

**PORTUGUESE PRACTICES:
PERSPECTIVE ON LEADERSHIP, MARKETING
AND CORPORATE SOCIAL RESPONSIBILITY**

João Maria Carneiro Pacheco Carmona e Costa

Dissertation submitted as partial requirement for the conferral of

Master's in Business Administration

Supervisor:

Professor Renato Jorge Lopes da Costa

MSc in Business Administration Director, ISCTE Business School
Marketing, Operations and General Management Department

October 2018

Resumo

A presente tese procurou identificar a perspetiva dos gestores Portugueses sobre Liderança, Marketing e Responsabilidade Social Corporativa (RSC). O objetivo foi contribuir para o avanço do conhecimento e para o avanço da literatura nas áreas de Liderança, Marketing e RSC, através da apresentação de um estudo que identificasse as tendências da perspetiva dos gestores portugueses sobre as competências necessárias a uma liderança eficaz, estilos de liderança, soft-skills, inteligência emocional, marketing online e conceito de RSC e o seu impacto na imagem e segurança das marcas e na intenção de compra dos consumidores. A presente investigação teve como objetivos: identificar as competências necessárias a uma liderança eficaz; perceber quais os estilos de liderança possíveis de identificar, quando cada um deve ser usado e o efeito que cada um pode ter nos colaboradores; identificar as soft-skills mais procuradas pelos recrutadores e as competências específicas que advêm da inteligência emocional; entender como o marketing online pode facilitar a angariação de novos clientes e a retenção daqueles que já o eram; e entender a ideia que os portugueses têm de RSC e o impacto que consideram ter na imagem e segurança das marcas e na intenção de compra dos consumidores. Esta investigação baseou-se numa fonte primária, através da aplicação de entrevistas a uma amostra de quinze gestores portugueses, e fontes secundárias, constituídas por pesquisa bibliográfica e processamento de informação baseado em livros, revistas e artigos científicos e websites. Este é apenas um estudo exploratório e os resultados não devem ser generalizados ou considerados representativos.

Palavras-Chave: Portugal; Liderança; Marketing; Social;

Classificação JEL: M100; M140

Abstract

The present thesis sought to investigate the Portuguese perspectives on Leadership, Marketing and Corporate Social Responsibility (CSR). The purpose was to contribute to the advancement of knowledge and theory and to contribute to the literature advancement in the fields of Leadership, Marketing and CSR by presenting a study that identifies the tendencies of the Portuguese managers perspectives on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing and CSR concept and its impact on brand image, brand insurance and purchase intent. The objectives of this thesis were: to name the leadership effectiveness skills; to verify what leadership styles are possible to identify, when should each one be used and the effect each can have on employees; to establish the most-wanted soft-skills by recruiters and the specific competences coming from emotional intelligence; to establish the importance of online marketing within the company's strategy to engage consumers; and to identify the Portuguese idea of CSR and the impact CSR can have on brand image, brand insurance and purchase intent. This investigation was based on a primary source, from the application of interviews to a sample of fifteen Portuguese managers, and secondary sources, consisting of bibliographic research and information processing, included the systematized study based on books, journals, scientific articles and electronic networks. As for the possibility of generalizing the results found in this thesis to other contexts or samples, although this study complements the authors' perspectives on the topics addressed, this was only an exploratory study that cannot be generalized or representative.

Keywords: Portuguese; Leadership; Marketing; CSR;

JEL Classification System: M100; M140

Acknowledgements

I would like to thank all the managers who've participated in this study;

I would like to thank my co-workers at We Are Music and at New Sheet for encouraging me and cheering for me to finish my thesis while working a full-time job;

I would like to thank Professor Renato for supporting me along the way;

Dedication

To my Father, Mother, Rosarinho, Madalena, Francisco, Diogo, my two nephews, and to all my friends who never stop believing in me even when I do, and who give me the example of how to be a better person at all levels.

Table of Contents

Index of Tables	viii
Index of Graphs	x
Index of Figures	xi
List of Abbreviations	xii
Introduction	13
Theme and Investigation Problem	16
Objectives	16
Thesis Structure	18
CHAPTER I State of the Art and Theoretical Framework	21
1. Leadership	21
1.1. Leadership Process: Concept and Activities	21
1.2. Leadership: Skills, Soft-Skills and Styles	24
2. Marketing	34
2.1. Marketing Communication Options: New Media Environment and Digital Marketing	34
2.2. Competitive Advantage and Strategic Focus	39
2.3. Developing and Leveraging Competitive Advantage	43
3. Corporate Social Responsibility	47
3.1. Concept and Evolution of CSR	47
3.2. CSR on Value Chain and Among Stakeholders	50
3.3. Strategic CSR	52
CHAPTER II Theoretical Framework	56
1. Research Logical Framework	62
CHAPTER III Investigation Methodology	64
1. Investigation Model	64
1.1. Qualitative Data Collection	64
1.2. Investigation Model Framework	67
1.3. Research Objectives and Research Questions	68
2. Sample Characterization	69
2.1. Type and Selection	69
2.2. Managers	69
2.3. Companies	71
CHAPTER IV Investigation Results Presentation and Discussion	73
1. What are the skills needed to be an effective leader?	73
2. What leadership styles are possible to identify and when should each one be used?	

3. What's the effect each leadership style can have on employees?	81
4. What are the most-wanted soft-skills by recruiters?	85
5. Which competences come from Emotional Intelligence?	87
6. How can online marketing facilitate the consumer engagement?	88
7. What is the Portuguese idea of Corporate Social Responsibility?	90
8. What is the impact of CSR on brand image, brand insurance and purchase intent?94	
Conclusion and Final Remarks	97
Thesis Contribution to the State of the Art and to the Corporate Sector.....	97
Thesis Limitations	104
Experience Acquired	105
Suggestions for Future Investigations	106
Bibliography	108
Annexes	115

Index of Tables

Table 1 Theoretical Support: Most Relevant Bibliography	17
Table 2 Specific Objectives of the Investigation.....	18
Table 3 Managers versus Leaders Characteristics.....	21
Table 4 Characteristics and Approaches of Transactional VS Transformational Leaders..	22
Table 5 Conceptual Categories of Real Managers' Activities	24
Table 6 Whetten and Cameron Models of Personal and Interpersonal Skills	25
Table 7 Top Ten Soft-Skills' Dimensions by US Executives	26
Table 8 Top-ten US Executives Soft-Skills by Level of Importance	26
Table 9 The Five Components of EI at Work	27
Table 10 Six Leadership Styles	28
Table 11 Digital Marketing	38
Table 12 Potential Issues to Consider in a SWOT Analysis	41
Table 13 Common Sources of Competitive Advantage	44
Table 14 The History and Evolution of CSR	49
Table 15 Mapping the Social Impact of the Value Chain	51
Table 16 CSR Expectations.....	52
Table 17 Research Logical Framework.....	62
Table 18 Interviewees' Profile: Managers' Characterization.....	70
Table 19 Managers' Profile: Role	70
Table 20 Companies' Profile: Industry/Sector	71
Table 21 Interviewees' Profile: Companies' Characterization.....	72
Table 22 Content Analysis: Interviewees' perception on what skills are needed for a leader to be effective	73
Table 23 Content Analysis: Interviewees' perception on what skills are needed for a leader to be effective considering the ten options given	75
Table 24 Content Analysis: Interviewees ranking of the four categories of skills for leadership effectiveness.....	76
Table 25 Content Analysis: The leadership styles interviewees can identify and their perception on when each leadership styles should be used	77
Table 26 Content Analysis: Resume of the leadership styles to which the interviewees most identify themselves with.....	81

Table 27 Content Analysis: Interviewees' perception on the effect each leadership style can have on employees	81
Table 28 Content Analysis: Interviewees' perception on what are the most-wanted soft-skills by recruiters.....	85
Table 29 Content Analysis: Resume of the interviewees' perception on what are the three most-wanted soft-skills by recruiters from the ten given	86
Table 30 Content Analysis: Interviewees' perception of the 5 competences of Emotion Intelligence presented	88
Table 31 Content Analysis: Interviewees' perception on how online marketing can facilitate the consumer engagement	89
Table 32 Content Analysis: Interviewees' idea of Corporate Social Responsibility	91
Table 33 Content Analysis: The CSR definition the interviewees think is the best definition of CSR	92
Table 34 Content Analysis: Interviewees' perception on the impact CSR has on brand image, brand insurance and purchase intent.....	94
Table 35 Conclusion: Most Often Identified Effective Leadership Skills	97
Table 36 Conclusion: Leadership Styles	98
Table 37 Conclusion: Five Common Leadership Styles: When Should Each One Be Used	99
Table 38 Conclusion: Five Common Leadership Styles: Effect on Employees.....	100
Table 39 Conclusion: Most-Wanted Soft-Skills by Recruiters	102
Table 40 Conclusion: Emotion Intelligence Competences.....	102
Table 41 Conclusion: How can online marketing facilitate consumer engagement	103
Table 42 Conclusion: CSR impact on brand image, brand insurance and purchase intent	104

Index of Graphs

Graph 1 Manager's Profile: Age	69
Graph 2 Managers' Profile: Academic Background	71

Index of Figures

Figure 1 Thesis First Main Part Overview	19
Figure 2 Thesis Second Main Part Overview	20
Figure 3 Authentic Leadership Development Model	24
Figure 4 The SWOT Matrix	43
Figure 5 Categorization and Coding of the interview corpus for qualitative analysis	66
Figure 6 Investigation Model Framework	67

List of Abbreviations

CA	Competitive Advantage
CSR	Corporate Social Responsibility
EI	Emotion Intelligence
GC	Generic Category
RO	Research Objective
RQ	Research Question
SC	Subcategory

Introduction

At the center, leadership is more about the business of creating hope, possibility, and future. There is no “arrival” here, though various milestones are obtained along the way. Leadership at its best not only transforms individuals and organizations toward their highest aspirations, but it also creates moments of vision and comprehension that allow people to transcend to new, as yet unattained, levels of experience and performance (Luthans, 2011).

On the basis of an interview of highly effective managers, the ten skills most often identified were verbal communication (including listening), managing time and stress, managing individual decisions, recognizing, defining, and solving problems, motivating and influencing others, delegating, setting goals and articulating a vision, self-awareness, team building and managing conflict (Whetten & Cameron, 1991; Luthans, 2011). Follow-up studies and related research have found skills similar to the 10 listed which were combined into four categories of effective leadership skills: participative and human relations, competitiveness and control, innovativeness and entrepreneurship, and maintaining order and rationality (Whetten & Cameron, 1991; Covey, 2004; Luthans, 2011). Considering this, the present investigation intends to contribute to the advancement of knowledge and theory in the field of Leadership, specifically on leadership effectiveness skills, by identifying the Portuguese managers perspectives on the topic by asking them to name what they consider to be the leadership effectiveness skills.

A research by the consulting firm Hay/McBer found six distinct leadership styles: coercive, authoritative, affiliative, democratic, pacesetter and coaching (Goleman, 2000). More recently, Daniel (2002) in Iqbal *et al.* (2015) defended that leadership styles could be simply explained on a scale ranging from autocratic through democratic to participative to show the degree of authority and decision makes power of leaders and employees. Considering the conclusions in the works of Likert (1967), Goleman (2000), Daniel (2002), Luthans (2011), Girardi *et al.* (2012), Boddy (2014) and Iqbal *et al.* (2015) on the context each leadership style is more appropriate to and the effect that can have on employees presented in Chapter I, the present investigation intends to contribute to the advancement of knowledge and theory in the field of Leadership, specifically on leadership styles, by identifying the Portuguese managers perspectives on the topic by asking what leadership styles they can identify, when they think each one should be used and what they think to be the effect of each style on employees.

As a result of a research done by the Eastern Kentucky University in the US, it was possible to identify among business executives the top-ten soft-skills they all look for when hiring, and to categorize them in accordance with the importance that executives give to each one of them. Executives overwhelmingly indicated that integrity and communication were the top-two soft skills needed by employees in today's workplace. All 57 (100%) of the executives indicated that integrity and communication were very important or extremely important. Over three-fourths of the respondents (84.2%) indicated that courtesy was an extremely important skill, and over half (71.9% and 61.4%, respectively) reported that responsibility and interpersonal skills were extremely important. Following there was: interpersonal skills, positive attitude, professionalism, flexibility, teamwork skills and work ethic (Robles, 2012).

Emotional intelligence is the ability to manage ourselves and our relationships effectively and not only distinguishes outstanding leaders but can also be linked to strong performance. Emotional intelligence consists of some fundamental capabilities and components: each one, in turn, is composed of specific set of competencies (Goleman, 2004; Luthans, 2011). In 2000, Goleman wrote about the four capabilities of Emotional Intelligence, which he said to be self-awareness, self-management, social awareness and social skills. Later on, in 2004, the same author wrote about the five components of Emotional Intelligence and, in this last perspective on the subject, he pointed as EI components: self-awareness, self-regulation, motivation, empathy and social skills.

Considering all this findings in the works of Goleman (2000), Goleman (2004), Luthans (2011) and Robles (2012), the present investigation intends to contribute to the advancement of knowledge and theory in the field of Leadership, specifically on soft-skills and emotion intelligence, by identifying the Portuguese managers perspectives on these topics by asking what they consider to be the most-wanted soft-skills by recruiters, and by asking them what they consider to be the specific competences that come from Emotional Intelligence.

The main advantages to marketing on the Web are the low cost and the level of detail and degree of customization it offers. Online marketing communications can accomplish almost any marketing communication objective and are especially valuable in terms of solid relationship building. There is no question that some consumers are choosing to become engaged with a brand at a deeper and broader level, and marketers must do everything they can to encourage them to do so. Social media is playing an increasingly important brand communication role due

its massive growth. Social media allows consumers to share text, images, audio, and video online with each other and with representatives from companies (Keller, 2013).

Some of the benefits of social media to brands are: it allows brands to establish a public voice and presence on the Web; it complements and reinforces other communication activities; it helps promote innovation and relevance for the brand. By permitting personal, independent expression, message boards, chat rooms, and blogs can create a sense of community and foster active engagement. Some social networks yield market insights and permit feedback that can improve all aspects of a brand's marketing program (Keller, 2013). The present investigation intends to contribute to the advancement of knowledge and theory in the field of Marketing, specifically on online marketing, by identifying the Portuguese managers perspectives on the topic by asking them how they think online marketing can facilitate the consumer engagement.

When the competitive strategies of multinationals rely on global brands, Corporate Social Responsibility (CSR) offers insurance against management lapses. The practical need for CSR as brand insurance comes from changing social expectations, affluence, and globalization. Corporate actions that violate societal expectations damage, or even destroy, brand image among networked stakeholders who are affluent enough to buy branded products and services. The premiums for CSR brand insurance are paid by leaders who create an organization-wide commitment to CSR as a means of redefining profit maximization. By integrating a stakeholder perspective, management is best placed to optimize stockholder returns over the longer term. Globalization trends, growing affluence, and shifting social expectations make CSR a strategic consideration in brand-based strategies because CSR helps establish an organization's social legitimacy (Werther & Chandler, 2005).

Strategically integrated CSR has a strong impact on brand image and brand equity. Numerous studies have demonstrated the existence of a strong link between social behaviour and profitable performance, particularly between a firm's social behaviour and the reward or punishment system (Trudel & Cotte, 2008; Baker, 2009; Popoli, 2011). In the Global CSR Study done by APCO Worldwide in 2004 on an elite research panel, researchers found that elites act in response to news they receive about a company's social responsibility through their purchase decisions and influence others. Three-quarters say they have purchased a company's products or services in response to positive news about a company's social responsibility; 60% have

boycotted a company's product or services in response to negative news about a company's social responsibility (Devinney *et al.*, 2006; Popoli, 2011).

Considering this and the six different CSR definitions pointed out by Lea (2002) and McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), the present investigation intends to contribute to the advancement of knowledge and theory in the field of Corporate Social Responsibility, specifically on its definition and its impact, by identifying the Portuguese managers perspectives on the topic by asking how would they define CSR and what they consider to be the impact CSR can have on brand image, brand insurance and purchase intent.

Theme and Investigation Problem

Considering the theme of this research "Portuguese Practices: Perspective on Leadership, Marketing and Corporate Social Responsibility", this thesis aims to relate four study variables: Portuguese practices, Leadership, Marketing and CSR. In order to guarantee the pertinence of the problem formulated, this thesis aims to contribute to the development of this theme in three different ways:

- In a first strand, by identifying the leadership effectiveness skills, by analyzing the leadership styles there are, when they should be used and the affect they have on employees, and by exploring the most-wanted soft-skills by recruiters and the competences that come from Emotion Intelligence;
- In a second strand, by establishing the importance of online marketing within the company's strategy to engage consumers;
- In a third strand, by systematizing CSR definitions and the CSR impact on brand image, brand insurance and purchase intent;

Objectives

In the evolution of the studies on Leadership, Marketing and Corporate Social Responsibility, several authors have stood out (Table 1): Likert, Whetten & Cameron, Daniel, Goleman, Covey, Luthans, Robles, Girardi *et al.*, Boddy and Iqbal, *et al.* in the field of Leadership; Fritsch & White and Keller in the Marketing area; Lea, McComb, Srnka, Werther, Devinney *et al.*, Trudel & Cotte, Baker, Popoli, European Commission, Canadian Center for Corporate Social

Responsibility, United Nations Institute for Training and Research and Chandler & Werther in the field of CSR. However, although these authors contributed to the development of each of these areas through different approaches, it is intended to present a study that complements each one of the works by highlighting what can be the tendency of Portuguese managers perspectives on the topics.

Table 1 Theoretical Support: Most Relevant Bibliography

Author	Year	Title	Type
Likert	1967	The human organization: Its management na value.	Book
Whetten & Cameron	1991	Developing management skills.	Book
Fritsch & White	1999	Even rivals concede GM has deftly steered road to success in Brazil.	Article
Goleman	2000	Leadership that gets results.	Article
Daniel	2002	The new leaders: Transforming the art of leadership into the science of results.	Book
Lea	2002	Corporate social responsibility: IoD member opinion survey.	Article
McComb	2002	Profit to be found in companies that care.	Article
Covey	2004	Seven habits of highly effective people.	Book
Goleman	2004	What makes a leader?	Article
Srnka	2004	Culture's role in marketers' ethical decision making: An integrated theoretical framework.	Article
Werther & Chandler	2005	Strategic corporate social responsibility as global brand insurance.	Article
Devinney <i>et al.</i>	2006	The othe CSR	Article
Trudel & Cotte	2008	Does being ethical pay?	Article
Baker	2009	Corporate social responsibility: What does it mean?	Website
European Commission	2011	A renewed EU strategy 2011-14 for corporate social responsibility.	Book
Luthans	2011	Organizational behavior: An evidence-based approach.	Book
Popoli	2011	Linking CSR strategy and brand image: Different approaches in local and global markets.	Article
Canadian Center for Corporate Social Responsibility	2012	CSR Definition	Article
Girardi <i>et al.</i>	2012	O processo de liderança e a gestão do conhecimento organizacional: as práticas das maiores indústrias catarinenses.	Article
Robles	2012	Executive perceptions of the top 10 soft skills needed in today's workplace.	Article
United Nations Institute for Training and Research	2012	Introdudduction to corporate social responsibility.	Website
Keller	2013	Strategic brand management: Building, measuring and managing brand equity.	Book
Boddy	2014	Management: An introduction	Book
Chandler & Werther	2014	Strategic corporate social responsibility.	Book
Iqbal <i>et al.</i>	2015	Effect of leadership style on employee performance.	Article

Source: Elaborated by the Author

The present research aims to (Table 2):

1) To contribute to the advancement of knowledge and theory in the fields of Leadership, Marketing and CSR;

- 2) To contribute to the literature advancement on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing and CSR concept and its impact on brand image, brand insurance and purchase intent;
- 3) To present a study that identifies the tendencies of the Portuguese managers perspectives on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing, CSR definition and the impact that can have on brand image, brand insurance and purchase intent;

Table 2 Specific Objectives of the Investigation

Theoretical Level	Empirical Level	Thesis Contribution to the State of the Art and Corporate Sector
<p>Identify the theoretical substrate that constitutes the platform of analysis for the empirical work, namely explaining and defining the main concepts to be operationalized.</p> <ul style="list-style-type: none"> ▪ The identification of the leadership effectiveness skills; ▪ The analyses of the leadership styles there are, when should they be used and the effect they have on employees; ▪ The exploration of the most-wanted soft-skills by recruiters and the competences that come from Emotion Intelligence; ▪ The establishment of the importance of online marketing within the company's strategy to engage consumers; ▪ The systematization of CSR definitions and the CSR impact on brand image, brand insurance and purchase intent; 	<p>To reinforce and deepen the research in the scope of the analysis of the Portuguese perspectives on Leadership, Marketing and CSR through the introduction of new theoretical and empirical perspectives:</p> <ul style="list-style-type: none"> ▪ To name the leadership effectiveness skills, to verify what leadership styles are possible to identify, when should each one be used and the effect each can have on employees, and to establish the most-wanted soft-skills by recruiters and the specific competences that come from Emotional Intelligence; ▪ To establish the importance of online marketing within the company's strategy to engage consumers; ▪ To identify the Portuguese idea of Corporate Social Responsibility and the impact managers think CSR can have on brand image, brand insurance and purchase intent; 	<p>This investigation aims to:</p> <ul style="list-style-type: none"> ▪ To contribute to the advancement of knowledge and theory in the fields of Leadership, Marketing and CSR; ▪ To contribute to the literature advancement on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing and CSR concept and its impact on brand image, brand insurance and purchase intent; ▪ To present a study that identifies the tendencies of the Portuguese managers perspectives on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing, CSR definition and the impact that can have on brand image, brand insurance and purchase intent;

Source: Elaborated by the Author

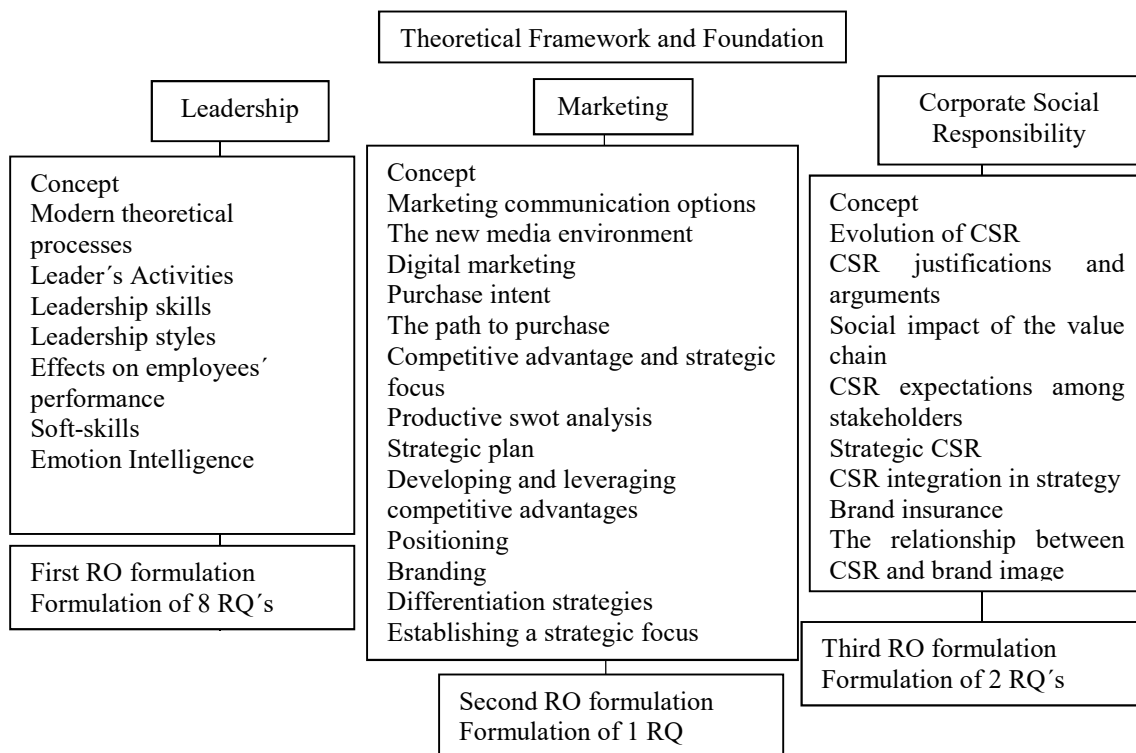
Thesis Structure

The present thesis is divided in two main parts: the bibliographic research and literature review (Chapter I and II) and the investigation/empirical study (Chapter III and IV). The first part (Figure 1) is divided into two subparts. The first subpart - the First Chapter under the name "State of the Art and Theoretical Framework"- presents all the theoretical support, also known as State of Art, in which are raised and critically discussed theoretical works of greater relevance for each theme and that were the basis to the elaboration of the Research Questions and, consequently, the Research Objectives. This subpart addresses the themes of Leadership,

Marketing and CSR. In the topic of leadership is presented the concept of leadership, the modern theoretical processes of leadership and are addressed the activities of leaders, leadership skills, leadership styles and their effect on employees' performance. To finish, the topics of soft-skills and emotion intelligence are addressed.

As for the subject of marketing, the concept of marketing, marketing communication options, the new media environment and digital marketing are presented. Also discussed are the topics of competitive advantage, SWOT analysis and the possible differentiation strategies. The marketing theme ends by presenting the topics of purchase intent and branding and positioning. Finally, in the CSR theme, the concept of CSR is presented, its evolution over time, its justifications and arguments and its impact on the value chain. Also addressed are the CSR expectations among stakeholders and the CSR's strategic integration and its relationship with brand insurance and brand image. Regarding the second subpart of the first main part, on the Second Chapter under the name of “Theoretical Framework” is presented a summary of the relevant pieces of literature that were the basis to formulate each Research Question and are identified all authors behind those literary works. There is also presented one Research Objective associated to each major research topic: Leadership, Marketing and CSR.

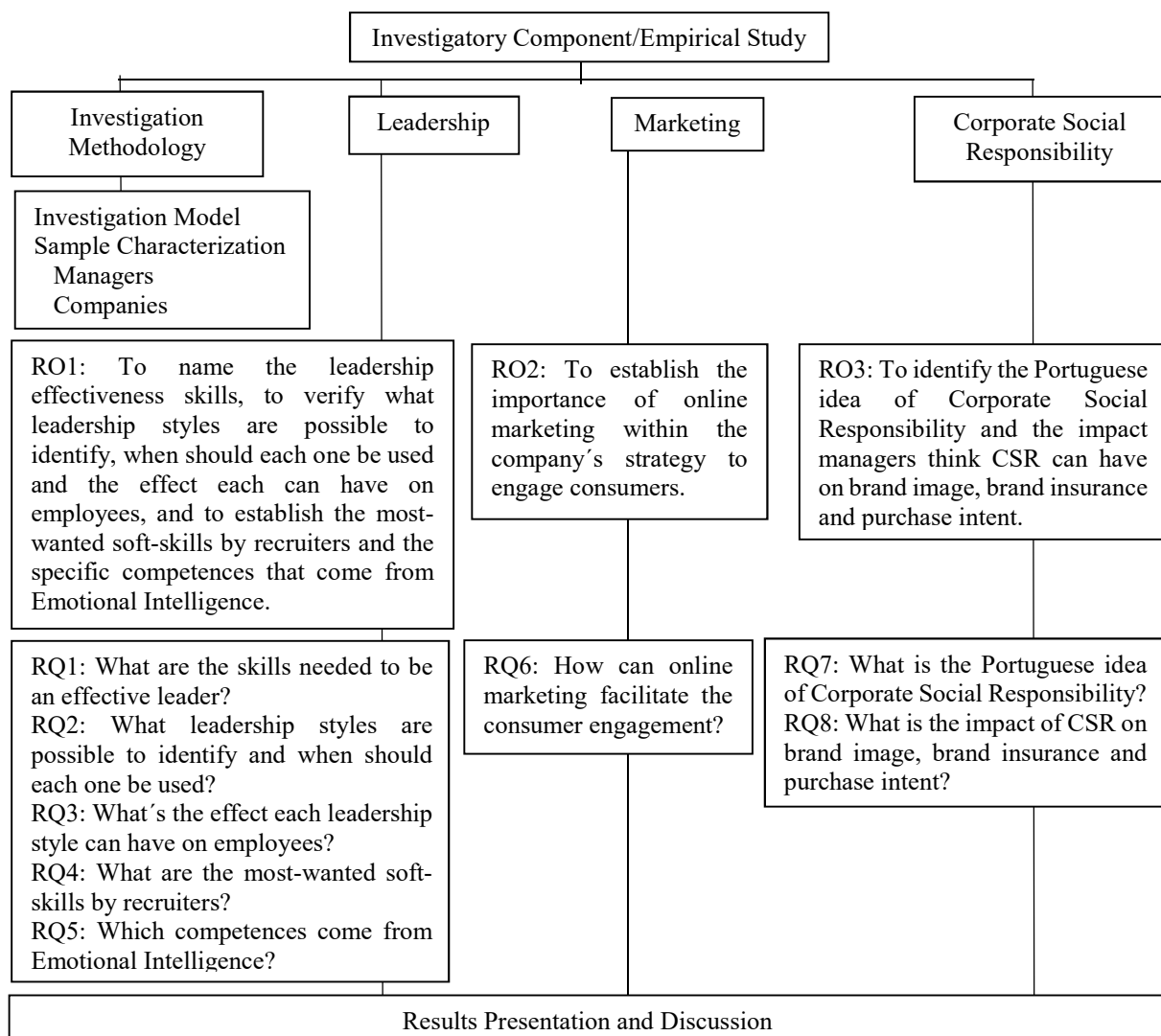
Figure 1 Thesis First Main Part Overview



Source: Elaborated by the Author

The second part of the thesis (Figure 2) is also divided into two subparts. On the first subpart - Chapter III - is presented the “Investigation Methodology”, in which is discussed the qualitative data collection and analysis method used to develop the investigation: interview. In this chapter are also presented the Research Objectives and Research Questions that were formulated based on the reviewed literature and that were the motto for the research to be developed; is discussed the sample type and selection; and is presented the sample characterization (managers and companies). On the second subpart, the fourth and last chapter, the results obtained through the fifteen interviews for each one of the Research Questions are presented and the results are discussed in relation to the authors that were the origin of each of the Research Questions, proving how the investigation results complement the authors’ works by showing not only the common and the contradictory aspects between the literary works and the investigation results but the interviewees’ ideas that are not referred by the authors.

Figure 2 Thesis Second Main Part Overview



Source: Elaborated by the Author

CHAPTER I | State of the Art and Theoretical Framework

1. Leadership

1.1. Leadership Process: Concept and Activities

Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment. Companies should remember that strong leadership with weak management is no better, and is sometimes actually worse, than the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other (Kotler, 2001).

Management is about coping with complexity. Without good management, complex enterprises tend to become chaotic in ways that threaten their very existence. Good management brings a degree of order and consistency to key dimensions like the quality and profitability of products. Leadership, by contrast (Table 3), is about coping with change. Part of the reason it has become so important in recent years is that the business world has become more competitive and more volatile. Faster technological change, greater international competition, the deregulation of markets, overcapacity in capital-intensive industries, an unstable oil cartel, raiders with junk bonds, and the changing demographics of the workforce are among the many factors that have contributed to this shift (Kotler, 2001; Cavalcanti, *et al.*, 2009).

Table 3 Managers versus Leaders Characteristics

Manager Characteristics	Leader Characteristics
Administers	Innovates
A copy	An original
Maintains	Develops
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Short-range view	Long-range perspective
Asks how and when	Asks what and why
Eye on the bottom line	Eye on the horizon
Imitates	Originates
Accepts the status quo	Challenges the status quo
Classic good soldier	Own person
Does things right	Does the right thing

Source: Bennis (1989) and Luthans (2011)

Leadership has been shown to be the “main driver” of employee retention and loyalty. In a rapidly changing, high-turnover environment, leadership has emerged as a “higher level” construct that influences employees through future, vision, values, and creation of culture

constructed around these, and with behaviors that demonstrate regard, respect, and value for employees (Rath & Conchie, 2009; Luthans, 2011).

All the traditional theories of leadership continue to provide understanding and a foundation for the practice of leadership in today's organizations. However, in recent years a number of alternative theories have emerged to supplement and, mostly, facilitate better understanding of the various processes of effective leadership. Besides the established trait, group and exchange, contingency, and path goal theories of leadership, a number of other widely recognized theories have emerged in recent years. These includes the charismatic, transformational, substitutes, and authentic theories of leadership (Luthans, 2011).

Charismatic leadership is a throwback to the old conception of leaders as being those who “by the force of their personal abilities are capable of having profound and extraordinary effects on followers.” Charismatic leaders are characterized by self-confidence and confidence in their associates, high expectations for associates, ideological vision, and the use of personal example. Because of the effects that charismatic leaders have on followers, the theory predicts that charismatic leaders will produce in followers' performance beyond expectations as well as strong commitment to the leader and his or her mission (House & Baetz, 1979; Howell & Shamir, 2005; Luthans, 2011). Included in the extensions of charismatic leadership is also the recognition of a dark side. Although charismatic leaders tend to be portrayed as wonderful heroes there can also be unethical characteristics associated with them as shown in Table 4.

Table 4 Characteristics and Approaches of Transactional VS Transformational Leaders

Ethical Charismatic Leader	Unethical Charismatic Leader
<ul style="list-style-type: none"> Uses power to serve others Aligns vision with followers' needs and aspirations Considers and learns from criticism Stimulates followers to think independently and to question the leader's view Open, two-way communication Coaches, develops, and supports followers; shares recognition with others Relies on internal moral standards to satisfy organizational and societal interests 	<ul style="list-style-type: none"> Uses power only for personal gain or impact Promotes own personal vision Censures critical or opposing views Demands own decisions be accepted without question One-way communication Insensitive to followers' needs Relies on convenient, external moral standards to satisfy self-interests

Source: Howell & Avolio (1991) and Luthans (2011)

The more traditional transactional leadership involves an exchange relationship between leaders and followers, but transformational leadership is based more on leaders' shifting the values, beliefs, and needs of their followers. Key to transformational leaders is that they seek

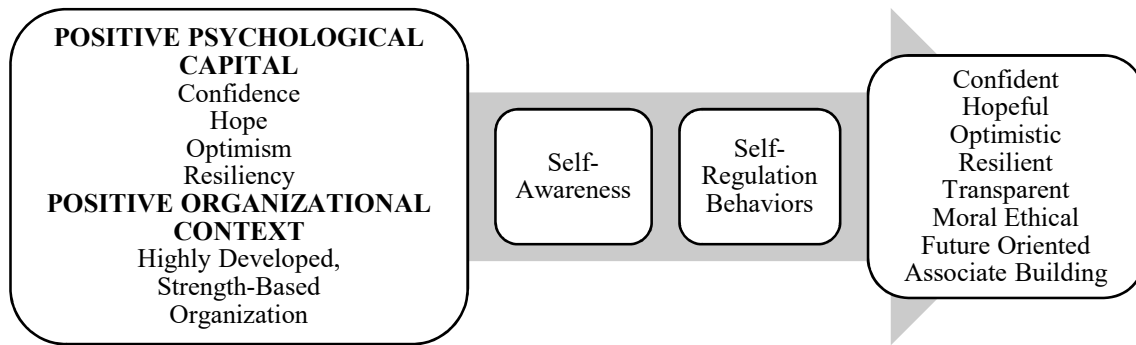
to empower and elevate followers (i.e., develop followers into leaders) while charismatic leaders may try to keep followers weak and dependent on them (Burns, 1978; Luthans, 2011).

