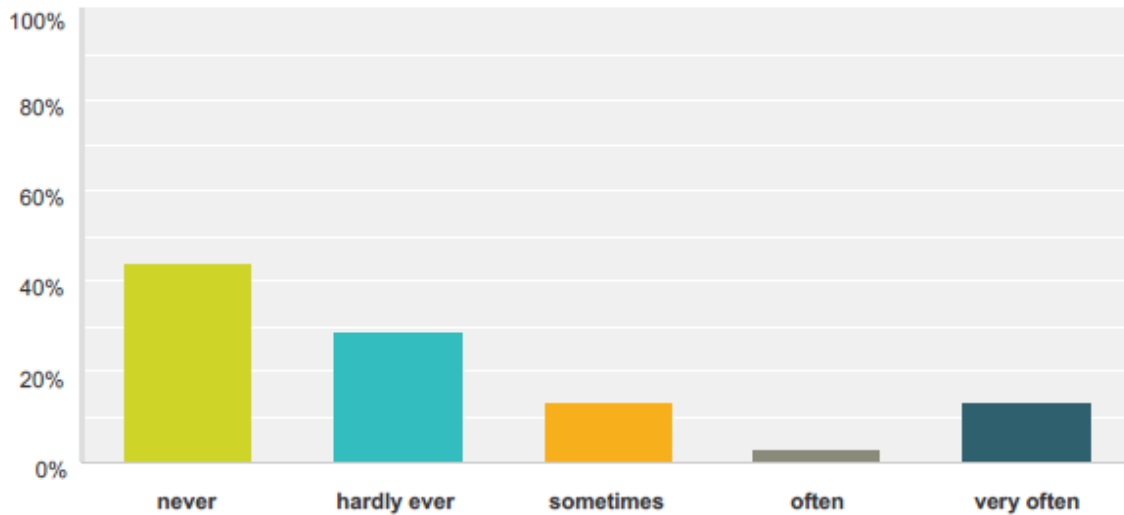
Figure 33. PEMESI, Q17, source:MonkeySurvey



Question 18: My manager feels uncomfortable when have to adapt to new people in our team

43.59% of respondents confirmed that their manager never feels uncomfortable to adapt new people, 28.21% think that hardly ever, 12.82% sometimes, 2.56% often, 12.82% very often

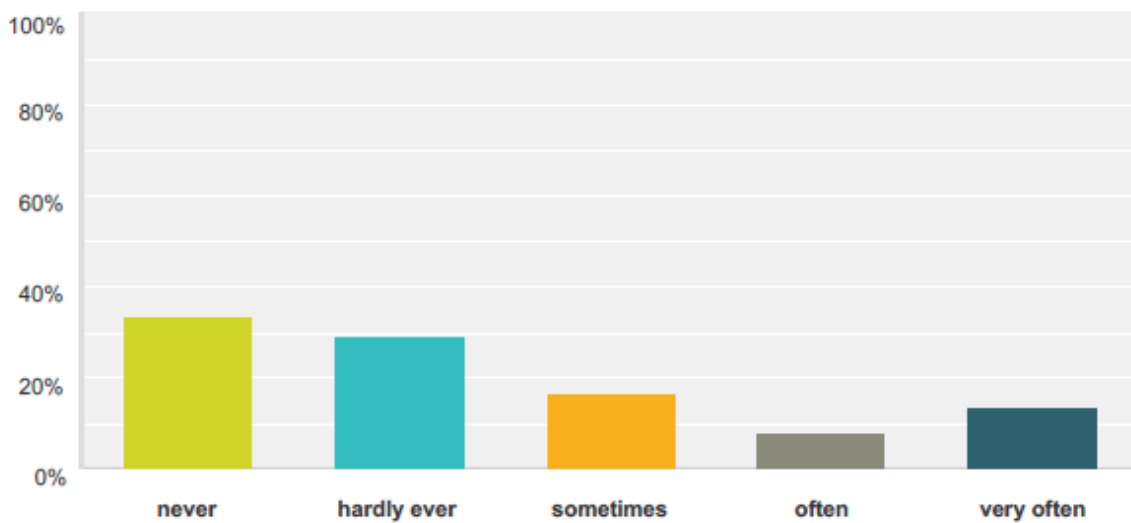
Figure 34. PEMESI, Q18, source: MonkeySurvey



Question 19: Wishes of others makes my manager regularly visibly nervous

33.33% of respondents confirmed that their manager is never visibly nervous from wishes of other, 29.06% think that hardly ever, 16.24% sometimes, 7.69% often, 13.68% very often

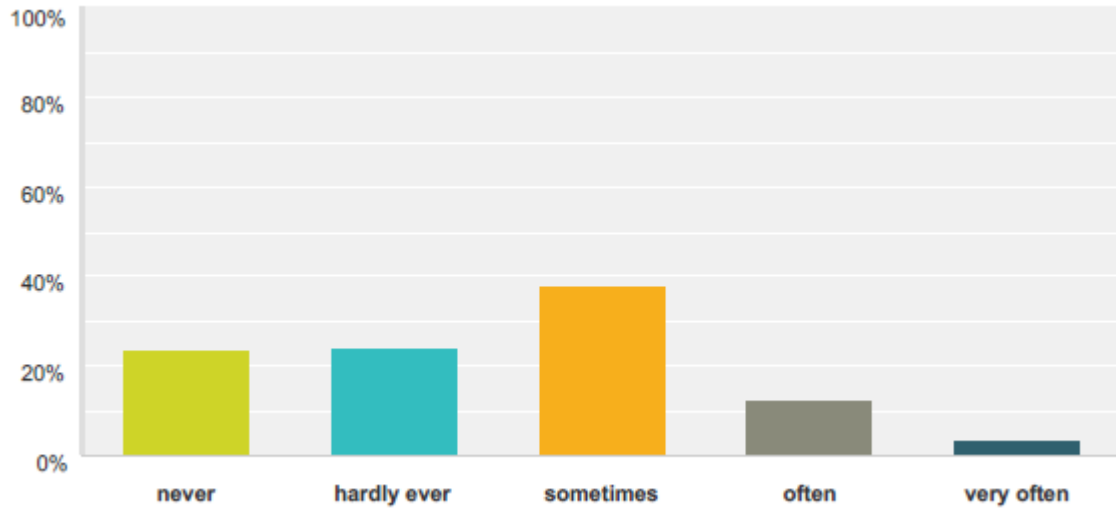
Figure 35. PEMESI, Q19, source: MonkeySurvey



Question 20: My manager is able to recognize my feelings even when I do not want to show them

23.08% of respondents confirmed that their manager is never able to recognize feelings of others, 23.93% think that hardly ever, 37.61% sometimes, 11.97% often, 3.42% very often

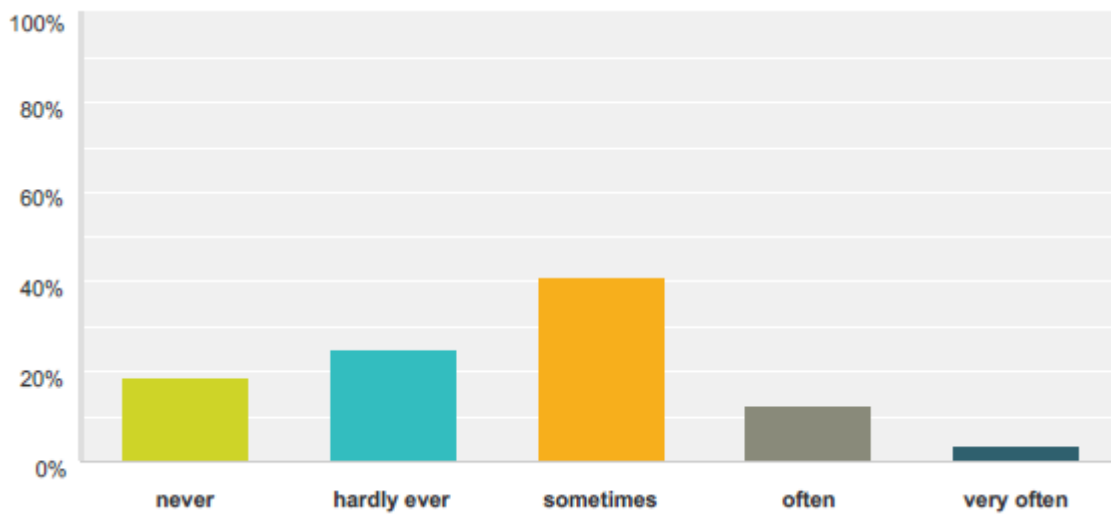
Figure 36. PEMESI, Q20, source: MonkeySurvey



