



The Impact of Human Resource Management on Socio-Emotional Skills, Health and Wellbeing

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Human resources management is a key determinant of economic growth and performance. The human resources create and controls over the life cycle of all products and is also important for various determinants of individual well-being, ranging from life satisfaction to health. The human resources are a multidimensional notion, with different domains, playing important roles in entrepreneurship and the process of human development. Early and persistent exposure to socioeconomic disadvantage impairs human's health and wellbeing. More recently forms of relationships at work which violate the principles of equal opportunities, belong to mobbing and bullying, which are special forms of discrimination.

Keywords: human resource, entrepreneurship, socio-emotional skills, wellbeing

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1. Introduction

Human resource management should focus on capitalization on socio-emotional skills of employee to maximize their abilities within companies and the profit resulting from their work.

“Social and emotional skills” refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. But, like literacy and numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one's life. In an increasingly fast-changing and diverse world, the role of social and emotional skills is becoming more important.

A faster pace of living and a shift to urban environments means people need to engage with new ways of thinking and working and new people. Ageing and more diverse populations and the dismantling of traditional social networks place additional emphasis on people's sense of trust, co-operation and compassion. Rising complexity and the increasing pace of technological change call for the ability to act independently and to adjust to changes on-the-go.

Social and emotional skills determine how well people adjust to their environment and how much they achieve in their lives. But the development of these skills is important not only for the well-being of individuals, but also for wider communities and societies as a whole.

The ability of citizens to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility is increasingly becoming the hallmark of a well-

functioning society. Increasing ideological polarization and social tensions are increasing the need for tolerance and respect, empathy and generosity, and the ability to co-operate in order to achieve and protect the common good.

The last years have been characterised by attempts to approach the human resource management discipline from an innovative perspective, in accordance with current trends, marked by complex challenges and fierce competition among organizations, both nationally and internationally (Teacu et al., 2020). Given the importance and impact of technological advances, as well as the explosion of research in the field, an interdisciplinary vision has been required to facilitate future research and explanations of decision-making, leadership practices, change management, innovation, creativity, human resource performance, involvement, commitment, motivation of people and emotions. This new approach is called Neuromanagement and opens the horizon of a new world to explore and discover (Ghadiri et al., 2008).

Classical human resource management theories and models have been revised in terms of the spectrum of neuroscience and the perspectives it opens, the functioning of the brain and its infinite potential, which has revealed new resources and tools to cope with current economic reality (Braidot, 2008).

This paper is a small part / synthesis of activities related to the formation of socio-emotional skills and non-formal entrepreneurship education through mentoring for students in order to increase employability, within a project of the Human Capital Operational Program (HCOP / 379/6 / 21/124388).

2. The importance of social and emotional skills for successfully navigating one's life.

There is a large evidence about the importance of social and emotional skills for successfully navigating one's life. They have been shown to influence experiences and achievements in all spheres of people's lives, whether it is academic achievement, job performance, occupational attainment, health and longevity, or personal and societal well-being (OECD, 2015; Kankaraš, 2017).

In some cases the predictive value of *the Big Five* dimensions rivals that of long-established measures of cognitive skills.

Social and emotional skills not only influence life outcomes directly (for example, good social competence helps people successfully negotiate job interviews), but also their persistent and cumulative effects on other attributes, including cognitive skills.

For example, good social competence can help children adapt better to the school environment, gain higher status among their peers and consequently achieve more in school. *This greater school achievement translates later on into better occupational status, health and general well-being.* Likewise, being curious and open-minded and having an active approach towards learning is an important prerequisite for developing and improving innate cognitive capacities (OECD, 2015a).

Social and emotional skills have been shown to influence many important life outcomes, but also to influence the development and use of cognitive skills (Pritvorova et al., 2018).

Coupled with increasing awareness of their malleability, and their growing relevance for the future world, this has attracted renewed interest from policy makers and researchers.