Transformational leadership leads to superior performance in organizations facing demands for renewal and change. Fostering transformational leadership through policies of recruitment, selection, promotion, training, and development will pay off in the health, well-being, and effective performance of today's organizations. Effective transformational leaders: identify themselves as change agents; are courageous; believe in people; are value driven; are lifelong learners; have the ability to deal with complexity, ambiguity, and uncertainty; are visionaries (Bass, 1985; Luthans, 2011).

The substitutes approach suggests that there may be certain "substitutes" for leadership that make leader behavior unnecessary and redundant, and "neutralizers" that prevent the leader from behaving in a certain way or that counteract the behavior. These substitutes or neutralizers can be found in subordinate, task, and organization characteristics. For example, craftspeople or professionals such as accountants or software engineers may have so much experience, ability, and training that they do not need instrumental/task leadership to perform well and be satisfied. The substitutes idea does not negate leadership; but it may put a more realistic boundary on what leadership is capable of achieving from followers (Kerr & Jermier, 1978; Luthans, 2011).

The authentic leadership (Figure 3) is a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development. This proposed theory is the first to treat leadership as both a developmental process and product centered on authenticity. This developmental approach to leadership focuses on the positive (both personal and contextual) in getting to know and regulate one's self. The outcomes of authentic leadership are positive psychological capital (confidence, hope, optimism, and resiliency) and transparency, moral/ethical behavior, future-orientation, and building associates (Luthans & Avolio, 2003; Luthans, 2011).

Figure 3 Authentic Leadership Development Model



Source: Luthans & Avolio (2003), Avolio & Luthans (2006) and Luthans (2011)

In a chapter in which the terms leaders and managers are used interchangeably, Luthans (2011) shows the results of the so-called Real Managers Study first used trained observers to freely observe and record for one varied hour per day over a two-week period the behaviors and activities of 44 managers from all levels and types of Midwest organizations. The data gathered from the free-observation logs were then reduced into 12 categories with observable behavioral descriptors and then conceptually collapsed into the four managerial activities (Table 5): communication - exchanging routine information and processing paperwork; traditional management - planning, decision making, and controlling; networking - socializing/politicking and interacting with outsiders; human resource management - motivating/reinforcing, disciplining/punishing, managing conflict, staffing, and training/developing (Luthans, *et al.* 1988).

Table 5 Conceptual Categories of Real Managers' Activities

Type of Activity	Description Categories Derived from Free Observation
Routine communication	Exchanging information Handling paperwork
Traditional management	Planning Decision making controlling
Networking	Interacting with outsiders Socializing/Politicking
Human resource management	Motivating/Reinforcing Disciplining/Punishing Management conflict Staffing Training/Developing

Source: Luthans, *et al.* (1988) in Luthans (2011)

1.2. Leadership: Skills, Soft-Skills and Styles

In recent years increasing attention is being given to identifying leader skills. Whetten and Cameron provide empirical derivation of effective leadership skills. On the basis of an interview

study of more than 400 highly effective managers, the 10 skills most often identified were: verbal communication (including listening); managing time and stress; managing individual decisions; recognizing, defining, and solving problems; motivating and influencing others; delegating; setting goals and articulating a vision; self-awareness; team building; managing conflict (Whetten & Cameron, 1991; Luthans, 2011).

Follow-up studies and related research have found skills similar to the 10 listed which were combined into four categories of effective leadership skills: participative and human relations (i.e.: supportive communication and team building); competitiveness and control (i.e.: assertiveness, power, and influence); innovativeness and entrepreneurship (i.e.: creative problem solving); maintaining order and rationality (i.e.: managing time and rational decision making). Whetten and Cameron also developed models for both personal and interpersonal leadership skills (Table 6). As seen, these models not only can be used to summarize what skills were found to be important in effective leaders but also can serve as guidelines for needed skill development in the future (Whetten & Cameron, 1991; Covey, 2004; Luthans, 2011).

Table 6 Whetten and Cameron Models of Personal and Interpersonal Skills

Personal Skills	Interpersonal Skills
1. Developing Self-Awareness	4. Communicating Supportively
2. Managing Stress	5. Gaining Power and Influence
3. Solving Problems Creatively	6. Motivating Others
	7. Managing Conflict

Source: Whetten & Cameron (1991) and Luthans (2011)

There are many different skills that the companies are looking for when recruiting, most of the time depending on the position they are hiring for. It is possible to distinguish between two main types of skills: hard and soft skills. Hard skills are those achievements that are included on a résumé, such as education, work experience, knowledge, and level of expertise. Hard skills are the technical expertise and knowledge needed for a job. Soft skills are interpersonal qualities, also known as people skills, and personal attributes that one possesses. Soft skills are character traits, attitudes, and behaviors—rather than technical aptitude or knowledge. Soft skills are the intangible, nontechnical, personality-specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator. While employers exceedingly want new employees to possess strong soft skills, the hard and soft skills must complement one another. As a result of a research done by the Eastern Kentucky University in the US, it was possible to

identify among business executives the top ten soft-skills they all look for when hiring and to categorize them (Table 7) (Robles, 2012).

Table 7 Top Ten Soft-Skills' Dimensions by US Executives

SOFT-SKILLS	DIMENSIONS
Communication	oral, speaking capability, written, presenting, listening;
Courtesy	manners, etiquette, business etiquette, gracious, says please and thank you, respectful;
Flexibility	adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable;
Integrity	honest, ethical, high morals, has personal values, does what's right;
Interpersonal Skills	nice, personable, sense of humor, friendly, nurturing, empathetic, self-control, patient, sociability, warmth, social skills
Positive Attitude	optimistic, enthusiastic, encouraging, happy, confident;
Professionalism	businesslike, well-dressed, appearance, poised;
Responsibility	accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense;
Teamwork	cooperative, gets along with others, agreeable, supportive, helpful, collaborative;
Work Ethic	hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance;

Source: Robles (2012)

It was also possible not only to identify the most wanted soft-skills but to prioritize them in accordance with the importance that executives give to each one of them (Table 8). According to Robles (2012), executives overwhelmingly indicated that integrity and communication were the top two soft skills needed by employees in today's workplace. All 57 (100%) of the executives indicated that integrity and communication were very important or extremely important. Over three-fourths of the respondents (84.2%) indicated that courtesy was an extremely important skill, and over half (71.9% and 61.4%, respectively) reported that responsibility and interpersonal skills were extremely important (Robles, 2012).

Table 8 Top-ten US Executives Soft-Skills by Level of Importance

Soft-Skill Attribute	M
Integrity	4.93
Communication	4.91
Courtesy	4.81
Responsibility	4.63
Interpersonal skills	4.46
Positive attitude	4.35
Professionalism	4.35
Flexibility	4.18
Teamwork skills	4.12
Work ethic	4.12

Source: Robles (2012)

It would be foolish to assert that good-old-fashioned IQ and technical ability are not important ingredients in strong leadership. But the recipe would not be complete without emotional intelligence. It was once thought that the components of emotional intelligence were "nice to

have" in business leaders. But now we know that, for the sake of performance, these are ingredients that leaders "need to have." It is fortunate, then, that emotional intelligence can be learned. The process is not easy. It takes time and, most of all, commitment. But the benefits that come from having a well-developed emotional intelligence, both for the individual and for the organization, make it worth the effort (Goleman, 2004).

Unlike IQ - which is largely genetic - it changes little from childhood - the skills of emotional intelligence can be learned at any age. Growing emotional intelligence takes practice and commitment, but the payoffs are well worth the investment. Improving an emotional intelligence competence takes months rather than days, because the emotional centers of the brain, not just the neocortex, are involved. The neocortex, the thinking brain that learns technical skills and purely cognitive abilities, gains knowledge very quickly, but the emotional brain does not. To master a new behavior, the emotional centers need repetition and practice. Brain circuits that carry leadership habits have to unlearn the old ones and replace them with the new. The more often a behavioral sequence is repeated, the stronger the underlying brain circuits become. At some point, the new neural pathways become the brain's default option (Goleman, 2000).

Emotional intelligence is the ability to manage ourselves and our relationships effectively and not only distinguishes outstanding leaders but can also be linked to strong performance. Emotional intelligence consists of some fundamental capabilities and components (Table 9): each one, in turn, is composed of specific sets of competencies (Goleman, 2004; Luthans, 2011).

Table 9 The Five Components of EI at Work

	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers

Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams
--------------	---	--

Source: Goleman (2004)

Leaders set strategy; they motivate; they create a mission; they build a culture. The leader's singular job is to get results. The most effective executives use a collection of distinct leadership styles - each in the right measure, at just the right time. Such flexibility is tough to put into action, but it pays off in performance. And better yet, it can be learned (Goleman, 2000). Leadership style refers to a leader's behavior and attitude of governance and supervision. It is the result of personality traits, experience, attitude and philosophy of the leaders. Rhetoric specialists have also developed framework for understanding leadership (Iqbal *et al.* 2015).

A research by the consulting firm Hay/McBer found six distinct leadership styles (Table 10). The styles, taken individually, appear to have a direct and unique impact on the working atmosphere of a company, division, or team, and in turn, on its financial performance. The research indicates that leaders with the best results do not rely on only one leadership style; they use most of them in a given week depending on the business situation. Many studies have shown that the more styles a leader exhibits, the better. Leaders who have mastered four or more-especially the authoritative, democratic, affiliative, and coaching styles-have the very best climate and business performance. And the most effective leaders switch flexibly among the leadership styles as needed (Goleman, 2000).

Table 10 Six Leadership Styles

Leadership Style	The leader's modus operandi	The style in a phrase	Underlying emotional intelligence competencies	When the style works best	Overall impact on climate
Coercive	Demands immediate compliance	"Do what I tell you."	Drive to achieve, initiative, self-control	In a crisis, to kick start a turnaround, or with problem employees	Negative
Authoritative	Mobilizes people toward a vision	"Come with me."	Self-confidence, empathy, change catalyst	When changes require a new vision, or when a clear direction is needed	Most strongly positive
Affiliative	Creates harmony and builds emotional bonds	"People come first."	Empathy, building relationships, communication	To heal rifts in a team or to motivate people during stressful circumstances	Positive
Democratic	Forget consensus	"What do you think?"	Collaboration, team leadership, communication	To build buy-in or consensus, or to get	Positive

Portuguese Practices:

Perspective on Leadership, Marketing and Corporate Social Responsibility

	through participation			input from valuable employees	
Pacesetting	Sets high standards for performance	“Do as I do, now.”	Conscientiousness drive to achieve, initiative	To get quick results from a highly motivated and competent team	Negative
Coaching	Develops people for the future	“Try this.”	Developing others, empathy, self-awareness	To help an employee improve performance or develop long-term strengths	Positive

Source: Goleman (2000)

The coercive style should be used only with extreme caution and in the few situations when it is imperative, such as during a turnaround or when a hostile takeover is looming. In those cases, the coercive style can break failed business habits and shock people into new ways of working. It is always appropriate during a genuine emergency. The coercive style is the least effective in most situations. Flexibility is the hardest hit. The leader's extreme top-down decision-making kills new ideas on the vine, people feel disrespected and people's sense of responsibility evaporates: they lose their sense of ownership and feel little accountability for their performance (Goleman, 2000).

Coercive leadership also has a damaging effect on the rewards system. Most high-performing workers are motivated by more than money—they seek the satisfaction of work well done and the coercive style erodes such pride. And finally, the style undermines one of the leader's prime tools—motivating people by showing them how their job fits into a grand, shared mission, which leaves people alienated from their own jobs. The authoritative style works well in almost any business situation. But it is particularly effective when a business is adrift. Research indicates that of the six leadership styles, the authoritative one is most effective, driving up every aspect of climate (Goleman, 2000).

The authoritative leader motivates people by making clear to them how their work fits into a larger vision and people understand that what they do matters and why, maximizing commitment to the organization's goals and strategy. When he gives performance feedback—whether positive or negative—the singular criterion is whether or not that performance furthers the vision. The standards for success are clear to all, as are the rewards. An authoritative leader states the end but generally gives people plenty of leeway to devise their own means, giving people the freedom to innovate, experiment, and take calculated risks. The approach fails, for instance, when a leader is working with a team of experts or peers who are more experienced

than he is; if a manager trying to be authoritative becomes overbearing, he can undermine the egalitarian spirit of an effective team (Goleman, 2000).

The affiliative leadership style revolves around people - its proponents value individuals and their emotions more than tasks and goals. The affiliative leader strives to keep employees happy and to create harmony among them by building strong emotional bonds and loyalty, which creates positive effect on communication. They share ideas; they share inspiration. The style drives up flexibility, allowing habitual innovation and risk taking. Flexibility also rises because the affiliative leader doesn't impose unnecessary strictures on how employees get their work done. They give people the freedom to do their job in the way they think is most effective. As for a sense of recognition and reward for work well done, the affiliative leader offers ample positive feedback. Finally, affiliative leaders are masters at building a sense of belonging. They are, for instance, likely to take their direct reports out for a meal or a drink, one-on-one, to see how they're doing. Leaders should employ this approach particularly when trying to build team harmony, increase morale, improve communication, or repair broken trust (Goleman, 2000).

This style exclusive focus on praise can allow poor performance to go uncorrected; employees may perceive that mediocrity is tolerated. And because affiliative leaders rarely offer constructive advice on how to improve, employees must figure out how to do so on their own. Indeed, if overly relied on, this style can actually steer a group to failure (Goleman, 2000). The democratic approach is ideal when a leader is himself uncertain about the best direction to take and needs ideas and guidance from able employees who can generate fresh ideas for executing that vision. The democratic style makes much less sense when employees are not competent or informed enough to offer sound advice or in times of crisis. One of its more exasperating consequences can be endless meetings where ideas are mulled over, consensus remains elusive, and the only visible result is scheduling more meetings and people end up feeling confused and leaderless which can even escalate conflicts (Likert, 1967; Luthans, 2011; Girardi *et al.*, 2012; Boddy, 2014).

This approach is characterized by an "I share" philosophy. Decisions are made within teams, with each member having equal inputs. Theoretically the best type of leaders. The democratic leader makes no suggestions but asks for the group's opinions. The group is left to make its own decisions democratically which, are then "rubber stamped" by the leader. Swedish management is decentralized and democratic. The rationale is that better-informed

employees are more motivated and perform better. The drawback is that decisions can be delayed. The Nordic management style is also very democratic. The business organizational chart is generally horizontally structured. There are almost three times fewer hierarchical echelons than in France, and the Power Distance between people is very low. In democratic Norway, the boss is very much in the center of things, and staff enjoys access to him or her most of the time. Middle managers' opinions are heard and acted upon in egalitarian fashion, but top executives rarely abandon responsibility and accountability (Likert, 1967; Luthans, 2011; Girardi *et al.*, 2012; Boddy, 2014; Lubin, 2014; Perlitz & Seger, 2014).

The pacesetting leadership style works well when all employees are self-motivated, highly competent, and need little direction or coordination - for example, it can work for leaders of highly skilled and self-motivated professionals, like R&D groups or legal teams - work gets done on time or even ahead of schedule. Yet, pacesetting style should never be used by itself. The leader sets extremely high-performance standards and exemplifies them himself. He is obsessive about doing things better and faster, and he asks the same of everyone around him. He quickly pinpoints poor performers and demands more from them. If they don't rise to the occasion, he replaces them with people who can (Goleman, 2000).

The pacesetting style destroys climate. Many employees feel overwhelmed by the pacesetter's demands for excellence, and their morale drops. Guidelines for working may be clear in the leader's head, but she does not state them clearly; the leader expects people to know what to do and even thinks, "If I have to tell you, you're the wrong person for the job." People often feel that the pacesetter doesn't trust them to work in their own way or to take initiative. Flexibility and responsibility evaporate. The pacesetter either gives no feedback on how people are doing and if the leader leaves, people feel directionless - they're so used to "the expert" setting the rules (Goleman, 2000).

The coaching style is used least often. The coaching style works particularly well when employees are already aware of their weaknesses and would like to improve their performance and when employees realize how cultivating new abilities can help them advance. Admittedly, there is a paradox in coaching's positive effect on business performance because coaching focuses primarily on personal development, not on immediate work-related tasks. Even so, coaching improves results: it requires constant dialogue, and that dialogue has a way of pushing up every driver of climate; when an employee knows his boss watches him and cares about

what he does, he feels free to experiment; the ongoing dialogue of coaching guarantees that people know what is expected of them and how their work fits into a larger vision or strategy and that affects responsibility and clarity; employees feel committed because they feel the coach believes in them, is investing in them, and expects their best efforts (Goleman, 2000).

More recently, Daniel (2002) in Iqbal *et al.* (2015) defended that leadership styles could be simply explained on a scale ranging from autocratic through democratic to participative to show the degree of authority and decision-making power of leaders and employees. The autocratic style is characterized by an “I tell” philosophy. Autocratic leaders tell their staff members what to do. This can give a business a clear direction, but it may also lead managers to under-value or ignore input from teams. Plans and policies are made in isolation from the group. Orders are given without explanation for the reasons or of future intentions. An autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response (Likert, 1967; Daniel, 2002; Girardi *et al.*, 2012; Iqbal *et al.*, 2015).

French managers tend to be autocratic and paternalistic, with an impressive grasp of the many issues facing their company. Opinions of experienced middle managers and technical staff may be dismissed. Spanish leaders, like French, are autocratic and charismatic. Unlike the French, they work less on logic than from intuition and pride themselves on their personal influence on all their staff members (Likert, 1967; Lubin, 2014).

Participative leadership style is that involves all members of a team in identifying essential goals and developing procedures or strategies to reach those goals. This type of involved leadership style can be utilized in business settings, volunteer organizations and even in the function of the home. People often are able to express their creativity and demonstrate abilities and talents that would not be made apparent otherwise that ultimately improve the performance of employees. The participative style of leadership has a greater positive effect on employee performance in which situation employees feel power and confidence in doing their job and in making different decisions. And in autocratic style leaders only have the authority to take decisions in which employees feel inferior in doing jobs and decisions. In democratic style employees have to some extent discretionary power to do work so their performance is better than in autocratic style (Likert, 1967; Iqbal *et al.*, 2015).

The traditional concept of personnel administration has gradually replaced with the human resource management. This give importance to the strategic integration of new leadership styles into effective management of employees and to improve the employee performance. Kenneth and Hersey & Blanchard (1988) assert that: “The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operate. Different leadership styles are used that fit to employees on the basis of amount of directions, empowerment, and decision-making power.” All in all, the history of leadership and how it affects performance of employees dates the 17th century where towards the end of that century we started noticing a shift from treating humans as machines and rather see them as human capital necessary for the achievement of different work tasks (Covey, 2004; Carter, 2008; Iqbal *et al.*, 2015).

The Fred Fiedler presented the theory of Fiedler leadership contingency model theory in which he proposed that effective employees’ performance depended upon the proper match between a leaders’ ability to lead is contingent upon situational factors that include the leaders’ capabilities, preferred style, and behavior, competency of employees. This theory propounded that leaders should adopt that style which best to the situation and immediately stimulate the employee performance. Leadership is increasingly understood to involve persuasion and explanation as well as ability to identify, affirm, and renew the values of the group the leader represents. An effective leader has a responsibility to provide guidance and share the knowledge to the employee to lead them for better performance and make them expert for maintaining the quality (Fisher, 1995; Covey, 2004; Iqbal *et al.*, 2015).

A certain leadership style is a better fit in certain circumstances then other. The authoritative style is appropriate when new employees are unfamiliar and don’t have sufficient know-how about their jobs; if the employee are constantly misusing their authority; when company rules are violated by employees; when a sole person is responsible for a decision making and implementing. The democratic style is appropriate when the organization needs creative problem solving; organization is conducting planning meetings for the department’s working improvement; organization is training people for leadership roles; one needs good and efficient performance of the day-to-day organizational tasks. The participative style is appropriate when the organization have competent and talented team members; company or department planning meetings for improvements; company conducting evaluation sessions; you are motivating top-performers in an organization; you need of innovative and creative work (Girardi *et al.*, 2012; Boddy, 2014; Iqbal *et al.*, 2015).

2. Marketing

2.1. Marketing Communication Options: New Media Environment and Digital Marketing

The American Marketing Association has changed its definition of marketing twice, in 2004 and 2007, with its most recent definition positioning marketing as an “activity” rather than a “function,” as a broader activity within the company or organization rather than just a department, and as creating long-term value rather than just an exchange of money. The new 2007 (re-approved in 2013) definition states, “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large” (Wymbs, 2011).

The way each product is sold or distributed can have a profound impact on the equity and ultimate sales success of a brand. Marketing channels are defined as sets of interdependent organizations involved in the process of making a product or service available for use or consumption and communication channels is one of the three kinds of marketing channels that a marketer can use to reach his target. There are five vital ingredients to the best brand-building communication programs are: advertising, promotion, online marketing, events and experiences and mobile marketing (Keller, 2013).

The first decade of the 21st century has seen a headlong rush by companies into the world of interactive, online marketing communications. With the pervasive incorporation of the Internet into everyday personal and professional lives, marketers are scrambling to find the right places to be in cyberspace (websites, online ads and videos and social media). The main advantages to marketing on the Web are the low cost and the level of detail and degree of customization it offers. Online marketing communications can accomplish almost any marketing communication objective and are especially valuable in terms of solid relationship building. There is no question that some consumers are choosing to become engaged with a brand at a deeper and broader level, and marketers must do everything they can to encourage them to do so. Social media is playing an increasingly important brand communication role due its massive growth. Social media allows consumers to share text, images, audio, and video online with each other and with representatives from companies (Keller, 2013).

Social media comes in many forms, but six key options are: (1) message boards and forums, (2) chat rooms, (3) blogs, (4) Facebook, (5) Twitter, and (6) YouTube. Some of the benefits of social media to brands are: it allows brands to establish a public voice and presence on the Web;

it complements and reinforces other communication activities; it helps promote innovation and relevance for the brand. By permitting personal, independent expression, message boards, chat rooms, and blogs can create a sense of community and foster active engagement. Some social networks yield market insights and permit feedback that can improve all aspects of a brand's marketing program (Keller, 2013).

For example, some brands have fully embraced social media. Lego has always involved lead users and fans in its brand marketing activities, so it is no surprise it has thousands of YouTube videos and Flickr photos. Even top executives of some brands, such as Virgin's Richard Branson and Zappos's Tony Hsieh, weigh in with their comments. When companies choose to engage in social media, speed of response and the proper tone is critical. P&G invested heavily in 2010 to expand its Facebook presence with its brands. Fifteen of its brands quickly gained over 100,000 followers, and Pringles and Old Spice gained 9 million and 1.3 million, respectively. Its "Mean Girls Stink" antibullying Facebook app for Secret deodorant was downloaded more than 250,000 times (Fritsch & White, 1999; Keller, 2013).

A fourth broad communication option has emerged in recent years. With over 4.1 billion mobile subscribers in the world in 2009—there are more than twice as many mobile phones in the world as personal computers—cell phones represent a major opportunity for advertisers to reach consumers on the "third screen" (TV and the computer are first and second). Some firms are moving fast into m-space (Butcher, 2008; Khan, 2008; Chang, 2009; Tsirlunlik, 2009; Kotler & Keller, 2012).

As smartphones are playing an increasingly significant role in consumers' lives, more marketers are taking notice, and mobile ad spending passed \$1 billion in 2011. Because consumers already use smartphones for information and entertainment as well as Communication - and are beginning to use them as shopping devices and payment methods - investment in mobile marketing from a whole range of different sectors looking to tap into a new revenue stream is expected to grow (Keller, 2013). With cell phones' ubiquitous nature and marketers' ability to personalize messages based on demographics and other consumer behavior characteristics, the appeal of mobile marketing as a communication tool is obvious. Online retailers recognize the power of m-commerce – selling through mobile devices - by launching mobile apps and revamping online stores to handle mobile traffic more easily. In 2010, eBay estimated it had sold \$1.5 billion worth of goods over mobile devices. At Gilt, as much as 20 percent of revenue

comes from mobile devices on nights and weekends (Lehmann, *et al.*, 2008; Kotler & Keller, 2012).

In developed Asian markets such as Hong Kong, Japan, Singapore, and South Korea, mobile marketing is fast becoming a central component of customer experiences. In the US, mobile marketing is integrated all through the Bank of America marketing efforts: In developing markets, high cell phone penetration also makes mobile marketing attractive. A pioneer in China, Coca-Cola created a national campaign asking Beijing residents to send text messages guessing the high temperature in the city every day for just over a month, for a chance to win a one-year supply of Coke products. The campaign attracted more than 4 million messages over the course of 35 days (Kotler & Keller, 2012).

As mobile marketing options there are the SMS and the GPS. Mobile ad spending was almost \$1 billion worldwide in 2009, most of which went into SMS text messages and simple display ads. Smart phones also allow loyalty programs with which customers can track their visits and purchases at a merchant and receive rewards. By tracking the location of receptive customers who opt in to receive communications, retailers can send them location-specific promotions when they are in proximity to shops or outlets. For example, with traditional coupon redemption rates declining for years, the ability of cell phones to permit more relevant and timely offers to consumers at or near the point of purchase has piqued the interest of many marketers. Sonic Corp. used GPS data and proximity to cell towers in Atlanta to identify when those customers who had signed up for company communications were near one of roughly 50 Sonic restaurants in the area. When that was the case, Sonic sent customers a text message with a discount offer or an ad to entice them to visit the restaurant (Ransom, 2010; Kotler & Keller, 2012).

With the increased capabilities of smart phones, however, mobile ads can be more than just a display medium using static “mini-billboards.” Much recent interest has been generated in mobile apps. In a short period of time, thousands were introduced by companies large and small. For example, VW chose to launch its GTI in the United States with an iPhone app, receiving 2 million downloads in three weeks. In Europe, it launched the VW Tiguan with a mobile app as well as text messages and an interstitial Web site (Parpis, 2008; Grill, 2009; Kotler & Keller, 2012).

During the last years marketing underwent a sea change. It adopted more tools, applications and data than ever before. It is not unusual to see marketing teams use 70 software applications and publish hundreds of messages daily across six to twelve channels. By their nature, digital marketers interact with millions of customers and prospects daily. Their work shapes customers' and prospects' perceptions of your products and services. In the Internet era, they are your frontline employees (O'Connor, 2015).

Traditional advertising media such as TV, radio, magazines, and newspapers seem to be losing their grip on consumers due to increased competition for consumer attention. The digital revolution offers a host of new ways for consumers to learn and talk about brands with companies or with each other. This changing media landscape has forced marketers to reevaluate how they should best communicate with consumers (O'Connell, 2008; Keller, 2013).

Several different models have been put forth over the years to explain communications and the steps in the persuasion process. For example, for a person to be persuaded by any form of communication (a TV advertisement, newspaper editorial, or blog posting), the following six steps must occur: exposure - a person must see or hear the communication; attention - a person must notice the communication; comprehension - a person must understand the intended message or arguments of the communication; yielding - a person must respond favorably to the intended message or arguments of the communication; intentions - a person must plan to act in the desired manner of the communication; behavior - a person must actually act in the desired manner of the communication. Each of the six steps must occur for a consumer to be persuaded. If there is a breakdown or failure in any step along the way, then successful communication will not result (McCarthy, 1996; Keller, 2013).

A key difference between digital marketing and traditional marketing is that the former uses digital technologies that are inherently measurable, permit conversations to be targeted, and facilitate the creation of relationships between customers and firms, whereas the latter is much more mass communication oriented. As the technological boom happens with people having easy access to the internet and digital equipment, new forms of marketing and communication have emerged (Alkhateeb, *et al.*, 2008; Wymbs, 2011).

The Digital Marketing Institute defines digital marketing as “the use of digital technologies to create an integrated, targeted and measurable communication which helps to acquire and retain

customers while building deeper relationships with them” (Smith, 2007 in Wymbs, 2011), or put it more simple, digital marketing consists of the promotion of products or brands via one or more forms of electronic media (Business Dictionary, 2017). As Table 11 shows, it involves applying digital technologies, that is, web, e-mail, databases, mobile/wireless, and digital TV, to support interactive and noninteractive marketing activities aimed at achieving profitable acquisition and retention of customers within a multichannel buying process and customer lifecycle (Chaffey, 2010 in Wymbs, 2011).

Table 11 Digital Marketing

Customer Touch Points	CUSTOMER PERSPECTIVE Social Newtworks, Search, Mobile, E-commerce, Aplications, E-mail	Digital Marketing
Firm Conversation Interfaces	FIRM PERSPECTIVE Digital advertising, market research, e-mail, e-design, channel integration, search engine optimization, content development, e-commerce integration	

Source: Wymbs (2011)

Digital marketing provides the critical bridge between customer digital touch points and digital conversation interfaces that firms use to provide relevant content to the customer. Reach and content consume the vast majority of most digital marketing budgets. That is the digital equivalent of buying pricey TV ads to improve awareness. It is an expensive way to fill the top of your sales funnel. Effective digital marketing teams pull all the digital marketing levers to manage purchase intent and a customer’s purchase journey. Winning and retaining customers is hard work. Today, customers know more about a company and its competitors’ products than ever before. They are also far more discerning. So, how likely is ill-timed or irrelevant marketing to damage your odds of closing sales? Very. After all, if a company’s marketing is not effective, competitors are a click away (O’Connor, 2015).

Prior to the Internet, print, radio and TV, advertising reached virtually every prospect. Because these were the only distribution channels for content, they successfully shaped purchase intent. Today, customers consume content from a dizzying number of sources. Today, though, customers consume content from a dizzying number of sources. Replicating proven approaches from an advertising age ignores today’s reality. Few, if any, companies can advertise enough to overcome the proliferation of channels and user-generated content that exists (O’Connor, 2015).

While digital has changed the right approach, it has not erased the importance of brand awareness or generating quality leads. Rather, digital marketing adds three variables: advocates, reach and persona targets. Advocates are customers who tell others about their positive experiences. With the advent of digital marketing, a company can now identify advocates more easily, and cultivate relationships with them, usually in the form of promotional gifts or special coupons. The reach corresponds to counting advertising impressions. Digital marketing teams spend significant resources and energy to improve reach, whether it is adding social buttons to content, counting re-tweets and likes, a/b testing or analyzing content. Persona Targets: persona targets allow the company to align itself around what marketing to pursue and when and where to pursue it. They enable marketing teams to focus on how to build advocates and reach (O'Connor, 2015).

2.2. Competitive Advantage and Strategic Focus

Some brands create competitive advantages with product performance. For example, brands such as Gillette, Merck, and others have been leaders in their product categories for decades, due, in part, to continual innovation. Steady investments in research and development have produced leading-edge products, and sophisticated mass marketing practices have ensured rapid adoption of new technologies in the consumer market. Other brands create competitive advantages through non-product-related means. For example, Coca-Cola, Chanel No. 5, and others have been leaders in their product categories for decades by understanding consumer motivations and desires and creating relevant and appealing images surrounding their products. Often these intangible image associations may be the only way to distinguish different brands in a product category. Brands, especially strong ones, carry a number of different types of associations, and marketers must account for all of them in making marketing decisions (Keller, 2013).

The strategic brand management process starts with a clear understanding of what the brand is to represent and how it should be positioned with respect to competitors. Brand planning, uses different interlocking models, being one of them 'the brand positioning model describes how to guide integrated marketing to maximize competitive advantages' (Economist, 2005; Fay, 2009; The Schofield, 2011; Keller, 2013).

Many consider SWOT analysis to be one of the most effective tools in the analysis of marketing data and information. SWOT analysis is a simple, straightforward framework that provides

direction and serves as a catalyst for the development of viable marketing plans. It fulfills this role by structuring the assessment of the fit between what a firm can and cannot do (strengths and weaknesses), and the environmental conditions working for and against the firm (opportunities and threats). When performed correctly, a SWOT analysis not only organizes data and information, it can be especially useful in uncovering competitive advantages that can be leveraged in the firm's marketing strategy. These competitive advantages help establish the strategic focus and direction of the firm's marketing plan (Ferrel & Hartline, 2011).

If done correctly and smartly, SWOT analysis can be a viable mechanism for the development of the marketing plan. The benefits of the swot analysis are many (Ferrel & Hartline, 2011). SWOT analysis requires no extensive training or technical skills to be used successfully. The analyst needs only a comprehensive understanding of the nature of the company and the industry in which it competes (simplicity). Because specialized training and skills are not necessary, the use of SWOT analysis can actually reduce the costs associated with strategic planning (lower costs). SWOT analysis can enhance the quality of an organization's strategic planning even without extensive marketing information systems. However, when comprehensive systems are present, they can be structured to feed information directly into the SWOT framework (flexibility) (Ferrel & Hartline, 2011).

SWOT analysis gives the analyst the ability to integrate and synthesize diverse information, both of a quantitative and a qualitative nature. It organizes information that is widely known, as well as information that has only recently been acquired or discovered. In fact, SWOT analysis helps transform information diversity from a weakness of the planning process into one of its major strengths (integration and synthesis). SWOT analysis fosters collaboration and open information exchange between different functional areas. By learning what their counterparts do, what they know, what they think, and how they feel, the marketing analyst can solve problems, fill voids in the analysis, and eliminate potential disagreements before the finalization of the marketing plan (collaboration) (Ferrel & Hartline, 2011).

In order to have a productive SWOT analysis, there are directives to be taken (Ferrel & Hartline, 2011). A single, broad analysis leads to meaningless generalizations. Separate analyses for each product-market combination are recommended (stay focused). Although major brand competitors are the most important, the analyst must not overlook product, generic, and total budget competitors. Potential future competitors must also be considered (search extensively

for competitors). SWOT analysis promotes the sharing of information and perspective across departments. This cross-pollination of ideas allows for more creative and innovative solutions to marketing problems (collaborate with other functional areas) (Ferrel & Hartline, 2011).

Customers' beliefs about the firm, its products, and marketing activities are important considerations in SWOT analysis. The views of employees and other key stakeholders must also be considered (examine issues from the customers' perspective). Rather than simply list characteristics of the firm's internal and external environments, the analyst must also explore the resources (financial, intellectual, legal, human, organizational, informational, relational and reputational) possessed by the firm and/or its competitors that are the true causes for the firm's strengths, weaknesses, opportunities, and threats (look for causes, not characteristics). If an issue would exist even if the firm did not exist, the issue should be classified as external. In the SWOT framework, opportunities (and threats) exist independently of the firm and are associated with characteristics or situations present in the economic, customer, competitive, cultural, technological, political, or legal environments in which the firm resides. Marketing options, strategies, or tactics are not a part of the SWOT analysis (separate internal issues from external issues as seen in Table 12) (Valentin, 2001; Ferrel & Hartline, 2011).

The collection of marketing information via a situation analysis identifies the key factors that should be tracked by the firm and organizes them within a system that will monitor and distribute information on these factors on an ongoing basis. The role of SWOT analysis then is to help the marketing manager make the transition from a broad understanding of the marketing environment to the development of a strategic focus for the firm's marketing efforts (Ferrel & Hartline, 2011).