Question 21: My manager can recognize my weaknesses that I can't hide them

18.8% of respondents confirmed that their manager is never able to recognize their weaknesses even if they want to hide them, 24.79% think that hardly ever, 41.03% sometimes, 11.97% often, 3.42% very often

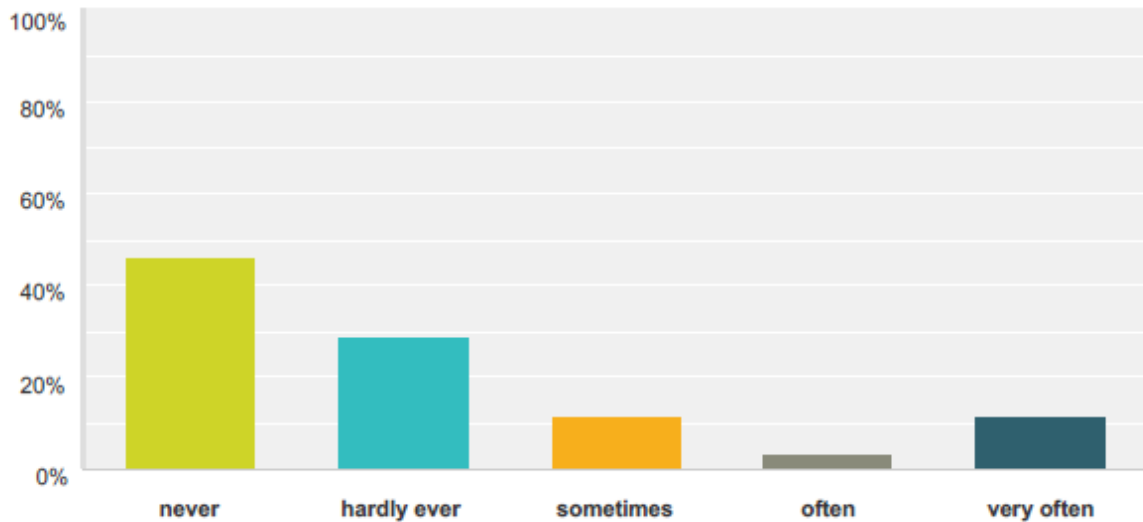
Figure 37. PEMESI, Q21, source: MonkeySurvey



Question 22: People who are willing to do anything for my manager makes him/her visibly nervous

46.15% of respondents confirmed that their manager is never visibly nervous from people who are willing to do anything for them, 28.21% think that hardly ever, 11.11% sometimes, 3.42% often, 11.11% very often

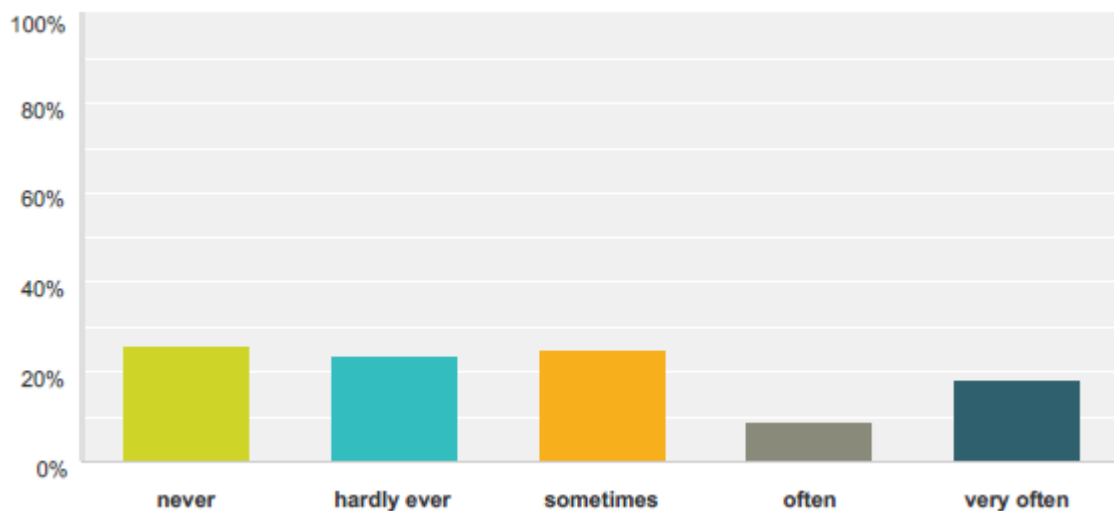
Figure 38. PEMESI, Q22, source: MonkeySurvey



Question 23: My manager uses me and my colleagues for her/his own benefit

25.64% of respondents confirmed that their manager never uses them for their own profit, 23.08% think that hardly ever, 24.79% sometimes, 8.55% often, 17.95% very often

Figure 39. PEMESI, Q23, source: MonkeySurvey



4.4 Empathy

Set of questionnaire`s questions 6, 7, 12, 13, 20, 21 is devoted to examination of Empathy as a Social EQ competence. For the calculation of summary figure author developed pattern: TOTAL = (Never + Hardly Ever + (Sometimes *0.5)). The score in this factor means that evaluated managers do not know to recognize the intentions and feelings of other people's

and their weaknesses. They often fail to sufficiently adapt to new people, new form of behaviour or working environment and are not able to estimate and fulfil wishes of others. Calculations show:

- 36.32% of managers have problem with Empathy Often and Very Often.
- Considering also 50% out of the answer „Sometimes“, this percentage increases to the level of 47.86%

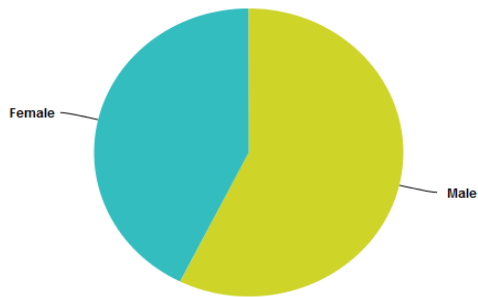
These figures clearly confirm high perception of low empathic behaviour. The gender ratio shows that slightly smaller level of female managers has an issue with empathy (42.68 %F vs. 57.32%M) However as this difference is small, results can be generalized for both genders. Gender ratio findings has been adapted for all three segments of this study.

Figure 40. Empathy – Summary overview in %, Source: Author

EMPATHY					
Question number	Never	Hardly Ever	Sometimes	Often	Very often
6	13.68	5.98	17.95	30.77	31.62
7	16.24	12.82	34.19	28.21	8.54
12	15.38	13.68	32.48	31.62	6.84
13	15.38	8.55	26.5	36.75	12.82
20	23.08	23.92	37.61	11.97	3.42
21	18.8	24.79	41.03	11.97	3.41
TOTAL in %	17.09	14.96	31.63	25.22	11.11
TOTAL %					47.86

Figure 41. Management Gender Ratio - Male vs Female vs Transgender

What is gender of your manager?



Answer Choices	Responses
Male	57.32%
Female	42.68%
Transgender	0.00%

4.5 Manipulation

Using same pattern as above, the figures (*before and after* the exclusion the questions 10, 23 – Figure 42.) shows:

- 32.28% / 34.69% of managers tend to manipulate Often and Very Often
- Considering also 50% out of the answer „Sometimes“, this percentage increases to the level of 46.06% / 49.68%

Analysis of data confirmed the hypothesis, that high ration of managers is perceived by their subordinates as manipulative people. The ratio is after the exclusion of two question even higher. Such managers tend to convince and use others for own advantage and to persuade them to stand on their side. They also use lies for their own benefit.