The company's sustainability system includes as a key element strategic human recourse management, the characteristic features of which in a modern competitive corporation are:

- Functional relate from corporative strategy, which accepted in a medium or long term;

– Coordination with organizational strategies, such as cultural change, organizational changes, development of labor relations.

3. The five main components of socio-emotional learning

The five main components of socio-emotional learning are:

- I. Self-Management - Managing one's emotions and behaviors to achieve personal goals.
- II. Self-Awareness - Identifying and recognizing one's emotions and values, but also one's qualities and challenges.
- III. Responsible Decision-Making - The ability to make ethical and constructive choices about personal and social behavior.
- IV. Relationship Skills - The ability to create positive relationships, to work in a team, to manage conflicts effectively.
- V. Social awareness is important for healthy relationships, both personal and professional.

1. **Self-Management skills** allow you to maximize productivity, improve performance in the workplace and achieve professional goals effectively. Improving self-management skills helps increase employability and better career management.

Self-management skills focus on personal responsibility in the following areas:

1. Organization;
2. Setting goals;
3. Time management;
4. Motivation;
5. Stress management;
6. Responsibility.

Employees with strong self-management skills are a valuable asset in any job. Adequately highlighting self-management skills, leads to the recognition of skills in this field, so that potential employers will want these employees in the companies where they work (Heckman and Kautz, 2012; Judge et al., 2002).

Self-awareness is the ability to see yourself clearly and objectively through reflection and introspection. Although it may not be possible to achieve total objectivity about oneself (this is a debate that continues to erupt throughout the history of philosophy), there are certainly degrees of self-awareness. It exists on a spectrum.

Although everyone has a fundamental idea of what self-consciousness is, we do not know exactly where it comes from, what its precursors are, or why some of us seem to have more or less than others. This is where the Theory of Self-Awareness comes in, offering some potential answers to questions like these. The theory of self-awareness is based on the idea that we are not our thoughts, but the entity that observes our thoughts; you are the thinker, separate and apart from your thoughts. We can go about our day without giving ourselves any extra thought, just thinking and feeling and acting the way we want; however, we can focus on that inner self, a skill that Duval and Wicklund called "self-assessment." When we engage in self-assessment, we can think if we think, feel and act as we should or respect our standards and values. This is called comparison with our standards of fairness. We do this on a daily basis, using these standards as a way to judge the correctness of our thoughts and behaviors.

Self-awareness - a conscious knowledge of one's own character, feelings, motives and desires - contributes greatly to the success of an entrepreneurial business.

Self-awareness improves our communication, confidence and performance at work. It is easy to see how self-awareness can lead to these results in the workplace, as better self-

assessment naturally leads to improved alignment between our actions and our standards, resulting in better performance.

Making decisions responsibly. Social and emotional learning (SEL) encourages the ability to make positive choices about how we behave. There is a promotion of thinking to solve problems.

There are many simple ways to inspire thinking and problem solving in entrepreneurship:

- Observing differences and connections;
- Identifying the emotions behind the actions;
- Brainstorming for different approaches or solutions to a task;
- Exploring the possible consequences;
- Modeling and articulation of the decision-making process;
- Reflection on past experiences;
- Evaluation of actions - have they met the objective?
- Simulation or interpretation of certain task roles.

Relationship skills. Being skilled in building business relationships is very important when working with other people and to be successful in the workplace and to have positive relationships with co-workers and clients. Whether we work independently or are employed, knowing how to build business relationships is vital to success in the corporate world we live in.

There are many skills that are useful in professional associations. Some of the most important and decisive skills include open communication, strong people / social skills, trust, respect and positivity.

Open communication is the ability to share information in a timely manner, with the right people and with the right intensity. In addition, it requires the ability to receive information from others, even if it is difficult to hear or creates more stress or work for us. Another consideration is the importance of maintaining the confidentiality of private details, ensuring that only the necessary parties are involved in the communication. When all parties are engaged in open communication, there is less fighting or betrayal because the people involved in a situation are included in the exchange of facts and information.