Table 12 Potential Issues to Consider in a SWOT Analysis

Potential Internal Strengths	Potential External Opportunities
Abundant financial resources	Rapid market growth
Well-known brand name	Complacent rival firms
Number 1 ranking in the industry	Changing customer needs/tastes
Economies of scale	Opening of foreign markets
Proprietary technology	Mishap of a rival firm
Patented processes	New product discoveries
Lower costs (raw materials or processes)	Economic boom
Respected company/product/brand image	Government deregulation
Superior management talent	New technology
Better marketing skills	Demographic shifts
Superior product quality	Other firms seeking alliances
Alliances with other firms	High brand switching
Good distribution skills	Sales decline for a substitute product

Committed employees	Changing distribution methods
Potential Internal Weaknesses	Potential External Threats
Lack of strategic direction Limited financial resources Weak spending on research and development Very narrow product line Limited distribution Higher costs (raw materials or processes) Out-of-date products or technology Internal operating problems Internal political problems Weak market image Poor marketing skills Alliances with weak firms Limited management skills Undertrained employees	Entry of foreign competitors Introduction of new substitute products Product life cycle in decline Changing customer needs/tastes Declining consumer confidence Rival firms adopting new strategies Increased government regulation Economic downturn Change in Federal Reserve policy New technology Demographic shifts Foreign trade barriers Poor performance of ally firm International political turmoil Weakening currency exchange rates

Source: Ferrel & Hartline (2011)

Relative to market needs and competitors' characteristics, the marketing manager must begin to think in terms of what the firm can do well and where it may have deficiencies. Strengths and weaknesses exist either because of resources possessed (or not possessed) by the firm, or in the nature of the relationships between the firm and its customers, its employees, or outside organizations (e.g., supply chain partners, suppliers, lending institutions, government agencies, etc.). Given that SWOT analysis must be customer focused to gain maximum benefit, strengths are meaningful only when they serve to satisfy a customer need. When this is the case, that strength becomes a capability. The marketing manager can then develop marketing strategies that leverage these capabilities in the form of strategic competitive advantages (Hunt, 2000; Ferrel & Hartline, 2011).

In leveraging strengths to create capabilities and competitive advantages, the marketing manager must be mindful of trends and situations in the external environment. Opportunities and threats exist outside the firm, independently of internal strengths, weaknesses, or marketing options. Opportunities and threats typically occur within the competitive, customer, economic, political/legal, technological, and/or sociocultural environments. After identifying opportunities and threats, the manager can develop strategies to take advantage of opportunities and minimize or overcome the firm's threats. SWOT analysis is designed to synthesize a wide array of information and aid the transition to the firm's strategic focus. To address these issues properly, the marketing manager should appraise every strength, weakness, opportunity, and threat to determine their total impact on the firm's marketing efforts. To utilize SWOT analysis

successfully, the marketing manager must be cognizant of four issues (Stalk, *et al.*, 1992; Ferrel & Hartline, 2011).

The assessment of strengths and weaknesses must look beyond the firm's resources and product offering(s) to examine processes that are key to meeting customers' needs. This often entails offering "solutions" to customers' problems, rather than specific products. The achievement of the firm's goals and objectives depends on its ability to create capabilities by matching its strengths with market opportunities. Capabilities become competitive advantages if they provide better value to customers than competing offerings. Firms can often convert weaknesses into strengths or even capabilities by investing strategically in key areas (e.g., customer support, research and development, supply chain efficiency, employee training). Likewise, threats can often be converted into opportunities if the right resources are available. Weaknesses that cannot be converted into strengths become the firm's limitations. Limitations that are obvious and meaningful to customers or other stakeholders must be minimized through effective strategic choices (Stalk, *et al.*, 1992; Ferrel & Hartline, 2011).

One useful method of conducting this assessment is to visualize the analysis via a SWOT matrix. Figure 4 provides an example of this four-cell array that can be used to visually evaluate each element of a SWOT analysis. At this point, the manager must evaluate the issues within each cell of the matrix in terms of their magnitude and importance. As we have stated before, this evaluation should ideally be based on customers' perceptions. If customers' perceptions cannot be gathered, the manager should base the ratings on the input of employees, business partners, or his or her own intuition and expertise (Piercy, 2002; Ferrel & Hartline, 2011).

Figure 4 The SWOT Matrix

Strengths	← Match →	Opportunities
Convert Weaknesses Minimize/Avoid	Match	Convert Threats Minimize/Avoid

Source: Piercy (2002) in Ferrel & Hartline (2011)

2.3. Developing and Leveraging Competitive Advantage

After the magnitude and importance of each element in the SWOT matrix have been assessed, the manager should focus on identifying competitive advantages by matching strengths to opportunities. The key strengths most likely to be converted into capabilities will be those that have a compatibility with important and sizable opportunities (Table 13). Remember that

capabilities that allow a firm to serve customers' needs better than the competition give it a competitive advantage. When we refer to competitive advantages, we usually speak in terms of real differences between competing firms. After all, competitive advantages stem from real strengths possessed by the firm or real weaknesses possessed by rival firms. In recent years, many successful firms have developed capabilities and competitive advantages based on one of three basic strategies: operational excellence, product leadership, and customer intimacy (Ferrel & Hartline, 2011).

Table 13 Common Sources of Competitive Advantage

<p style="text-align: center;">Relational Advantages</p> <p>Brand-loyal customers High customer-switching costs Long-term relationships with supply chain partners Strategic alliance agreements Comarketing or cobranding agreements Tight coordination and integration with supply chain partners Strong bargaining power</p> <p style="text-align: center;">Legal Advantages</p> <p>Patents and trademarks Strong and beneficial contracts Tax advantages Zoning laws Global trade restrictions Government subsidies</p> <p style="text-align: center;">Organizational Advantages</p> <p>Abundant financial resources Modern plant and equipment Effective competitor and customer intelligence systems Culture, vision, and shared goals Strong organizational goodwill</p> <p style="text-align: center;">Human Resource Advantages</p> <p>Superior management talent Strong organizational culture Access to skilled labor Committed employees World-class employee training</p>	<p style="text-align: center;">Product Advantages</p> <p>Brand equity and brand name Exclusive products Superior quality or features Production expertise Guarantees and warranties Outstanding customer service Research and development Superior product image</p> <p style="text-align: center;">Pricing Advantages</p> <p>Lower production costs Economies of scale Large-volume buying Low-cost distribution Bargaining power with vendors</p> <p style="text-align: center;">Promotion Advantages</p> <p>Company image Large promotion budget Superior sales force Creativity Extensive marketing expertise</p> <p style="text-align: center;">Distribution Advantages</p> <p>Efficient distribution system Real-time inventory control Extensive supply chain integration Superior information systems Exclusive distribution outlets Convenient locations Strong e-commerce capabilities</p>
--	--

Source: Ferrel & Hartline (2011)

Firms employing a strategy of operational excellence focus on efficiency of operations and processes. These firms operate at lower costs than their competitors, allowing them to deliver goods and services to their customers at lower prices or a better value. Firms that focus on product leadership excel at technology and product development. As a result, these firms offer customers the most advanced, highest quality goods and services in the industry. Working to know your customers and understand their needs better than the competition is the hallmark of

customer intimacy. These firms attempt to develop long-term relationships with customers by seeking their input on how to make the firm's goods and services better or how to solve specific customer problems. To be successful, firms should be able to execute all three strategies. However, the most successful firms choose one area at which to excel and then actively manage customer perceptions so that customers believe that the firm does indeed excel in that area (Treacy & Wiersema, 1995; Ferrel & Hartline, 2011).

Brand positioning requires defining our desired or ideal brand knowledge structures and establishing points-of-parity and points-of-difference to establish the right brand identity and brand image. Unique, meaningful points-of-difference (PODs) provide a competitive advantage and the "reason why" consumers should buy the brand. On the other hand, some brand associations can be roughly as favorable as those of competing brands, so they function as points-of-parity (POPs) in consumers' minds - and negate potential points-of-difference for competitors. In other words, these associations are designed to provide "no reason why not" for consumers to choose the brand. The essence of brand positioning is that the brand has a sustainable competitive advantage or "unique selling proposition" that gives consumers a compelling reason why they should buy it. Marketers can make this unique difference explicit through direct comparisons with competitors, or they may highlight it implicitly. They may base it on performance-related or non-performance-related attributes or benefits (Keller, 2013).

Branding has been around for centuries as a means to distinguish the goods of one producer from those of another. The earliest signs of branding in Europe were the medieval guilds' requirement that craftspeople put trademarks on their products to protect themselves and their customers against inferior quality. In the fine arts, branding began with artists signing their works. Brands today play a number of important roles that improve consumers' lives and enhance the financial value of firms (Moore & Reid, 2008; Kotler & Keller, 2012).

Branding is endowing products and services with the power of a brand. It's all about creating differences between products. Marketers need to teach consumers "who" the product is—by giving it a name and other brand elements to identify it—as well as what the product does and why consumers should care. Branding creates mental structures that help consumers organize their knowledge about products and services in a way that clarifies their decision making and, in the process, provides value to the firm. For branding strategies to be successful and brand value to be created, consumers must be convinced there are meaningful differences among

brands in the product or service category. Brand differences often relate to attributes or benefits of the product itself (Kotler & Keller, 2012).

To build a strong brand and avoid the commodity trap, marketers must start with the belief that you can differentiate anything. Competitive advantage is a company's ability to perform in one or more ways that competitors cannot or will not match. Michael Porter urged companies to build a sustainable competitive advantage (Porter, 1980; Kotler & Keller, 2012). But few competitive advantages are sustainable. At best, they may be leverageable. A leverageable advantage is one that a company can use as a springboard to new advantages, much as Microsoft has leveraged its operating system to Microsoft Office and then to networking applications. In general, a company that hopes to endure must be in the business of continuously inventing new advantages (Kelly & Silverstein, 2005; Kotler & Keller, 2012).

The obvious means of differentiation, and often the ones most compelling to consumers, relate to aspects of the product and service: employee differentiation - companies can have better-trained employees who provide superior customer service; channel differentiation - companies can more effectively and efficiently design their distribution channels' coverage, expertise, and performance to make buying the product easier and more enjoyable and rewarding; image differentiation - companies can craft powerful, compelling images that appeal to consumers' social and psychological needs; services differentiation - a service company can differentiate itself by designing a better and faster delivery system that provides more effective and efficient solutions to consumers. Services differentiation can happen in three different levels: reliability, resilience and innovativeness; emotional branding - many marketing experts believe a brand positioning should have both rational and emotional components. In other words, a good positioning should contain points-of-difference and points-of-parity that appeal both to the head and to the heart. To do this, strong brands often seek to build on their performance advantages to strike an emotional chord with their customers (Copacino, 1997; Kotler & Keller, 2012; Boddy, 2014).

Using the results of the SWOT analysis as a guide, a firm might consider four general directions for its strategic efforts. Firms can adopt an aggressive approach when there many internal strengths/many external opportunities. Firms in this enviable position can develop marketing strategies to aggressively take on multiple opportunities. Expansion and growth, with new products and new markets, are the keys to an aggressive approach. Firms can diversify when

there are many internal strengths/many external threats. Firms in this position have a great deal to offer, but external factors weaken their ability to pursue aggressive strategies. To help offset these threats, firms can use marketing strategy to diversify their portfolio of products, markets, or even business units (Thompson & Strickland, 1997; Cornelis, 2000; Ferrel & Hartline, 2011).

When there are many internal weaknesses/many external opportunities, firms often pursue turnaround strategies because they find themselves in the situation—often temporary—of having too many internal problems to consider strategies that will take advantage of external opportunities. In these cases, firms typically have to put their own house back in order before looking beyond their current products or markets. In the case where there are many internal weaknesses/many external threats, firms take a defensive posture when they become overwhelmed by internal and external problems simultaneously. Establishing a solid strategic focus is important at this stage of the planning process because it lays the groundwork for the development of marketing goals and objectives that follow (Thompson & Strickland, 1997; Cornelis, 2000; Ferrel & Hartline, 2011).

3. Corporate Social Responsibility

Governments, activists, and the media have become adept at holding companies to account for the social consequences of their activities. Myriad organizations rank companies on the performance of their corporate social responsibility (CSR), and, despite sometimes questionable methodologies, these rankings attract considerable publicity. As a result, CSR has emerged as an inescapable priority for business leaders in every country (Porter & Kramer, 2006).

3.1. Concept and Evolution of CSR

Definitions can and do evolve and it seems that, in terms of CSR, the variance is considerable with at least five dimensions of CSR identified from the many different published definitions: environmental, social, economic, stakeholder, and voluntariness. And, of course, there is not only variance within countries over time, but across countries and cultures (Chandler & Werther, 2014). Hong Kong has as its idea of CSR “the notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy

that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development.” (McComb, 2002; Chandler & Werther, 2014).

In the United Kingdom the vision is that “CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment.” (Chandler & Werther, 2014, Lea, 2002). For the European Union, CSR is a “process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” In the United States the general idea is that “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (European Commission, 2011; Baker, 2012; Chandler & Werther, 2014).

More to the north, in Canada, “the rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.” (Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014). For the United Nations, “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).

The call for social responsibility among businesses is not a new concept. Ancient Chinese, Egyptian, and Sumerian writings often delineated rules for commerce to facilitate trade and ensure that the wider public’s interests were considered. Ever since, public concern about the interaction between business and society has grown in proportion to the growth of corporate activity and CSR has become an increasingly relevant topic in recent decades in corporate boardrooms, business school classrooms, online, and in family living rooms. As shown in Table 14, it is a subject that has evolved considerably since the beginnings of industrial society and continues to evolve today (Chandler, 2014).

CSR is not a stagnant concept. It is dynamic and continues to evolve as cultural expectations change. On the one hand, these ever-changing standards and expectations compound the

complexity faced by corporate decision makers. Worse, these standards vary from society to society; even among cultures within a given society. Worse still, they also evolve over time. Faced with a kaleidoscopic background of evolving standards, business executives must consider a variety of factors on the way to implementation (Chandler, 2014).

Table 14 The History and Evolution of CSR

Timeline of Key CSR Events	
1700	1750-1850: Industrial Revolution 1759: Publication of Adam Smith's <i>Theory of Moral Sentiments</i> 1790's: First consumer boycott of slave-harvested sugar
1800	1840's: Victorian philanthropy (Quakers, Cadbury, Barclays) in the UK 1886: <i>Santa Clara County v. Southern Pacific Railroad</i>
1900	1911: Standard Oil 1919: <i>Dodge v. Ford Motor Company</i> 1929: Wall Street Crash 1930's: Great Depression 1960's-1980's: Environmentalism 1962: Publication of Rachel Carson's <i>Silent Spring</i> 1982: Tylenol recall 1984: Bhopal disaster 1989: <i>Exxon Valdez</i> 1990's: Nike sweatshops 1990: Launch of Internet by Tim Berners Lee 1991: Kyoto Protocol 1995: Brent Spar Ken Saro-wiwa
2000	2001: Euron bankruptcy 2002: SOX 2007: Housing crisis 2008: Lehman bankruptcy 2011: Occupy Wall St.

Source: Chandler & Werther (2014)

Proponents of CSR have used four arguments to make their case. The moral appeal – arguing that companies have a duty to be good citizens and to “do the right thing” – is prominent in the goal of Business for Social Responsibility, the leading non-profit CSR business association in the United States. It asks that its members “achieve commercial success in ways that honour ethical values and respect people, communities, and the natural environment.” Sustainability emphasizes environmental and community stewardship. An excellent definition was developed in the 1980's by Norwegian Prime Minister Gro Harlem Brundtland and used by the World Business Council for Sustainable Development: “Meeting the needs of the present without compromising the ability of future generations to meet their own needs.” (Porter & Kramer, 2006).

The notion of license to operate derives from the fact that every company needs tacit or explicit permission from governments, communities, and numerous other stakeholders to do business. Finally, reputation is used by many companies to justify CSR initiatives claiming they will

improve a company's image, strengthen its brand, enliven morale, and even raise the value of its stock. These justifications have advanced thinking in the field, but none offers enough guidance for the difficult choices corporate leaders must make. Consider the practical limitations of each approach (Porter & Kramer, 2006).

CSR has its foundations on four types of arguments: ethical, moral, rational and economic. CSR is an argument of two forms of ethical reasoning—either consequentialist (utilitarian) or categorical (Kantian). Consequentialist ethical reasoning justifies action in terms of the outcomes it generates (the greatest good for the greatest number of people), while categorical ethical reasoning justifies action in terms of the principles by which that action is carried out (the application of core ethical principles, regardless of the outcomes they generate). These two philosophical approaches are codified in the organization and guide practices and policies via the firm's Code of Conduct or Ethics (Chandler & Werther, 2014). German companies developed a good reputation regarding the good ethical relations with suppliers, clients, employees and all stakeholders, and they all have a collective environmental social responsibility and they all support third world related causes (Costa & António, 2015).

CSR is an argument of moral reasoning that reflects the relationship between a company and the principles expected by the wider society within which it operates. It assumes businesses recognize that for-profit entities do not exist in a vacuum and that a large part of their success comes as much from actions that are congruent with societal values and norms as from factors internal to the company. CSR is a rational argument for businesses seeking to maximize their performance by minimizing restrictions on operations. In today's globalized world, where individuals and activist organizations feel empowered to enact change, CSR represents a means of anticipating and reflecting societal concerns to minimize operational and financial constraints on business. CSR is an argument of economic self-interest for business. CSR adds value because it allows companies to reflect the needs and concerns of their various stakeholder groups. By doing so, a company is more likely to retain its societal legitimacy and maximize its financial viability over the medium to long term. Simply put, CSR is a way of matching corporate operations with societal values and expectations that are constantly evolving (Chandler & Werther, 2014).

3.2. CSR on Value Chain and Among Stakeholders

The interdependence of a company and society can be analysed with the same tools used to analyze competitive position and develop strategy. In this way, the firm can focus its particular

CSR activities to best effect. Rather than merely acting on well-intentioned impulses or reacting to outside pressure, the organization can set an affirmative CSR agenda that produces maximum social benefit as well as gains for the business. The value chain depicts all the activities a company engages in while doing business. It can be used as a framework to identify the positive and negative social impact of those activities (Table 15) (Porter, 1985; Porter & Kramer, 2006; Boddy, 2014).

Table 15 Mapping the Social Impact of the Value Chain

Timeline of Key CSR Events	
Primary Activities	Inbound Logistics <ul style="list-style-type: none"> • Transportation impacts (e.g., emissions, congestion, logging roads)
	Operations <ul style="list-style-type: none"> • Emissions & waste • Biodiversity & ecological impacts • Energy & water usage • Worker safety & labor relations • Hazardous materials
	Outbound Logistics <ul style="list-style-type: none"> • Packaging use and disposal (McDonald's clamshell) • Transportation impacts
	Marketing & Sales <ul style="list-style-type: none"> • Marketing & advertising (e.g., truthful advertising, advertising to children) • Pricing practices (e.g., price discrimination among customers, anticompetitive pricing practices, pricing policy to the poor) • Consumer information • Privacy
	After-Sales Service <ul style="list-style-type: none"> • Disposal of obsolete products • Handling of Consumables (e.g., motor oil, printing ink) • Customer privacy
Support Activities	Firm Infrastructure <ul style="list-style-type: none"> • Financial reporting practices • Government practices • Transparency • Use of lobbying
	Human Resource Management <ul style="list-style-type: none"> • Education & job training • Safe working conditions • Diversity & discrimination • Health care & other benefits • Compensation policies • Layoff policies
	Technology Development <ul style="list-style-type: none"> • Relationships with universities • Ethical research practices (e.g., animal testing, GMOs) • Product safety • Conservation of raw materials • Recycling
	Procurement <ul style="list-style-type: none"> • Procurement & supply chain practices (e.g., bribery, child labor, conflict diamonds, pricing to farmers) • Uses of particular inputs (e.g., animal fur) • Utilization of natural resources

Source: Porter (1985) in Porter & Kramer (2006)

Some marketing experts believe consumers are increasingly using their perceptions of a firm's role in society in their purchase decisions. For example, consumers want to know how a firm treats its employees, shareholders, local neighbors, and other stakeholder or constituents. As the head of a large ad agency put it: "The only sustainable competitive advantage any business has is its reputation." Consistent with this reasoning, 91 percent of respondents in a large global survey of financial analysts and others in the investment community agreed that a company that fails to look after its reputation will endure financial difficulties (Hill & Knowlton, 2006; Keller, 2013).

The main thread in the CSR theme is the firm's need of legitimacy in the market, the state and society, in both economic and social terms. Stakeholders have extended their expectations of a company from simple business results to include the way in which the firms will reach these results. Social responsibility expectations are present in all company's stakeholders. In other words, CSR expectations are not found in specific groups (for example stockholders or financiers, suppliers or clients, public administration or non-profit organizations, etc.) but are found in all stakeholders (Table 16) (Carroll, 1989; Popoli, 2011).

Table 16 CSR Expectations

COMPANY	CSR expectations among Stockholders CSR expectations among Customers CSR expectations among Employees CSR expectations among Providers	CSR expectations among Consumer Associations CSR expectations among Environmental Groups CSR expectations among Syndicates CSR expectations among Social Groups CSR expectations among Mass Media CSR expectations among Public Administration CSR expectations among Local Associations
----------------	---	--

Source: Popoli (2011)

3.3. Strategic CSR

Strategic CSR moves beyond good corporate citizenship and mitigating harmful value chain impacts to mount a small number of initiatives whose social and business benefits are large and distinctive. Strategic CSR involves both inside-out and outside-in dimensions working in tandem. It is here that the opportunities for shared value truly lie. Strategic CSR also unlocks shared value by investing in social aspects of context that strengthen company competitiveness. A symbiotic relationship develops: The success of the company and the success of the community become mutually reinforcing. Typically, the more closely tied a social issue is to the company's business, the greater the opportunity to leverage the firm's resources and capabilities, and benefit society (Porter & Kramer, 2006).

On the one hand, CSR can be thought of as a core competence of the firm. To integrate CSR effectively throughout the organization, a firm needs to draw on resources and capabilities that are valuable, rare, difficult to imitate, and non-substitutable. The development of these competencies presents the firm with the potential to differentiate itself from its competitors and build a sustainable competitive advantage. On the other hand, however, CSR is also clearly a means to evaluate a firm's operating environment in terms of its primary stakeholder groups—identifying the structural components of that environment that present the firms with a favourable opportunity to succeed. There is a strong connection between the economic competence of firms and the potential for social progress. This is a central component of the concept of strategic CSR—areas of social concern that extend beyond profit maximization, but, importantly, that are related to the business' core operations (Chandler & Werther, 2014).

There are four components that are essential to defining strategic CSR: First, that firms incorporate a CSR perspective within their strategic planning process; second, that any actions they take are directly related to core operations; third, that they incorporate a stakeholder perspective; and, fourth, that they shift from a short-term perspective to managing the firm's resources and relations with key stakeholders over the medium to long term (Chandler & Werther, 2014).

The right balance of strategy, brand management, and CSR leads to a sustainable competitive advantage for the firm. For this result to occur, however, CSR must be effectively integrated throughout a business' operations. Conceptually, CSR must be introduced from the top down, from the very highest levels of the strategic decision-making process. Integrating CSR into a branded firm begins with a genuine commitment to change and self-analysis. The goal is to integrate CSR into strategy and operations in ways that are cost effective and provide insurance from attacks on visible brands. An ideal implementation plan changes the corporate culture by ensuring financial and career rewards are based on economic performance and socially responsible methods of achieving that performance. Leaders begin by creating awareness through an organization-wide dialog about CSR (Nussbaum, 2002; Werther & Chandler, 2005).

The executive dialog continues until awareness of CSR evolves into a consensus about its importance to the firm, its brands, its stakeholders, and its legitimacy. This initial cultural reorientation should be followed by a six-point plan. First, establish a high-ranking voice for CSR within the company by appointing a CSR Officer who reports directly to the CEO. A CSR

advocate is needed as a counterweight to balance other managers whose decisions are rooted more narrowly within their departments' concerns. A CSR Report, integrated as a prominent component of the company's annual report, helps institutionalize the ongoing CSR dialog. It provides tangible measurables, allowing progress to be gauged. Without explicit measurements, the press of urgent concerns drives out important CSR issues from the decision-making mix; without rewards and penalties, managers are more likely to pursue myopic functional and profit goals (Werther & Chandler, 2005).

A multi-stakeholder perspective must be institutionalized within the firm's culture and structure. Decisions need to be viewed from the perspectives of buyers, suppliers, and other stakeholders, and vetted against CSR concerns. Refocusing the "Investor Relations" office to take charge of "Stakeholder Relations" heightens awareness of CSR concerns and encourages a close working relationship with activists and NGOs (often reflect the views of key consumer segments, provide insight from a different perspective, and allow the company to monitor emerging social and market trends). Strengthening an internal commitment through external visibility reinforces the firm's commitment and increases awareness among internal and external stakeholders. For example, going public through the incorporation of a CSR Report within the company's annual report increases CSR awareness, internal compliance, and communication with external stakeholders. Restated, CSR goals should under-promise and over-deliver. CSR is a tool for corporations to manage stakeholder expectations. Ultimately, corporate leadership must associate the brand and the firm in the minds of stakeholders as being a contributing asset to society - an asset that adds value beyond jobs and profit-oriented branded products or services (Werther & Chandler, 2005).

When the competitive strategies of multinationals rely on global brands, CSR offers insurance against management lapses. The practical need for CSR as brand insurance comes from changing social expectations, affluence, and globalization. Corporate actions that violate societal expectations damage, even destroy, brand image among networked stakeholders who are affluent enough to buy branded products and services. The premiums for CSR brand insurance are paid by leaders who create an organization-wide commitment to CSR as a means of redefining profit maximization. By integrating a stakeholder perspective, management is best placed to optimize stockholder returns over the longer term. Globalization trends, growing affluence, and shifting social expectations make CSR a strategic consideration in brand-based strategies because CSR helps establish an organization's social legitimacy. In turn, social

legitimacy strengthens the brand's sustainable competitive advantage among key stakeholder groups, particularly socially conscious consumers (Werther & Chandler, 2005).

CSR is a global brand insurance, on the condition, however, that CSR is a component of a global business, not a fad or a new form of public relations nor a contingent response given to avoid social sanctions or laws (Deigendesch, 2009; Popoli, 2011). On one hand, strategically integrated CSR has a strong impact on brand image and brand equity. On the other hand, brand is a result of all that the firm does, in terms of product offering as well as operating practices and behaviour assumed in the competitive environment, especially for value generated for the company and for society. Numerous studies have demonstrated the existence of a strong link between social behaviour and profitable performance, particularly between a firm's social behaviour and the reward or punishment system (Trudel & Cotte, 2008; Baker, 2009; Popoli, 2011).

In the Global CSR Study done by APCO Worldwide in 2004 on an elite research panel in ten countries in North America, Europe and Asia-Pacific, researchers found that elites act in response to news they receive about a company's social responsibility through their purchase decisions and influence others. Three-quarters say they have purchased a company's products or services in response to positive news about a company's social responsibility; 60% have boycotted a company's product or services in response to negative news about a company's social responsibility. A less emphatic vision of the link between CSR and consumer behaviour was proposed by Devinney. On the topic of consumer social responsibility, the author highlight that consumers are apt to buy products with positive social attributes 'only when the functional attributes of these products meet their needs; they will not sacrifice functional features for socially responsible ones (Devinney *et al.*, 2006; Popoli, 2011).

The way in which CSR is transferred to brand image can be articulated in the following logical steps: A firm, pressured by stakeholders who express a certain CSR demand based on the culture and values of a defined culture and the dominant values of a defined historical period and in a defined territorial context; the firm supplies answers according to the power that different stakeholders hold in the company; these responses, which together constitute the CSR strategy (itself a component of the firm's business strategy) will be evaluated by all the categories of stakeholders. Such an evaluation will reflect on brand image (Srnrka, 2004; Popoli, 2011).

CHAPTER II | Theoretical Framework

From the literature review on Leadership, Marketing and Corporate Social Responsibility, there were identified conclusions by the authors that were the basis to the formulation of Research Questions necessary to achieve the objectives and, consequently, the purpose of the investigation.

On the basis of an interview study of more than 400 highly effective managers, the 10 skills most often identified were: verbal communication (including listening); managing time and stress; managing individual decisions; recognizing, defining, and solving problems; motivating and influencing others; delegating; setting goals and articulating a vision; self-awareness; team building; managing conflict (Whetten & Cameron, 1991; Luthans, 2011). Follow-up studies and related research have found skills similar to the 10 listed which were combined into four categories of effective leadership skills: participative and human relations, competitiveness and control, innovativeness and entrepreneurship, and maintaining order and rationality (Whetten & Cameron, 1991; Covey, 2004; Luthans, 2011). Of this piece of literature was formulated the First Research Question: **What are the skills needed to be an effective leader?**

A research by the consulting firm Hay/McBer found six distinct leadership styles: coercive, authoritative, affiliative, democratic, pacesetter and coaching (Goleman, 2000). More recently, Daniel (2002) in Iqbal *et al.* (2015) defended that leadership styles could be simply explained on a scale ranging from autocratic through democratic to participative to show the degree of authority and decision makes power of leaders and employees. An autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response (Likert, 1967; Daniel, 2002; Girardi *et al.*, 2012; Iqbal *et al.*, 2015).

A certain leadership style is a better fit in certain circumstances than other. The participative style is appropriate when the organization have competent and talented team members; company or department planning meetings for improvements; company conducting evaluation sessions; you are motivating top-performers in an organization; you need of innovative and creative work. The democratic style is appropriate when the organization needs creative problem solving; organization is conducting planning meetings for the department's working improvement; organization is training people for leadership roles; one needs good and efficient performance of the day-to-day organizational tasks (Girardi *et al.*, 2012; Boddy, 2014; Iqbal *et*

al., 2015). The democratic approach is ideal when a leader is himself uncertain about the best direction to take and needs ideas and guidance from able employees who can generate fresh ideas for executing that vision (Likert, 1967; Luthans, 2011).

According to Iqbal *et al.* (2015), the authoritative style is appropriate when new employees are unfamiliar and don't have sufficient know-how about their jobs, if the employees are constantly misusing their authority, when company rules are violated by employees and when a sole person is responsible for a decision making and implementing. Luthans (2011) defends that this style works well in almost any business situation. But it is particularly effective when a business is adrift.

According to Luthans (2011) the coercive style should be used only with extreme caution and in the few situations when it is imperative, such as during a turnaround or when a hostile takeover is looming. In those cases, the coercive style can break failed business habits and shock people into new ways of working. It is always appropriate during a genuine emergency (Goleman, 2000). Leaders should employ the affiliative approach particularly when trying to build team harmony, increase morale, improve communication, or repair broken trust. The coaching style works particularly well when employees are already aware of their weaknesses and would like to improve their performance and when employees realize how cultivating new abilities can help them advance. Finally, the pacesetting approach works well when all employees are self-motivated, highly competent, and need little direction or coordination (Goleman, 2000). Of this piece of literature was formulated the Second Research Question:

What leadership styles are possible to identify and when should each one be used?

The coercive approach makes people feel disrespected and people's sense of responsibility evaporates: they lose their sense of ownership and feel little accountability for their performance. The pride erodes the satisfaction of work well done and leaves people alienated from their own jobs. The authoritative leader motivates people by making clear to them how their work fits into a larger vision and people understand that what they do matters and why, maximizing commitment to the organization's goals and strategy. People are free to innovate, experiment, and take calculated risks (Goleman, 2000; Luthans, 2011).

The affiliative leadership style values individuals and their emotions more than tasks and goals, allowing habitual innovation and risk taking. The affiliative leaders don't impose unnecessary

strictures on how employees get their work done. They give people the freedom to do their job in the way they think is most effective. As for a sense of recognition and reward for work well done, the affiliative leader offers ample positive feedback. Affiliative leaders are masters at building a sense of belonging. However, there is the risk people may perceive that mediocrity is tolerated and often employees must figure out how to do so on their own (Goleman, 2000). A democratic leader asks for the group's opinion, making employees feel they can generate fresh ideas and each team member feels equal giving inputs (Luthans, 2011). According to Iqbal *et al.* (2015), in a democratic approach, employees have to some extent discretionary power to do work, so their performance is better than in autocratic style.

The pacesetter leader destroys climate and many employees feel overwhelmed by the pacesetter's demands for excellence, and their morale drops. People often feel that the pacesetter doesn't trust them to work in their own way or to take initiative. Flexibility and responsibility evaporate. The pacesetter either gives no feedback on how people are doing and if the leader leaves, people feel directionless. Under a coaching leader, employees feel free to experiment. People know what is expected of them and how their work fits into a larger vision or strategy and that affects responsibility and clarity. Employees feel committed because they felt the coach believes in them, is investing in them, and expect their best efforts (Goleman, 2000).

With an autocratic leader orders are given without an explanation. The leader tells their staff what to do and he under values or ignore input from teams. Leaders only have the authority to take decisions in which employees' feel inferior in doing jobs (Likert, 1967; Daniel, 2002; Girardi *et al.*, 2012; Iqbal *et al.*, 2015). In a participative approach, people often are able to express their creativity and demonstrate abilities and talents that would not be made apparent otherwise that ultimately improve the performance of employees. The participative style of leadership has a greater positive effect on employee performance in which situation employees feel power and confidence in doing their job and in making different decisions. Employees take part in the decision-making process. Opinions of the group are sought by the participative leader who uses this information to take decisions. The group is kept informed about the future and is allowed to debate and to propose changes to long term policy (Likert, 1967; Iqbal *et al.*, 2015). Of this piece of literature was formulated the Third Research Question: **What's the effect each leadership style can have on employees?**

As a result of a research done by the Eastern Kentucky University in the US, it was possible to identify among business executives the top-ten soft-skills they all look for when hiring and to categorize them in accordance with the importance that executives give to each one of them (Table 7 and 8). Executives overwhelmingly indicated that integrity and communication were the top-two soft skills needed by employees in today's workplace. All 57 (100%) of the executives indicated that integrity and communication were very important or extremely important. Over three-fourths of the respondents (84.2%) indicated that courtesy was an extremely important skill, and over half (71.9% and 61.4%, respectively) reported that responsibility and interpersonal skills were extremely important. Following there was: interpersonal skills, positive attitude, professionalism, flexibility, teamwork skills and work ethic (Robles, 2012). Of this piece of literature was formulated the Fourth Research Question: **What are the most-wanted soft-skills by recruiters?**

Emotional intelligence is the ability to manage ourselves and our relationships effectively and not only distinguishes outstanding leaders but can also be linked to strong performance. Emotional intelligence consists of some fundamental capabilities and components: each one, in turn, is composed of specific set of competencies (Goleman, 2004; Luthans, 2011). In 2000, Goleman wrote about the four capabilities of Emotional Intelligence, which he said to be self-awareness, self-management, social awareness and social skills. Later on, in 2004, the same author wrote about the five components of Emotional Intelligence and, in this last perspective on the subject, he pointed as EI components: self-awareness, self-regulation, motivation, empathy and social skills (Table 9). Of this piece of literature was formulated the Fifth Research Question: **Which competences come from Emotional Intelligence?**

The main advantages to marketing on the Web are the low cost and the level of detail and degree of customization it offers. Online marketing communications can accomplish almost any marketing communication objective and are especially valuable in terms of solid relationship building. There is no question that some consumers are choosing to become engaged with a brand at a deeper and broader level, and marketers must do everything they can to encourage them to do so. Social media is playing an increasingly important brand communication role due its massive growth. Social media allows consumers to share text, images, audio, and video online with each other and with representatives from companies (Keller, 2013).

Some of the benefits of social media to brands are: it allows brands to establish a public voice and presence on the Web; it complements and reinforces other communication activities; it helps promote innovation and relevance for the brand. By permitting personal, independent expression, message boards, chat rooms, and blogs can create a sense of community and foster active engagement. Some social networks yield market insights and permit feedback that can improve all aspects of a brand's marketing program (Keller, 2013).