Figure 42. Manipulation, Summary overview in %, Source: Author

MANIPULATION					
Question number	Never	Hardly Ever	Sometimes	Often	Very often
9	18.8	14.53	34.19	23.08	9.4
10	25.86	25	20.69	11.21	17.24
15	17.95	12.82	34.19	27.35	7.69
16	18.1	19.83	27.59	20.69	13.79
17	17.95	21.37	23.93	25.64	11.11
23	25.64	23.08	24.79	8.54	17.95
TOTAL in %	20.72	19.44	27.56	19.42	12.86
				TOTAL %	46.06

MANIPULATION – After the Exclusion of the question 10,23					
Question number	Never	Hardly Ever	Sometimes	Often	Very often
9	18.8	14.53	34.19	23.08	9.4
15	17.95	12.82	34.19	27.35	7.69
16	18.1	19.83	27.59	20.69	13.79
17	17.95	21.37	23.93	25.64	11.11
TOTAL in %	18.20	17.14	29.98	24.19	10.50
				TOTAL %	49.68

4.6 Social Irritation

Set of questionnaire's questions 5, 8, 11, 14, 18, 19, 22 is devoted to explore the Social Irritation as a segment of Social EQ. Calculation model: (Often + Very Often + (Sometimes/2))

- 64.33% of managers have Never or Hardly Ever problem with Social irritation
- Considering also 50% out of the answer „Sometimes“, this percentage increases to the level of 72.96%

People with low score in this factor are often nervous in contact with other people. Feelings of others baffled them, adaptation to others is difficult. Weaknesses and wishes of others scattered them. They are nervous from people who are willing to do for them anything. Data confirmed author hypothesis that even the managers behave without sufficient level of empathy and tend to manipulate others, they do not have a problem with Social Irritation and behave in working teams actively.

Figure 43. Social Irritation, Summary overview in%, Source: Author

SOCIAL IRRITATION					
Question number	Never	Hardly Ever	Sometimes	Often	Very often
5	53.85	18.8	13.68	1.7	11.97
8	28.45	31.03	22.41	5.18	12.93
11	38.46	30.77	12.82	3.42	14.53
14	15.38	33.33	28.21	10.26	12.82
18	43.59	28.21	12.82	2.56	12.82
19	33.33	29.06	16.24	7.69	13.68
22	46.15	28.21	11.11	3.42	11.11
TOTAL in %	34.23	30.10	17.27	5.42	12.98
TOTAL %					72.96

4.7 Discussion

All three hypothesis have been confirmed. Author additionally suggests, that detected low level of social irritability shows supposition for improvement of two other negative trends detected during the research. Incompetent managers exist and their poor management affects employees and a company's overall operations. It may infect an entire organization and the results are toxic and sometimes fatal. With limited empathy, when employees are not recognized for their accomplishments and are only criticized, they don't feel valued. Such pressure may create a condition of fear of making a mistake, a condition without existing motivation and restricted activity what logically leads to bad performance. Ability to openly communicate and do not make to feel subordinates to be manipulated are for healthy business environment crucial. However, the ability isn't just about delegating. It also encompasses management's efforts to actively let employees know they are valued. Managers should provide guidance to colleagues and subordinates on improving their weaknesses while also celebrating those employees' strengths and accomplishments. Social IQ competences should be also utilized during the business meetings which are re often viewed as a hassle for the staff. These distractions scatter their focus and killing their productivity and morale what resulting in decrease of profitability. Competent manager should be also able to avoid the condition to gossip spreads through the office. In such condition morale is automatically reduced so the aim should be to create an environment based on trust and honesty. Unhealthy, toxic workplace reduces the morale, low morale reduces the productivity and low productivity reduces the profitability. That pattern is very straightforward. If the policies are incorrectly communicated, favoritism is visible or even if the manager has a problem with the lack of presence, all of those aspects also have enormous impact on profitability. A

transparent culture encourages teamwork, and establishes a mutual respect and trust among all organizational levels are crucial conditions of effective management and profitability.

The goal of this work was to verify author`s hypothesis, detect missing competences and inappropriate tendencies and to help to improve the quality of managerial performance. Related research of acute necessity of having cross-cultural management competencies (as a part of Social IQ) in the workplace made by Eisenberg, Lee, Brück, Brenner, Claes, Mironski, and Bell (2013) shows that after the courses, student`s overall CQ (Cultural Intelligence of Individual - refers to individual`s abilities and skills to effectively manage interactions in cross-cultural situations) was significantly higher than without courses. Adopting this approach with the concept of Social IQ, it is most likely, that systematic testing and consequent development of Social IQ segments detected as insufficient could be improved into the requested level. Above tested personal and professional potentials show the level of certain abilities to perform managerial function effectively. Such potentials of manager are a prerequisite for achieving management competencies which are consequently prerequisite for achieving business aims.

It is important to note, that even if a manager shows talent but does not have a necessary skills, it is possible (and important) to obtain them through the educational process. As confirmed in previous chapters, the empathic segment of managerial performance is by their subordinates perceived critically low, beside the strong perception of their tendency to manipulate. Understanding of own potential, strengths and weaknesses are fundamentally important for every manager. If manager knows his/her potential, is able to focus on areas of activity in which has a chance to stand out and vice versa, if is aware of weaknesses, there is still real chance to improve them even there is a risk that such self-reflection on the can discourage manager form the activities in which in accordance to his/her skills would be difficult to achieve good results. Additionally, such ability might assists in decisions relating to the changeover to the new positions and taking new responsibilities, which is on management level very common trend. In the context of postmodern globalization tendencies, the managers should be versatile and educated in multinational, psychosocial and cultural theoretical frameworks. The investigated competences are fundamental part of requested skill set. But there is another important factor related to Social IQ - its impact on external environment. Social IQ is essential to success in both work and life. According to Daher, to be successful in any interpersonal activity, alongside the sociocultural awareness, one must be also aware of one`s own emotions and be able to manage them, just as one must

also be aware of the emotions of others and be able to manage any interaction. The element of trustiness as a result of successful implication of Social IQ competences is another interesting element. Research made by Bart, Shankar, Sultan, & Urban in 2005 confirm, that companies/business partners that inspire more trust are more profitable. Various other studies confirm that trust affects business performance because greater trust encourages client's activity, increases price acceptance, and leads to more favourable attitudes and behavioural intentions or higher visitor-to-buyer conversion rates. To achieve such stage in business cooperation is without sufficient level of Social IQ competences impossible. According to Barnat, regardless of the type of business actions managers must meet or their level of authority, managers need to possess conceptual, human and technical skills. The first three mentioned set of skills have long been accepted as crucial for management processes, the last two have received more recent attention. Robert L. Katz indicates that three types of skills are important for successful management performance. The set of conceptual skill is the cognitive ability to see the organization as a whole and the relationship among its parts. Managers need to understand the functions within the organization, how they relate to each other, how organization relates to its environment, and how changes in one part of the organization affect the rest of the organization. Technical skills are skills necessary to accomplish specialized activities (e.g., engineering, computer programming, and accounting). And importantly, Social IQ competences as a part of human skills are needed for ability to communicate, understand, and motivate both individuals and groups. Interestingly, the extent to which managers need different kinds of skills moves from lower to upper management. Under the normal circumstances, most low-level managers use technical skills extensively and on this level it is possible to "partly compensate" some of the missing social competences with different skills, for example with technical, diagnostic competences or simply with intense activity. However, at higher levels of management, technical skills become less important while the need for conceptual and human skills grows. Human skills are important to all level of management, however its importance grows toward the higher position in hierarchy.

Given the complexity of the issue of Social IQ in general and Social IQ competences, closeness and creative links of contents and forms of testing methods and educational processes must be carefully respected. The selection and implementation of methods must be subject to specific educational content and requests.