Strong skills for people / socializing in building relationships with partners or clients are paramount. Putting people at ease, having a conversation and asking the right questions are important aspects of people's abilities that help build relationships. As people feel more comfortable, they share more and are more connected to the person they are in contact with.

For example, when we meet with clients, we spend a few minutes looking at their lives (health, families, passions) and having a friendly conversation before going into their financial details. This helps to strengthen the connection and deepen business relationships.

Mutual trust and respect in the relationship with business partners must be gained through our way of working, taking into account the skills discussed above, and positivity must be cultivated as a basic rule of the organization in which we operate.

Social awareness is the ability to understand and react appropriately to both general societal problems and interpersonal struggles. This means that being socially aware means being aware of your environment, what surrounds you, and being able to accurately interpret the emotions of the people you interact with.

Social awareness requires competence in areas such as emotional intelligence and empathy. Theoretically, social awareness is actually the interconnection of several concepts

simultaneously. Social sensitivity means empathy for others and the ability to deduce (Judge et al., 2013; Nofle and Robins 2007; Roberts et al., 2006).

4. Positive and negative emotions

Positive and negative emotions can facilitate or endangers the individual's adaptation to the activating event. Thus, both positive and negative emotions can be functional - facilitating the development of the individual or dysfunctional - preventing the individual from adapting to the situation.

In order to identify the factors that contribute to the process of adaptation and achieve success in life, since the 1990s, much emphasis has been placed on investigating the role played by emotional feelings. It has been observed that the efficient use of emotionally charged information has a special role in the process of adaptation and in achieving personal emotional comfort. These skills have been called "emotional intelligence."

The lack of socio-emotional learning is usually correlated with unfavorable results as an adult, for example: increased chances of unemployment, divorce, poor health, criminal behavior and prison sentences.

While the structure of individual differences in personal attributes is well understood in adults, much less has been worked on in children and adolescents. In terms of assessment, many tools are used for children, but they measure discordant attributes, ranging from a single factor (self-esteem) to three factors (social, emotional and academic self-efficacy) to five factors (strengths). and weaknesses, five big traits known as personality dimensions or **The Big Five**.

The Five Big Factors (the five-factor model, or global personality factors) is one of the contemporary versions of the factorial models of personality developed in trait theory. The five major personality traits are the basic dimensions in the structure of the human personality that determine the traits of human thinking, feeling, and behavior. This personality pattern suggests that all people, regardless of gender, age or culture, share the same basic traits, but differ in their degree of manifestation.

The five major factors and their constitutive features are Openness to Experience (O), Conscientiousness (C), Extraversion (E), Pleasure (A) and Neuroticism (N); common acronyms are OCEAN, NEOAC or CANOE. Each of the five large dimensions is a combination of several distinct but closely related features that describe a continuum between two extreme poles.

People who get high scores on Openness to Experience (also called Openness, Culture, or Intellect) are usually artistic, curious, imaginative, and original; and have broad interests, sensitivity to aesthetic and fantasy experiences, and a rich emotional life. People with a low level of openness have a narrower set of interests and are more conventional in their perspective and behavior; they are closed to new ideas and experience their emotions less intensely.

Each feature represents an uninterrupted continuum. Individuals can be anywhere on the continuum for each trait. The five major traits remain relatively stable throughout life (Robertset al., 2007; Sackett and Walmsley, 2014; Kankaraš, 2017).

5. Regulating behavior and emotions in conditions of psychological stress

The importance of the ability to adapt to stress and adversity is a central factor in human development.

Successful adaptation to stress includes ways in which the individual regulates his emotions, thinks constructively, regulates and directs his behavior and acts in a social environment to reduce the source of stress. These processes have been included in various forms in the coping model.

Investigating the ways in which these various aspects of coping form and function in adolescence are critical in understanding the process of adapting to stress.