For example, some brands have fully embraced social media. Lego has always involved lead users and fans in its brand marketing activities, so it is no surprise it has thousands of YouTube videos and Flickr photos. Even top executives of some brands, such as Virgin's Richard Branson and Zappos's Tony Hsieh, weigh in with their comments. When companies choose to engage in social media, speed of response and the proper tone is critical. P&G invested heavily in 2010 to expand its Facebook presence with its brands. Fifteen of its brands quickly gained over 100,000 followers, and Pringles and Old Spice gained 9 million and 1.3 million, respectively. Its "Mean Girls Stink" antibullying Facebook app for Secret deodorant was downloaded more than 250,000 times (Fritsch & White, 1999; Keller, 2013). Of this piece of literature was formulated the Sixth Research Question: **How can online marketing facilitate the consumer engagement?**

CSR has emerged as an inescapable priority for business leaders in every country (Porter & Kramer, 2006). Definitions can and do evolve and it seems that, in terms of CSR, the variance is considerable with at least five dimensions of CSR identified from the many different published definitions: environmental, social, economic, stakeholder, and voluntariness. And, of course, there is not only variance within countries over time, but across countries and cultures (Chandler & Werther, 2014). Hong Kong has as its idea of CSR "the notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development." (McComb, 2002; Chandler & Werther, 2014).

In the United Kingdom the vision is that "CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and

society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment.” (Lea, 2002; Chandler & Werther, 2014). For the European Union, CSR is a “process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” In the United States the general idea is that “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (European Commission, 2011; Baker, 2012; Chandler & Werther, 2014).

More to the north, in Canada, “the rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.” (Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014). For the United Nations, “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014). Of this piece of literature was formulated the Seventh Research Question: **What is the Portuguese idea of Corporate Social Responsibility?**

When the competitive strategies of multinationals rely on global brands, CSR offers insurance against management lapses. The practical need for CSR as brand insurance comes from changing social expectations, affluence, and globalization. Corporate actions that violate societal expectations damage, or even destroy, brand image among networked stakeholders who are affluent enough to buy branded products and services. The premiums for CSR brand insurance are paid by leaders who create an organization-wide commitment to CSR as a means of redefining profit maximization. By integrating a stakeholder perspective, management is best placed to optimize stockholder returns over the longer term. Globalization trends, growing affluence, and shifting social expectations make CSR a strategic consideration in brand-based strategies because CSR helps establish an organization’s social legitimacy (Werther & Chandler, 2005).

Strategically integrated CSR has a strong impact on brand image and brand equity. Numerous studies have demonstrated the existence of a strong link between social behaviour and profitable

performance, particularly between a firm's social behaviour and the reward or punishment system (Trudel & Cotte, 2008; Baker, 2009; Popoli, 2011). In the Global CSR Study done by APCO Worldwide in 2004 on an elite research panel in ten countries in North America, Europe and Asia-Pacific, researchers found that elites act in response to news they receive about a company's social responsibility through their purchase decisions and influence others. Three-quarters say they have purchased a company's products or services in response to positive news about a company's social responsibility; 60% have boycotted a company's product or services in response to negative news about a company's social responsibility (Srnrka. 2004; Devinney *et al.*, 2006; Popoli, 2011). Of this piece of literature was formulated the Eighth Research Question: **What is the impact of CSR on brand image, brand insurance and purchase intent?**

1. Research Logical Framework

Table 17 presents the logical framework in which the research was based on. On the right column are presented the bibliographic references from which the Research Questions were formulated from (column in the center), and the left column presents the Research Objectives formulated based on the Research Questions.

Table 17 Research Logical Framework

RESEARCH OBJECTIVES	RESEARCH QUESTIONS	BIBLIOGRAPHY
RO1: To name the leadership effectiveness skills, to verify what leadership styles are possible to identify, when should each one be used and the effect each can have on employees, and to establish the most-wanted soft-skills by recruiters and the specific competences that come from Emotional Intelligence;	RQ1: What are the skills needed to be an effective leader?	Books: • Whetten & Cameron, 1991 • Covey, 2004 • Luthans, 2011
	RQ2: What leadership styles are possible to identify and when should each one be used?	Books: • Likert, 1967 • Daniel, 2002 • Luthans, 2011 • Boddy, 2014 Articles: • Goleman, 2000 • Girardi <i>et al.</i> , 2012 • Iqbal <i>et al.</i> , 2015
	RQ3: What's the effect each leadership style can have on employees?	Books: • Likert, 1967 • Daniel, 2002 • Luthans, 2011 Articles: • Goleman, 2000 • Girardi <i>et al.</i> , 2012 • Iqbal <i>et al.</i> , 2015
	RQ4: What are the most-wanted soft-skills by recruiters?	Articles: • Robles, 2012
	RQ5: Which competences come from Emotional Intelligence?	Books: • Luthans, 2011

Portuguese Practices:

Perspective on Leadership, Marketing and Corporate Social Responsibility

		Articles: <ul style="list-style-type: none"> • Goleman, 2000 • Goleman, 2004
RO2: To establish the importance of online marketing within the company's strategy to engage consumers.	RQ6: How can online marketing facilitate the consumer engagement?	Books: <ul style="list-style-type: none"> • Keller, 2013 Articles: <ul style="list-style-type: none"> • Fritsch & White, 1999
RO3: To identify the Portuguese idea of Corporate Social Responsibility and the impact managers think CSR can have on brand image, brand insurance and purchase intent.	RQ7: What is the Portuguese idea of Corporate Social Responsibility?	Books: <ul style="list-style-type: none"> • European Commission, 2011 • Chandler & Werther, 2014 Articles: <ul style="list-style-type: none"> • Lea, 2002 • McComb, 2002 • Canadian Center for Corporate Social Responsibility, 2012
		Websites: <ul style="list-style-type: none"> • United Nations Institute for Training and Research, 2012
	RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?	Articles: <ul style="list-style-type: none"> • Srnka, 2004 • Werther & Chandler, 2005 • Devinney <i>et al.</i>, 2006 • Trudel & Cotte, 2008 • Popoli, 2011
		Websites: <ul style="list-style-type: none"> • Baker, 2009

Source: Elaborated by the Author

CHAPTER III | Investigation Methodology

1. Investigation Model

1.1. Qualitative Data Collection

The research methodology is a discipline derived from logic and its object is the study of the scientific method. It can thus be deduced that scientific method or process is a set of practices used and ratified by the scientific community as valid for the exposition and confirmation of a given theory (Tarski, 2013). In this sense, considering the search classification criterion proposed by Vergara (2006), Jacobsen (2009) e Vilelas (2009), there are two ways in which we can classify the methodology used in the design of research documents, as to the ends and the means. The ends in this case refer to applied and exploratory research, while the means are linked to the field study and bibliographical research.

The present investigation was based on a pragmatic or inductive character and was conducted from a non-probabilistic sample of convenience, constituted according to the availability and accessibility of the elements addressed (Carmo & Ferreira, 2015). In this case, were done fourteen presential interviews and one VoIP (Voice over Internet Protocol) interview to fifteen portuguese managers with influence in the strategic decisions within the companies they work for. VoIP mediated interviews cannot completely replace face-to-face interaction, but they work well as a viable alternative or complimentary data collection tool for qualitative researchers (Iacono, *et al.* 2016). Its use as a method for remote interviewing is one with great potential in qualitative research (Hay-Gibson, 2009).

The results of this investigation must be read with due care of a sample considered small. This is the main limitation of this investigation: the impossibility of realizing generalizations. That is why trends of Portuguese managers perspectives are presented rather than conclusions. However, given that the interest of this research focused on discovering meaning and representing experiences from multiple realities, generalization was not a primary goal. It's important, however, to emphasize that the sample was intentional chosen: only the participants that best represented the phenomenon investigated in terms of knowledge were selected.

In this context, the criteria for verification and demonstration of what is claimed in terms of research, in terms of the purposes behind it, have implicitly been applied and explored. In the first case, the applied character resulted from the attempt to investigate a contemporary phenomenon in the context of real life (Yin, 1994), which was aided by the presentation of an

exploratory dimension given the inexistence of a great systematized knowledge about the complex social phenomenon of Leadership, Marketing and CSR, with the purpose of classifying concepts and generating new ideas and theoretical knowledge on the subject, with the intention of gaining new inputs by the Portuguese managers' contribution, these answers are only possible to find through the search for causes for the effects found (internal validity).

With regards to the means, this was an investigation based on a primary source, from the application of surveys on the form of structured interviews with open, semi-opened and closed questions (Annex I) to Portuguese managers, and secondary sources, consisting of bibliographic research and information processing, included the systematized study based on books, journals, scientific articles and electronic networks.

In terms of the qualitative methodology used, this resulted from the analysis of a set of interviews, trying to measure the phenomenon under study in terms of the social, individual and holistic dynamics of the human being within the theme Portuguese Practices: Perspective on Leadership, Marketing and Corporate Social Responsibility, trying to understand the meaning that people attribute to phenomena analysed, rather than properly trying to interpret them, because acts, words and gestures can only be understood in their context, trying to live reality in the same context, so that it is possible to analyze information in an inductive way, which can only be achieved by observing, collecting and analysing "in situ" scientific facts (Vilelas, 2009).

In terms of the qualitative analysis technique used to interpret the data obtained during interviews, this was translated into a content analysis, trying to relate the semantic structures (meaningful) with the sociological structures (meanings) of the utterances, in order to articulate the text surface with the factors that determine their characteristics - psychosocial variables, cultural context, and context, processes and reproduction of the message (Doriau *et al.*, 2007).

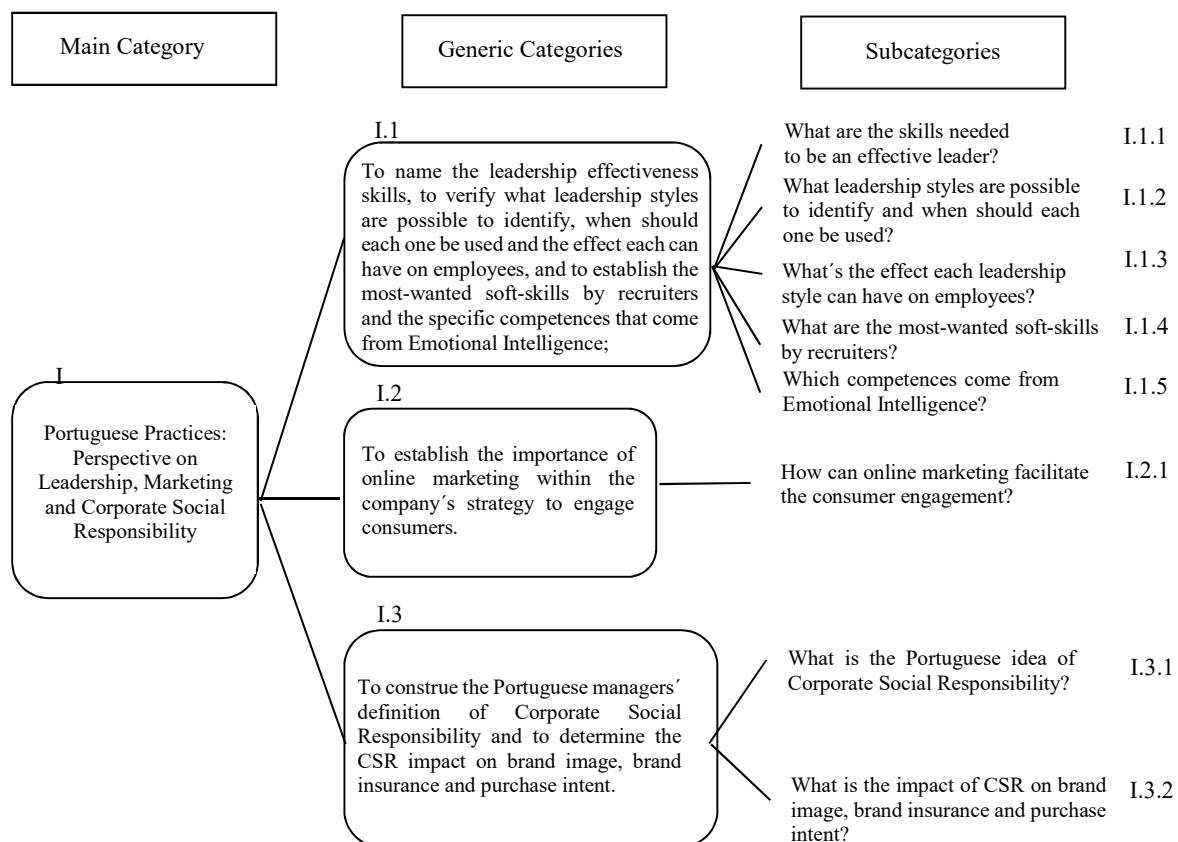
Coding of the Interview Corpus

In all the interviews the interviewees' responses were recorded using a pen on the interview script (Annex I) printed on paper. From the documented written texts, the process of explaining, systematizing and expressing the content of the messages, promoted by the content analysis, was organized according to the three chronological poles of Bardin (1977), that is, in a first phase giving rise to the organization and systematization of ideas, in a second one where all the material was explored, being in the end the treatment and the respective interpretations of the

obtained results. Regarding the primary source used and given the Research Objectives of the thesis, the interview was the most appropriate method to collect information, because although the analyses may be implicit in a certain degree of subjectivity associated with the answers given, it is a method that allows being the social actors themselves to provide data on the phenomenon under study (Carmo & Ferreira, 2015). In terms of the fifteen interviews carried out, this number also guaranteed a certain degree of reliability according to Vilelas (2009), since it fits within the parameters recognized by the author as acceptable when conducting a qualitative research, varying between 15 to 20 interviews.

The interview script was designed based on the Research Objectives and Research Questions presented on the Research Logical Framework (Table 17 on Chapter II). Apart of the Research Questions (five concerning the Leadership theme, one concerning Marketing, and two relatives to Corporate Social Responsibility), two sections were designed with questions whose objective was to characterize the profile of the interviewees and the companies they work for. Figure 5 presents the way the interview corpus was categorized and coded.

Figure 5 Categorization and Coding of the interview corpus for qualitative analysis

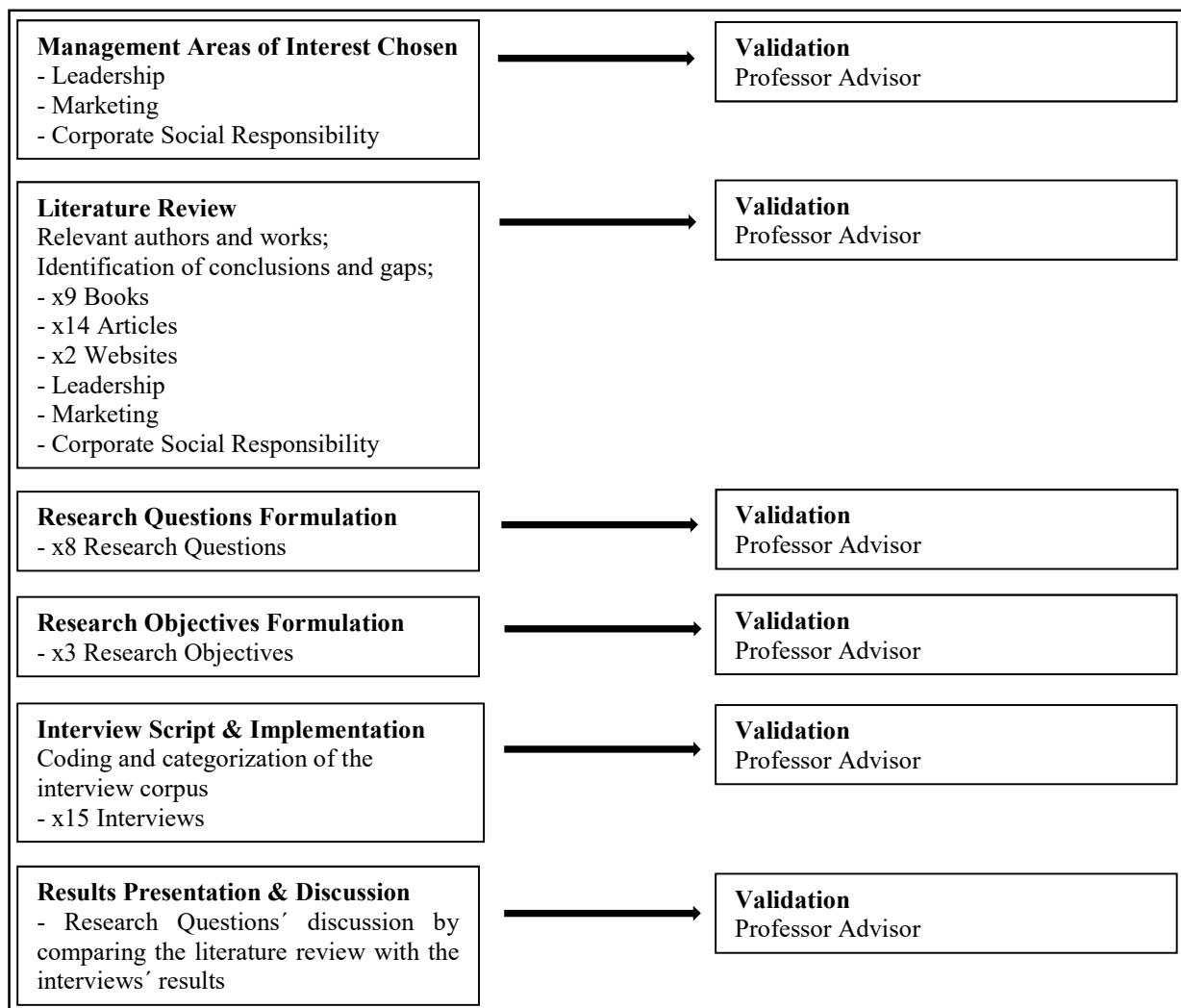


Source: Elaborated by the Author

1.2. Investigation Model Framework

As shown in Figure 6, the present research was developed in different phases. First, the three themes of interest for research were chosen: Leadership, Marketing and CSR. Based on the themes chosen, a bibliographical research and analysis of relevant authors and works was done so that conclusions and gaps could be identified. A total of 9 books, 14 articles and 2 websites were the basis of what the next step was: the construction of eight Research Questions and three Research Objectives. Based on these, the research method that led to the interview script and its application to 15 interviewees was defined. Finally, the results of the research were confronted with the results found in the literature in order to understand how they were complemented and what was the real contribution of this research to the State of the Art and to the Corporate Sector.

Figure 6 Investigation Model Framework



Source: Elaborated by the Author

1.3. Research Objectives and Research Questions

The present thesis aims to present a study that identifies the tendencies of the Portuguese managers perspectives on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing, CSR definition and the impact that can have on brand image, brand insurance and purchase intent. So that to be possible, based on secondary sources consisting of bibliographic research and information processing, included the systematized study based on books, journals, scientific articles and electronic networks, were formulated Research Questions and, subsequently, the Research Objectives so that the purpose of the investigation could be fulfilled.

The First Research Objective was to name the leadership effectiveness skills, to verify what leadership styles are possible to identify, when should each one be used and the effect each can have on employees, and to establish the most-wanted soft-skills by recruiters and the specific competences that come from Emotional Intelligence. To achieve this objective were formulated the following Research Questions:

- RQ1: What are the skills needed to be an effective leader?
- RQ2: What leadership styles are possible to identify and when should each one be used?
- RQ3: What's the effect each leadership style can have on employees?
- RQ4: What are the most-wanted soft-skills by recruiters?
- RQ5: Which competences come from Emotional Intelligence?

The Second Research Objective was to establish the importance of online marketing within the company's strategy to engage consumers. To achieve this objective was formulated the following Research Question:

- RQ6: How can online marketing facilitate the consumer engagement?

The Third Research Objective was to identify the Portuguese idea of Corporate Social Responsibility and the impact managers think CSR can have on brand image, brand insurance and purchase intent. To achieve this objective were formulated the following Research Questions:

- RQ7: What is the Portuguese idea of Corporate Social Responsibility?
- RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

2. Sample Characterization

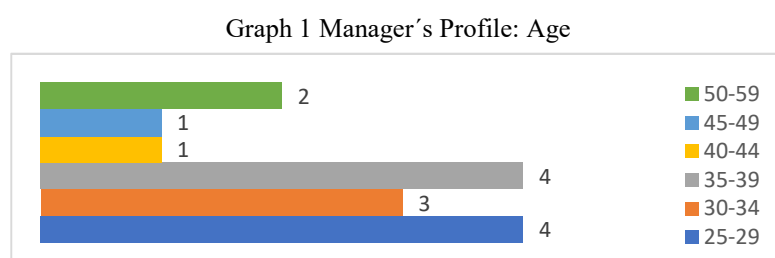
2.1. Type and Selection

To drive this investigative study, primary-sourced data was collected by analyzing a total of fifteen interviews done to Portuguese managers that occupy managerial positions that affect the strategic management decisions at the corporate level, across distinct firms. The selection criteria were two: to be Portuguese and to have a management role in a company that affects the company's strategic decisions. A total of fifteen interviews were done: fourteen presential interviews and one VoIP interview done through the *WhatsApp* Video Call option, being all the Interview Script Supports (Annexes II, III, IV, V and VI) that were presented in the presential interviews, given through a *Google Form* specifically designed to this interview (Annex VII) so each support material could be given one by one at the right time.

The interviews were done to managers who were of the author's convenience. Of all the options it was possible to choose from in respect to the selection criteria, there were intentionally chosen fifteen persons that could better be of interest for the study. There was also a concern to have a high level of heterogeneity regarding interviewees' gender, age, academic background and management role, and the companies' type of industry and companies' dimension in terms of number of employees and companies' 2017 revenues.

2.2. Managers

The interviewees are identified by the letter "M" (as for Managers) and numbers from 1 to 15. As seen in Table 18, the sample consists of fifteen people: five women (one third: 33,3%) and ten men (two-thirds: 66,6%). Fourteen interviewees work in Lisbon (Portugal) and one in New York (USA). The sample has a mean age of 36.4 years-old, being the oldest respondent 58 years-old and the youngest 25 years-old. As Graph 1 shows, four managers have between 25-29 years-old (26,66%), three have between 30-34 years-old (20%), four have between 35-39 years-old (26,66%), one have between 40-44 years-old (6,66%), one have between 45-49 years-old (6,66%), and two have between 50-59 years-old (13,33%).



Source: Elaborated by the Author

Table 18 Interviewees' Profile: Managers' Characterization

Interviewees' Profile: Managers Characterization				
M	Sex	Age	Role	Academic Background
M1	Male	46	Chief Executive Officer	PhD: Management
M2	Male	25	Project Manager	MSc: Business Administration
M3	Male	35	Consultant	MSc: Industrial Engineering and Management
M4	Male	58	Export Manager	High-School Diploma
M5	Female	30	Vice-President	MSc: Finance
M6	Male	32	Chief Marketing Officer	BA: Sciences of Communication
M7	Female	28	Artist Manager	MSc: Marketing
M8	Male	54	Chief Executive Officer	BA: Industrial Design
M9	Male	41	Music Content Manager	BA: Journalism
M10	Male	35	General Manager	PGDip: Management
M11	Female	28	Financial Controller	BA: Business Administration
M12	Male	36	Financial Director	BA: Corporate and Public Management
M13	Female	32	Project Manager	PGDip: Management
M14	Male	26	Project & Social Media Manager	PGDip: Music Production
M15	Female	38	Production Manager	BA: Corporate Communication

Source: Elaborated by the Author

As seen in Table 18 and 19, the sample is composed by a Vice President, two Chief Executive Officer's (CEO), one General Manager, one Export Manager, one Chief Marketing Officer (CMO), two Project Managers, one Project and Social Media Manager, one Consultant, one Financial Controller, one Financial Director, one Artist Manager, one Music Content Manager and one Production Manager.

Table 19 Managers' Profile: Role

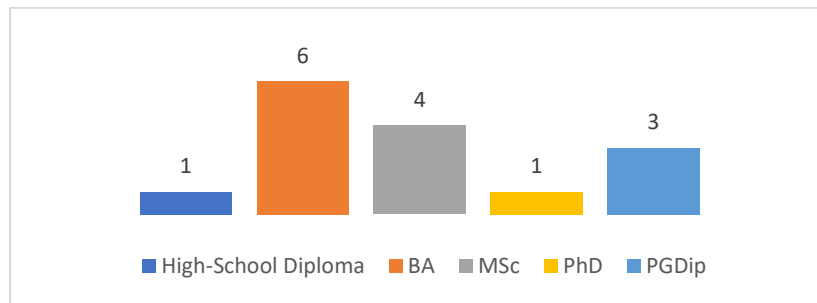
Managers' Profile		
Role	Absolute Frequency	Relative Frequency
Vice President	1	6,66%
Chief Executive Officer	2	13,33%
General Manager	1	6,66%
Export Manager	1	6,66%
Chief Marketing Officer	1	6,66%
Project Manager	2	13,33%
Project and Social Media Manager	1	6,66%
Consultant	1	6,66%
Financial Controller	1	6,66%
Financial Director	1	6,66%
Artist Manager	1	6,66%
Music Content Manager	1	6,66%
Production Manager	1	6,66%
Total	15	~100%

Source: Elaborated by the Author

Regarding the academic background, as shown in Graph 2, of the sample one interviewee has a high-school diploma (6,66%), six have a Bachelor's Degree (40%), four have Master's Degree

(26,66%), three have Post-Graduate's Degree (20%) and one is a Philosophiae Doctor (6,66%). Interviewees have also been intentionally chosen for the sample to have a great diversity in terms of areas of study and academic training. The sample is composed of people with backgrounds in Management, Business Administration, Industrial Engineering, Finance, Sciences of Communication, Journalism, Marketing, Design, Music and Psychology (Table 18).

Graph 2 Managers' Profile: Academic Background



Source: Elaborated by the Author

2.3. Companies

The sample is made up of companies operating in various areas and industries. The Tables 20 and 21 show how many interviewees work in each industry: two work in the Consulting industry; one in Strategy; one in the Food & Beverages industry; one in a Bank; two in companies doing Event Management and Brand Activation; one works to company working within the Music Industry; one in an Architecture & Design company; one works in Television; three work in a company working within the Entertainment industry; one works in the Tourism sector; and one works in Digital Communication.

Table 20 Companies' Profile: Industry/Sector

Companies' Profile		
Industry/Sector	Absolute Frequency	Relative Frequency
Consulting	2	13,33%
Strategy	1	6,66%
Food & Beverages	1	6,66%
Bank/Finance	1	6,66%
Events Management & Brand Activation	2	13,3%
Music Industry	1	6,66%
Architecture & Design	1	6,66%
Television	1	6,66%
Entertainment	3	20%
Tourism	1	6,66%
Digital Communication	1	6,66%
Total	15	~100%

Source: Elaborated by the Author

As shown in Table 21, regarding the volume of invoicing, from those it was possible to obtain this information (some interviewees did not want to disclose the company's revenues), it is possible to verify that the companies are very different from each other. From the disclosed information, the revenues volume ranges from half a million euros (turnover of M3's company) to 38 billion dollars (billing volume of M5's company).

Table 21 Interviewees' Profile: Companies' Characterization

Interviewees' Profile: Companies' Characterization			
M	Industry/Sector	2017 Revenues	Number of Employees
M1	Management Consulting	Independent Consultant	
M2	IT Consulting	€5.000.000	120
M3	Strategy and Management	€500.000	9
M4	Food & Beverages Agriculture	€1.200.000	25
M5	Bank/Finance	USD \$37.945.000	57.000
M6	Events Management & Brand Activation	*€12.000.000	80
M7	Music Industry	€1.000.000	6
M8	Architecture & Design	-	1
M9	Television	-	20
M10	Entertainment	(5.000% growth rate from 2017 to 2018)	30
M11			
M12			
M13	Tourism/Travel Agency	-	7
M14	Digital Communication	-	6
M15	Events Management & Brand Activation	-	7

Source: Elaborated by the Author
*2016 Revenues

With regards to the number of employees, due to the differences between the companies a chart would not be easy to read. As can be seen in also in Table 21, the companies are different from each other, from M8's company that has only one collaborator, to M11, M12 and M13 that has 30 employees, to M2 that has 120 employees, to M5 with 57,000 employees.

CHAPTER IV | Investigation Results Presentation and Discussion

In this Fourth Chapter are presented and discussed the investigation results in relation to the literature that was reviewed in the First Chapter and that was the moto to the formulation of each Research Question (Table 17 in Chapter II). All Content Analysis tables that present the interviewees' answers have indicated the Generic Category (GC) and Subcategory (SC) to which the answers relate (Figure 5).

1. What are the skills needed to be an effective leader?

To collect the data needed for a complete answer to the first Research Question, the question was worked in three moments. At first, the following open question was asked with the aim of not only perceiving the leadership skills most identified by the interviewees but also comparing Portuguese top-ten with the top-ten of effective leadership skills of the study by Whetten & Cameron (1991) and Luthans (2011): "What are the skills needed to be in the effective leader?". Here the interviewees were able to freely respond to the question without having their response conditioned.

In Table 22 it is possible to see which eight competencies were mentioned more often by the interviewees: interpersonal skills and humility were both mentioned five times; communication and clarity (goals, objectives, direction and decisions) were both mentioned four times; and organization, leading by example, ability to listen and adaptability/flexibility were all mentioned three times. In total, forty-one terms were indicated to identify leadership effectiveness skills. In addition to the eight competencies mentioned by three or more interviewees, the following competencies were identified by two interviewees: common-sense, delegating, motivational, setting goals, empathy, people management, objectivity, assertiveness, team management, ability to coach and ability to teach.

Table 22 Content Analysis: Interviewees' perception on what skills are needed for a leader to be effective

Interviews – Content Analysis			
M	Answers	GC	SC
M1	"Common-sense; Communication; Organization; Coordination; Monitoring; Lead by example; Ability to listen;"	I.1.	I.1.1.
M2	"Inspirational; Perceptive and shrewd; Interpersonal skills;"	I.1.	I.1.1.
M3	"Trustworthy; Delegating; Ability to learn; Personal development; Humility;"	I.1.	I.1.1.
M4	"Motivational; Delegating;"	I.1.	I.1.1.
M5	"Ability to listen; Able to interact and relate with peers and subordinates; Lead by example; Ability to encourage and compliment; To set clear and realistic goals; To make clear decisions;"	I.1.	I.1.1.
M6	"Humility; Communication; Interpersonal skills; Empathy; Observer; Ability to listen; Seeker for knowledge;"	I.1.	I.1.1.

M7	“To point a clear direction; To define valid and clear objectives; To be clear and objective; Ability to manage people and to create and maintain a good work environment; To know how to prioritize;”	I.1.	I.1.1.
M8	“Self-Confidence; Communication; Objectivity; Psycho-Social competences;”	I.1.	I.1.1.
M9	“Communication; Assertiveness; Team and people management; Someone who can see the “big picture” at the same time it can sees the “small-picture”; Ability to motivate a team;”	I.1.	I.1.1.
M10	“Humility; Common-sense; Adaptability/Flexibility; Empathy;”	I.1.	I.1.1.
M11	“Interpersonal Skills; Creativity; Problem-Solving; Adaptability; Team Spirit;”	I.1.	I.1.1.
M12	“Humility; Determination; Assertiveness; Organization; Emotion Intelligence;”	I.1.	I.1.1.
M13	“Lead by example; Ability to help employees to find a purpose; Ability to coach; Ability to teach/to be teacher; Dynamic; Ability to adapt to different people and situations; To be a maker;”	I.1.	I.1.1.
M14	“Good with people; Ability to read people; Organization; Ability to teach; Humility; Patience to let people to do mistakes and to learn from them; Willingness to amend and to assist employees;”	I.1.	I.1.1.
M15	“Interpersonal skills and team management skills; Ability to make people feel the freedom to be creative and to experiment; Ability to show each employee which direction to take; Ability to coach and support those led;”	I.1.	I.1.1.

Source: Elaborated by the Author

Since there were eleven skills that were identified twice each, it was not possible to identify a Portuguese top-ten to be able to be compared with the top-ten of effective leadership skills of the study presented by the authors. However, as shown in Table 22, it's possible to verify that interviewees pointed out skills also identified in the works of Whetten & Cameron (1991) and Luthans (2011), as communication, ability to listen, problem-solving, motivating, delegating, setting goals and team building. Five of the ten skills in the study by Whetten & Cameron (1991) and Luthans (2011) were not mentioned by any of the interviewees: managing time and stress; managing individual decisions; articulating a vision; self-awareness; and managing conflict. Only one respondent used the term "Emotion Intelligence" as a competence for leadership effectiveness, although many others have identified competencies that come close to or even come from Emotion Intelligence according to Goleman (2004).

Secondly, ten response options were presented based on the literature review of the authors Whetten & Cameron (1991) and Luthans (2011) which point out the results of a study on effective leadership skills, and interviewees were asked to choose the three skills that they consider to be the most important for leadership effectiveness out of the ten options given (Annex II) with the objective of perceiving which skills the interviewees considered the most important of the ten presented in the study of the authors.

As can be seen in Table 23, "Motivating and influencing others" was chosen eleven times (24.4%), "Recognizing, defining, and solving problems" was chosen ten times (22.2%) and

"Verbal communication (including listening)" was chosen eight times (17.8%). These are then considered by the interviewees the three most important skills for leadership effectiveness among the list of ten options presented based on the works of Whetten & Cameron (1991) and Luthans (2011). "Delegating" and "Setting goals and articulating a vision" were each pointed out by 5 respondents (11.1%) as being important, and the competencies that were considered the least important were "Managing time and stress", "Self-awareness" and "Managing conflict", the three chosen only by one of the interviewees (2.2%).

Table 23 Content Analysis: Interviewees' perception on what skills are needed for a leader to be effective considering the ten options given

Interviews - Content Analysis					
Options Given	M	Abs. Freq.	Rel. Freq. (to 45)	GC	SC
Verbal communication (including listening)	M1, M2, M5, M6, M7, M8, M11, M12	8	17,8%	I.1.	I.1.1.
Managing time and stress	M14	1	2,2%	I.1.	I.1.1.
Managing individual decisions		0	0%	I.1.	I.1.1.
Recognizing, defining, and solving problems	M1, M5, M6, M9, M10, M11, M12, M13, M14, M15	10	22,2%	I.1.	I.1.1.
Motivating and influencing others	M2, M3, M4, M6, M7, M8, M10, M12, M13, M14, M15	11	24,4%	I.1.	I.1.1.
Delegating	M1, M3, M4, M8, M9,	5	11,1%	I.1.	I.1.1.
Setting goals and articulating a vision	M2, M5, M7, M9, M10	5	11,1%	I.1.	I.1.1.
Self-awareness	M13	1	2,2%	I.1.	I.1.1.
Team Building	M3, M4, M11	3	6,7%	I.1.	I.1.1.
Managing Conflict	M15	1	2,2%	I.1.	I.1.1.

Source: Elaborated by the Author

Finally, the four categories of effective leadership skills contained in the literary works of Whetten & Cameron (1991), Covey (2004) and Luthans (2011) (Annex II) were presented and interviewees were asked to rank the four categories in order of importance with the aim of perceiving whether it would be possible to identify in the interviewees a tendency of responses as to which of the categories of competences would be the most or least important. As shown in Table 24, there is a category of competencies that stands out clearly from the others as being the most important: "Participative and human relations" (15.3%), considering that the smaller the sum of results, the greater the importance. This category was chosen by eight interviewees as the most important and chosen by six as the second most important. The category identified as the second most important was "Competitiveness and control" (23.3%). This result is consistent with the answers given in the open question (Table 22) and with the options chosen in the closed answer question (Table 23), since "Verbal communication (including listening)" and "Team building" combined and "Motivating and influencing others" were the competencies considered to be the most important.