V. CONCLUSIONS

5.1 Introduction

Kroll (1992) describes intellectual growth as the progression from ignorant certainty to intelligent confusion. Felder (2004) used Kroll's theory during the research of students entering engineering modules at university. He suggests that many entering college students are firmly rooted in ignorant certainty. Their beliefs about the world are clear, absolute, and based entirely on what they have been told by others - parents, teachers, and influential peers. The managers missing certain Social IQ competences can be perceived from the similar perspective. Most of them never critically subjected their social skills - beliefs to critical questioning or looked for evidence to test their validity. As managers progress through their professional career, their beliefs can be challenged by subordinates, colleagues, business partners, and daily life experiences. Unless they firmly close their minds to those challenges (which some do), or are unable to recognize and understand such social challenges from different perspectives, the rigidity of their thinking and possibly even the naiveté of their beliefs diminish and their intellectual growth proceeds. In such situations managers could also begin to make wrong judgments and take superficial or even completely wrong decisions on the basis of their limited knowledge and limited social IQ competences, although their perception and interpretation of evidence can have real potential to be an extraordinary quality. On the interpersonal level, the goal of systematic developing of Social IQ skills through the professional programs is to bring managers to the point where they would be able to think and act more effectively and where they would be able to fully develop their personal and professional potential. From the organizational perspective, such programs should increase not only the quality of mutual cooperation of colleagues within the business entities or to support the expansion of the business activities, but increase the profitability. In relation to an increasing of the level of Social IQ, a cautious answer is that psychologists still are not sure whether adults can enhance their social & emotional intelligence. Current research suggests, however, that people can almost surely increase their social & emotional competence. Social IQ Development program - DSQP helps managers to attain the higher Social IQ maturity.

5.2 Recommendation - Implication - Social IQ Development Programme (DSQP)

Social intelligence and social competence are complex and multidimensional phenomena and their increase requires sophisticated and interdisciplinary approach. As Kika (2010) suggests,

the aim of raising the level of social competence can't be successfully achieved without respecting and creative use of several fundamental methodological requirements, most importantly - strict observance of the sequence of steps of the educational process. The first step is identifying the needs / missing components of social competence based on an objective assessment of the level of social competence of managers. According to the results of the assessment, the next step is to prepare educational process. One of the essential methodological requirements is the determination of targeted training.

Such determination should be developed from the concepts of Social IQ as a managerial competence as described in the chapters above together with consideration of additional specificities (industry, level of control, detected missing competences etc.). Compilation of the content of DSQP is therefore based on the required - missing competences. As Kika (2010) suggests the original presentations and lectures (classical - with focus merely on presenting information) have been proved as inappropriate and ineffective. Because the goal of DSQP is to detect missing skills in various components of Social IQ competences, more effective procedures are those which actively support managers in training to acquire them. Based on Kika, very effective is the method of experiential learning. This learning concept is based on simulation of real social situations, playing different social roles and case pre-programmed studies. Author suggests that the most appropriate and proven way of increasing of Social IQ competences is socio-psychological training. Its essence is methodologically sophisticated training of specific social skills systematically practicing in group under the guidance of an experienced trainer(s). During the procedure the participants are given the opportunity to see, try the experience (and thus also acquire) a specific social skill.

5.3 Concept of DSQP

The concept of DSQP utilizes an approach from *Design for Learning* by Joan Cybela and Edrie Greer, and *Evaluating Our Extension Programs: Using the Logic Model* by Ellen Taylor -Powell, both University of Wisconsin – Extension. It consists of 10 key elements (steps). Each part should be developed / adjusted individually in accordance to the conditions and circumstances related particular business institution in which managers would be examined.

1. *Situation* - defining the key concept of the subject of the study. (Certain Social IQ competences) The research hypotheses, data analysis results, all factors that can influence outcomes but they are factors that we cannot control, such as weather, sickness etc. Defining

a focus group (managers), continuing systematic research of the topic and analyzing how new theories and approaches could contribute to solving the issue with the level of Social IQ and develop the program. Additionally:

- already existing statistics should be used
- possible weaknesses and strengths of the topic should be identified
- identification of area of expertise and its position in program is important

It's critical to have a deep understanding of what exactly our program has to offer. Program operators (PO) additionally have to consider whether a team or individual approach is best, and if there are potential partners with similar needs.

2. *Target Audiences* – PO need to identify the target audience for educational programming. Additionally what are the demographics of program of target audience and how they can be reached. Target audience's characteristics must be considered:

- Their personal histories - target audience brings many personal experiences to the learning situation and some people appreciate the opportunity to share their experiences. In such situations PO should be certain to facilitate this sharing rather than just be the "expert lecturer".
- Their preferred learning styles. Very few people enjoy or learn best by sitting through a 50minute lecture. The more diverse we can be in our approaches, the more effective the learning experience will be. (Include time for processing, sharing, demonstrating, thinking about examples).
- Their family, work and social responsibilities. Where does a learning experience fit in their daily priorities and therefore how can program be made most available to them. Consider another aspects, as where can they meet most conveniently if face-to-face is required, pace of learning, preferable days for learning, all technological aspects and its ability to receive this education at home on their own schedules, etc.
- Their motivation to learn. Managers need to see practical applications for what they learn, and they need to be able to use their new ideas and practices as soon as possible. It is important to use examples or activities that apply the concepts PO's are teaching. Educators must create a condition that minimize stress and anxiety, where learners are accepted and free to freely discussed.

3. *Objectives and Desired Outcomes* - The objectives and desired outcomes of program must be clearly defined in the form of list of objectives and outcomes in addition to activities. It must be clear what should the target audience learn and do as a result of our program. Additionally, these desired outcomes should be measured and divided into three categories:

- short-term results: Learning: awareness, knowledge, attitudes, skills, opinions, aspirations, motivations
- medium -term results: Action, behavior, practice, decisions, policies, social action
- long-term results: Behavior change of change of conditions: social, economic, civic

4. *Content/Subject Matter* - Content of the educational programming needs to reach the desired outcomes. Therefore, POs should mind map or brainstorm with others to think about the content in detail. Additional aspects must be considered as for example - what level of interaction is desired or needed between the leader and participants and/or among the participants, if interaction need to be live, face to face. Motivating title for the program is also important.

5. *Training Tools/Activities/Outputs* - Selecting of appropriate output activities for the target audience. Defining the style of how company will facilitate the learning process. (How get the target audience involved in their learning and help them apply the information). What are the most suitable activities to teach the subject of the study. It might be workshops, meetings, facilitation, assessments, knowledge development, training self-study, experiments. Another step is selecting of appropriate specific training tools to carry out all activities as DVD's, Game-based learning, Publication/brochure, Power point /Prezi, etc., Newsletters and news releases, Web sites/webinars Videoconferencing, Social media . It is important to design the various teaching tools to reinforce concepts and fit together logically.

6. *Budget/Inputs* - All costs and inputs should be estimated including materials needed and all activities involved. Additional analysis of what must be invested to develop and carry out the program Including staff, time, money, materials, equipment, technology and partners.

7. *Marketing Plan* - Developing of marketing plan to the targeted audiences to make them aware of the importance of the concept of Social IQ as their potential competence and encouraged them to take part in such program.

8. *Implementation* - Developing of the training tools and carrying out the program. Below should be considered:

- Physical environment, acoustics, temperature, distractions, writing space, seating arrangements, signage, parking, convenient access
- Psychological environment - details such welcoming learners personally as they arrive, having beverages and/or snacks and helping learners feel confident about themselves and their learning ability
- Social environment - help learners get acquainted with each other and with the educator and provide opportunities for interaction throughout the learning experience
- Cultural environment - be respectful of and sensitive to the cultural/ethnic diversity of learners and the values and experiences they bring to the learning situation. If the delivery method is electronic, the physical environment becomes less important but the remaining elements continue to surface in your course design, interactive opportunities, and structure.

9. *Evaluation/Assessment* - Analysing if desired outcomes were met and if the program did make a difference for participants. As mentioned above - Identify the objectives and desired outcomes - Specify evaluation standards (indicators) - Design evaluation tools and methods. - Analyse the data - Determine if your short-, medium- or long-term desired outcomes were met. - Report the results. The analysis of short- medium - or long-term impacts on their lives is needed. DSQP is designed to create awareness and knowledge as well, therefore measuring increased awareness is the basis for your evaluation. (Better results in future test)

10. *Reporting* – Summary of all outcomes / impacts and developing a summary or an Impact Report to share with participants, partners and decision makers.