Research on the nature and functionality of coping processes in childhood and adolescence is both necessary both theoretically and for practical reasons. From the perspective of the need for theoretical research, coping is an important aspect in more general processes of self-regulation of emotions, behavior, cognitive and physiological processes.

The results of research on coping can provide valuable information about the mechanisms and development of self-regulatory processes.

From the applied perspective, stress management research has two significant directions:

1. Psycho-social stress is a risk factor in the occurrence of psychopathy in children and adolescents, the way in which children and adolescents cope with stress are important potential mediators and moderators on the impact of stress in adaptation.
2. Second, the development of certain coping strategies in childhood, can create certain patterns of behavior in stressful situations, which will be used throughout life.

Coping is defining as "efforts to cognitively and behaviorally change to cope with external or internal requirements that lead to exceeding an individual's personal resources.

Coping is a dynamic process that refers to intentional physical or mental actions in response to a stressor and directed toward the environment or internal states.

Coping is "a process by which people regulate their behavior and emotions under conditions of psychological stress."

Targeted coping for behavioral regulation includes seeking information and problem solving, emotional regulation includes maintaining an optimistic attitude.

The coping was placed in a motivational model of psychological control, which is based on basic human motives and needs: competence, autonomy and affiliation.

Efforts can be directed at meeting these needs, protecting against threats, or repairing the damage caused by stress.

Some authors argue that coping includes volitional, involuntary, and automatic responses to threats.

Coping is a narrower subset of self-regulation. People are always involved in regulating behaviors and emotions, but coping mainly refers to self-regulation in stressful situations. They identify three aspects of self-regulation:

1. attempts to regulate emotions directly;
2. attempts to manage the situation;
3. attempts to regulate behavior based on emotions.

Even though coping and emotional regulation are processes that usually involve effort, coping is not always conscious or intentional. Therefore, the coping includes both volitional and automatic stress responses.

Coping can be limited by the biological, cognitive, social or emotional development of the individual. *Does the level of individual development contribute both to the resources that are available for coping and limit the types?*

6. Emotional intelligence

Emotional intelligence is an umbrella concept that brings together several skills related to emotions:

- ✧ self-knowledge: identifying one's own emotions and understanding them;
- ✧ empathy - identifying and understanding the emotions of others;
- ✧ self-control - the expression, acceptance and modification (if necessary) of one's emotions;
- ✧ regulating the emotions of others - validating these emotions and inducing (if necessary) some emotional states to others;
- ✧ positive attitude - increasing the frequency of positive emotions and developing optimism.

Among the benefits of emotional intelligence are: improving relationships with people, communication, developing the ability to empathize, increase confidence, reduce stress, safer management of change and career prospects

According to Elena Losii, 2009, in the past there was a tendency to apply intelligence tests for employment. Currently, however, it is known that a new type of intelligence is gaining more and more ground in organizational structures, namely emotional intelligence (EQ).

Emotional intelligence is the personal ability to identify and effectively manage one's emotions in relation to personal goals. Its finality consists in achieving our goals, with a minimum of inter-, intrapersonal conflicts. Even if a person has enough knowledge and intelligent ideas, but does not know the procedures to establish relationships with others and fails to manage their emotions and feelings, he may encounter difficulties in relationships with others or fail to have a successful career.

Emotional intelligence can be independent of a person's IQ level. In this sense, a person with a medium IQ may have very good emotional intelligence skills, just as a person with a high IQ may have a lower potential in terms of using emotional intelligence in various situations. This paradox arises in principle due to the fact that emotional intelligence depends very much on the way in which a person possesses adequate skills in terms of managing their own emotions and feelings. Thus, a person with a low level of self-knowledge may have difficulty relating to others or building a successful career.

A person with a high degree of self-knowledge will certainly realize how his feelings and emotions affect him and others, and will develop a proactive attitude that will be useful in his career.

Emotional intelligence is an alloy of self-control, motivation, empathy, free thinking, tact and diplomacy. These attributes of a person make her have a high emotional intelligence.