Table 24 Content Analysis: Interviewees ranking of the four categories of skills for leadership effectiveness

Interviews – Content Analysis						
M	Participative and human relations (i.e.: supportive communication and team building);	Competitiveness and control (i.e.: assertiveness, power, and influence);	Innovativeness and entrepreneurship (i.e.: creative problem solving);	Maintaining order and rationality (i.e.: managing time and rational decision making);	GC	SC
M1	2	3	1	4	I.1.	I.1.1.
M2	1	2	4	3	I.1.	I.1.1.
M3	1	3	4	2	I.1.	I.1.1.
M4	2	1	4	3	I.1.	I.1.1.
M5	3	1	4	2	I.1.	I.1.1.
M6	1	2	3	4	I.1.	I.1.1.
M7	1	3	2	4	I.1.	I.1.1.
M8	1	3	2	4	I.1.	I.1.1.
M9	2	1	3	4	I.1.	I.1.1.
M10	2	1	3	4	I.1.	I.1.1.
M11	1	3	4	2	I.1.	I.1.1.
M12	1	3	2	4	I.1.	I.1.1.
M13	1	4	2	3	I.1.	I.1.1.
M14	2	1	4	3	I.1.	I.1.1.
M15	2	4	3	1	I.1.	I.1.1.
Abs. Freq.	23	35	45	47		
Rel. Freq. (to 150)	15,3%	23,3%	30%	31,3%		

Source: Elaborated by the Author

It is interesting to note that in Table 24 the "Innovation and Entrepreneurship (i.e.: creative problem solving)" category is the second least important (30%), but in Table 23 the competence "Recognizing, defining, and solving problems" is the most important (22.2%). Considered the least important was "Maintaining order and rationality" (31.3%) that had a very similar result to "Innovation and Entrepreneurship" (30%). Comparing the ranking made by the M5 and the M12, one can perceive that what's important for one, for another it's not important at all, for example "Competitiveness and control", which is the most important category for M5, is the second less important for M12. Differences such as these can be related to the type of industry in which both are (M5: Finance; M12: Entertainment), although they have some similarities as for example in Table 23 in which both identify as more important competences of the list of Whetten & Cameron (1991) and Luthans (2011) to be "Verbal communication (including listening)" and "Recognizing, defining, and solving problems".

2. What leadership styles are possible to identify and when should each one be used?

For the second Research Question, with the objective of perceiving which leadership styles the interviewees identify comparatively to the eight identified in the works of Goleman (2000),

Daniel (2002) and Iqbal *et al.* (2015) and when the interviewees think that each style should be used, also in comparison to what is defended by the authors, firstly was asked the open-ended question “What leadership styles are possible to identify and when should each one be used?”. This question was open so the interviewees wouldn’t have their response conditioned.

As seen in Table 25, in total, the fifteen interviewees identified twenty-seven leadership styles. The styles identified by most interviewees were the "democratic" style (identified by 7), the "autocratic" style (identified by 5), the “dictator” and “authoritative” styles (identified by 4), “lead by example”, "motivational", “participative” and "coaching" (identified by 3). The "inspirational", "relational", "passive" and "liberal" styles were identified by two interviewees each and identified only once each were "laissez faire laissez-passer", "directive", "transformational", "same level", "human", "financial", "situational", "guidance", "assertive", "humble/modest", "friendly", "absent", "incompetent", "egocentric” and "low-profile".

Table 25 Content Analysis: The leadership styles interviewees can identify and their perception on when each leadership styles should be used

Interviews – Content Analysis				
M	Answers	GC	SC	
M1	“ Autocratic : it should be used during crises; Democratic : it should be used in every situation apart from situations of crises; “ Laissez-faire laissez-passer ”: it should never be used.”	I.1.	I.1.2.	
M2	“ Dictator : this style should be used during times of crises because there is no time for everyone to give their opinion about what needs to be done; the leader needs to be aggressive for employees to do what they are told to do, explaining the consequences if they don’t; Inspirational and “ Lead by Example ”: this leadership style can also be associated to the motivational style. It should be used all the time hand-in-hand to the “lead by example” style.”	I.1.	I.1.2.	
M3	“ Autocratic/Authoritative : it should be used only in some specific contexts like agriculture and industry, and in countries less developed. In these countries the leader can listen to the employees but it should not take into consideration what they say considering the lack of education and academic background; Participative : it should be used in the consulting industry; Dictator : should never be used; Relational : It should be used in more creative contexts when there is a need for new ideas and solutions; Democratic : it should be used in big corporations so the decisions can be made taking into consideration the vision and opinion and all the employees; I think that the democratic, relational and participative leadership styles are intimately connected.”	I.1.	I.1.2.	
M4	“ Participative : it should be used to approach more subjective subjects in which everyone’s contribute is beneficial/adds value. Example: R&D teams; Directive : directive leaders turn to be a “boss” and not a leader. A good leader can be a good “boss” but a “boss” is not always a good leader. A directive leader can only get results using terror. Example: Assembly line.”	I.1.	I.1.2.	
M5	“ Autocratic : ruling with an ‘iron fist’ when the team has not been able to perform and still needs to meet the deadline; Democratic : involving all team members in the decision process, usually used when the task is going to be long and demanding; Transformational : leading each team member to reach their full potential.”	I.1.	I.1.2.	
M6	“ Dictator : it should be only used in situations of conflict and instability once it affects the team spirit. These are the only situations where it is effective; Passive : it should never be used; Democratic : it should be used in every situation except in conflict or instability scenarios.”	I.1.	I.1.2.	

M7	“ Dictator : it should only be used to control situations of crises where there is no other option or solution and it’s clear that any other leadership style would be effective; Democratic : it should be all the time to allow everyone’s equally participation. It should not only be used a professional context but also in the family environment, from parents to children; Liberal : although it’s clear who’s the leader, the leader trusts employees when they have more expertise in certain area (Example: a management company that happens to have a design department: the manager should trust designers regarding what works or doesn’t).”	I.1.	I.1.2.
M8	“ Autocratic : it should be used in any company; Democratic : it should be used in every small and mid-size enterprises; Liberal : it should be used in big and complex companies.”	I.1.	I.1.2.
M9	“ Lead by example ”, “ Same level leadership ”, “ Human Leadership ” and “ Financial Leadership ” are all types of leadership that can and should be used. The leader must employ and adjust the leadership style considering the phase/period the company is going through.”	I.1.	I.1.2.
M10	“There is only one major leadership style I can identify: the Situational leadership style. Any other leadership style I could say it’s just a subdivision of the situational style. The Situational should be used all the time but for instance the Participative style should be used in board meetings, the Coaching style when dealing with senior employees and Guidance style when dealing with junior employees or interns. The leader should always adapt his/her leadership style according to the situation and according to the company, the type of industry in which it operates and according to the phase the company is going through.”	I.1.	I.1.2.
M11	“ Autocratic : it should be used in big corporations and when leaders need to get quick results; Democratic : it should be used only in some departments (ex.: marketing departments); Relational : it should be always used.”	I.1.	I.1.2.
M12	“ Assertive : it’s appropriate when ideas and decisions are not clear and in a very competitive context; Authoritative : should be used in extreme cases where the personal or professional dignity of someone is called into question; Passive : whenever the ideas of two people are not the same and one of these people sends someone to defend their vision; Humble/Modest : it should always be used so long as it is not mistaken for lack of determination.”	I.1.	I.1.2.
M13	“ Coaching : in training, on the ground and mainly in sales teams; Authoritative : it should be used when it is necessary to make decisions in situations of economic and financial crisis; Motivational/Inspirational : it should be used in team building processes, to motivate sales teams and for talent management; Lead by example : it should be used in every situation; it’s the most important leadership style.”	I.1.	I.1.2.
M14	“ Authoritative : in situations of crisis or short time to make decisions; Friendly : should be used when working with teams, when the team has difficulty solving problems or when it is necessary to motivate some employees; Absent : can be used when all workers have a lot of work to do and they already know how to do it; Incompetent : it should never be used.”	I.1.	I.1.2.
M15	“ Egocentric : it should never be used; Motivational : it should always be used and specially when a team is unmotivated and in difficulties. This type of leader can often turn out to be self-interested and just want to motivate his or her employees to get good results and say that it was he who got them; Coaching/Low-Profile : it should always be used.”	I.1.	I.1.2.

Source: Elaborated by the Author

Of the twenty-seven identified leadership styles, authoritative, democratic, coaching, autocratic and participative styles coincide with five of the eight styles identified in the works of Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015). Although the coercive, affiliative and pacesetting styles have not been identified with this name, in the styles identified by the interviewees can be found some that can be related to this three. Some of the respondents consider that there are styles that are so interrelated that they cannot be clearly distinguished from each other. It is the

case of M2 that relates the "inspirational", "lead by example" and "motivational" styles, the case of M3 associating "autocratic" with "authoritative", M13 that links "motivational" and "inspirational" styles, and the case of M15 that relates the "coaching" style with the "low-profile".

Regarding when each style of leadership should be used, M9 and M10 argue that all styles should be used depending on the situation, the type of company and the phase/period they are going through, which is in line with Girardi *et al.* (2012), Boddy (2014) and Iqbal *et al.* (2015), who affirm that certain leadership style is a better fit in certain circumstances than other. As a complement to the work of Luthans (2011) and Iqbal *et al.* (2015) who argue that the authoritative style should be used when employees are unfamiliar or lack know-how, when there is misuse of authority, when rules are not complied with or when the business is adrift, M3 adds that this is a style that works particularly well in industry and agriculture and in less developed countries where employees do not have a good academic background. M13 and M14 argue that the authoritative style should be used only in situations of economic-financial crisis or when there is a short period for decision-making. M12 adds that the authoritative style should only be used in extreme situations when it comes to one's personal and professional dignity.

As regards to the democratic style, the seven participants who identified this style argue that it is a style to be used in the face of long and demanding tasks, and in every situation apart from crises (M1), conflict or instability scenarios (M6). M7 argues that this style should be used not only in a professional context but also in the personal and family contexts to ensure the equal participation of all elements. It's interesting to notice that, on the one hand M3 thinks that the democratic style should be used in big corporations, but on the other, M8 thinks that it should only be used in small-medium enterprises.

Regardless of the size of the company, M11 thinks this style should only be used in more creative departments such as marketing departments. All this is a complement to the works of Likert (1967), Luthans (2011), Girardi *et al.* (2012), Boddy (2014) and Iqbal *et al.* (2015), who argue that the democratic style should be used in meetings of improvements in which creative problem-solving is necessary, in situations of training to leadership roles, for a good and efficient task performance and when the leader wants to discuss ideas about which direction to take. According to M13, the coaching style is especially appropriate in situations of training of new employees (especially in sales teams), which goes to meet Goleman (2000) who refers that

coaching is a style that should be used when employees are aware of their weaknesses and want to improve, and when employees want to cultivate new abilities. For M15, coaching is the leadership style that should always be used, an idea that is complemented by M10 who feels it should be used especially when dealing with senior employees.

Regarding respondents' responses to when the autocratic style should be used, some answers totally meet what is present in the literature. In the works of Likert (1967), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015), it is argued that this style should be used in situations of crisis or urgent problems that require immediate response, which is referred to by M1 as saying that this style should be used in crisis situations, and by M5 and M11 who say that this style should be used by leaders when they need quick answers. For M11 this style is appropriate only for big corporations but for M8 it is a style suited to any type of company.

As advocated by Girardi *et al.* (2012), Boddy (2014) and Iqbal *et al.* (2015), M4 also believes that participative style should be used in innovative and creative processes in which everyone's contribution adds value. M10 refers to the adequacy of this style in board meetings, complementing the authors' perspective that the style is appropriate in team and evaluation meetings. These perspectives, including that of M3 which points out that this is a style to be used especially in the consulting industry, complement the authors' references as to the suitability of the style for the leader to motivate top-performers and when dealing with competent and talented employees.

Finally, as an attempt to understand the leadership style with which the Portuguese identify the most, the eight leadership styles discussed in the literary works of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) were presented (Annex III) and interviewees were asked to choose the leadership style they think to be the best CSR definition. Of the eight leadership styles presented, there are three styles that clearly stand out from the others because they are the ones chosen by the most by respondents. The "participative" style and "coaching" style were pointed out by five interviewees each, and the "democratic" style was pointed out by four interviewees (Table 26).

Table 26 Content Analysis: Resume of the leadership styles to which the interviewees most identify themselves with

Interviews – Content Analysis					
Options Given	M	Abs. Freq.	Rel. Freq. (to 15)	GC	SC
Democratic (“What do you think?”)	M1, M8, M10, M11	4	26,7%	I.1.	I.1.2.
Authoritative (“Come with me.”)		0	0%	I.1.	I.1.2.
Coercive (“Do what I tell you.”)		0	0%	I.1.	I.1.2.
Affiliative (“People come first.”)	M15	1	6,7%	I.1.	I.1.2.
Participative	M2, M3, M4, M5, M9	5	33,3%	I.1.	I.1.2.
Coaching (“Try this.”)	M6, M7, M12, M13, M14	5	33,3%	I.1.	I.1.2.
Pacesetting (“Do as I do, now.”)		0	0%	I.1.	I.1.2.
Autocratic		0	0%	I.1.	I.1.2.

Source: Elaborated by the Author

As a second choice, M2 who chose "participative" would have chosen "coaching"; M3 that chose "participative" would have chosen "democratic"; M4 that chose participative would have chosen "affiliative"; M7 who chose "coaching" would have chosen "democratic"; M12 who chose "coaching" would have chosen "participative"; and M15 who chose "affiliative" would have chosen "democratic". M7 considers that the "coaching" and "democratic" styles are deeply connected and are very similar to each other: *“at the same time the leader explains step-by-step what one must do, the leader ends up asking if one agrees or if one would proceed any other way.”* It is interesting to note that M3, M7 and M15 who chose "participative", "coaching" and "affiliative" respectively, would have chosen the "democratic" style as the second option, and three of the five interviewees who chose "participative" (M2, M3 and M4) - would choose as second hypothesis the style "coaching", "democratic" and "affiliative", respectively.

3. What’s the effect each leadership style can have on employees?

In the third Research Question, in order to understand if there are similarities, differences or complements to the effects that each of the eight leadership styles identified and described by Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015) have on employees, interviewees were asked to consider the leadership styles they’ve identified in the second Research Question and to answer the open question “What’s the effect each leadership style can have on employees?”. The results are presented in Table 27.

Table 27 Content Analysis: Interviewees’ perception on the effect each leadership style can have on employees

Interviews – Content Analysis			
M	Answers	GC	SC
M1	“Autocratic: employees feel they are not listened but they know which way to go; in a short-term it increases productivity perspective but it’s not sustainable in the long-term; Democratic: it gives room for employees’ creativity; employees feel listened that increases their commitment to the company which benefits the relation between the	I.1.	I.1.3.

	company and its clients; it makes employees feel motivated to come up with different ideas, processes and products; “ Laissez-faire laissez-passer ”: employees feel distance to the leader; it leads to employees to form small groups between them inside the company.”		
M2	“ Dictator : employees revolt against the leader; they feel unmotivated and that affects their productivity; Inspirational : good working climate; employees feel oriented; it increases productivity; it increases motivation; employees reach the objectives faster; people feel motivated by knowing the direction to take and they feel they’re listened because they have a close relationship to the leader; Lead by Example : it kills creativity and innovation; everything is done by the book; it creates “robot-people”;	I.1.	I.1.3.
M3	“ Autocratic/Authoritative : employees feel oriented and know which direction to take; the objectives are clear; it limits employees’ development because they only execute, they do not give inputs; Participative : people feel motivated; people participate in the decision-making processes; this style can lead to wrong management employees’ expectations; Dictator : employees have clear what are the consequences for their actions; it limits the employees’ growth; Relational : employees feel motivated; it facilitates personal relations; the downside of this leadership style is the fact that the leader can be very manipulative; Democratic : employees feel motivated because they feel listened and that their opinion matters.”	I.1.	I.1.3.
M4	“ Participative : once it facilitates the communication, employees feel listened and valued and that increases their motivation that by its turn leads to the company’s progress and development. Directive : it creates a “routine” and employees don’t feel motivated and valued. They don’t have room to be creative and they loss productivity and efficiency.”	I.1.	I.1.3.
M5	“ Autocratic : creates fear and can lead to disruptive work environments; Democratic : creates a sense of belonging and common goals; it’s positive for the work environment but doesn’t allow individuals to develop their full potential; Transformational : positive for the employees motivation but can lead to complex work environment situations.”	I.1.	I.1.3.
M6	“ Dictator : it affects the employees’ motivation because they only execute what their told to do and there’s no room for them to give their opinion or to share their vision and once their creativity is not taken into consideration which slows the company’s progress; Passive : the leader just let things run without interfering too much and that originates instability and poor performances; Democratic : the leader knows the team and creates personal relations which increases employees sense of belonging and, by its turn, it increases the performance.”	I.1.	I.1.3.
M7	“ Dictatorship : it has a overall negative impact; Democratic : it creates a sense of belonging on employees. They feel they’re heard and that they are a part of a team and a part of something bigger than them. Liberal : it has similar effects to the democratic style, but the liberal style creates more room so the natural leaders to reveal themselves.”	I.1.	I.1.3.
M8	“ Autocratic : it has negative effects in any organization; there is lack of confidence between employer and employees; employer and employees don’t have common objectives; there isn’t a global vision; it slows the company’s growth; employees feel totally frustrated; Democratic : employees feel confidence in their leader; employer and employees work together in a constructive, participative and creative way; Liberal : same impact as the democratic but in the liberal style employees admire their leader.”	I.1.	I.1.3.
M9	“ Lead by example : the impact is totally positive. It creates a sense of belonging and that improves employees’ productivity; Same level leadership: it has also a positive impact but has a downside: it’s unclear who’s the boss and that can lead to objectives not be clearly defined; Human leadership: it increases employees’ motivation and that, by its turn, increases their productivity; the leader can forget the organization’s objectives and the employees can feel without direction; Financial leadership: the objectives are clear to everyone; employees lack support and they don’t feel heard and motivated;”	I.1.	I.1.3.
M10	“The Participative , Coaching and Guidance have, in general, great positive impact on employees’ motivation and performance; the Authoritative style on the other hand can freeze employees because of the way things are said to them, but once they get over the initial shock they improve their performance; when using the Democratic leadership style, the leader makes employees feel more motivated and that increases performance. A democratic style that includes employees in the decision-making process is the best way to motivational technique a leader can use.”	I.1.	I.1.3.
M11	“ Autocratic : facing an autocratic leader employees lack motivation and they start looking for a new job. To be under orders of an autocratic leader, and having me as an	I.1.	I.1.3.

	example, can lead to a depression; Democratic : it can undermine the leader's authority as employees may confuse who the leader is; it can generate conflicts and irresponsibility; Relational : it increases motivation; there is a greater focus on the objectives; employees know their place and what to do; employees feel motivated by feeling their job valued."		
M12	" Assertive : employees feel safer and more supportive but very aware of what can happen if they make a mistake; Authoritative : employees feel less motivated and this affects their proactivity and creativity. It may lead them to look for another job; Passive : employees feel little valued and little supported, not knowing what to do; Humble/Modest : employees feel motivated, valued and with a greater sense of belonging. They feel more encouraged to participate in decision-making processes."	I.1.	I.1.3.
M13	" Coaching : the employees feel recognized and more motivated and this makes them more committed and their performance improves; Authoritative : the employees feel little understood and unmotivated and do not perceive the reasons behind the decisions; Motivational/Inspirational : the employees know which way to go and what's their purpose; Lead by example : employees feel motivated, inspired and feel they can dream and all this improves their performance."	I.1.	I.1.3.
M14	" Authoritative : employees feel they are neither heard nor considered. They feel a lot of pressure and feel they are mere executors; Friendly : there is a greater sharing of ideas and a more relaxed and lively work environment which makes the work more fluid and communication is facilitated which improves the quality of work delivered; Absent : workers feel discouraged, disrespectful and aimless; Incompetent : workers feel disrespected, unmotivated, and willing to assume the role of leaders."	I.1.	I.1.3.
M15	" Egocentric : the employees feel devalued and unmotivated because they realize that the leader is trying to motivate them just to do a good job and he gets the credit. Employees end up learning from the leader but less than from a coaching leader; Motivational : employees feel stimulated and motivated because they feel more freedom and space for their creativity while being entrusted with greater responsibility; Coaching/Low-Profile : employees are given greater responsibility and the leader accompanies them and motivates them by making them feel supported and able to learn as much as possible."	I.1.	I.1.3.

Source: Elaborated by the Author

For the interviewees, the authoritative style has a multiplicity of effects on employees. Before an authoritative leader employees feel little heard and understood (M13 and M14), not motivated (M12 and M13), and they feel mere executors (M3 and M14) not having the chance to give inputs. Although they do not understand the reasons for decision-making, do not feel considered, feel a lot of pressure (which affects their creativity and proactivity) and see their development limited, according to M3 and M10, the employees end up feeling oriented and with clear objectives, which improves their performance. These results totally contradict what the works of Goleman (2000) and Luthans (2011) tell us, that before an authoritative leader the employees feel motivated, more committed, they feel they matter, they feel more freedom innovate, try and take risks, and know the reason why they do things.

Respondents feel that the effect of democratic leadership style on employees is quite positive. As Luthans (2011) and Iqbal *et al.* (2015), M1, M3 and M7 also say that this is a style that makes employees feel heard and that can give inputs and contribute with new ideas. Like the authors, M6 and M10 also consider it a style that improves the performance of employees. As

other positive effects of the democratic style, the interviewees point out: freedom to be creative; more commitment; more motivation (M1, M3 and M10); sense of belonging (M5, M6 and M7); more confidence; and positive work environment. Although there are many positive aspects mentioned, M5 and M11 point to some of the negative effects of the democratic style. This style causes employees not to develop their full potential, undermines the leader's authority and can create conflicts and irresponsibility. It's interesting that M10 didn't identify neither the Authoritative nor the Democratic leadership style when answering to the Second Research Question but here he did.

As for the effects of the coaching style, the opinion of the interviewees is very similar to that of Goleman (2000). Like the author, M13 refers to the fact that workers feel more committed and M15 refers to how workers feel a greater responsibility and more supported because they're believed in. To add to what Goleman states in his conclusions (employees' freedom to try, more clarity and knowing what's expected from them), interviewees also refer to the effects of coaching style as greater motivation (M10, M13 and M15), an improvement of performance (M10 and M13) and greater recognition of their work.

Although some interviewees point out positive effects of the autocratic style on employees, such as the fact that they know which way to go, feel oriented, have clear goals and have improved productivity, most of the aspects pointed out were negative. In the opinion of the interviewees, before an autocratic leader, the employees feel that they are only executors, that they are not heard and that they cannot give inputs, what limits their development. Employees end up feeling frustrated, unmotivated, lacking in confidence and end up looking for a new job. According to M5, this style creates fear and a disruptive work environment that can lead to depression (M11 shared this aspect as her personal example). These negative aspects complement the work of Likert (1967), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) who affirm that before an autocratic leader the employees feel undervalued, ignored, inferior and without knowing the reasons why they do things.

As for the effects of the participative leadership style, the effects are generally very positive. Once it facilitates the communication, the employees feel heard, valued and are part of the decision-making process (M3), which makes them feel motivated (M10, M3 and M4) and that there is an improvement in their performance (M10). The only negative aspect (M3) is that this style can lead to poor management of employee expectations. As M3 states that the participative

style allows employees to participate in decision-making processes, Likert (1967) and Iqbal *et al.* (2015) also refer to it. The authors further add that the participative style allows employees to express their creativity and to discover new talents and abilities.

4. What are the most-wanted soft-skills by recruiters?

So that the fourth Research Question was answered in full, an open-ended question was first posed and then a close-ended question was given, giving several options for answering. First, with the objective of perceiving which soft-skills the Portuguese consider to be the most important for the recruiters and, thus, to establish the top-ten of the most important to be able to be compared to the top-ten of the US executives identified in the works of Robles (2012), was asked the open question: “What are the most-wanted soft-skills by recruiters?”.

In the answer to this question (Table 28) were several the interviewees who referred soft-skills who are also in the top-ten soft-skills by US executives in the works of Robles (2012): communication (mentioned 9 times), flexibility (mentioned once), interpersonal skills (mentioned 4 times), positive attitude (mentioned once), responsibility (mentioned twice), teamwork (mentioned 4 times) and work ethic (mentioned once). From the top-ten of the soft-skills identified by Robles (2012), the only two that were not identified by any of the respondents were "courtesy" and "professionalism". However, other soft-skills were pointed out as the most-wanted by recruiters: humility, adaptability, ability to learn, ability to work under pressure, empathy and determination were mentioned by two interviewees each, problem-solving was mentioned three times, and creativity five times.

Table 28 Content Analysis: Interviewees’ perception on what are the most-wanted soft-skills by recruiters

Interviews – Content Analysis			
M	Answers	GC	SC
M1	“Teamwork; Ability to learn; Humility;”	I.1.	I.1.4.
M2	“Creativity; Innovation; Communication skills (written and spoken); Problem-solving;”	I.1.	I.1.4.
M3	“Adaptability; Ability to learn; Multiculturalism (to be able to be outside their comfort zone and to deal with all kinds of people);”	I.1.	I.1.4.
M4	“Self-esteem (who’s not ok with oneself will not be ok with others); Self-confidence; Ability to communicate and to know and “read” the target-audience; Interpersonal relations;”	I.1.	I.1.4.
M5	“It really depends on the position the recruiter is hiring for. There is no set of skills that would fit every industry.”	I.1.	I.1.4.
M6	“Social and interpersonal Skills; Communication Skills;”	I.1.	I.1.4.
M7	“Team Work; Sensibility; Ability to work under stress and pressure; Good communication competences; Sense of responsibility;”	I.1.	I.1.4.
M8	“Positive attitude; Communication skills; Creativity; Ethic; Team Work; Flexibility;”	I.1.	I.1.4.
M9	“Team Work; Communication; Problem-Solving;”	I.1.	I.1.4.

M10	“Ownership; Accountability/Responsibility; Adaptability; Communication/Interpersonal Skills; Empathy/Sympathy;”	I.1.	I.1.4.
M11	“Communication; Interpersonal Relations; Ability to work under pressure; Punctuality;”	I.1.	I.1.4.
M12	“Emotion Intelligence; Humility; Determination;”	I.1.	I.1.4.
M13	“Determination; Creativity; A thinker, who questions things; Communication; Empathy;”	I.1.	I.1.4.
M14	“Ability to be self-taught; Creativity; Motivation; Curiosity; Ambition;”	I.1.	I.1.4.
M15	“‘Desenrascado’ – a Portuguese adjective for one who is effective and skilled in solving complicated or unexpected situations; Problem-solving; Creativity – speed and efficiency in finding solutions;”	I.1.	I.1.4.

Source: Elaborated by the Author

Considering the results of this sample of fifteen people, and since seven soft-skills were identified each two times, it was not possible to establish a top-ten but rather a top-eleven. The top-eleven of the most-wanted soft-skills by recruiters would be: communication (chosen 9 times), creativity (chosen 5 times), teamwork and interpersonal skills (chosen 4 times), problem-solving (chosen 3 times), humility, adaptability, ability to learn, ability to work under pressure, responsibility, empathy and determination (chosen 2 times). Considering the answers to the open question, the Portuguese top-eleven soft-skills would have in common with the top-ten by US executives: communication, teamwork skills, interpersonal skills and responsibility.

Following were presented the top-ten soft-skills' dimensions by US executives (Annex IV) found in a study of Robles (2012) developed at Eastern Kentucky University, and interviewees were asked to choose three of the ten options given taking into account what they considered to be the most-wanted soft-skills by recruiters in order to perceive the differences and similarities between the ranking identified in the Robles study (2012) (Table 8) and the ranking generated by the respondents' answers to this question. In response to the ten top-ten soft-skills by US executives by Robles (2012) (Table 29), respondents consider as the five most important soft-skills: responsibility (9/45-20%), teamwork (9/45-20%), flexibility (7/45-15,6%), communication, interpersonal skills and positive attitude (5/45-11,1%).

Table 29 Content Analysis: Resume of the interviewees' perception on what are the three most-wanted soft-skills by recruiters from the ten given

Options Given	M	Abs. Freq.	Rel. Freq. (to 45)	GC	SC
Communication	M2, M6, M8, M9, M11	5	11,1%	I.1.	I.1.4.
Courtesy		0	0%	I.1.	I.1.4.
Flexibility	M3, M5, M7, M10, M11, M12, M14	7	15,6%	I.1.	I.1.4.
Integrity	M9, M13	2	4,4%	I.1.	I.1.4.
Interpersonal Skills	M2, M3, M5, M6, M14	5	11,1%	I.1.	I.1.4.
Positive Attitude	M1, M4, M10, M12, M15	5	11,1%	I.1.	I.1.4.
Professionalism	M1, M7	2	4,4%	I.1.	I.1.4.

Responsibility	M4, M6, M7, M10, M11, M12, M13, M14, M15	9	20%	I.1.	I.1.4.
Teamwork	M1, M2, M3, M4, M5, M8, M9, M13, M15	9	20%	I.1.	I.1.4.
Work Ethic	M8	1	2,2%	I.1.	I.1.4.

Source: Elaborated by the Author

Comparing these results with Table 8, while responsibility and teamwork are the most important for the Portuguese, for the US executives come in 4th and 9th place, respectively. Flexibility comes in third for the Portuguese managers but in 8th place for the Americans and communication comes second for the Americans but in fourth for the Portuguese. The only similarity between the two rankings is the interpersonal skills and positive attitude that stay both in mid-table. It is noteworthy that: M8 was the only one to point out work ethic (present in the American ranking) in both open-ended and closed questions; and that the three soft-skills that the M12 points out here also points out as important competencies to leadership effectiveness.

5. Which competences come from Emotional Intelligence?

In the fifth Research Question was presented the framework that contains the five competences/components of Emotional Intelligence according to Goleman (2004) (Annex V). Considering the evolution of the studies developed by Goleman, respondents were confronted with the five components of Emotion Intelligence listed in Goleman's 2004 work to see if they would agree whether or not these five components came from Emotion Intelligence, or whether they would add or remove some, and also in an attempt to see if any answer would be closer to the four Emotion Intelligence capabilities listed by Goleman in 2000 (self-awareness, self-management, social awareness and social skills) rather than the five presented in 2004.

As seen in Table 30, of the fifteen respondents, ten said they would not add or remove any component of the five presented to them, but three said they would add, and two said they would remove components. The three components that the interviewees would add would be: emotion, persuasion and the ability to manage conflicts. One of the two respondents who said he would remove components would remove motivation and the other would remove motivation and social skill (a component of Emotion Intelligence that Goleman refers to in both 2000 and 2004 works).

Table 30 Content Analysis: Interviewees' perception of the 5 competences of Emotion Intelligence presented

Interviews – Content Analysis			
M	Answers	GC	SC
M1	"I would add a sixth one: emotion . By emotion I mean passion and to like what you do."	I.1.	I.1.5.
M2	"I would add a sixth one: ability to manage conflicts ."	I.1.	I.1.5.
M3	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M4	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M5	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M6	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M7	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M8	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M9	"I would remove Motivation and Social Skill because although they are very important skills and competences everyone should have I don't consider they're a consequence of Emotion Intelligence."	I.1.	I.1.5.
M10	"I would add a sixth category of competences: persuasion . When I say persuasion, I mean the ability to influence other people and to create impact in everything one 'touches'."	I.1.	I.1.5.
M11	"I would remove Motivation as the passion to work for reasons that go beyond money or status doesn't necessarily come from EI."	I.1.	I.1.5.
M12	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M13	"I wouldn't remove any competency but I think 'Self-Regulation', 'Motivation', 'Empathy' and 'Social Skill' they all come from 'Self-Awareness'."	I.1.	I.1.5.
M14	"I wouldn't add or remove any competence."	I.1.	I.1.5.
M15	"I wouldn't add or remove any competence."	I.1.	I.1.5.

Source: Elaborated by the Author

It is interesting to note that two respondents would remove motivation but is considered by M3 (Annex X) as the most important component of Emotion Intelligence. None of the components added to the components listed in 2004 are any of those reported by Goleman in 2000 (self-management and social awareness). Although M13 would not add or remove any component, she considers that self-regulation, motivation, empathy and social skill are skills that come from the self-awareness component.

6. How can online marketing facilitate the consumer engagement?

In order to understand if the interviewees would identify the different ways in which online marketing facilitates the consumer engagement described in the works of Fritsch & White (1999) and Keller (2013), the Sixth Research Question was asked to the interviewees as an open-ended question: "How can online marketing facilitate the consumer engagement?". As shown in Table 31, the fifteen interviewees identified as facilitators of consumer engagement in online marketing the fact that it allows for a greater reach (mentioned by 3), a greater customization/personalization (mentioned by 7), a greater objectivity of the communication (mentioned by 4), a targeting and segmenting much more accurate (mentioned by 4), a better knowledge of the consumer profile (mentioned by 4), an easier interaction (mentioned by 3)

and proximity (mentioned by 2), and all this for a much lower price (mentioned by 3), all this comparing with traditional marketing.

Table 31 Content Analysis: Interviewees' perception on how online marketing can facilitate the consumer engagement

Interviews – Content Analysis			
M	Answers	GC	SC
M1	“Online marketing can facilitate consumer engagement by how close brands can be to their target through apps and/or through good online reviews of their products. The most effective way of marketing varies according to the segment of the product/service. It's logical that online marketing brings better results when targeting young people and the traditional marketing when target older people.”	I.2.	I.2.1.
M2	“Greater reach, much higher than the traditional marketing; it's cheaper; enables better target/consumer segmentation; facilitates interaction; allows costumer to customize the products and services to better fit their needs;”	I.2.	I.2.1.
M3	“Online Marketing facilitates consumer engagement by allowing brands to create an individual and personalized relation with the clients. Senior managers are those who can create these relations/connections with the clients because they know their clients and the industry in which the company operates better than anyone. Pepsi and Telepizza are two companies that are a good example of aggressive online marketing.”	I.2.	I.2.1.
M4	“Allows companies to know better their target; it increases the reach of the communication; it allows brands to increase their communication assertiveness; it's less expensive compared to traditional marketing; I'm a fan of online and digital marketing.”	I.2.	I.2.1.
M5	“There are people who feels more comfortable by not needing to interact face-to-face and online marketing can get these people too.”	I.2.	I.2.1.
M6	“It facilitates because once you can easily reach and know your target you can develop strategies knowing what to do to engage them.”	I.2.	I.2.1.
M7	“It allows to personalize the communication which leads to effectiveness regarding what a company offers and to those who offers. It allows companies to easily and more directly create in the consumers' mind the idea of a necessity they weren't feeling before.”	I.2.	I.2.1.
M8	“By custom communication once it allows to know your customers' profile. Online marketing should be used as a complement to the traditional marketing and vice-versa.”	I.2.	I.2.1.
M9	“Online marketing importance increases every day. Regarding the young generations, no other type of marketing would and will work. It allows tailor marketing for customers and it allows an incredible reach, allowing brands to get in front of people faces and eyes without they even ask and when they least expect.”	I.2.	I.2.1.
M10	“Online marketing allows in-depth knowledge about the consumer profile (tracking) and this allows companies to do more and better targeting and segmenting. Online marketing also allows greater interaction with the consumer and a reach that traditional marketing does not allow. Online marketing allows companies to live the "know your customer" idea. Only by combining online marketing with traditional marketing can you sell products / services on a large scale.”	I.2.	I.2.1.
M11	“Online marketing focus on the individual (CRM) and customs the communication. It makes it easier to be responsive to the customers' needs. It facilitates and increases interaction between brands and the consumer because there's no need to face-to-face interaction and people feel more comfortable and understood.”	I.2.	I.2.1.
M12	“The platforms that support online marketing are much more versatile. Online marketing can be much more objective and targeted and can work independently in all market segments and traditional marketing cannot.”	I.2.	I.2.1.
M13	“Online marketing allows content customization and achieves a much greater reach compared to traditional marketing. However, although communication is more personalized, online marketing implies less personal contact between brands and consumers and this contact is sometimes important. In this aspect traditional marketing is better.”	I.2.	I.2.1.
M14	“Online marketing has much lower costs compared to traditional marketing. The online marketing allows for better targeting and the brands communicate with the exact audience they want. It has another advantage: it is highly editable.”	I.2.	I.2.1.