5.3.1 Structure of DSQP - Phase 1. Detection- Karl Albrecht`s concept & EMESI

As discussed above, DSQP is divided into two main phases: Detection and Intervention. First part is devoted to detection of missing Social IQ competences. Measuring or testing the social skills is very complex process and there is various approaches and techniques available. In accordance to survey analysis, for testing of Social IQ among the managers author suggests to use the Self - Assessment Quiz *Are You Toxic or Nourishing* developed by Dr Karl Albrecht in combination with above analysed PEMESI. Both techniques are focused on the

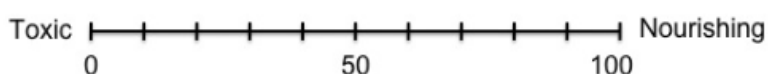
aspects of empathy and behaviour and allow researcher to collect data from both perspectives. (Self-evaluation + evaluation by other). Karl Albrecht's concept is presented in his book *Social Intelligence: the New Science of Success*. Social intelligence is for Albrecht the ability to get along well with others, and to get them to cooperate with you. Based on his theory, one of the most basic concepts of Social Intelligence is the difference between what he calls - "toxic" behaviour and "nourishing" behaviour. Toxic people are those who consistently behave in ways that make others feel devalued, inadequate, angry, frustrated, or guilty. In contrast, nourishing people consistently behave in ways that make others feel valued, capable, loved, respected, and appreciated.

Test structure:

Between each of the pairs of behaviours on the list, respondent shall circle a number from 0 through 4, to show how often he/she believes he/she exhibits one rather than the other. Using 0 shows very toxic behaviour, 1 for mostly toxic behaviour, 2 for an equal mixture of both toxic and nourishing behaviours, 3 for mostly nourishing behaviour, and 4 for very nourishing behaviour. Add the scores to get her/his total for nourishing behaviour. The maximum possible score is 100. (While making a dot on the numerical scale to show where her/his score falls)

Figure 44. Karl Albert's Toxic - Nourishing Scale quiz, Source: www.KarlAlbrecht.com

“Toxic” Behavior:	Score	“Nourishing” Behavior:
Scowling, “stay-away” signals	0 1 2 3 4	Wearing a friendly, inviting expression
Throwing verbal barbs, “zingers”	0 1 2 3 4	Kidding / joking positively
Patronizing or “parenting” people	0 1 2 3 4	Communicating “adult to adult”
Ignoring or “snubbing” others	0 1 2 3 4	Acknowledging and affirming others
Seeking approval excessively	0 1 2 3 4	Speaking & acting assertively
Flattering others insincerely	0 1 2 3 4	Giving honest compliments
Snapping at others, being moody	0 1 2 3 4	Showing tolerance, being cheerful
Playing “head games,” manipulating	0 1 2 3 4	Communicating openly and honestly
Disagreeing aggressively	0 1 2 3 4	Dialoguing, exchanging views
Speaking dogmatically, inflexibly	0 1 2 3 4	Expressing respect for others’ ideas
Bragging, scoring “status points”	0 1 2 3 4	Praising the successes of others
Gossiping, violating confidences	0 1 2 3 4	Keeping confidences
Breaking promises & agreements	0 1 2 3 4	Making only promises you will keep
Joking inappropriately	0 1 2 3 4	Using humor constructively
Monopolizing the conversation	0 1 2 3 4	Sharing “air time” with others
Interrupting others frequently	0 1 2 3 4	Hearing others out
Changing the subject capriciously	0 1 2 3 4	Letting the topic “play out”
Complaining, “dumping your bucket”	0 1 2 3 4	Giving constructive suggestions
Giving someone the “hard sell”	0 1 2 3 4	Suggesting, advising, negotiating
Insisting on getting your way	0 1 2 3 4	Cooperating, compromising
Attacking or condemning others	0 1 2 3 4	Confronting constructively
Shooting down others’ ideas	0 1 2 3 4	Listening appreciatively, w/o judging
Making others feel guilty	0 1 2 3 4	Persuading honestly; negotiating
Ridiculing or humiliating others	0 1 2 3 4	Supporting others; sympathizing
Criticizing, pushing unwanted advice	0 1 2 3 4	Offering information, ideas, options
Total Score:		Plot your score on the scale below



This simple and not time consuming quiz allows POs to evaluate manager`s level of some of their critical Social IQ competences with focus on the aspect of empathy and behaviour.

5.3.2 Structure of DSQP - Phase 2. Intervention - theoretical framework

The process of developing of social skills is also very complex and can be approached from different perspectives. The DSQP project was created as a reaction to research analysis which highlighted the shortcomings in the area of Social IQ competences, particularly in the segment of Empathy and Manipulation among the management within the various financial departments in Dublin. Suggested methodology of the program should be therefore devoted

to personal and social development of managers and increasing of their communication skills in complicated (conflict situations), Empathy, Motivation and the “ work environment climate”. Author suggests 100% of full-time, 40hours (1business week) form of training.

Objectives of the program:

1) *Main objectives:* Enriching, improving and maintaining of professional competencies necessary for effective performance of management activities in the field of communication and shaping of interpersonal relationships, and mediation of another Social IQ information useful for the performance management activities

2) *Specific objectives:* (Managers should be able to):

- Use the knowledge in the field of emotional intelligence, empathy, assertiveness and self-awareness, perceive own feelings and expressions, manage own tension and deal with stress and problem situations
- Understand the impact and context of individual life experiences on behaviour
- Analyse, change and improve own communication skills with different communication partners
- Understand their own moods and attitudes and learn to react better on mood of others
- Control their own verbal and non-verbal communication and actively receive feedback
- Apply acquired and innovated social skills into their own management practice
- Meaningfully utilize acquired skills to increase their Social IQ competences and competences of their colleagues, support tolerant behaviour, be able to express own ideas without negative emotions, argue, create, consolidate and change the attitudes of subordinates

Accordance to the results of analysis, author suggests to focus on three main areas during the training processes. – The concept of manager in business network – focused on definition of managerial competences and co-living within the business environments. Second part would be devoted to competences detected in survey as insufficient, in this case with emphasis on empathy and manipulation. Third part represents Practical training.

Figure 45. Content of the DSQP`s phase 2, Source: Author

1 - Subject – The concept of manager is Business network	Form	Time in hours
Manager in Social Micro and Macro system	fulltime	2,5
Objectives and Desired Outcomes of the training	fulltime	0.5
2 - Communication and Social Intelligence	Form	Time
Social Intelligence, Empathy	fulltime	10
Effectivity in relation to Social IQ	fulltime	3
Verbal and Nonverbal Communication	fulltime	3
Understanding of others	fulltime	4
Manipulation vs Motivation	fulltime	5
Relaxation, Remuneration	fulltime	2
3 – Practical Preparation	Form	Time
Practical Training	fulltime	10
	TOTAL hours	40

Training schedule: As discussed above, the scope of the process of education is 40 hours. Mon-Fri full time, while Friday is devoted to practicing in pre-arranged social situations. The main conditions of successful completion of program should be at least 80% attendance on lectures and 100% participation on practical trainings. Program ends with presentation prepared for each manager by PO`s. Consequent analysis of performance is provided to each manager.

5.4 Conclusion – Self Reflection

It was two years ago when I first time started to think about the Social IQ as a subject of my academic interest. That time I finalized my Degree in Cultural Studies and my final thesis was devoted to the conflicts based on cultural differences. During the research for Bachelor thesis I've discover how fascinating and important the concept of Social IQ is on personal and professional level too and the concept of Social IQ attracted me. Now, at the end of July 2016 I am at final stage of my Irish educational endeavour where I finalize my MBA Dissertation. It was eight years long, extraordinary journey which fulfilled my personal and intellectual desires. This paper is defined by the person barely speaks English and cleaning kitchen in less than average hotel in 2008 up to respected professional in multinational institution in 2016.