Thus, she can control her emotional reactions in relation to other people, due to the fact that she is aware of all the factors involved in generating a certain type of behavior, certain reactions.

7. Emotional regulation contributes to quality of life and success in entrepreneurial careers

Emotional regulation refers to trying to influence one's own emotions or those of others.

Although it often seems that we can do nothing in these situations to change the way we feel, the truth is that there are strategies that can be used so that the emotional state can change.

Of course, there are major differences in terms of experiencing emotions.

Some people feel emotions more strongly than others, and others not at all (alexithymia).

Alexithymia is a personality trait characterized by difficulty in identifying, describing and communicating emotions, regulating them or differentiating them from bodily sensations.

Alexithymia is not a disorder in itself, but has been reported as a risk factor for a number of medical and psychological disorders such as substance use, anxiety and somatization depression.

The word somatization came to describe certain physical illnesses that seemed to require an emotional explanation in addition to the physical one. Our emotions and thoughts are in constant interaction with our body.

Somatization is a phenomenon that can occur in the life of each of us. The relationship between mind and body is automatic and involuntary. All the emotions we feel have a physical correspondent. ***Ulcer, diabetes, hyperthyroidism, hypertension, psoriasis are some of the psychosomatic conditions that occur due to the fact that any physical illness can be maintained and aggravated by stress and negative emotions.*** Somatization is a response to internal conflicts and / or external tragedies. There may be more people who produce somatizations than neurotic or psychotic symptoms. Every human being has a threshold, beyond which, faced with the traumas of existence, he risks somatizing.

Alexithymia reduces life satisfaction.

Research has shown that alexithymic people find it harder to recognize basic emotions and have difficulty associating words and emotions.

The understanding that others have different beliefs, desires, and intentions is also low.

The mechanisms of alexithymia that lead to problems

1. Alexithymic people have a reduced ability to regulate and process emotions that can disrupt the body's homeostasis through disorders in the endocrine, autonomic nervous system and immunity.

2. Alexithymized patients have a limited ability to cope with stressful situations and tend to engage in unhealthy behaviors such as poor nutrition, a sedentary lifestyle, alcohol or other substances.

3. People with alexithymia have difficulty accessing doctors or psychologists because of the difficulty with which they recognize their emotions or physical sensations.

4. Because it is more difficult to communicate what they feel and understand others less, alexithymic individuals find it difficult to maintain close relationships with less social support to help them in stressful situations.

Alexithymia in psychotherapy - the patient who has nothing to say

Most psychotherapeutic approaches start from the assumption that people have access to their emotions. Therefore, patients who cannot identify and differentiate their emotions pose problems to therapists.

Research shows that alexithymia has little effect on patients' preferences, but there is a tendency to prefer group therapy. At the same time, alexithymia was associated with a poor result in both psychodynamic psychotherapy and supportive therapy.

Recognition and expression of emotions can still be learned. Creative writing is very useful for this purpose, as is the development of emotional vocabulary or the observation of how other people express themselves.

Emotional stability can also be different, if for some people it is relatively easy to maintain stability, for others fluctuations can be very fast. In addition, we tend to be more inclined to feel some emotions than others, or we are more experienced in adjusting to certain states.



Everyone has a certain idea about their own emotions, how and if they can cope.

If you want to regulate your emotions better, then you should know that there are five strategies for regulating emotions that can be used successfully.

An emotion is generated when we encounter a relevant situation, we pay attention to some essential aspects, we evaluate those aspects in relation to us and we have a physical, behavioral or subjective response.

8. Stress and discrimination at work (mobbing)

In the eighties, Professor Heinz Leymann introduced the concept of mobbing in the organizational environment, delimiting it from bullying, which is sometimes used as a synonym by some authors.