M15	“Online marketing is more customizable and directed. It allows a deep knowledge about its consumers which allows a greater objectivity, effectiveness and efficiency of the communication.”	I.2.	I.2.1.
-----	---	------	--------

Source: Elaborated by the Author

As can be seen, the results of the interviews are in line with what Fritsch & White (1999) and Keller (2013) identify as facilitating elements of consumer engagement in online marketing. According to the authors, online marketing is low cost (mentioned by 3), give brands huge market insights and feedback (mentioned by 4), allows great level of detail and degree of customization, facilitates consumer interaction with brands (mentioned by 3), and all this creates a great sense of community (mentioned by 2). For M10 online marketing allows to live the ideal "Know Your Customer" and, for M7, it is this customer knowledge that ends up making the brands to create in the minds of consumers the idea of having a need that they did not have before. M1 and M9 emphasis how online marketing is the best way of marketing the younger generations. It is interesting to note that two interviewees (M5 and M11) consider that online marketing facilitates consumer engagement because there is no need for consumers to interact face-to-face but, for M13, this is a disadvantage and a factor that hampers consumer engagement.

7. What is the Portuguese idea of Corporate Social Responsibility?

The Seventh Research Question was developed in two different parts. First, in order to understand if there were common ideas among the interviewees about the CSR concept, it was asked an open-ended question: “How would you define Corporate Social Responsibility?”. In the context of an open-ended question, by looking at Table 32, one can identify aspects that are common to the sample of fifteen Portuguese managers interviewed: CSR is a way of giving-back (mentioned by 5); CSR is that companies take into account the society (mentioned by 9), the employees (mentioned by 6), the environment (mentioned by 4), the communities (mentioned by 4), all stakeholders (mentioned by 2), the suppliers and the impact in the world in general; CSR is an attitude, a way of being of the companies (mentioned by 3) in order to have a positive impact; CSR is a strategy, a form of marketing and trying to appear good to society (mentioned by 6); CSR is a way of business management (M8), a way of compensation (M10) and it should be implicit and rooted in the culture of any company (M11).

Table 32 Content Analysis: Interviewees' idea of Corporate Social Responsibility

Interviews – Content Analysis			
M	Answers	GC	SC
M1	“CSR can be defined by the responsibility of every company to elevate its organizational objectives to objectives which encompass the society, the environment and the people, not just the capital owners or the stakeholders, but everyone.”	I.3.	I.3.1.
M2	“CSR is the company's contribution to the society despite the costs that can encompass. It's one way to show to the society the bright side of the firm.”	I.3.	I.3.1.
M3	“CSR is a way of a company to do marketing: it is a way of selling products and services. CSR is a way of a company to invest in the society in order to obtain resources for the company. Every CSR activity has as its base the idea of developing the company while having a positive impact on the local community. There are good examples of companies with good CSR practices: Continente (through the Popota project), Secil and Cimpor (through reforestation of the quarries they destroy).”	I.3.	I.3.1.
M4	“CSR is the idea of a company to see its employees as its most important client. If a company works on a product or a service to satisfy a client, it should first satisfy its employees. CSR is the idea that everything that a company does should never harm the environment.”	I.3.	I.3.1.
M5	“CSR is a growing trend. Led by the society, companies need to evolve, create and adapt to a new reality where its customers demand a new positioning and mind set.”	I.3.	I.3.1.
M6	“It's a company's responsibility to actively position itself in the society by developing social actions in the community in which operates.”	I.3.	I.3.1.
M7	“CSR can be defined by the organizations' social consciousness and its active role to have a positive impact in the world we live in.”	I.3.	I.3.1.
M8	“CSR is a way of business management taking into consideration those who are essential to develop the business, whether they're employees, suppliers, local communities, the environment or the society in general.”	I.3.	I.3.1.
M9	“CSR is a way of a company/organization to give back to the community in which operates, acknowledging the role it can play on the community's well-being. CSR is an attitude. It is an attitude that accounts employees an integrated part of the company and their necessity and desire of helping other people.”	I.3.	I.3.1.
M10	“CSR is the way a company has to give-back to the society as it considers the society as its client. CSR is a strategic mean for companies get what they want. CSR is basically to do great things but only to pursuit personal and economic interests. CSR can also be uses by companies to compensate the cold and harsh way they treat their clients. Take as an example EDP. They're harsh on customers but the company has numerous CSR projects.”	I.3.	I.3.1.
M11	“CSR is something that must be implicit and rooted in the culture of any company. CSR is the return that the company should have with society not for interest but because it is what is right.”	I.3.	I.3.1.
M12	“CSR is the degree/indicator of the consciousness and social impact that each company has in the community where it is inserted.”	I.3.	I.3.1.
M13	“CSR is a way for a company to recognize that it is embedded in a community and a way of giving back to that society. The company receives from the community, returns to the community and so on. CSR is also a way for companies to make their employees feel that through the company where they work they also have an active and responsible role in society.”	I.3.	I.3.1.
M14	“CSR is a strategy and a form of marketing if it is well advertised. However, it turns out to be a form of giving back and to benefit all stakeholders.”	I.3.	I.3.1.
M15	“CSR is a way that a company has to be responsible for the people it employs and a way to improve the company's image of the company. CSR is a way of being and a way of rewarding for the conservation and improvement of society and the environment. A great example of a company that is socially responsible is Rock in Rio.”	I.3.	I.3.1.

Source: Elaborated by the Author

In the definitions given by the interviewees, for twenty-seven times one of the five CSR dimensions enumerated by Chandler & Werther (2014) was mentioned: environmental, social,

economic, stakeholders, and voluntariness. For M5, CSR is a growing trend, which meets the view of Porter & Kramer (2006) about CSR emerging as the inescapable priority for business leaders in every country. M8 was one of the respondents who came closest in this open-ended question to one of the six options given in the closed answer question (Annex VI). In his response to the open-ended question, M8 referred to five of the six components of the United Kingdom CSR definition: M8 referred to employees, suppliers, communities, environment and society, not only referring "customers". The interviewees also gave examples of companies that are an example of companies with good CSR policies: Continente, Secil, Cimpor and Rock in Rio.

Secondly, there were presented six different CSR definitions based on the works of McComb (2002), Lea (2002), European Commission (2011), Baker (2012), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014). To see if there would be a clear trend in choosing one of the definitions presented, the interviewees were asked to choose the one they thought to be the best CSR definition. Considering the answers to this closed-ended question (Table 33) it is not possible to generalize and to identify a definition as the one with the Portuguese more identify themselves with: three of the six CSR definitions presented were chosen twice each (Hong Kong, United Kingdom and Canada) and the other three definitions were chosen three times each (European Union, United States and United Nations).

Table 33 Content Analysis: The CSR definition the interviewees think is the best definition of CSR

Interviews – Content Analysis					
Options Given	M	Abs. Freq.	Rel. Freq. (to 15)	GC	SC
Hong Kong: “The notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development.” (McComb, 2002; Chandler & Werther, 2014).	M10, M12	2	13,3%	I.3.	I.3.1.
United Kingdom: “CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment.” (Lea, 2002; Chandler & Werther, 2014).	M8, M15	2	13,3%	I.3.	I.3.1.

European Union: “[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” (European Commission, 2011; Chandler & Werther, 2014).	M1, M4, M13	3	20%	I.3.	I.3.1.
United States: “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (Baker, 2012).	M2, M5, M14	3	20%	I.3.	I.3.1.
Canada: “The rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.” (Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014).	M9, M11	2	13,3%	I.3.	I.3.1.
United Nations: “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).	M3, M6, M7	3	20%	I.3.	I.3.1.

Source: Elaborated by the Author

M1 has chosen the European Union definition because for him CSR has to be integrated in everything a company does and that’s why it has to be considered in the core strategy (Annex VIII). M2 said *“I was deciding between the United States and the European Union definitions but what made me choose the United States definition was the fact the US definition doesn’t limit the company’s impact to the stakeholders but takes in consideration the whole society and because the CSR good practices are rooted in all the processes and strategy of the company and they don’t happen just from time to time.”* M3 has chosen the United Nations definition saying *“I’ve chosen this over the United States definition because the United Nations definition mentions the interaction between the company and its stakeholders and not just the ‘impact’ and for me that ‘interaction’ is key to correctly define CSR.”* M4 would’ve chosen the Hong-Kong definition has second option (over the European Union definition) and M10 would’ve chosen the United States definition has second option over Hong Kong’s.

M12 said he chose the Hong-Kong definition because “it goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development.” (McComb, 2002; Chandler & Werther, 2014). M14 has chosen the United States definition because it encompasses the idea that CSR positively influences everyone, not just some but the entire society (Annex XXI), and for M15 the idea of “going beyond legal obligations” was the determinant key-idea for her to choose the United Kingdom definition (Annex XXII).

8. What is the impact of CSR on brand image, brand insurance and purchase intent?

The Eight and last Research Question was simply made as an open-ended question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”. From the fifteen-person sample, there are common opinions about CSR's impact on brand image, brand insurance and purchase intent. As presented in Table 34, the total of the fifteen interviewees consider that CSR has a positive impact on brand image and brand insurance, which is in line with Trudel & Cotte (2008), Baker (2009) and Popoli (2011), who claim that a strategically integrated CSR has strong impact on brand image. Also, it meets the idea of Werther & Chandler (2005) that CSR helps establish an organization's social legitimacy and in turn, social legitimacy strengthens the brand's sustainable competitive advantage among key stakeholder groups, particularly socially conscious consumers.

Table 34 Content Analysis: Interviewees' perception on the impact CSR has on brand image, brand insurance and purchase intent

Interviews – Content Analysis			
M	Answers	GC	SC
M1	“CSR can have a huge impact on the brand image and brand insurance, but it's important for people to know what the company does regarding CSR. CSR actions and people to know them are equally important. It's also important the consumer/society to consider those actions relevant and seasonable. The best example of a Portuguese company socially responsible is Delta Cafés. The entire company activity considers the society, the environment and the people: employees, stakeholders and the community in which the company develops its activity.”	I.3.	I.3.2.
M2	“The overall CSR impact on brand image, brand insurance and purchase intent is very positive. Consumers can choose to buy products/services from a company that is socially responsible over other that is not. Knowing this, companies should integrate CSR practices in their structure. Good CSR practices can increase the number of consumers buying a company's products/services. Good CSR practices doesn't necessarily leads consumers to buy more of some product/service but can increase the number of different people that do it. A lot of companies invest in CSR just because they have to and not because they want to. If a company doesn't have a CSR policy that can affect the consumer perception of the company and the consumer willingness to buy products/services from the company. It's dangerous how easy it is for people to influence others nowadays with social networks. If someone puts it out there that a certain company does not consider, for example, the human rights of its employees, that influences the company's reputation and that can lead to a boycott that can lead to a company's bankruptcy.”	I.3.	I.3.2.
M3	“Knowing that a company is socially responsible has direct influence in the consumers' decision-making process. A good CSR strategy has a positive impact on a company's brand image, increases consumers' loyalty and increases the purchase intent.”	I.3.	I.3.2.
M4	“The companies that are socially responsible are less competitive to those companies and countries that are not. Example: USA's CO2 emissions' policy. I feel in the first person that a company's image it's highly benefited by CSR and it increases consumers' purchase intent and that increases brand insurance. It's possible to see that consumers are increasingly giving priority to consuming products/services from companies that are socially responsible.”	I.3.	I.3.2.
M5	“A company's brand image and brand insurance can be positively affected but CSR still plays a small role in the consumers' decision-making process when it comes to buy products/services, although its importance is growing.”	I.3.	I.3.2.

Portuguese Practices:

Perspective on Leadership, Marketing and Corporate Social Responsibility

M6	“Depending on the dimension of the actions and on how well they’re communicated, CSR can be a huge decision factor when it comes to consumers to choose from which company to buy products/services.”	I.3.	I.3.2.
M7	“CSR importance is increasing. People are more conscious each day and they want for brands to follow that so there is one more thing for people to identify themselves with. It’s possible for a customer that has certain values, principles and beliefs to buy products/services from a brand that shares the same values.”	I.3.	I.3.2.
M8	“Consumer’s purchase intent will only be affected by the company’s assertive communication. If the company can reflect CSR in its brand image and brand insurance and in the products/services it offers, the consumer can be compelled to buy from that company instead of another.”	I.3.	I.3.2.
M9	“It depends a lot of the type of company we’re talking about, the type of industry in which operates, its core business, everything, but in general CSR has a tremendous positive affect on a company’s brand image once it embraces the consumer intent of being socially responsible. Regarding the consumer’s purchase intent and how CSR can have influence on it, it really depends on how well the company’s CSR behaviour is being communicated: if it’s done effectively CSR can be a determinant factor on consumers’ buying choices.”	I.3.	I.3.2.
M10	“CSR can affect the customer’s unconscious but not their conscious in a way it can be reflected in their purchase intent. CSR can positively affect the company’s brand image and that increases brand insurance. Take as an example EDP: if they weren’t doing what they’re doing socially and environmentally speaking, people would hate the company even more.”	I.3.	I.3.2.
M11	“CSR has a positive impact on brand image and brand insurance and can definitely influence consumer intent. Consumers may be led to consume from a particular brand because they consider it socially responsible for wanting to associate with a brand that they recognize as being good and doing good to others.”	I.3.	I.3.2.
M12	“CSR positively affects brand image but does not affect as much as I would like. CSR can influence the purchase intent only in higher and more qualified social classes. As an example of a company that has is socially responsible and that is why I bought products from them is Microsoft, even though I am fan of apple and have several Apple products.”	I.3.	I.3.2.
M13	“CSR is fashionable and in fact positively affects a company's brand image as it increases its credibility. CSR is also a marketing and advertising strategy if it is well communicated and the company has good CSR projects. Bodyshop is a good example of a socially responsible company, unlike Nestlé which subcontracts companies that use child labor.”	I.3.	I.3.2.
M14	“CSR has a positive impact on a company's brand image and can influence the purchase intent, including making people want to work at that company, as is the case with Google.”	I.3.	I.3.2.
M15	“CSR has a positive impact on brand image and consequently on brand insurance and influences purchase intent but only unconsciously. People unconsciously want to associate themselves with brands that are socially responsible. As good examples of companies that by their behavior influence my intention to buy I have the Boom Festival, Jerónimo Martins, Body Shop and Go Natural.”	I.3.	I.3.2.

Source: Elaborated by the Author

A total of twelve respondents considered CSR influencing the purchase intent, reinforcing the idea of Trudel & Cotte (2008), Baker (2009) and Popoli (2011) that there is a strong link between social behavior and profitable performance. Only one respondent (M10) believes that corporate CSR practices are only in the unconscious of consumers and do not in any way influence their choices. M5 considers that CSR still plays a small role in the decision-making process but acknowledges that, although small, it has some influence on the purchase intent. Surprisingly, M12 in his response makes reference to how he believes that the CSR influences

the purchase intent only in a higher and more educated social class, which meets the APCO study whose results have shown that elites modify their purchase intentions according to their knowledge of corporate CSR practices, using their purchasing power to reward (buycott) or punish (boycott) firms (Devinney *et al.*, 2006; Popoli, 2011).

It should be noted that five of the interviewees consider that CSR has an impact on brand image, brand insurance and purchase intent only if the company's actions and projects are well communicated, and if these actions and projects are considered relevant by society (aspect referred by three interviewees) and if they meet society expectations (Werther & Chandler, 2005). It's also interesting that at the same time that M13 says that CSR is a marketing and advertisement strategy (not mentioned in RQ7 but that goes meeting Werther & Chandler (2005) on CSR being a mean of redefining profit maximization), M4 affirms that in some cases and industries, socially responsible companies are less competitive than those that are not, giving as an example the USA's CO2 emissions' policy versus other countries' policies on the subject.

M3 states that CSR increases consumer loyalty, an idea that is supplemented by M2 that says CSR causes more people to consume the products/services of a company but does not make regular consumers consume more. As in the previous RQ, in the responses to this Research Question, respondents gave some examples of companies they consider to be an example of companies with good CSR practices and referred Delta Cafés, Microsoft, Body Shop and Go Natural.

Conclusion and Final Remarks

Thesis Contribution to the State of the Art and to the Corporate Sector

The present thesis aimed to contribute to the advancement of knowledge and theory and to contribute to the literature advancement in the fields of Leadership, Marketing and CSR by presenting a study that identifies the tendencies of the Portuguese managers perspectives on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing and CSR concept and its impact on brand image, brand insurance and purchase intent.

In regards of Leadership and being Likert (1967), Whetten & Cameron (1991), Goleman (2000), Daniel (2002), Goleman (2004), Covey (2004), Luthans (2011), Robles (2012), Girardi *et al.* (2012), Boddy (2014) and Iqbal, *et al.* (2015) the authors that were the basis for the research on the theme, the goal was to name the leadership effectiveness skills, to verify what leadership styles are possible to identify, when should each one be used and the effect each can have on employees, and to establish the most-wanted soft-skills by recruiters and the specific competences that come from Emotional Intelligence;

As can be seen in Table 35, the effective leadership skills most identified by the interviewees were: interpersonal skills; humility; communication; clarity; organization; leading by example; ability to listen; and adaptability/flexibility. These eight skills were identified three or more times by respondents, but only two are common to the list of ten skills suggested by Whetten & Cameron (1991) and Luthans (2011): communication and ability to listen. However, among all the skills identified by the participants, there are five other skills common to the list pointed out by the authors: problem-solving; motivating; delegating; setting goals; and team building. "Managing individual decisions", "self-awareness" and "managing conflicts" are the three skills presented in the authors' works that were not mentioned by any of the interviewees, although other were mentioned.

Table 35 Conclusion: Most Often Identified Effective Leadership Skills

Most Often Identified Effective Leadership Skills	
Whetten & Cameron (1991); Luthans (2011)	Investigation Results
verbal communication (including listening); managing time and stress; managing individual decisions; recognizing, defining, and solving problems; motivating and influencing others; delegating; setting goals and articulating a vision; self-awareness; team building; managing conflict;	Eight Most-Identified (more than twice) interpersonal skills; humility; communication; clarity; organization; leading by example; ability to listen; adaptability/flexibility;
Shared Ideas in terms of skills often identified: communication; ability to listen;	

Other skills interviewees identified common to the authors' list of ten: problem-solving; motivating; delegating; setting goals; team building;
Investigation's Complementary Inputs: common-sense; empathy; people management; objectivity; assertiveness; team management; ability to coach; ability to teach; emotion intelligence; coordination; monitoring; inspirational; perceptive; trustworthy; ability to learn; personal development; creativity; determination; ability to interact; ability to encourage and compliment; give freedom for employees to be creative; observation; seeker for knowledge; prioritize; self-confidence; social skills; team spirit; dynamic;

Source: Elaborated by the Author

From the ten effective leadership skills of Whetten & Cameron (1991) and Luthans (2011), the sample considered as the three most important skills: "motivating and influencing others" (chosen 11 times = 24.4%), "recognizing, defining, and solving problems " (chosen 10 times = 22.2%), and " verbal communication (including listen) " (chosen 8 times = 17.8%). Among the four skills' categories of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), the category "participatory and human relations" was considered the most important, having obtained a value of 23 out of 150 (15.3%), and in this question the lower was the value the greater the importance of the category for the interviewees.

Were twenty-seven the leadership styles identified by respondents as can be seen in Table 36, but only five of these styles are common to the eight identified in Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015).

Table 36 Conclusion: Leadership Styles

Leadership Styles			
Goleman (2000); Daniel (2002); Iqbal <i>et al.</i> (2015);	Investigation Results		
Coercive	Authoritative	Passive	Guidance
Authoritative	Democratic	Liberal	Assertive
Affiliative	Coaching	Motivational	Humble/modest
Democratic	Participative	Laissez-faire laissez-passer	Friendly
Pacesetting	Autocratic	Directive	Absent
Coaching	Lead by example	Transformational	Incompetent
Participative	Dictator	Same level	Egocentric
Autocratic	Inspirational	Human	Low-profile
	Relational	Financial	
		Situational	
Shared Ideas: Authoritative, Democratic, Coaching, Participative and Autocratic			

Source: Elaborated by the Author

Table 37 presents the situations in which each of the common five styles identified by both the interviewees and by Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015), should be used. As it is possible to verify, there are several the situations/contexts identified by both authors and interviewees, agreeing both that the authoritative style should be used only in situations of economic-financial crisis; the coaching style when employees are already aware of their

weaknesses and would like to improve their performance; the participative should be used in innovative and creative processes and on planning meetings for improvements; and the autocratic should be used when the business faces a crisis or when an urgent problem arises that requires an immediate response. The democratic style was the only style in which none of the situations in which it should be used indicated by the interviewees coincide with the authors' perspective. In addition to the common aspects with the authors, interviewees described other situations in which they think that each style is appropriate, which is a great complement to the reviewed literature and a way of challenging future investigations on the theme.

Table 37 Conclusion: Five Common Leadership Styles: When Should Each One Be Used

Five Common Leadership Styles: When Should Each One Be Used	
Goleman (2000); Daniel (2002); Luthans (2011); Iqbal <i>et al.</i> (2015);	Investigation Results
<p>AUTHORITATIVE: new employees are unfamiliar and don't have sufficient know-how; if the employees are constantly misusing their authority; when company rules are violated by employees; when a sole person is responsible for a decision making and implementing; works well in almost any business situation; when a business is adrift; drives up every aspect of climate;</p> <p>DEMOCRATIC: organization needs creative problem solving; planning meetings for the department's working improvement; training people for leadership roles; needs good and efficient performance of the day-to-day organizational tasks; leader is himself uncertain about the best direction to take and needs ideas and guidance from able employees who can generate fresh ideas;</p> <p>COACHING: when employees are already aware of their weaknesses and would like to improve their performance; when employees realize how cultivating new abilities can help them advance;</p> <p>PARTICIPATIVE: competent and talented team members; planning meetings for improvements; evaluation sessions; motivating top-performers; need of innovative and creative work;</p> <p>AUTOCRATIC: when the business faces a crisis or when an urgent problem arises that requires an immediate response;</p>	<p>AUTHORITATIVE: works particularly well in industry and agriculture and in less developed countries where employees do not have a good academic background; should be used only in situations of economic-financial crisis; when there is a short period for decision-making; should only be used in extreme situations when it comes to one's personal and professional dignity;</p> <p>DEMOCRATIC: in the face of long and demanding tasks; in every situation apart from crises, conflict or instability scenarios; professional and personal and family contexts; small-medium enterprises; in big corporations; should only be used in more creative departments;</p> <p>COACHING: situations of training of new employees; should always be used; should be used especially when dealing with senior employees;</p> <p>PARTICIPATIVE: should be used in innovative and creative processes; board meetings; should be used especially in the consulting industry;</p> <p>AUTOCRATIC: should be used in crisis situations; should be used by leaders when they need quick answers; appropriate only for big corporations; style suited to any type of company;</p>
<p>Shared Ideas: <u>Authoritative</u>: should be used only in situations of economic-financial crisis; <u>Democratic</u>: none; <u>Coaching</u>: when employees are already aware of their weaknesses and would like to improve their performance; <u>Participative</u>: should be used in innovative and creative processes; planning meetings for improvements; <u>Autocratic</u>: when the business faces a crisis or when an urgent problem arises that requires an immediate response;</p>	
<p>Investigation's Complementary Inputs: <u>Authoritative</u>: works particularly well in industry and agriculture and in less developed countries where employees do not have a good academic background; when there is a short period for decision-making; should only be used in extreme situations when it comes to one's personal and professional dignity; <u>Democratic</u>: in the face of long and demanding tasks; in every situation apart from crises, conflict or instability scenarios; professional and personal and family contexts; small-medium enterprises; in big corporations; should only be used in more creative departments; <u>Coaching</u>: should always be used; should be used especially when dealing with senior employees; <u>Participative</u>: should be used especially in the consulting industry; <u>Autocratic</u>: appropriate only for big corporations; style suited to any type of company;</p>	

Source: Elaborated by the Author

Among the eight leadership styles of Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015) presented to the interviewees so they could choose the one they most identify themselves with, the “Participative” and “Coaching (Try this)” styles were chosen 5 times each (33,33%), the “Democratic (What do you think)” was chosen 4 times (26,66%), and only one interviewed has chosen the “Affiliative (People come first)”, so it is not possible to conclude that there is a style that stands out as the one with which the interviewees most identify.

As Table 38 shows, there are several common aspects between Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015) and the results obtained through the interviews regarding the effect that the authoritative, democratic, participative and autocratic styles have on employees. Both authors and interviewees agree that: before a democratic leader the employees improve their performance, feel heard and feel they can give inputs and contribute with new ideas; before a coaching leader employees feel greater responsibility, more commitment and that they're feel believed in; the participative style has a great positive impact, employees feel they're part of the decision-making process and improve their performance; and before an autocratic leader people feel ignored. The authoritative style is the only one of the five styles whose none of the effects that are identified by the authors were identified by the interviewees. For all leadership styles respondents identified more effects that these styles have on employees than those that are common to the authors, and which should be the object of future analysis and investigations.

Table 38 Conclusion: Five Common Leadership Styles: Effect on Employees

Five Common Leadership Styles: Effect on Employees	
Goleman (2000); Daniel (2002); Iqbal <i>et al.</i> (2015);	Investigation Results
<p>AUTHORITATIVE: people have clear how their work fits into a larger vision; people understand that what they do matters and why maximizing commitment to the organization's goals and strategy; people feel free to innovate, experiment, and take calculated risks;</p> <p>DEMOCRATIC: employees feel they can generate fresh ideas and each team member feels equal giving inputs; employees have to some extent discretionary power to do work, so their performance is better;</p> <p>COACHING: employees feel free to experiment; people know what is expected of them; know how their work fits into a larger vision; more responsibility and clarity; more commitment; they feel believed in;</p> <p>PARTICIPATIVE: people often are able to express their creativity and demonstrate abilities and talents; improve performance; greater positive effect; employees feel power and confidence in</p>	<p>AUTHORITATIVE: feel little heard and understood; not motivated; feel mere executors; do not understand the reasons for decision-making; do not feel considered; feel a lot of pressure; less creativity and proactivity; development limited; feeling oriented and with clear objectives; improvement of their performance;</p> <p>DEMOCRATIC: makes employees feel heard and that can give inputs and contribute with new ideas; improves the performance; freedom to be creative; more commitment; more motivation; sense of belonging; more confidence; positive work environment; employees not to develop their full potential; undermines the leader's authority; create conflicts and irresponsibility.</p> <p>COACHING: workers feel more committed; greater responsibility; more supported; they're believed in; greater motivation; improved performance; greater recognition of their work.</p> <p>PARTICIPATIVE: employees feel heard; they feel valued; they are part of the decision-making process; they feel motivated; there is an improvement in their</p>

<p>doing their job and in making different decisions; Employees take part in the decision-making process; opinions of the group are sought; The group is kept informed about the future and is allowed to debate and to propose changes;</p> <p>AUTOCRATIC: orders are given without an explanation; The leader tells their staff what to do and he under values or ignore input from teams; employees' feel inferior in doing jobs;</p>	<p>performance; it can lead to poor management of expectations.</p> <p>AUTOCRATIC: employees know which way to go, feel oriented, have clear goals: have improved productivity; feel that they are only executors, that they are not heard and that they cannot give inputs, what limits their development; feeling frustrated, unmotivated, lacking in confidence and end up looking for a new job; can create fear; a disruptive work environment; can lead to depression.</p>
<p>Shared Ideas: <u>Authoritative</u>: none; <u>Democratic</u>: improved performance; employees feel heard and that can give inputs and contribute with new ideas; <u>Coaching</u>: feel greater responsibility; more commitment; they feel believed in; <u>Participative</u>: great positive impact; improved performance; part of the decision-making process; <u>Autocratic</u>: people feel ignored;</p>	
<p>Investigation's Complementary Inputs: <u>Authoritative</u>: feel little heard and understood; not motivated; feel mere executors; do not understand the reasons for decision-making; do not feel considered; feel a lot of pressure; less creativity and proactivity; development limited; feeling oriented and with clear objectives; improvement of their performance; <u>Democratic</u>: freedom to be creative; more commitment; more motivation; sense of belonging; more confidence; positive work environment; employees not to develop their full potential; undermines the leader's authority; create conflicts and irresponsibility; <u>Coaching</u>: more supported; greater motivation; improved performance; greater recognition of their work; <u>Participative</u>: increased motivation; people feel listened and valued; can lead to wrong expectations; <u>Autocratic</u>: employees know which way to go, feel oriented, have clear goals; have improved productivity; feel that they are only executors; cannot give inputs; limited development; feel frustrated, unmotivated, lacking in confidence and end up looking for a new job; have fear; disruptive work environment; can lead to depression.</p>	

Source: Elaborated by the Author

There were several the soft-skills identified by respondents as the most-wanted soft-skills by recruiters: teamwork, humility, creativity, innovation, communication, adaptability, ability to learn, multiculturalism, self-esteem, interpersonal skills, ability to work under pressure, responsibility, positive attitude, self-confidence, problem-solving, sensibility, ethic, flexibility, empathy, punctuality, emotion intelligence, determination, motivation, ambition.

As can be seen in Table 39, of all skills identified by the interviewees, there are twelve that were identified the most. Due to the size of the sample, it is not possible to make a top-ten but rather a top-twelve since there are six skills that have been identified twice by the interviewees: 1st Communication; 2nd Creativity; 3rd and 4th Teamwork; Interpersonal Skills; 5th Problem-solving; 6th – 12th humility, adaptability, ability to learn, ability to work under pressure, responsibility, empathy and determination. It is possible to verify that the US executives top-ten most wanted soft-skills by recruiters (Robles, 2012) and the interviewees top-twelve have four skills in common: communication; teamwork skills; interpersonal skills; and responsibility. In respect only to the Robles (2012) top-ten soft-skills list, respondents considered as the three most important soft-skills "responsibility", "teamwork" and "flexibility", which does not coincide with the US executives three most important soft-skills that are integrity, communication and courtesy.

Table 39 Conclusion: Most-Wanted Soft-Skills by Recruiters

Most-Wanted Soft-Skills by Recruiters	
Robles (2012)	Investigation Results
1 st Integrity; 2 nd Communication; 3 rd Courtesy; 4 th Responsibility; 5 th Interpersonal Skills; 6 th Positive Attitude; 7 th Professionalism; 8 th Flexibility; 9 th Teamwork; 10 th Work Ethic	1 st Communication; 2 nd Creativity; 3 rd and 4 th Teamwork; Interpersonal Skills; 5 th Problem-solving; 6 th – 12 th humility, adaptability, ability to learn, ability to work under pressure, responsibility, empathy and determination
Shared Ideas: communication; teamwork skills; interpersonal skills; responsibility;	

Source: Elaborated by the Author

As shown in Table 40, ten of the interviewees would not add or remove any of the five Emotional Intelligence competencies identified by Goleman (2004), but two of the participants would remove the “motivation” component and another would remove the “social skill” component. Three participants said they would add to the Goleman’s 2004 five EI components “emotion”, “conflict management” and “persuasion”.

Table 40 Conclusion: Emotion Intelligence Competences

Emotion Intelligence Competences	
Goleman (2004)	Investigation Results
Self-Awareness; Self-Regulation; Motivation; Empathy; Social Skill	Wouldn’t add or remove any competence: X10; would remove: X2 = motivation; X1 = social skill; would add: X1 = emotion; X1 = conflict management; X1 = persuasion
Shared Ideas: Ten interviewees agree on the author’s perspective;	
Investigation’s Complementary Inputs: to remove motivation and social skill; to add emotion, conflict management and persuasion;	

Source: Elaborated by the Author

Regarding the theme of Marketing and being Fritsch & White (1999) and Keller (2013) the authors that were the basis for the research on this theme, the goal was to establish the importance of online marketing within the company’s strategy to engage consumers. As can be seen in Table 41, the results of the research coincide greatly with the conclusions found in the works by Fritsch & White (1999) and Keller (2013). Both the authors and the interviewees agree that online marketing is low cost, allows market insights and consumer knowledge that, by its turn, allows for greater level of customization and to engage in a deeper level, creating a sense of community and proximity. Online marketing also gives customers the freedom to express themselves, to give feedback and to interact with brands. The interviewees also mentioned three other aspects that are not mentioned by the authors: not having to interact face-to-face can be positive or negative, depending on the type of business; the objectivity of online marketing; and the possibility to use online marketing to create in the consumers' mind the idea of having a necessity they weren’t feeling before.

Table 41 Conclusion: How can online marketing facilitate consumer engagement

How can online marketing facilitate consumer engagement	
Fritsch & White (1999); Keller (2013)	Investigation Results
low cost; great level of detail and degree of customization; solid relationship building; allows brands to engage in a deeper and broader level; permits personal, independent expression; it creates a sense of community; it gives market insights; permits feedback;	High proximity; high reach; cheaper; better targeting; better segmenting; more interaction; more customization and personalization; more customer knowledge; not face-to-face can be positive and negative, depending on the type of business; objective; creates in the consumer's mind the idea of having a necessity;
Shared Ideas: low cost; customer knowledge/market insight; high level of customization; allows expression, feedback and interaction; sense of community/engage in deeper level/proximity;	
Investigation's Complementary Inputs: not face-to-face can be positive and negative, depending on the type of business; objective; creates in the consumer's mind the idea of having a necessity;	

Source: Elaborated by the Author

Regarding the theme of Corporate Social Responsibility and being Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014) the authors that were the basis for the research in this area, the goal was to identify the Portuguese idea of Corporate Social Responsibility and the impact managers think CSR can have on brand image, brand insurance and purchase intent.

For the fifteen Portuguese managers interviewed, CSR is a way of companies to give-back and to consider the society, the employees, the environment, the communities, all stakeholders, the suppliers, and to have a positive impact in the world in general; CSR is an attitude, a way of companies being in order to have a positive impact; CSR is a strategy, a form of marketing and trying to appear good to society; CSR is a growing trend, a way of business management, a way of compensation, and it should be implicit and rooted in the culture of any company. As regards to the six CSR definitions presented to the interviewees so they could choose the one they thought to be the best CSR definition, the results are not conclusive as the sample is small, and because three of the six CSR definitions presented were chosen twice (Hong Kong, United Kingdom and Canada), and the other three were chosen three times (European Union, United States and United Nations).