Since I started to think about my dissertation as a real project focused on the concept of Social IQ approximately one year ago, it took me a few months to find the path which I wanted to follow in order to express my thoughts and theories in correct way. I needed to clearly understand all important approaches, improve and summarize my knowledge, shape

ideas, connect all insights into one solid theory and prepare a concept. Therefore I've made a dozens of comments for myself to capture all my thoughts, I've created a list of areas of interest, and slowly narrowed the subject of interest more and more up to the final stage described above. As a professional in finance service, as a foreigner surrounded by different culture and as hard working and ambitious person I wanted to capture in this work my detail perspective of the relation of management and intelligence from particular perspective. And also, as I strongly believe that there is always possibility to improve any human activity, and therefore I've connected my research with the aim to provide meaningful methodology for detection and intervention of managerial competences, which I believed are often missing. As a result, I fully focused my attention to study of area of managerial effectivity and its intersection with the concept of Social IQ. As mentioned, choosing a broad topic was not a complicated step to me. However its final version came slowly, naturally, after the all research I've done. Since the first day I started to work on this thesis I realized, that as the principal of this research, this paper will not only defined myself, but also has a potential to be an accelerator of my professional career. Therefore I approached to this project absolutely responsibly. Though this seemed interesting and exciting, during the research I soon realised that the perception of Social IQ and its relation to management is not as straight forward as seemed to me before. I needed to define the position of Social IQ within the matrix of intelligence, understand its importance, its structure, impacts, ethical dimension, I needed to connect it with the concept of management, define managerial competences or even the position of the concept manager in business theories. I also need to improve my knowledge in psychology. I've spent a months in the library with all authors cited in text in order to create a clearer picture. Writing a literature review to me was an exciting, step by step process. I can say it was like a building a house from the very first brick. And my plan was to build fully functional, modern and attractive building. Literature review brought me to the research methodology part of the project. Based on the research, I've decided to utilize my creativity and tried to compose my own research methodology, if not fully, at least to update some existing one. When I discovered EMESI, I decided to build me research on these verified principles. I updated the original survey and created my own version. I tried to keep all recommendation of my colleagues and supervisor, and prepared the whole methodology part in detail while demonstrating deep knowledge of the procedures and justifying of all of my steps. It was exciting to obtain first responses on my survey, I was curious how my hypothesis will be supported in real environment. After approximately three weeks I've got my target survey filled and I could proceed with the analysis in SPSS, Monkey Survey and

Excel. Findings during the Analysis have confirmed my theories, so I was happy to continue with the preparation of methodology for detection and intervention of Social IQ phenomenon which ended with the model DSQP. In conclusion, this work, together with all MBA study was an extraordinary journey and an excellent investment. I hugely improved my knowledge in management, writing, researching, I've met a few fantastic people and enjoyed every day to be part of it.

VI. REFERENCES AND APPENDICES

5.1.1 Appendix 1. Email to participate in Questionnaires

Dear Participant,

My name is Richard Cizmar and I am a MBA graduate student at Dublin Business School, Dublin, Ireland. For my final project, I am examining certain segments of Social IQ's significantly affect managerial performance. I am inviting you to participate in this research study by completing the attached questionnaire. The following questionnaire will require approximately 5 minutes to complete. Please note that the main conditions of participation on this research is that you must be employed within the any type of financial sector in Dublin for the min period of 1 year in non-managerial position with daily contact with your manager. There is no compensation for responding nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name. Copies of the project will be provided to Dublin Business School. If you choose to participate in this project, please answer all 24 questions honestly. Participation is strictly voluntary and you may refuse to participate at any time. Thank you for taking the time to assist me in my educational endeavours.

Regards,

Richard

5.1.2 Appendix 2. EMESI Questionnaire (Frankovsky, Birknerova 2012)

nikdy	zriedka	prilezitostne	casto	veľmi casto
0	1	2	3	4

1.	Kontakt s inými ma znervózňuje.	0	1	2	3	4
2.	Viem rozoznať, v čom sa mám prispôbiť novým ľuďom.	0	1	2	3	4
3.	Som schopný/ schopná splniť prania iných.	0	1	2	3	4
4.	Pocity iných ľudí ma vyvádajú z miery.	0	1	2	3	4
5.	Som schopný/ schopná presvedčiť iných, aby spravili takmer čokoľvek.	0	1	2	3	4
6.	Využívanie iných vo svoj prospech ma teší.	0	1	2	3	4
7.	Ak sa mám prispôbiť novým ľuďom, cítim sa nepríjemne.	0	1	2	3	4
8.	Som schopný rozpoznať prania iných.	0	1	2	3	4
9.	Viem sa správať v súlade s pocitmi iných ľudí.	0	1	2	3	4
10.	Slabé stránky iných ľudí ma vyvádajú z miery.	0	1	2	3	4
11.	Správaním viem ľudí presvedčiť, aby urobili pre mňa to, čo chcem.	0	1	2	3	4
12.	Ak chcem, som schopný/ schopná využiť iných vo svoj prospech.	0	1	2	3	4
13.	Viem využiť klamstvá iných vo svoj prospech.	0	1	2	3	4
14.	Som neistý, keď sa mám prispôbovať novým ľuďom.	0	1	2	3	4
15.	Želania iných ľudí ma znervózňujú.	0	1	2	3	4
16.	Som schopný/ schopná odhadnúť pocity iných, aj keď ich nechcú ukázať.	0	1	2	3	4
17.	Viem odhadnúť slabosti iných.	0	1	2	3	4
18.	Znervózňujú ma ľudia, ktorí sú schopní pre mňa urobiť čokoľvek.	0	1	2	3	4

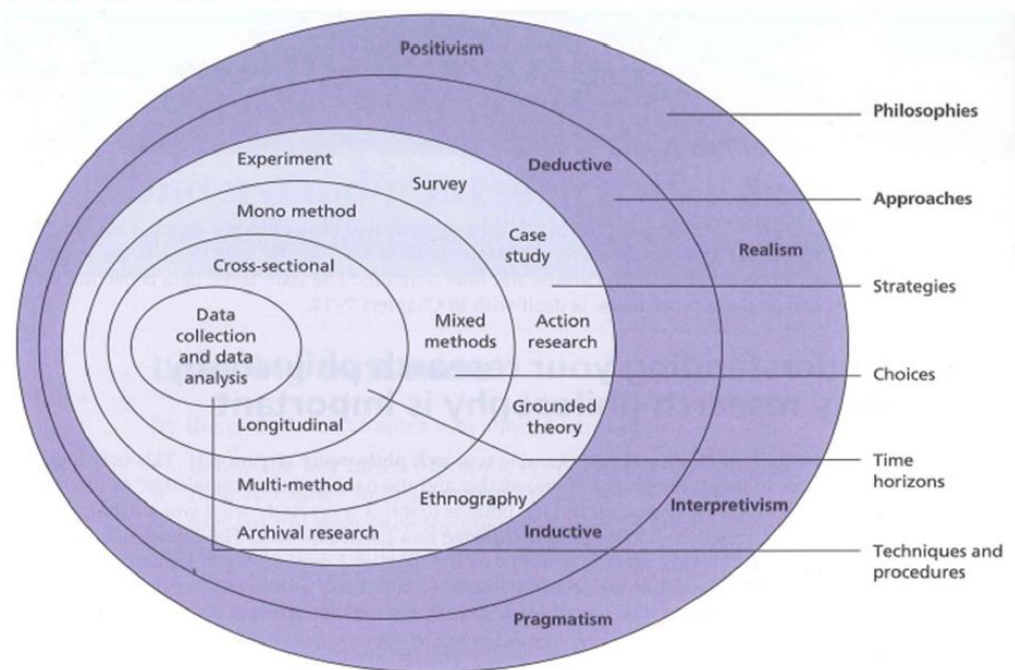
5.1.3 Appendix 3. EU Data Protection Legislation

The researcher has to keep the data protection law of the EU, written down in ‘Directive 95/46/EC’. It talks about free movement of data within the EU. Each EU member state has to set up an independent national institution to protect personal data on a high level. The law determines that the data has to be fairly collected for a legitimate purpose. According to this law, it is forbidden to process personal data in relation to ‘racial or ethnic origin, political opinions, religious or philosophical beliefs, Trade - union membership, and the processing of data concerning health or sex life.’ Moreover, it is stipulated that the researcher has to

provide information about the reason of the survey and follow appropriate measures ‘to protect personal data against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access’ (European Union, no date). According to the German law, the respondent has to sign that he agrees that his data will just be used for academic research and not for any other purpose. The respondent will also be informed that his data will not be stored. Instead the data will be used anonymously to generate a statement of the total behaviour, opinion and perception of the German population, which may be published to create scientific value (Bundesministerium fürJustiz und Verbraucherschutz, no date).