In his view, bullying mainly involves physical aggression and threats, while in mobbing aggression is often subtly manifested through social manipulation, and its existence can be realized later. What aroused the interest of this specialist in pedagogy and doctor of psychiatry, on the phenomenon, were the results of medical research that pointed out that sometimes there are psychological stressors at work so strong as to induce serious physical and mental illness.

Studies in the field, many of them led or conducted by Leymann himself, have shown that mobbing is a psychological phenomenon common throughout the world, especially in large organizations, but not only.

Recent mobbing is being studied in some European countries such as the Nordic countries, England, France, Italy, Spain since the 1990s, and mainly concerns actions of intense psychological pressure, carried out on an employee to make him leave the job, provided that his dismissal would cause legislative problems for the employer.

The employee who "must" be removed can thus endure in the long run a series of injustices and humiliations meant to bring him to the point where he will leave the job alone.

There are a number of interrelated concepts, such as equal opportunities, discrimination, gender discrimination, phenomena of discrimination in the workplace, mobbing, bullying, gender equality policies.

Among the classic forms of discrimination, by far one of the most common is age, followed by gender.

Newer are the forms of discrimination based on political orientation, sexual orientation, potentially communicable diseases or people with disabilities.

For the most part, classical discrimination lies in stereotypes related to a trait of a group, whether it is ethnicity, sex, religious or political orientation, etc. Mobbing is a borderline phenomenon with discrimination and can only be partially considered a type of discrimination. It relates exclusively to the job and refers mainly to actions of psychological pressure on an employee by the employer or a group of colleagues to cause the person to leave the job, provided that his dismissal is not possible, has no good reasons for the professionalism of the person concerned and / or would raise legislative issues for the employer. The employee who "must" be removed therefore endures in the long run a series of injustices and humiliations, which make it impossible for him to fulfill his duties and which aim to bring him to the point where, mentally giving up, to leave alone from that job. These humiliations and pressures to which he is subjected cause him mental and social harm and may even affect his health. Women can more easily be the target of a mobbing attack, but European statistics show that both women and men are targets of these actions, in approximately equal percentages.



Mobbing can also be linked to the phenomenon of classic discrimination. An employer may want to remove an employee for various reasons. Although mobbing is often linked to the disturbing professionalism of the victim, other reasons may also support the phenomenon of mobbing. An employer who wants to remove an employee for reasons of sexual orientation, say, will not be able to dismiss him for fear of repercussions. He can be prosecuted for discrimination. Instead, he can cause a series of major inconveniences to the person in question, the psychological pressure to which he is subjected making him mentally give up and leave the job voluntarily. The phenomenon can also be directed against a department director whose removal is desired. Actions may include, for example: moving to an inappropriate office, cutting off internet access, hiding official documents from him, not communicating with him, all of which make it impossible for the employee concerned to perform his duties.

As long as this type of hostile action to which an employee is subjected is not discussed, with the tacit consent of subordinates who fear that they may lose their job if they take action, the employer may continue to do the same and with other employees in the future, becoming a repeated promoter of the phenomenon of mobbing in the institution.

9. Conclusions

The human resources management are playing important roles in entrepreneurship and the process of human development. Early and persistent exposure to socioeconomic disadvantage impairs human's health and wellbeing. In life we have to be careful, all the emotions we feel have a physical correspondent. Ulcer, diabetes, hyperthyroidism, hypertension, psoriasis are some of the psychosomatic conditions that occur due to the fact that any physical illness can be maintained and aggravated by stress and negative emotions. The results of medical research pointed out that sometimes there are psychological stressors at work so strong as to induce serious physical and mental illness. Studies in the field, have shown that mobbing is a psychological phenomenon common throughout the world, especially in large organizations. Recent mobbing is being studied mainly concerns actions of intense psychological pressure, carried out on an employee to make him leave the job, provided that his dismissal would cause legislative problems for the employer. The employee who "must" be removed can thus endure in the long run a series of injustices and humiliations meant to bring him to the point where he will leave the job alone. Discrimination in the workplace is punishable by law.

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