As for the impact that CSR has on brand image, brand insurance and purchase intent, respondents' answers (Table 42) go a long way towards the perspectives of Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009) and Popoli (2011). CSR has a great positive impact on brand image and brand insurance and can be

used as a strategic consideration: a way of marketing and advertising. There is a strong link between social behavior and profitable performance meaning CSR increases purchase intent, but CSR actions that violate societal expectations damage brand image, so the society needs to consider those actions relevant. In addition to these common aspects referred by both the authors and the interviewees, the interviewees refer to other aspects worthy of reflection: CSR only affects the unconscious and it's not reflected in the purchase intent; CSR causes more people to consume the products/services of a company but does not make regular consumers consume more; and that CSR can make companies less competitive.

Table 42 Conclusion: CSR impact on brand image, brand insurance and purchase intent

CSR impact on brand image, brand insurance and purchase intent	
Srnka (2004); Werther & Chandler (2005); Devinney, <i>et al.</i> (2006); Trudel & Cotte (2008); Baker (2009); Popoli (2011);	Investigation Results
CSR offers insurance against management lapses; The need for CSR as brand insurance comes from changing social expectations; Corporate actions that violate societal expectations damage, even destroy, brand image; CSR as a means of redefining profit maximization; CSR a strategic consideration; CSR helps establish an organization's social legitimacy; CSR has a strong impact on brand image and brand equity; strong link between social behaviour and profitable performance, particularly between a firm's social behaviour and the reward or punishment system; elites act in response to news they receive about a company's social responsibility through their purchase decisions and influence others;	Positive impact on brand image and brand insurance; marketing and advertising strategy; increases purchase intent; only affects the unconscious and it's not reflected in the purchase intent; it's not a choice, companies must have CSR projects; it plays a small role in the decision-making process; it has to be well communicated; society needs to consider CSR actions relevant; it causes more people to consume products/services of a company but does not make regular consumers consume more; increases consumer loyalty; it makes companies less competitive; purchase intent is influenced only in a higher and more educated social class;
Shared Ideas: positive impact on brand image and brand insurance; strategic consideration/marketing and advertising strategy; strong link between social behaviour and profitable performance meaning CSR increases purchase intent; Corporate actions that violate societal expectations damage brand image so the society needs to consider CSR actions relevant; purchase intent is influenced only in a higher and more educated social class;	
Investigation's Complementary Inputs: it only affects the unconscious and it's not reflected in the purchase intent; CSR causes more people to consume the products/services of a company but does not make regular consumers consume more; it makes companies less competitive;	

Source: Elaborated by the Author

Thesis Limitations

In terms of external validity, as for the possibility of generalizing the results found in this thesis to other contexts or samples, although this study complements some of the authors' perspectives on the topics addressed, this was only an exploratory study that cannot be generalized or representative. Although the secondary sources have been used and other analyses have been elaborated to complete the results, this factor cannot justify that the results presented here are generalizable with respect to Portuguese practices and perspectives on Leadership, Marketing and Corporate Social Responsibility.

The results obtained in this thesis, due to the sample size of fifteen people, should not be considered as conclusive but only as a suggestion of the Portuguese managers perspectives' tendencies. Also, the fact that some of the terms addressed by both the authors and the managers are so similar makes it sometimes difficult to distinguish one from the other, and to have clear where each concept begins and ends.

Due to this specific investigation character, all the areas and themes of interest and subsequent topics chosen were not studied as thoroughly as possible. The results of some of the questions dealt with were limited to the chosen research and data collection technique (interview), and to the role that each respondent plays within the company and the industry/sector in which it operates, with some questions benefiting from a more quantitative analysis which would be possible using another investigation technique such as the questionnaire. It should also be recognized that some of the questions asked in the interviews turned out to be a little vague and sometimes difficult to interpret, which meant that they needed to be explained and that may have influenced the answers.

Experience Acquired

The development of this thesis allowed the application and deepening of one set of competences and the development of others. The development of this thesis allowed the increase of theoretical knowledge on leadership effectiveness, leadership styles, soft-skills, emotion intelligence, online marketing and CSR concept and its impact on brand image, brand insurance and purchase intent. This thesis also allowed to develop investigation skills, working primary and secondary resources of information, to do bibliographic research in scientific databases and to collect, process and to analyze information using the interview as an investigation method.

During the process it was possible to work on some important soft-skills such as communication and the ability to manage time and stress once this thesis was written while working a full-time job. It was also possible to develop a professional and formal approach to the companies and organizations' top-management, and to learn how to manage tasks and to prioritize them, to select, collect and analyze information, to be objective and succinct, and to master *Microsoft Word* software.

Suggestions for Future Investigations

The present thesis addressed the themes of Leadership, Marketing and Corporate Social Responsibility, on which qualitative research was developed using the interview as a technique for research and data collection. Considering the investigation character, type and context, other topics of interest were not addressed in this research. It would be interesting to study not only more management areas/themes, but to develop studies on more topics of each of the three management areas covered and to go deeper on each topic addressed.

Based on the research developed and the result of comparing the data collected through fifteen interviews with the authors' perspectives, questions were raised that are now left as suggestions for future research:

- To study in more depth the skills that Portuguese managers consider necessary for leadership effectiveness presented as result of this investigation;
- To study in more depth each of the twenty-seven terms used to describe leadership styles: to see if there are any of the twenty-seven terms that are identified by other authors rather than the eight styles identified by Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015); to see if the terms used by interviewees when answering to the RQ2 (Table 25) could be associated with one of the eight styles identified by the authors;
- To perceive if all the situations in which the interviewees consider that the styles should be used and that are not identified in the works of Goleman (2000), Daniel (2002) and Iqbal *et al.* (2015) are described in the works of other authors;
- Through a larger sample and in a more quantitative analysis, to study what effects each leadership style has on employees;
- Understand which soft-skills that were the most identified by the interviewees can fit into the concept of emotional intelligence;
- In view of a larger sample and a more quantitative analysis, to understand how the Portuguese rank the soft-skills identified by Robles (2012) in terms of importance;
- In a more quantitative analysis, to understand which of Goleman's works (2000; 2004) on the components of Emotional Intelligence, the Portuguese consider to be the one that best describes the Emotional Intelligence components;
- To explore the advantages and disadvantages of consumers not having to interact face-to-face when brands use online marketing within different industries/sectors of activity;
- To understand if the concepts most used by the respondents to define CSR (way of giving-back, companies to consider society, employees, environment and communities, way of

being, way of marketing and to look good) are considered important for a larger sample or if the most important concepts would become others;

- To explore the idea of Devinney, *et al.* (2006) and Popoli (2011), that is also reported by an interviewee, that CSR only influences the purchase intent in a higher and more educated social class;

Bibliography

- Alkhateeb, F., Clausen, K., Khanfar, N., & Latif, D. 2008. Digital marketing: Legal and regulatory risk associated with Web 2.0 adoption by the pharmaceutical companies. *Journal of Medical Marketing*, Volume 8, pp. 311-318.
- Avolio B. J., & Luthans, F. 2006. *The high impact leader: Moments matter in accelerating authentic leadership development*. New York: McGraw-Hill.
- Baker, M. 2009. *Marketing responsibly: Addressing the ethical challenges*. London: Institute of Business Ethics.
- Baker, M. 2012. *Corporate social responsibility: What does it mean?*. [Online] Available at: <http://www.mallenbaker.net/csr/definition.php>
- Bardin, L. 1977. *Análise de conteúdo*. Lisboa: Edições 70
- Bass, B. M. 1985. *Leadership and performance beyond expectations*. New York: Free Press.
- Bennis, W. G. 1989. Managing the dream: Leadership in the 21st century. *Journal of Organizational Change Management*, Volume 2, p. 7.
- Boddy, D. 2014. *Management: An introduction*. 6 ed. Harlow: Prentice Hall.
- Bodrozic, Z., & Adler, P. S. 2017. The evolution of management models: A neo-schumpeterian theory. *SC Johnson College of Business*, pp. 1-45.
- Burns, J. M. 1978. *Leadership*. New York: Harper & Row.
- Business Dictionary. 2017. *What is digital marketing?*. [Online] Available at: <http://www.businessdictionary.com/definition/digital-marketing.html>.
- Butcher, D. 2008. Bank of america campaign targets students for mobile banking. *Mobile Marketer*, 28 August.
- Canadian Center for Corporate Responsibility. 2012. *CSR Definition*. [Online] Available at: <https://www.ualberta.ca/business/en/Programs/ExecutiveEducation/Programs/CSR.aspx>
- Carmo, H., & Ferreira, M. M. 2015. *Metodologia da investigação: Guia para auto-aprendizagem*. Lisboa: Universidade Aberta

- Carroll, A. B. 1989. *Business and society: Ethics and stakeholder management*. Cincinnati, OH: South- Western College Publishing.
- Carter, M. 2008. *Overview of leadership in organization*. s.l.:s.n.
- Cavalcanti, L., Lago, R., Lund, M., & Carpilovsky, M. 2009. *Liderança e motivação*. 3 ed. Rio de Janeiro: FVG Editora.
- Chaffey, D. 2010. *E-marketing and Internet marketing definition*. [Online] Available at: <http://www.davechaffey.com/Internet-Marketing/C1-Introduction/E-marketing-Internet-marketing-%20definition>
- Chandler, D., & Werther, W. B. Jr. 2014. *Strategic corporate social responsibility*. 3rd ed. USA: Sage Publications.
- Chang, R. 2009. Consumer control brings brand loyalty. *Advertising Age*, 30 March, p. 26.
- Copacino, W. C. 1997. *Supply chain management*. Boca Raton, FL: St. Lucie Press.
- Costa, R. L., & António, N. S. 2015. *Os modelos de gestão global: Meios e técnicas de controlo nas PME*. 2nd ed. Coimbra: Actual.
- Covey, R. 2004. *Seven habits of highly effective people*. New York: Free Press.
- Daniel, G. 2002. *The new leaders: Transforming the art of leadership into the science of results*. London: Lancaster Press.
- Deigendesch, T. 2009. *Corporate social responsibility: Brand leadership or greenwashing?*. [Online] Available at: <http://www.interbrand.com/fr/best-global-brands/best-global-brands-2009/Corporate-social-responsibility.aspx>.
- Devinney, T., Auger, P., Eckhardt, G., & Birtchnell, T. 2006. The other CSR. *Stanford Social Innovation Review*, Fall(30), p. 7.
- Duriau, V. J., Reger, R. K., & Pfarrer, M. D. 2007. A content analysis of the content analysis literature in organization studies: Research themes, data sources, and methodological refinements. In: *Organizational research methods*. Maryland: Sage Publications
- European Commission. 2011. *A renewed EU strategy 2011-14 for corporate social responsibility*. 25 October, Volume 681, p. 6.
- Fay, J. 2009. *Dell dives as western europe PC market stagnates PC Builder*. 6 May.

- Ferrel, O. C., & Hartline, M. D. 2011. *Marketing strategy*. 5th ed. Mason: South-western Cengage Learning.
- Fifield, P. 2007. *Marketing strategy: The difference between marketing and markets*. 3rd ed. New York: Routledge.
- Fisher, S. 1995. *The use of non-financial rewards in performance measurements*. Englewood cliffs: Prentice Hall.
- Fritsch, P., & White, G. L. 1999. Even rivals concede GM has deftly steered road to success in Brazil. *Wall Street Journal*, 25 February, pp. A1, A8.
- Giovannoni, E., & Fabietti, G. 2013. What is sustainability? A review of the concept and its applications. In: *Integrated Reporting*. s.l.:Springer International Publishing, pp. 21-40.
- Girardi, D., Souza I., & Girardi J. 2012. O processo de liderança e a gestão do conhecimento organizacional: as práticas das maiores indústrias catarinenses. In: *Revista de Ciências da Administração*. Florianópolis: Brasil: Universidade Federal de Santa Catarina.
- Globalization101. 2016. *Why do nations import*. [Online]
Available at: <http://www.globalization101.org/why-do-nations-import/>.
- Goleman, D. 2000. Leadership that gets results. *Harvard Business Review*, Volume 72 - issue 1, pp. 78-90.
- Goleman, D. 2002. *The new leaders: Transforming the art of leadership into the science of results*. London: Lancaster Press.
- Goleman, D. 2004. What makes a leader?. *Harvard Business Review*, Volume 82, pp. 82-91.
- Grill, A. 2009. Volkswagen tiguan mobile advertising case study. *London Calling*, 20 May.
- Grimsley, S. 2017. *Importing and exporting in a global market: Definition, process & importance*. [Online]
Available at: <http://study.com/academy/lesson/importing-and-exporting-in-a-global-market.html>.
- Hay-Gibson, N. 2009. *Interviews via VoIP: Benefits and Disadvantages within a PhD study of SMEs*. [Online] Available at:
https://www.researchgate.net/publication/228813618_Interviews_via_VoIP_Benefits_and_Disadvantages_within_a_PhD_study_of_SMEs
- Hersey, P., & Blanchard, K. H. 1988. *Management of organizational behavior: Utilizing human resources*. New Jersey: Pretence Hall.
- Hill & Knowlton. 2006. *Return on reputation study*. March.

- House, R. J., & Baetz, J. L. 1979. Leadership: Some empirical generalizations and new research directions. In: ***Research in Organizational Behavior***. Greenwich: JAI Press, p. 399.
- Howell, J. M., & Avolio, B. J. 1991. ***The ethics of charismatic leadership: Submission or liberation?***. s.l.:Academy of Management Executive.
- Howell, J. M., & Shamir, B. 2005. The role of followers in the charismatic leadership process: Relationships and their consequences. ***Academy of Management Review***, 30(1), p. 96–112.
- Hunt, S. D. 2000. ***A general theory of competition***. Thousand Oaks, CA: Sage Publications.
- Iacono, V. L., Symonds, P., & Brown, D. H. K. 2016. ***Skype as a Tool for Qualitative Research Interviews***. [Online] Available at: <http://www.socresonline.org.uk/21/2/12.html>
- Iqbal, N., Anwar, S., & Haider, N. 2015. Effect of leadership style on employee performance. ***Arabian Journal of Business and Management Review***.
- Jacobsen, A. L. 2009. ***Gestão por Resultados, Produtividade e Inovação***. Florianópolis: UFSC.
- Keller, K. L. 2013. ***Strategic brand management: Building, measuring and managing brand equity***. 4th ed. England: Pearson Education.
- Kelly, F. J., & Silverstein, B. 2005. ***The breakaway brand***. New York: McGraw-Hill.
- Kerr, S., & Jermier, J. M. 1978. Substitutes of leadership: Their meaning and measurement. In: ***Organizational Behavior and Human Performance***. s.l.:s.n.
- Khan, M. A. 2008. Bank of america surpasses 1M mobile banking customers. ***Mobile Marketer***, 13 June.
- Kluyver, C. A. 2000. ***Strategic thinking: An executive perspective***. Upper Saddle River, New Jersey: Prentice Hall.
- Kotler, J. P. 2001. ***What leaders really do***. 14th ed. s.l.:Harvard Business Review.
- Kotler, P., & Keller, K. L. 2012. ***Marketing management***. 14th ed. New Jersey: Prentice Hall.
- Kotler, P. 2003. ***A framework for marketing management***. 2 ed. Upper Saddle River, NJ: Prentice Hall.
- Lea, R. 2002. Corporate social responsibility: IoD member opinion survey. In: ***The Institute of Directors***. UK: s.n., p. 10.

- Lehmann, D., Keller, K. L., & Farley, J. 2008. The structure of survey-based brand metrics: Branding in the Global Market place. *Journal of International Marketing*, 16(16), p. 29–56.
- Likert, R. 1967. *The human organization: Its management na value*. New York: McGraw-Hill.
- Lombardo, J. 2017. *Types of competitive advantage: Cost, product, niche & sustainable advantages*. [Online]
Available at: <http://study.com/academy/lesson/types-of-competitive-advantage-cost-product-niche-sustainable-advantages.html>.
- Lubin, G. 2014. *Business insider - 24 charts of leadership styles around the world*. [Online]
Available at: <http://www.businessinsider.com/leadership-styles-around-the-world-2013-12>.
- Luthans, F., & Avolio. B. 2003. Authentic leadership development. In: *Positive Organizational Scholarship*. S. E. Dutton ed. San Francisco: Berrett-Koehler, p. 251.
- Luthans, F., Hodgetts, R. M., & Rosenkrantz, S. A. 1988. *Real managers*. Cambridge: Ballinger.
- Luthans, F. 2011. *Organizational behavior: An evidence-based approach*. 12th ed. New York: McGraw-Hill Irwin.
- May, D. R., Luth, M. T., & Schworer, C. E. 2014. The influence of business ethics education on moral efficacy, moral meaningfulness, and moral courage: A quasi-experimental study. *Journal of Business Ethics*, Volume 124, pp. 67-80.
- McCarthy, M. J. 1996. In texas beer brawl, Anheuser and Miller aren't pulling punches. *Wall Street Journal*, 5 December, pp. A1, A12.
- McComb, M. 2002. Profit to be found in companies that care. *South China Morning Post*, 14 April, p. 5.
- Moore, K., & Reid, S. 2008. The birth of brand. *Business History*, Volume 50, pp. 419-432.
- Nussbaum, B. 2002. Why the world needs new thinking. *BusinessWeek*, Issue 3796, pp. 66-67.
- O'Connor, B. 2015. What every CEO needs to know about digital marketing. *Journal of Creating Value*, pp. 214-220.
- O'Connell, V. 2008. Reversing field, macy's goes local. *Wall Street Journal*, 21 April.
- Parpis, E. 2008. Volkswagen's public polling pays off. *Adweek*, 19 May.

- Perlitz, M., & Seger, F. 2014. European cultures and management styles. *International Journal of Asian Management*.
- Piercy, N. 2002. *Market-led strategic change*. Oxford: UK Butterworth-Heineman.
- Popoli, P. 2011. Linking CSR strategy and brand image: Different approaches in local and global markets. *Marketing Theory*, pp. 419-433.
- Porter, M. E., & Kramer, M. R. 2006. Strategy and society: The link between competitive advantage and corporate social responsibility. *Harvard Business Review*.
- Porter, M. E. 1980. *Competitive strategy: Techniques for analyzing industries and competitors*. New York: Free Press.
- Porter, M. E. 1985. *Competitive advantage: Creating and sustaining superior performance*. New York: Free Press.
- Ransom, D. 2010. When the customer is in the neighborhood. *Wall Street Journal*, 17 May.
- Rath, T., & Conchie, B. 2009. *Strengths based leadership*. New York: Gallup Press.
- Robles, M. 2012. Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, pp. 453-465.
- Schofield, J. 2011. **European PC market slumps 11 percent, says Gartner** ZDNet UK. 14 November.
- Shukla, R. P., Balaji D., & Rani, R. 2015. *A comparison of different management styles across the globe*. Faridabad, DAV Institute of Management.
- Silva, M. P., & Shinyashiki, G. T. 2014. *The human resource management can reduce turnover*. [Online]
Available at: <http://macrothink.org/journal/index.php/jmr/article/viewfile/4997/4205>.
- Smith, K. 2007. *What is digital marketing?*. [Online]
Available at: <http://digitalmarketing101.blogspot.com/2007/10/what-is-digital-marketing.html>
- Srnka, K. J. 2004. Culture's role in marketers' ethical decision making: An integrated theoretical framework. *Academy of Marketing Science Review*.
- Stalk, G., Evans, P., & Shulman, L. E. 1992. Competing on capabilities: The new rules of corporate strategy. *Harvard Business Review*, Volume 70, p. 57–69.
- Tarski, A. 2013. *Introduction to logic: And to the methodology of deductive sciences*. New York: Courier Corporation.

- The Economist. 2005. *Technology's mr. predictable*. 24 September.
- Thompson Jr. A. A., & Strickland, A. J. 1997. *Strategic management: Formulation, implementation, and control*. 6 ed. Boston: McGraw-Hill.
- Treacy, M., & Wiersema, F. 1995. *The discipline of market leaders*. Reading, MA: Addison-Wesley.
- Trudel, R., & Cotte, J. 2008. Does being ethical pay?. *Wall Street Journal*, 12(R1).
- Tsirulnik, G. 2009. Bank of america uses mobile banners to drive app downloads. *Mobile Marketer*, 4 September.
- United Nations Institute for Training and Research. 2012. *Introduction to corporate social responsibility*. [Online]
Available at: <http://www.unitar.org/event/introduction-corporate-social-responsibility>
- Valentin, E. K. 2001. SWOT analysis from a resource-based view. *Journal of Marketing Theory and Practice*, Volume 9, p. 54–59.
- Vergara, S. C. 2010. *Projetos e Relatórios de Pesquisa em Administração*. 12. ed. São Paulo: Atlas.
- Vilelas, J. 2009. *Investigação: o processo de construção do conhecimento*. Lisboa: Sílabo.
- Werther, W. B., & Chandler, D. 2005. Strategic corporate social responsibility as global brand insurance. *Kelley School of Business*, pp. 317-324.
- Whetten, D. A., & Cameron, K. S. 1991. *Developing management skills*. 2nd ed. New York: HarperCollins.
- Wymbs, C. 2011. Digital marketing: The time for a new "academic major" has arrived. *Journal of Marketing Education*, pp. 93-106.
- Yin, R. K. 1994. *Case study research: Design and methods*. 2nd ed. California: Sage.
- Yolles, M. 2009. Competitive advantage and its conceptual development. *Business Information Review*, Volume 26 (2), p. 93–111.

Annexes

Annex I – Interview Script

Annex II – Interview Script Supports: Effective Leadership Skills and Categories of Effective Leadership Skills

Annex III – Interview Script Supports: Leadership Styles

Annex IV – Interview Script Supports: Top Ten Soft-Skills' Dimensions by US Executives

Annex V – Interview Script Supports: The Five Components of EI at Work

Annex VI – Interview Script Supports: CSR Definitions

Annex VII – Interview Script Supports: *Google Form* specifically designed so the Interview Script Supports used in the Presential Interviews could be given during M5's interview through VoIP

Annex VIII – Transcript of Interviews: M1

Annex IX – Transcript of Interviews: M2

Annex X – Transcript of Interviews: M3

Annex XI – Transcript of Interviews: M4

Annex XII – Transcript of Interviews: M5

Annex XIII – Transcript of Interviews: M6

Annex XIV – Transcript of Interviews: M7

Annex XV – Transcript of Interviews: M8

Annex XVI – Transcript of Interviews: M9

Annex XVII – Transcript of Interviews: M10

Annex XVIII – Transcript of Interviews: M11

Annex XIX – Transcript of Interviews: M12

Annex XX – Transcript of Interviews: M13

Annex XXI – Transcript of Interviews: M14

Annex XXII – Transcript of Interviews: M15

Annex I – Interview Script

ABOUT THE INTERVIEWEE

Name:

Sex:

Age:

Job Function:

Academic Background:

ABOUT THE COMPANY

Name:

Industry/Sector:

2017 Revenues:

Number of Employees:

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

RQ3: What's the effect each leadership style can have on employees?

Open-ended question: "What's the effect each leadership style can have on employees?"

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: "What are the most-wanted soft-skills by recruiters?"

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills' dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: "What is the impact of CSR on brand image, brand insurance and purchase intent?"

Annex II – Interview Script Support Materials: Effective Leadership Skills and Categories of Effective Leadership Skills

Effective Leadership Skills (Whetten & Cameron, 1991; Luthans, 2011)

- verbal communication (including listening);
- managing time and stress;
- managing individual decisions;
- recognizing, defining, and solving problems;
- motivating and influencing others;
- delegating;
- setting goals and articulating a vision;
- self-awareness;
- team building;
- managing conflict;

Categories of Effective Leadership Skills (Whetten & Cameron, 1991; Covey, 2004; Luthans, 2011)

- Participative and human relations (i.e.: supportive communication and team building);
- Competitiveness and control (i.e.: assertiveness, power, and influence);
- Innovativeness and entrepreneurship (i.e.: creative problem solving);
- Maintaining order and rationality (i.e.: managing time and rational decision making);

Annex III – Interview Script Support Materials: Leadership Styles

**Leadership Styles (Likert, 1967; Goleman, 2000; Daniel, 2002; Girardi *et al.*, 2012;
Iqbal *et al.*, 2015)**

- Democratic (“What do you think?”)
- Authoritative (“Come with me.”)
- Coercive (“Do what I tell you.”)
- Affiliative (“People come first.”)
- Participative
- Coaching (“Try this.”)
- Pacesetting (“Do as I do, now.”)
- Autocratic

Annex IV – Interview Script Support Materials: Top Ten Soft-Skills’ Dimensions by US Executives

Top Ten Soft-Skills’ Dimensions by US Executives (Robles, 2012)

SOFT-SKILLS	DIMENSIONS
Communication	oral, speaking capability, written, presenting, listening;
Courtesy	manners, etiquette, business etiquette, gracious, says please and thank you, respectful;
Flexibility	adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable;
Integrity	honest, ethical, high morals, has personal values, does what’s right;
Interpersonal Skills	nice, personable, sense of humor, friendly, nurturing, empathetic, self-control, patient, sociability, warmth, social skills
Positive Attitude	optimistic, enthusiastic, encouraging, happy, confident;
Professionalism	businesslike, well-dressed, appearance, poised;
Responsibility	accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense;
Teamwork	cooperative, gets along with others, agreeable, supportive, helpful, collaborative;
Work Ethic	hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance;

Annex V – Interview Script Support Materials: The Five Components of EI at Work

The Five Components of EI at Work (Goleman, 2004)

	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	Self-confidence Realistic self-assessment Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment – to think before acting	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	Expertise in building and retaining talent Cross-cultural sensitivity Service to clients and customers
Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams

Annex VI – Interview Script Support Materials: CSR Definitions

CSR Definitions

- **Hong Kong:** “The notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development.” (McComb, 2002; Chandler & Werther, 2014).
- **United Kingdom:** “CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment.” (Lea, 2002; Chandler & Werther, 2014).
- **European Union:** “[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” (European Commission, 2011; Chandler & Werther, 2014).
- **United States:** “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (Baker, 2012; Chandler & Werther, 2014).
- **Canada:** “The rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.” (Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014).
- **United Nations:** “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).

Annex VII – Interview Script Supports: *Google Form* specifically designed so the Interview Script Supports used in the Presential Interviews could be given during M5's interview through VoIP

The image shows a Google Form titled "Portuguese Practices". Below the title, there is a red asterisk and the word "Obrigatório" (Mandatory). The form is divided into sections by blue headers. The first section is titled "Leadership" and contains a list of leadership practices, each preceded by a checkbox. The list includes: verbal communication (including listening); managing time and stress; managing individual decisions; recognizing, defining, and solving problems; motivating and influencing others; delegating; setting goals and articulating a vision; self-awareness; team building; and managing conflict. Below this list, there is a red asterisk and a second list of practices, each preceded by a checkbox. This second list includes: Participative and human relations (i.e.: supportive communication and team building); Competitiveness and control (i.e.: assertiveness, power, and influence); Innovativeness and entrepreneurship (i.e.: creative problem solving); and Maintaining order and rationality (i.e.: managing time and rational decision making). At the bottom of the form, there are two buttons: "ANTERIOR" and "SEGUINTE". Below the buttons, there is a small text that says "Nunca envie palavras-passe através dos Formulários do Google."

Portuguese Practices

*Obrigatório

Leadership

*

- ☐ verbal communication (including listening);
- ☐ managing time and stress;
- ☐ managing individual decisions;
- ☐ recognizing, defining, and solving problems;
- ☐ motivating and influencing others;
- ☐ delegating;
- ☐ setting goals and articulating a vision;
- ☐ self-awareness;
- ☐ team building;
- ☐ managing conflict;

- ☐ recognizing, defining, and solving problems;
- ☐ motivating and influencing others;
- ☐ delegating;
- ☐ setting goals and articulating a vision;
- ☐ self-awareness;
- ☐ team building;
- ☐ managing conflict;

*

- ☐ Participative and human relations (i.e.: supportive communication and team building);
- ☐ Competitiveness and control (i.e.: assertiveness, power, and influence);
- ☐ Innovativeness and entrepreneurship (i.e.: creative problem solving);
- ☐ Maintaining order and rationality (i.e.: managing time and rational decision making);

ANTERIOR SEGUINTE

Nunca envie palavras-passe através dos Formulários do Google.

Portuguese Practices: Perspective on Leadership, Marketing and Corporate Social Responsibility

Portuguese Practices

*Obrigatório

Secção sem título

*

☐ Democratic ("What do you think?")

☐ Authoritative ("Come with me.")

☐ Coercive ("Do what I tell you.")

☐ Affiliative ("People come first.")

☐ Participative ("You can have better ideas than me. Surprise me.")

☐ Coaching ("Try this.")

☐ Pacesetting ("Do as I do, now.")

☐ Autocratic ("Don't think, I'll tell you exactly what to do.")

[ANTERIOR](#) [SEGUINTE](#)

Nunca envie palavras-passe através dos Formulários do Google.

Portuguese Practices

*Obrigatório

Secção sem título

*

SOFT SKILLS	DIMENSIONS
Communication	oral, speaking capability, written, presenting, listening;
Courtesy	manners, etiquette, business etiquette, gracious, says please and thank you, respectful;
Flexibility	adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable;
Integrity	honest, ethical, high morals, has personal values, does what's right;
Interpersonal Skills	nice, personable, sense of humor, friendly, nurturing, empathetic, self-control, patient, sociability, warmth, social skills
Positive Attitude	optimistic, enthusiastic, encouraging, happy, confident;
Professionalism	businesslike, well-dressed, appearance, poised;
Responsibility	accountable, reliable, gets the job done, resourceful, self-disciplined, wants to do well, conscientious, common sense;
Teamwork	cooperative, gets along with others, agreeable, supportive, helpful, collaborative;
Work Ethic	hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance;

A sua resposta

[ANTERIOR](#) [SEGUINTE](#)

Nunca envie palavras-passe através dos Formulários do Google.

Portuguese Practices

*Obrigatório

Secção sem título

Definition

the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others

Self-Awareness

Hallmarks

self-confidence
realistic self-assessment
self-deprecating sense of humor

the ability to control or redirect disruptive impulses and moods
the propensity to suspend judgment--to think before acting

Self-Regulation

trustworthiness and integrity
comfort with ambiguity
openness to change

a passion to work for reasons that go beyond money or status
a propensity to pursue goals with energy and persistence

Motivation

strong drive to achieve
optimism, even in the face of failure
organizational commitment

the ability to understand the emotional makeup of other people
skill in treating people according to their emotional reactions

Empathy

expertise in building and retaining talent
cross-cultural sensitivity
service to clients and customers

proficiency in managing relationships and building networks
an ability to find common ground and build rapport

Social Skill

effectiveness in leading change
persuasiveness
expertise in building and leading teams

A sua resposta

ANTERIOR

SEGUINTE

Portuguese Practices

*Obrigatório

CSR

Hong Kong: "The notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development."

☐

United Kingdom: "CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment."

☐

European Union: "[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders."

☐

United States: "CSR is about how companies manage the business processes to produce an overall positive impact on society."

☐

Canada: "The rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment."

☐

United Nations: "Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company's interactions with the full range of its stakeholders."

☐

125

Annex VIII – Transcript of Interviews: M1

ABOUT THE INTERVIEWEE

Name: M1

Sex: Male

Age: 46

Job Function: Chief Executive Officer

Academic Background: PhD in Management

ABOUT THE COMPANY

Industry/Sector: Management Consulting

2017 Revenues: Independent Consultant

Number of Employees: Independent Consultant

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Common-sense; Communication; Organization; Coordination; Monitoring; Lead by example; Ability to listen;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Verbal communication (including listening); Recognizing, defining, and solving problems; Delegating;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Innovativeness and entrepreneurship (i.e.: creative problem solving);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Autocratic: it should be used during crises; Democratic: it should be used in every situation apart from situations of crises; “Laissez-faire laissez-passer”: it should never be used.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Democratic (“What do you think?”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Autocratic: employees feel they are not listened but they know which way to go; in a short-term it increases productivity perspective but it’s not sustainable in the long-term; Democratic: it gives room for employees’ creativity; employees feel listened that increases their commitment to the company which benefits the relation between the company and its clients; it makes employees feel motivated to come up with different ideas, processes and products; “Laissez-faire laissez-passer”: employees feel distance to the leader; it leads to employees to form small groups between them inside the company.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Teamwork; Ability to learn; Humility;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Positive Attitude; Professionalism; Teamwork;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I would add a sixth one: emotion. By emotion I mean passion and to like what you do.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Considering B2C (Business to Consumer), there is only one Marketing that it can be divided into digital and online marketing and there is the “other” marketing, the traditional way of doing marketing. Online marketing can facilitate consumer engagement by how close brands can be to their target through apps and/or through good online reviews of their products. The most effective way of marketing varies according to the segment of the product/service. It’s logical that online marketing brings better results when targeting young people and the traditional marketing when target older people.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR can be defined by the responsibility of every company to elevate its organizational objectives to objectives which encompass the society, the environment and the people, not just the capital owners or the stakeholders, but everyone.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *European Union: “[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” (European Commission, 2011; Chandler & Werther, 2014).*

“I’ve chose this definition because for me CSR has to be integrated in everything a company does and that’s why it has to be considered in the core strategy.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“CSR can have a huge impact on the brand image and brand insurance, but it’s important for people to know what the company does regarding CSR. CSR actions and people to know them are equally important. It’s also important the consumer/society to consider those actions relevant and seasonable. There are two CSR “degrees”: the first one relates to the actions that a company develops in a more caring way, like planting trees or to restore houses affected by

the fires; the second degree relates to implement CSR politics in the company's strategy and processes. The best example of a Portuguese company socially responsible is Delta Cafés. The entire company activity considers the society, the environment and the people: employees, stakeholders and the community in which the company develops its activity."

Annex IX – Transcript of Interviews: M2

ABOUT THE INTERVIEWEE

Name: M2

Sex: Male

Age: 25

Job Function: Project Manager

Academic Background: MSc: Business Administration

ABOUT THE COMPANY

Industry/Sector: IT Consulting

2017 Revenues: 5.000.000€

Number of Employees: 120

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Inspirational; Perceptive and shrewd; Interpersonal skills;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Verbal communication (including listening); Motivating and influencing others; Setting goals and articulating a vision;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Competitiveness and control (i.e.: assertiveness, power, and influence);

3° Maintaining order and rationality (i.e.: managing time and rational decision making);

4° Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Dictator: this style should be used during times of crises because there is no time for everyone to give their opinion about what needs to be done; the leader needs to be aggressive for employees to do what they are told to do, explaining the consequences if they don’t; Inspirational and “Lead by Example”: this leadership style can also be associated to the motivational style. It should be used all the time hand-in-hand to the “lead by example” style.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Participative, but I would have chosen Coaching as second.”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Dictator: employees revolt against the leader; they feel unmotivated and that affects their productivity; Inspirational: good working climate; employees feel oriented; it increases productivity; it increases motivation; employees reach the objectives faster; people feel motivated by knowing the direction to take and they feel they’re listened because they have a close relationship to the leader; Lead by Example: it kills creativity and innovation; everything is done by the book; it creates “robot-people”;

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Creativity; Innovation; Communication skills (written and spoken); Problem-solving;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Communication; Interpersonal Skills; Teamwork. If I could’ve chosen a fourth one it would be ‘Responsibility’”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I would add a sixth one: ability to manage conflicts.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Greater reach, much higher than the traditional marketing; it’s cheaper; enables better target/consumer segmentation; facilitates interaction; allows costumer to customize the products and services to better fit their needs;”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is the company’s contribution to the society despite the costs that can encompass. It’s one way to show to the society the bright side of the firm.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

United States: “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (Baker, 2012).