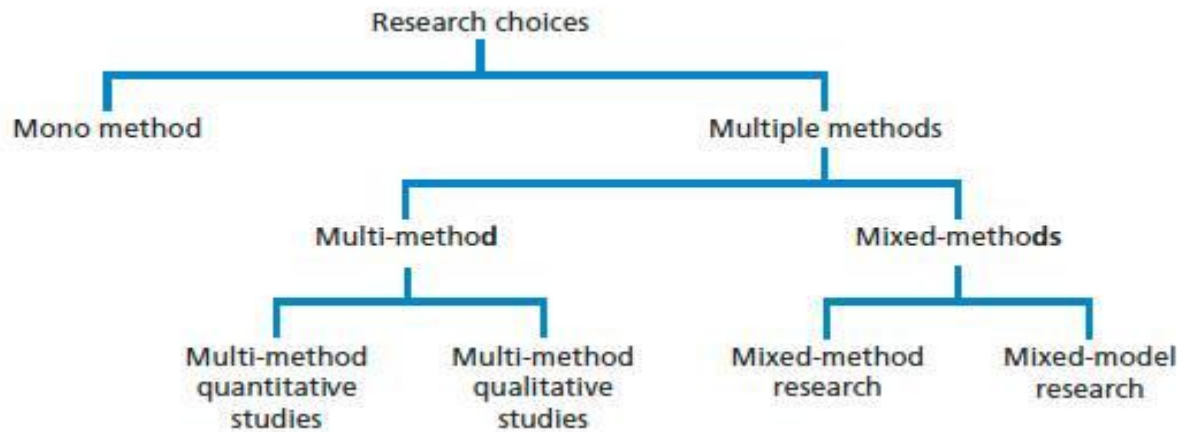
5.1.4 Appendix 4. Research Onion (Saunders et al.2009)

Research Onion



(Saunders et al. 2009)

5.1.5 Appendix 5. Mono Method – Research Choices (Saunders et al. 2009)



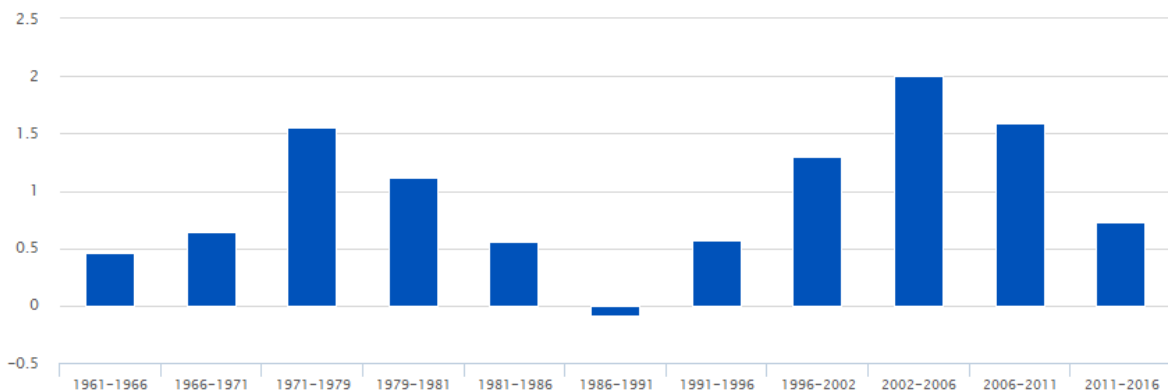
5.1.6 Appendix 6. Preliminary Census Results, CSO, Ireland, July 2016

Preliminary population count of 4.76 million

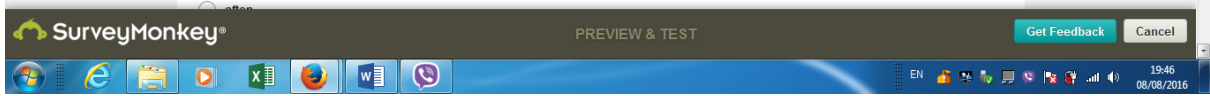
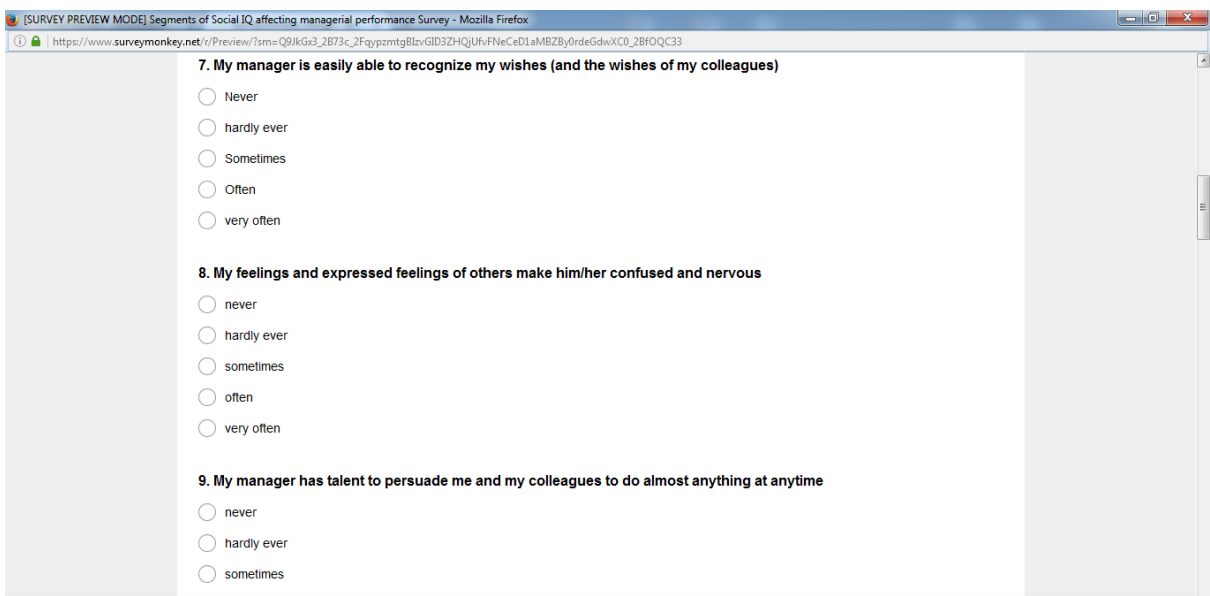
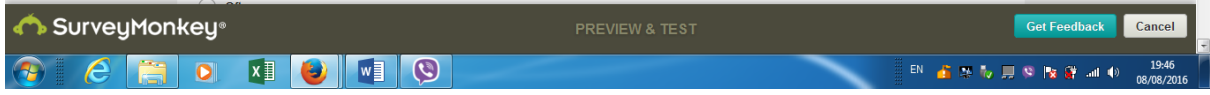
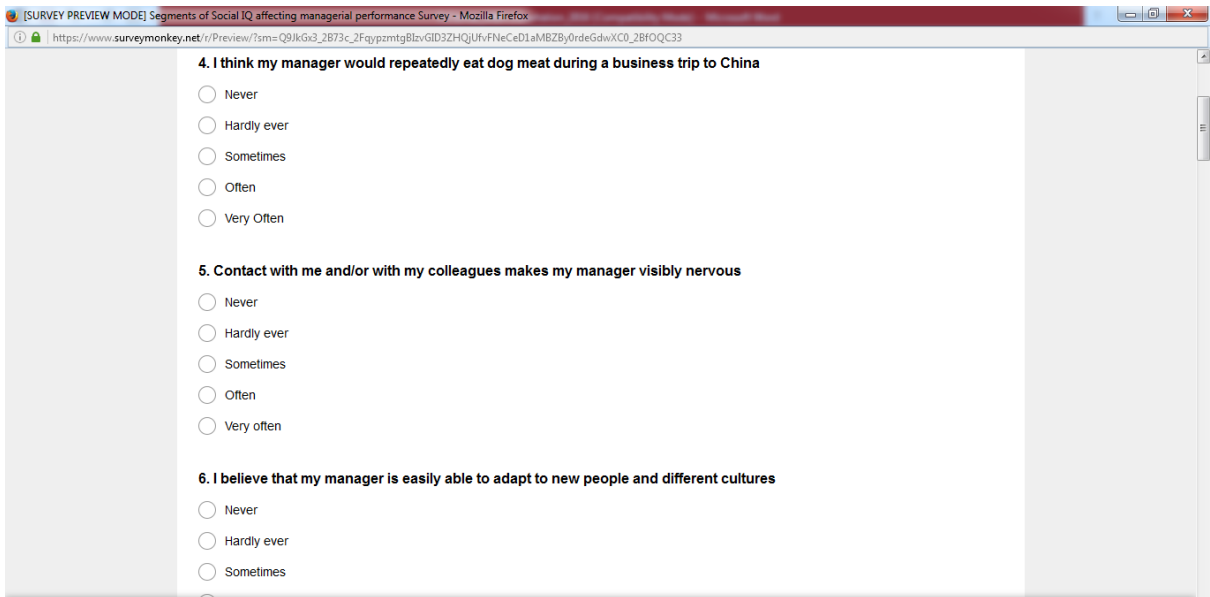
The preliminary total for the population enumerated on Census Night Sunday the 24th of April 2016 was 4,757,976 persons, compared with 4,588,252 persons in April 2011, an increase of 169,724 persons since 2011 or 3.7 per cent. This translates into an average increase each year of 33,945 persons or 0.7 per cent.