“I was deciding between the United States and the European Union definitions but what made me choose the United States definition was the fact the US definition doesn’t limit the company’s impact to the stakeholders but takes in consideration the whole society and because the CSR good practices are rooted in all the processes and strategy of the company and they don’t happen just from time to time.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“The overall CSR impact on brand image, brand insurance and purchase intent is very positive. Consumers can choose to buy products/services from a company that is socially responsible over other that is not. Knowing this, companies should integrate CSR practices in their structure. Good CSR practices can increase the number of consumers buying a company’s products/services. Good CSR practices doesn’t necessarily leads consumers to buy more of some product/service but can increase the number of different people that do it. A lot of companies invest in CSR just because they have to and not because they want to. If a company doesn’t have a CSR policy that can affect the consumer perception of the company and the

consumer willingness to buy products/services from the company. It's dangerous how easy it is for people to influence others nowadays with social networks. If someone puts it out there that a certain company does not consider, for example, the human rights of its employees, that influences the company's reputation and that can lead to a boycott that can lead to a company's bankruptcy."

Annex X – Transcript of Interviews: M3

ABOUT THE INTERVIEWEE

Name: M3

Sex: Male

Age: 35

Job Function: Consultant

Academic Background: MSc: Industrial Engineering and Management

ABOUT THE COMPANY

Industry/Sector: Strategy and Management

2017 Revenues: 500.000€

Number of Employees: 9

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Trustworthy; Delegating; Ability to learn; Personal development; Humility;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Motivating and influencing others; Delegating; Team Building. If I could I would add to the idea of conflict management and the ability to make people work together to overcome obstacles to ‘Motivating and influencing others’”;

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Maintaining order and rationality (i.e.: managing time and rational decision making);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Autocratic/Authoritative: it should be used only in some specific contexts like agriculture and industry, and in countries less developed. In these countries the leader can listen to the employees but it should not take into consideration what they say considering the lack of education and academic background; Participative: it should be used in the consulting industry; Dictator: should never be used; Relational: It should be used in more creative contexts when there is a need for new ideas and solutions; Democratic: it should be used in big corporations so the decisions can be made taking into consideration the vision and opinion and all the employees; I think that the democratic, relational and participative leadership styles are intimately connected.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Participative. In second, I would choose the Democratic style and in third the Coaching style. Actually, I think that the Participative and Democratic styles are very connected and are very similar to each other. The Participative style is very connected to the industry I’m in: consulting.”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Autocratic/Authoritative: employees feel oriented and know which direction to take; the objectives are clear; it limits employees’ development because they only execute, they do not give inputs; Participative: people feel motivated; people participate in the decision-making processes; this style can lead to wrong management employees’ expectations; Dictator: employees have clear what are the consequences for their actions; it limits the employees’ growth; Relational: employees feel motivated; it facilitates personal relations; the downside of this leadership style is the fact that the leader can be very manipulative; Democratic: employees feel motivated because they feel listened and that their opinion matters.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Adaptability; Ability to learn; Multiculturalism (to be able to be outside their comfort zone and to deal with all kinds of people);

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills' dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Interpersonal Skills; Teamwork. If I could've chosen a fourth one it would be 'Responsibility'”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn't add or remove any competence. 'Motivation' is the most important competence in here: when people feel motivated they more easily develop new competences.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Online Marketing facilitates consumer engagement by allowing brands to create an individual and personalized relation with the clients. Senior managers are those who can create these relations/connections with the clients because they know their clients and the industry in which the company operates better than anyone. Pepsi and Telepizza are two companies that are a good example of aggressive online marketing.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is a way of a company to do marketing: it is a way of selling products and services. CSR is a way of a company to invest in the society in order to obtain resources for the company. Every CSR activity has as its base the idea of developing the company while having a positive impact on the local community. There are good examples of companies with good CSR practices: Continente (through the Popota project), Secil and Cimpor (through reforestation of the quarries they destroy).”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate

Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *United Nations: “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).*

“I’ve chosen this over the United States definition because the United Nations definition mentions the interaction between the company and its stakeholders and not just the ‘impact’ and for me that ‘interaction’ is key to correctly define CSR.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“Knowing that a company is socially responsible has direct influence in the consumers’ decision-making process. A good CSR strategy has a positive impact on a company’s brand image, increases consumers’ loyalty and increases the purchase intent.”

Annex XI – Transcript of Interviews: M4

ABOUT THE INTERVIEWEE

Name: M4

Sex: Male

Age: 58

Job Function: Export Manager

Academic Background: High-School Diploma

ABOUT THE COMPANY

Industry/Sector: Food & Beverages | Agriculture

2017 Revenues: 1.200.000€

Number of Employees: 25

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Motivational; Delegating;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Motivating and influencing others; Delegating; Team Building;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Competitiveness and control (i.e.: assertiveness, power, and influence);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Maintaining order and rationality (i.e.: managing time and rational decision making);

4° Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Participative: it should be used to approach more subjective subjects in which everyone’s contribute is beneficial/adds value. Example: R&D teams; Directive: directive leaders turn to be a “boss” and not a leader. A good leader can be a good “boss” but a “boss” is not always a good leader. A directive leader can only get results using terror. Example: Assembly line.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Participative. I would have chosen Affiliative in second and Coaching in third.”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Participative: once it facilitates the communication, employees feel listened and valued and that increases their motivation that by its turn leads to the company’s progress and development. Directive: it creates a “routine” and employees don’t feel motivated and valued. They don’t have room to be creative and they loss productivity and efficiency.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

“Self-esteem (who’s not ok with oneself will not be ok with others); Self-confidence; Ability to communicate and to know and “read” the target-audience; Interpersonal relations;”

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Positive Attitude; Responsibility; Teamwork;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn’t add or remove any competence.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Allows companies to know better their target; it increases the reach of the communication; it allows brands to increase their communication assertiveness; it’s less expensive compared to traditional marketing; I’m a fan of online and digital marketing.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is the idea of a company to see its employees as its most important client. If a company works on a product or a service to satisfy a client, it should first satisfy its employees. CSR is the idea that everything that a company does should never harm the environment.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *European Union: “[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders.” (European Commission, 2011; Chandler & Werther, 2014).*

“My second option would be Hong-Kong.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“The companies that are socially responsible are less competitive to those companies and countries that are not. Example: USA’s CO2 emissions’ policy. I feel in the first person that a company’s image it’s highly benefited by CSR and it increases consumers’ purchase intent and that increases brand insurance. For example, when I say that the company I work for belongs to a Foundation, the company’s image is highly and positively affected because people know that the company’s profit (or at least part of it) will be used to help other people. It’s possible to see that consumers are increasingly giving priority to consuming products/services from companies that are socially responsible.”

Annex XII – Transcript of Interviews: M5

ABOUT THE INTERVIEWEE

Name: M5

Sex: Female

Age: 30

Job Function: Vice-President

Academic Background: MSc: Finance

ABOUT THE COMPANY

Industry/Sector: Bank/Finance

2017 Revenues: USD \$37.945.000

Number of Employees: 57.000

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Ability to listen; Able to interact and relate with peers and subordinates; Lead by example; Ability to encourage and compliment; To set clear and realistic goals; To make clear decisions;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Verbal communication (including listening); Recognizing, defining, and solving problems; Setting goals and articulating a vision;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1º Competitiveness and control (i.e.: assertiveness, power, and influence);

2º Maintaining order and rationality (i.e.: managing time and rational decision making);

3º Participative and human relations (i.e.: supportive communication and team building);

4º Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Autocratic: ruling with an ‘iron fist’ when the team has not been able to perform and still needs to meet the deadline; Democratic: involving all team members in the decision process, usually used when the task is going to be long and demanding; Transformational: leading each team member to reach their full potential.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Participative”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Autocratic: creates fear and can lead to disruptive work environments; Democratic: creates a sense of belonging and common goals; it’s positive for the work environment but doesn’t allow individuals to develop their full potential; Transformational: positive for the employees motivation but can lead to complex work environment situations.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

“It really depends on the position the recruiter is hiring for. There is no set of skills that would fit every industry.”

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Interpersonal Skills; Teamwork;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn’t add or remove any competence.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“There are people who feels more comfortable by not needing to interact face-to-face and online marketing can get these people too.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is a growing trend. Led by the society, companies need to evolve, create and adapt to a new reality where its customers demand a new positioning and mind set.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *United States: “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (Baker, 2012).*

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“A company’s brand image and brand insurance can be positively affected but CSR still plays a small role in the consumers’ decision-making process when it comes to buy products/services, although its importance is growing.”

Annex XIII – Transcript of Interviews: M6

ABOUT THE INTERVIEWEE

Name: M6

Sex: Male

Age: 32

Job Function: Chief Marketing Officer

Academic Background: BA: Sciences of Communication

ABOUT THE COMPANY

Industry/Sector: Events Management & Brand Activation

2017 Revenues: 12.000.000€ (2016 Revenues)

Number of Employees: 80

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“Humility; Communication; Interpersonal skills; Empathy; Observer; Ability to listen; Seeker for knowledge;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Verbal communication (including listening); Recognizing, defining, and solving problems; Motivating and influencing others;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Competitiveness and control (i.e.: assertiveness, power, and influence);

3° Innovativeness and entrepreneurship (i.e.: creative problem solving);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Dictator: it should be only used in situations of conflict and instability once it affects the team spirit. These are the only situations where it is effective; Passive: it should never be used; Democratic: it should be used in every situation except in conflict or instability scenarios.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Coaching (“Try This”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Dictator: it affects the employees’ motivation because they only execute what their told to do and there’s no room for them to give their opinion or to share their vision and once their creativity is not taken into consideration which slows the company’s progress; Passive: the leader just let things run without interfering too much and that originates instability and poor performances; Democratic: the leader knows the team and creates personal relations which increases employees sense of belonging and, by its turn, it increases the performance.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

“Social and interpersonal Skills; Communication Skills;”

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Communication; Interpersonal Skills; Responsibility;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn’t add or remove any competence.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“It facilitates because once you can easily reach and know your target you can develop strategies knowing what to do to engage them.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“It’s a company’s responsibility to actively position itself in the society by developing social actions in the community in which operates.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

United Nations: “Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company’s interactions with the full range of its stakeholders.” (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“Depending on the dimension of the actions and on how well they’re communicated, CSR can be a huge decision factor when it comes to consumers to choose from which company to buy products/services.”

Annex XIV – Transcript of Interviews: M7

ABOUT THE INTERVIEWEE

Name: M7

Sex: Female

Age: 28

Job Function: Artist Manager

Academic Background: MSc: Marketing

ABOUT THE COMPANY

Industry/Sector: Music Industry

2017 Revenues: 1.000.000

Number of Employees: 6

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: “What are the skills needed to be an effective leader?”

“To point a clear direction; To define valid and clear objectives; To be clear and objective; Ability to manage people and to create and maintain a good work environment; To know how to prioritize;”

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

“Verbal communication (including listening); Motivating and influencing others; Setting goals and articulating a vision;”

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being “1” the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Innovativeness and entrepreneurship (i.e.: creative problem solving);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Dictator: it should only be used to control situations of crises where there is no other option or solution and it’s clear that any other leadership style would be effective; Democratic: it should be all the time to allow everyone’s equally participation. It should not only be used a professional context but also in the family environment, from parents to children; Liberal: although it’s clear who’s the leader, the leader trusts employees when they have more expertise in certain area (Example: a management company that happens to have a design department: the manager should trust designers regarding what works or doesn’t).”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Coaching (“Try This”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Dictatorship: it has a overall negative impact; Democratic: it creates a sense of belonging on employees. They feel they’re heard and that they are a part of a team and a part of something bigger than them. Liberal: it has similar effects to the democratic style, but the liberal style creates more room so the natural leaders to reveal themselves.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Team Work; Sensibility; Ability to work under stress and pressure; Good communication competences; Sense of responsibility;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Professionalism; Responsibility;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

"I wouldn't add or remove any competence."

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

"It allows to personalize the communication which leads to effectiveness regarding what a company offers and to those who offers. It allows companies to easily and more directly create in the consumers' mind the idea of a necessity they weren't feeling before."

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

"CSR can be defined by the organizations' social consciousness and its active role to have a positive impact in the world we live in."

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *United Nations: "Corporate Social Responsibility (CSR) can be understood as a management concept and a process that integrates social and environmental concerns in business operations and a company's interactions with the full range of its stakeholders."* (United Nations Institute for Training and Research, 2012; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: "What is the impact of CSR on brand image, brand insurance and purchase intent?"

"CSR importance is increasing. People are more conscious each day and they want for brands to follow that so there is one more thing for people to identify themselves with. It's possible for a customer that has certain values, principles and beliefs to buy products/services from a brand that shares the same values."

Annex XV – Transcript of Interviews: M8

ABOUT THE INTERVIEWEE

Name: M8

Sex: Male

Age: 54

Job Function: Chief Executive Officer

Academic Background: BA: Industrial Design

ABOUT THE COMPANY

Industry/Sector: Architecture & Design

2017 Revenues: The interviewee said he didn't want to disclose this information.

Number of Employees: 1

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Self-Confidence; Communication; Objectivity; Psycho-Social competences;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Verbal communication (including listening); Motivating and influencing others; Delegating;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Innovativeness and entrepreneurship (i.e.: creative problem solving);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: "What leadership styles are possible to identify and when should each one be used?"

“Autocratic: it should be used in any company; Democratic: it should be used in every small and mid-size enterprises; Liberal: it should be used in big and complex companies.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Democratic (“What do you think?”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Autocratic: it has negative effects in any organization; there is lack of confidence between employer and employees; employer and employees don’t have common objectives; there isn’t a global vision; it slows the company’s growth; employees feel totally frustrated; Democratic: employees feel confidence in their leader; employer and employees work together in a constructive, participative and creative way; Liberal: same impact as the democratic but in the liberal style employees admire their leader.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Positive attitude; Communication skills; Creativity; Ethic; Team Work; Flexibility;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Communication; Teamwork; Work Ethic;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn’t add or remove any competence.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“By custom communication once it allows to know your customers’ profile. Online marketing should be used as a complement to the traditional marketing and vice-versa.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is a way of business management taking into consideration those who are essential to develop the business, whether they’re employees, suppliers, local communities, the environment or the society in general.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

United Kingdom: “CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment.” (Lea, 2002; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“Consumer’s purchase intent will only be affected by the company’s assertive communication. If the company can reflect CSR in its brand image and brand insurance and in the products/services it offers, the consumer can be compelled to buy from that company instead of another.”

Annex XVI – Transcript of Interviews: M9

ABOUT THE INTERVIEWEE

Name: M9

Sex: Male

Age: 41

Job Function: Music Content Manager

Academic Background: BA: Journalism

ABOUT THE COMPANY

Industry/Sector: Television

2017 Revenues: The interviewee said he didn't want to disclose this information.

Number of Employees: 20

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Communication; Assertiveness; Team and people management; Someone who can see the 'big picture' at the same time it can see the 'small-picture'; Ability to motivate a team;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Recognizing, defining, and solving problems; Delegating; Setting goals and articulating a vision;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Competitiveness and control (i.e.: assertiveness, power, and influence);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Innovativeness and entrepreneurship (i.e.: creative problem solving);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Lead by example”, “Same level leadership”, “Human Leadership” and “Financial Leadership” are all types of leadership that can and should be used. The leader must employ and adjust the leadership style considering the phase/period the company is going through.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Participative”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Lead by example: the impact is totally positive. It creates a sense of belonging and that improves employees’ productivity; Same level leadership: it has also a positive impact but has a downside: it’s unclear who’s the boss and that can lead to objectives not be clearly defined; Human leadership: it increases employees’ motivation and that, by its turn, increases their productivity; the leader can forget the organization’s objectives and the employees can feel without direction; Financial leadership: the objectives are clear to everyone; employees lack support and they don’t feel heard and motivated;”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Team Work; Communication; Problem-Solving;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Communication; Integrity; Teamwork;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

*“I would remove **Motivation** and **Social Skill** because although they are very important skills and competences everyone should have I don’t consider they’re a consequence of Emotion Intelligence.”*

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Online marketing importance increases every day. Regarding the young generations, no other type of marketing would and will work. It allows tailor marketing for customers and it allows an incredible reach, allowing brands to get in front of people faces and eyes without they even ask and when they least expect.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is a way of a company/organization to give back to the community in which operates, acknowledging the role it can play on the community’s well-being. CSR is an attitude. It is an attitude that accounts employees an integrated part of the company and their necessity and desire of helping other people.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

Canada: “The rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.”
(Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“It depends a lot of the type of company we’re talking about, the type of industry in which operates, its core business, everything, but in general CSR has a tremendous positive affect on a company’s brand image once it embraces the consumer intent of being socially responsible. Regarding the consumer’s purchase intent and how CSR can have influence on it, it really

depends on how well the company's CSR behaviour is being communicated: if it's done effectively CSR can be a determinant factor on consumers' buying choices."

Annex XVII – Transcript of Interviews: M10

ABOUT THE INTERVIEWEE

Name: M10

Sex: Male

Age: 35

Job Function: General Manager

Academic Background: PGDip: Management

ABOUT THE COMPANY

Industry/Sector: Entertainment

2017 Revenues: The interviewee said he didn't want to disclose this information. He only said that the company had a 5.000% growth rate from 2017 to 2018.

Number of Employees: 30

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Humility; Common-sense; Adaptability/Flexibility; Empathy;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Recognizing, defining, and solving problems; Motivating and influencing others; Setting goals and articulating a vision;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Competitiveness and control (i.e.: assertiveness, power, and influence);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Innovativeness and entrepreneurship (i.e.: creative problem solving);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“There is only one major leadership style I can identify: the Situational leadership style. Any other leadership style I could say it’s just a subdivision of the situational style. The Situational should be used all the time but for instance the Participative style should be used in board meetings, the Coaching style when dealing with senior employees and Guidance style when dealing with junior employees or interns. The leader should always adapt his/her leadership style according to the situation and according to the company, the type of industry in which it operates and according to the phase the company is going through.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Democratic (“What do you think?”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“The Participative, Coaching and Guidance have, in general, great positive impact on employees’ motivation and performance; the Authoritative style on the other hand can freeze employees because of the way things are said to them, but once they get over the initial shock they improve their performance; when using the Democratic leadership style, the leader makes employees feel more motivated and that increases performance. A democratic style that includes employees in the decision-making process is the best way to motivational technique a leader can use.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Ownership; Accountability/Responsibility; Adaptability; Communication/Interpersonal Skills; Empathy/Sympathy;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Positive Attitude; Responsibility. If I could’ve chosen a fourth one it would be ‘Integrity’”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

*"I would add a sixth category of competences: **persuasion**. When I say persuasion, I mean the ability to influence other people and to create impact in everything one 'touches'. I use Emotion Intelligence to accept the fact that considering the type of industry I work in it's normal for me to spend more energy on managing the managing partners other than managing the company's employees considering the type of industry."*

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

"Online marketing allows in-depth knowledge about the consumer profile (tracking) and this allows companies to do more and better targeting and segmenting. Online marketing also allows greater interaction with the consumer and a reach that traditional marketing does not allow. Online marketing allows companies to live the "know your customer" idea. Only by combining online marketing with traditional marketing can you sell products / services on a large scale."

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

"CSR is the way a company has to give-back to the society as it considers the society as its client. CSR is a strategic mean for companies get what they want. CSR is basically to do great things but only to pursuit personal and economic interests. CSR can also be uses by companies to compensate the cold and harsh way they treat their clients. Take as an example EDP. They're harsh on customers but the company has numerous CSR projects."

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.
Hong Kong: "The notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and

overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development.” (Chandler & Werther, 2014, McComb, 2002).

“My second option would be the United States’ definition.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“CSR can affect the customer’s unconscious but not their conscious in a way it can be reflected in their purchase intent. CSR can positively affect the company’s brand image and that increases brand insurance. Take as an example EDP: if they weren’t doing what they’re doing socially and environmentally speaking, people would hate the company even more.”

Annex XVIII – Transcript of Interviews: M11

ABOUT THE INTERVIEWEE

Name: M11

Sex: Female

Age: 28

Job Function: Financial Controller

Academic Background: BA: Business Administration

ABOUT THE COMPANY

Industry/Sector: Entertainment

2017 Revenues: The interviewee said she couldn't disclose this information.

Number of Employees: 30

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Interpersonal Skills; Creativity; Problem-Solving; Adaptability; Team Spirit;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Verbal communication (including listening); Recognizing, defining, and solving problems; Team Building;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Maintaining order and rationality (i.e.: managing time and rational decision making);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: "What leadership styles are possible to identify and when should each one be used?"

*“Autocratic: it should be used in big corporations and when leaders need to get quick results;
Democratic: it should be used only in some departments (ex.: marketing departments);
Relational: it should be always used.”*

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Democratic (“What do you think?”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Autocratic: facing an autocratic leader employees lack motivation and they start looking for a new job. To be under orders of an autocratic leader, and having me as an example, can lead to a depression; Democratic: it can undermine the leader’s authority as employees may confuse who the leader is; it can generate conflicts and irresponsibility; Relational: it increases motivation; there is a greater focus on the objectives; employees know their place and what to do; employees feel motivated by feeling their job valued.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Communication; Interpersonal Relations; Ability to work under pressure; Punctuality;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Communication; Flexibility; Responsibility;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

*“I would remove **Motivation** as the passion to work for reasons that go beyond money or status doesn’t necessarily come from EI.”*

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Online marketing focus on the individual (CRM) and customs the communication. It makes it easier to be responsive to the customers’ needs. It facilitates and increases interaction between brands and the consumer because there’s no need to face-to-face interaction and people feel more comfortable and understood.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is something that must be implicit and rooted in the culture of any company. CSR is the return that the company should have with society not for interest but because it is what is right.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

Canada: “The rules of modern business are changing. Bare economic success is no longer enough. Firms must still be financially successful, but they must do so in a way that is socially responsible and respectful of the impact of their actions on the natural environment.”
(Canadian Center for Corporate Social Responsibility, 2012; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“CSR has a positive impact on brand image and brand insurance and can definitely influence consumer intent. Consumers may be led to consume from a particular brand because they consider it socially responsible for wanting to associate with a brand that they recognize as being good and doing good to others.”

Annex XIX – Transcript of Interviews: M12

ABOUT THE INTERVIEWEE

Name: M12

Sex: Male

Age: 36

Job Function: Financial Director

Academic Background: BA: Corporate and Public Management

ABOUT THE COMPANY

Industry/Sector: Entertainment

2017 Revenues: The interviewee said he didn't want to disclose this information.

Number of Employees: 30

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Humility; Determination; Assertiveness; Organization; Emotion Intelligence;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Verbal communication (including listening); Recognizing, defining, and solving problems; Motivating and influencing others. If I could choose a fourth option it would be 'Managing Conflict'"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Innovativeness and entrepreneurship (i.e.: creative problem solving);

3° Competitiveness and control (i.e.: assertiveness, power, and influence);

4° Maintaining order and rationality (i.e.: managing time and rational decision making);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Assertive: it’s appropriate when ideas and decisions are not clear and in a very competitive context; Authoritative: should be used in extreme cases where the personal or professional dignity of someone is called into question; Passive: whenever the ideas of two people are not the same and one of these people sends someone to defend their vision; Humble/Modest: it should always be used so long as it is not mistaken for lack of determination.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Coaching (“Try This”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Assertive: employees feel safer and more supportive but very aware of what can happen if they make a mistake; Authoritative: employees feel less motivated and this affects their proactivity and creativity. It may lead them to look for another job; Passive: employees feel little valued and little supported, not knowing what to do; Humble/Modest: employees feel motivated, valued and with a greater sense of belonging. They feel more encouraged to participate in decision-making processes.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Emotion Intelligence; Humility; Determination;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Positive Attitude; Responsibility;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

"I wouldn't add or remove any competence. This is the best summary of what EI is that I've seen."

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

"The platforms that support online marketing are much more versatile. Online marketing can be much more objective and targeted and can work independently in all market segments and traditional marketing cannot."

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

"CSR is the degree/indicator of the consciousness and social impact that each company has in the community where it is inserted."

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. Hong Kong: *"The notion of companies looking beyond profits to their role in society is generally termed corporate social responsibility (CSR). It refers to a company linking itself with ethical values, transparency, employee relations, compliance with legal requirements and overall respect for the communities in which they operate. It goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development."* (Chandler & Werther, 2014, McComb, 2002).

"I've chose this one because 'it goes beyond the occasional community service action, however, as CSR is a corporate philosophy that drives strategic decision-making, partner selection, hiring practices and, ultimately, brand development'"

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: "What is the impact of CSR on brand image, brand insurance and purchase intent?"

"CSR positively affects brand image but does not affect as much as I would like. CSR can influence the purchase intent only in higher and more qualified social classes. As an example

of a company that has is socially responsible and that is why I bought products from them is Microsoft, even though I am fan of apple and have several Apple products.”

Annex XX – Transcript of Interviews: M13

ABOUT THE INTERVIEWEE

Name: M13

Sex: Female

Age: 32

Job Function: Project Manager

Academic Background: PGDip: Management

ABOUT THE COMPANY

Industry/Sector: Tourism/Travel Agency

2017 Revenues: The interviewee said she didn't want to disclose this information.

Number of Employees: 7

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Lead by example; Ability to help employees to find a purpose; Ability to coach; Ability to teach/to be teacher; Dynamic; Ability to adapt to different people and situations; To be a maker;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Recognizing, defining, and solving problems; Motivating and influencing others; Self-awareness;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Participative and human relations (i.e.: supportive communication and team building);

2° Innovativeness and entrepreneurship (i.e.: creative problem solving);

3° Maintaining order and rationality (i.e.: managing time and rational decision making);

4° Competitiveness and control (i.e.: assertiveness, power, and influence);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Coaching: in training, on the ground and mainly in sales teams; Authoritative: it should be used when it is necessary to make decisions in situations of economic and financial crisis; Motivational/Inspirational: it should be used in team building processes, to motivate sales teams and for talent management; Lead by example: it should be used in every situation; it’s the most important leadership style.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Coaching (“Try This”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Coaching: the employees feel recognized and more motivated and this makes them more committed and their performance improves; Authoritative: the employees feel little understood and unmotivated and do not perceive the reasons behind the decisions; Motivational/Inspirational: the employees know which way to go and what’s their purpose; Lead by example: employees feel motivated, inspired and feel they can dream and all this improves their performance.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

“Determination; Creativity; A thinker, who questions things; Communication; Empathy. I do recruit a lot of people and before thinking about what hard or soft-skills does the person have (every hard-skill can be learned), I want to know each person and what are their motivations not only professionally but personally too.”

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Integrity; Responsibility; Teamwork. If I could’ve chosen a fourth one it would be ‘Positive Attitude’”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

"I wouldn't remove any competency but I think 'Self-Regulation', 'Motivation', 'Empathy' and 'Social Skill' they all come from 'Self-Awareness'."

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

"Online marketing allows content customization and achieves a much greater reach compared to traditional marketing. However, although communication is more personalized, online marketing implies less personal contact between brands and consumers and this contact is sometimes important. In this aspect traditional marketing is better."

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

"CSR is a way for a company to recognize that it is embedded in a community and a way of giving back to that society. The company receives from the community, returns to the community and so on. CSR is also a way for companies to make their employees feel that through the company where they work they also have an active and responsible role in society."

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition. *European Union: "[A] process to integrate social, environmental, ethical and human rights concerns into their business operations and core strategy in close collaboration with their stakeholders."* (European Commission, 2011; Chandler & Werther, 2014).

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: "What is the impact of CSR on brand image, brand insurance and purchase intent?"

"CSR is fashionable and in fact positively affects a company's brand image as it increases its credibility. CSR is also a marketing and advertising strategy if it is well communicated and the

company has good CSR projects. Bodyshop is a good example of a socially responsible company, unlike Nestlé which subcontracts companies that use child labor.”

Annex XXI – Transcript of Interviews: M14

ABOUT THE INTERVIEWEE

Name: M14

Sex: Male

Age: 26

Job Function: Project & Social Media Manager

Academic Background: PGDip: Music Production

ABOUT THE COMPANY

Industry/Sector: Digital Communication

2017 Revenues: The interviewee said he couldn't disclose this information.

Number of Employees: 6

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Good with people; Ability to read people; Organization; Ability to teach; Humility; Patience to let people to do mistakes and to learn from them; Willingness to amend and to assist employees;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Managing time and stress; Recognizing, defining, and solving problems; Motivating and influencing others;"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Competitiveness and control (i.e.: assertiveness, power, and influence);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Maintaining order and rationality (i.e.: managing time and rational decision making);

4° Innovativeness and entrepreneurship (i.e.: creative problem solving);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Authoritative: in situations of crisis or short time to make decisions; Friendly: should be used when working with teams, when the team has difficulty solving problems or when it is necessary to motivate some employees; Absent: can be used when all workers have a lot of work to do and they already know how to do it; Incompetent: it should never be used.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Coaching (“Try This”)”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Authoritative: employees feel they are neither heard nor considered. They feel a lot of pressure and feel they are mere executors; Friendly: there is a greater sharing of ideas and a more relaxed and lively work environment which makes the work more fluid and communication is facilitated which improves the quality of work delivered; Absent: workers feel discouraged, disrespectful and aimless; Incompetent: workers feel disrespected, unmotivated, and willing to assume the role of leaders.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

Ability to be self-taught; Creativity; Motivation; Curiosity; Ambition;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Flexibility; Interpersonal Skills; Responsibility;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman’s table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

“I wouldn’t add or remove any competence.”

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: “How can online marketing facilitate the consumer engagement?”.

“Online marketing has much lower costs compared to traditional marketing. The online marketing allows for better targeting and the brands communicate with the exact audience they want. It has another advantage: it is highly editable.”

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: “How would you define Corporate Social Responsibility?”.

“CSR is a strategy and a form of marketing if it is well advertised. However, it turns out to be a form of giving back and to benefit all stakeholders.”

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

United States: “CSR is about how companies manage the business processes to produce an overall positive impact on society.” (Baker, 2012).

“I’ve chosen this definition because it encompasses the idea that CSR positively influences everyone, not just some but the entire society.”

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: “What is the impact of CSR on brand image, brand insurance and purchase intent?”.

“CSR has a positive impact on a company's brand image and can influence the purchase intent, including making people want to work at that company, as is the case with Google.”

Annex XXII – Transcript of Interviews: M15

ABOUT THE INTERVIEWEE

Name: M15

Sex: Female

Age:38

Job Function: Production Manager

Academic Background: BA: Corporate Communication

ABOUT THE COMPANY

Industry/Sector: Events Management & Brand Activation

2017 Revenues: The interviewee said she didn't want to disclose this information.

Number of Employees: 7

QUESTIONS

RQ1: What are the skills needed to be an effective leader?

First - Open-ended question: "What are the skills needed to be an effective leader?"

"Interpersonal skills and team management skills; Ability to make people feel the freedom to be creative and to experiment; Ability to show each employee which direction to take; Ability to coach and support those led;"

Second – Close-ended question: Presentation of Whetten & Cameron (1991) and Luthans (2011) skills regarding leadership effectiveness and ask to choose what they consider to be the three most important skills.

"Recognizing, defining, and solving problems; Motivating and influencing others; Managing Conflict"

Third – Close-ended question: Presentation of Whetten & Cameron (1991), Covey (2004) and Luthans (2011), and four categories of effective leadership skills and ask to rank them in order of importance, being "1" the most important.

1° Maintaining order and rationality (i.e.: managing time and rational decision making);

2° Participative and human relations (i.e.: supportive communication and team building);

3° Innovativeness and entrepreneurship (i.e.: creative problem solving);

4° Competitiveness and control (i.e.: assertiveness, power, and influence);

RQ2: What leadership styles are possible to identify and when should each one be used?

First – Open-ended question: “What leadership styles are possible to identify and when should each one be used?”

“Egocentric: it should never be used; Motivational: it should always be used and specially when a team is unmotivated and in difficulties. This type of leader can often turn out to be self-interested and just want to motivate his or her employees to get good results and say that it was he who got them; Coaching/Low-Profile: it should always be used.”

Second – Close-ended question: Presentation of Likert (1967), Goleman (2000), Daniel (2002), Girardi *et al.* (2012) and Iqbal *et al.* (2015) and eight leadership styles and ask to identify with just one of them.

“Affiliative (“People come first.”). I would have chosen the Democratic style in second.”

RQ3: What’s the effect each leadership style can have on employees?

Open-ended question: “What’s the effect each leadership style can have on employees?”

“Egocentric: the employees feel devalued and unmotivated because they realize that the leader is trying to motivate them just to do a good job and he gets the credit. Employees end up learning from the leader but less than from a coaching leader; Motivational: employees feel stimulated and motivated because they feel more freedom and space for their creativity while being entrusted with greater responsibility; Coaching/Low-Profile: employees are given greater responsibility and the leader accompanies them and motivates them by making them feel supported and able to learn as much as possible.”

RQ4: What are the most-wanted soft-skills by recruiters?

First – Open-ended question: “What are the most-wanted soft-skills by recruiters?”

“Desenrascado” – a Portuguese adjective for one who is effective and skilled in solving complicated or unexpected situations; Problem-solving; Creativity – speed and efficiency in finding solutions;

Second – Close-ended question: show the interviewees the Robles (2012) table with the top ten soft-skills’ dimensions by US executives and ask them to choose the three they consider the most-wanted soft-skills by recruiters.

“Positive Attitude; Responsibility; Teamwork;”

RQ5: Which competences come from Emotional Intelligence?

Semi-Open question: Present the Goleman's table (2004) with the competences that come from Emotion Intelligence and ask if they would add/remove any competence to/from the table and why.

"I wouldn't add or remove any competence."

RQ6: How can online marketing facilitate the consumer engagement?

Open-ended question: "How can online marketing facilitate the consumer engagement?"

"Online marketing is more customizable and directed. It allows a deep knowledge about its consumers which allows a greater objectivity, effectiveness and efficiency of the communication."

RQ7: What is the Portuguese idea of Corporate Social Responsibility?

First - Open-ended question: "How would you define Corporate Social Responsibility?"

"CSR is a way that a company has to be responsible for the people it employs and a way to improve the company's image of the company. CSR is a way of being and a way of rewarding for the conservation and improvement of society and the environment. A great example of a company that is socially responsible is Rock in Rio."

Second: Present the interviewees the six CSR definitions of Lea (2002), McComb (2002), Srnka (2004), Werther & Chandler (2005), Devinney, *et al.* (2006), Trudel & Cotte (2008), Baker (2009), European Commission (2011), Popoli (2011), Canadian Center for Corporate Social Responsibility (2012), United Nations Institute for Training and Research (2012) and Chandler & Werther (2014), and ask them which one they think to be the best CSR definition.

United Kingdom: "CSR is about businesses and other organizations going beyond the legal obligations to manage the impact they have on the environment and society. In particular, this could include how organizations interact with their employees, suppliers, customers and the communities in which they operate, as well as the extent they attempt to protect the environment." (Lea, 2002; Chandler & Werther, 2014).

"The idea of 'going beyond legal obligations' was the determinant key-idea for me to choose the United Kingdom definition."

RQ8: What is the impact of CSR on brand image, brand insurance and purchase intent?

Open-ended Question: "What is the impact of CSR on brand image, brand insurance and purchase intent?"

“CSR has a positive impact on brand image and consequently on brand insurance and influences purchase intent but only unconsciously. People unconsciously want to associate themselves with brands that are socially responsible. As good examples of companies that by their behavior influence my intention to buy I have the Boom Festival, Jerónimo Martins, Body Shop and Go Natural.”