Over the previous inter-censal period between 2006 and 2011 the population increased by 348,404 persons or 8.2 per cent, which equates to an annual average increase of 1.6 per cent.

Figure 1 – Annual average population change, Census 1961–2016



5.1.7 Appendix 7. PEMESI – Numeric SPSS Report overview



[SURVEY PREVIEW MODE] Segments of Social IQ affecting managerial performance Survey - Mozilla Firefox
https://www.surveymonkey.net/Preview/?sm=Q9JkG3_2873c_2FaypzmtgBlvGID3ZHQJUFvFNeCeD1aMBZBy0rdeGdwXC0_28FOQC33

10. I believe that using others (including myself) for his/her own benefits pleases her/him

- never
- hardly ever
- sometimes
- often
- very often

11. My manager feels uncomfortable when he/she has to adapt to new people

- never
- hardly ever
- sometimes
- often
- very often

12. My manager is able to recognize my wishes and wishes of my colleagues anytime he/she wants

- never
- hardly ever
- sometimes

SurveyMonkey® PREVIEW & TEST [Get Feedback](#) [Cancel](#)

EN 19:46 08/08/2016

[SURVEY PREVIEW MODE] Segments of Social IQ affecting managerial performance Survey - Mozilla Firefox
https://www.surveymonkey.net/Preview/?sm=Q9JkG3_2873c_2FaypzmtgBlvGID3ZHQJUFvFNeCeD1aMBZBy0rdeGdwXC0_28FOQC33

13. My manager knows how to act in accordance with my feelings and with the feelings of my colleagues

- never
- hardly ever
- sometimes
- often
- very often

14. Weaknesses of others baffles him/her

- never
- hardly ever
- sometimes
- often
- very often

15. My manager is able to behave in a way to easily persuade me to do something that he/she wants

- never
- hardly ever
- sometimes

SurveyMonkey® PREVIEW & TEST [Get Feedback](#) [Cancel](#)

EN 19:47 08/08/2016

[SURVEY PREVIEW MODE] Segments of Social IQ affecting managerial performance Survey - Mozilla Firefox
https://www.surveymonkey.net/Preview/?sm=Q9JkG3_2873c_2FaypzmtgBlvGID3ZHQJUFvFNeCeD1aMBZBy0rdeGdwXC0_28FOQC33

16. If manager wants, he/she knows how to use others for his/her own benefit

- never
- hardly ever
- sometimes
- often
- very often

17. My manager knows how to use the lies of others for his/her own benefit

- never
- hardly ever
- sometimes
- often
- very often

18. My manager feels uncomfortable when he/she has to adapt to new people in our team

- never
- hardly ever
- sometimes

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[SURVEY PREVIEW MODE] Segments of Social IQ affecting managerial performance Survey - Mozilla Firefox
https://www.surveymonkey.net/Preview/?sm=Q9JkG3_2873c_2FaypzmtgBlvGID3ZHQJUFvFNeCeD1aMBZBy0rdeGdwXC0_28FOQC33

19. Wishes of others makes my manager visibly nervous

- never
- hardly ever
- sometimes
- often
- very often

20. My manager is able to recognize my feelings even when I do not want to show them

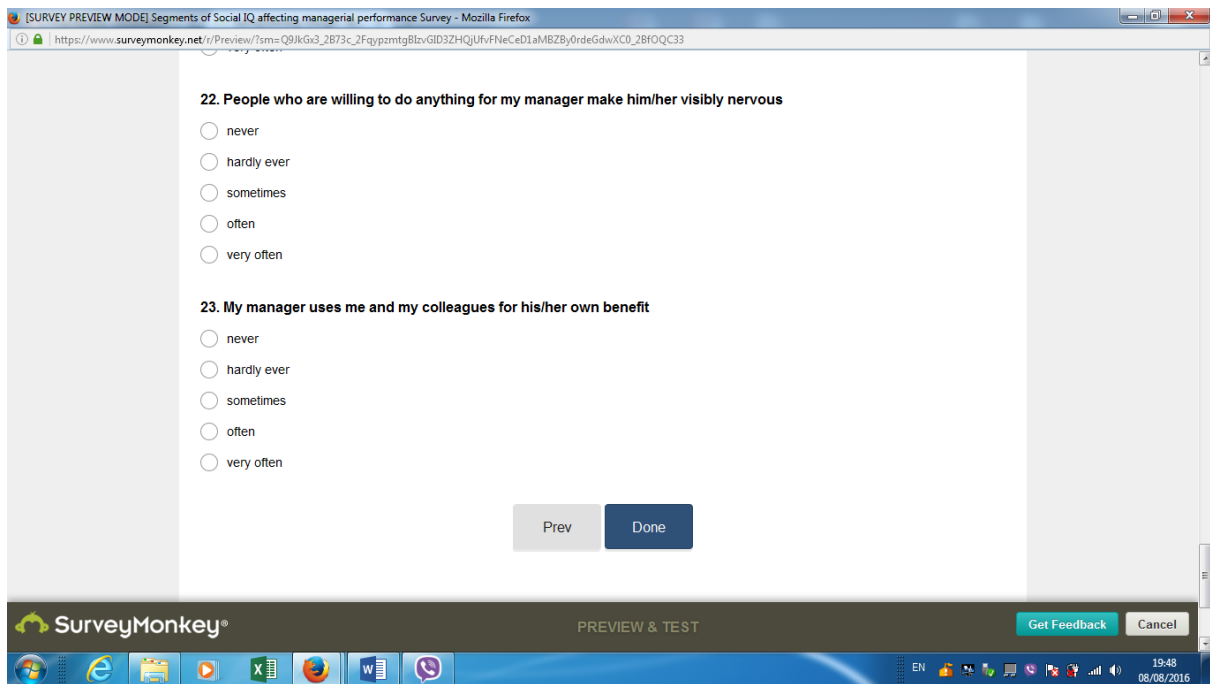
- never
- hardly ever
- sometimes
- often
- very often

21. My manager can recognize weaknesses that I can't hide

- never
- hardly ever
- sometimes

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EN 19:47 08/08/2016



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