

## DIFFERENCES IN MANAGER COMMUNICATION PROFILES AT CROATIAN WHOLESALE DRUGSTORES

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### Abstract

Subject of the research is quality of the organizational behavior in terms of communication of Croatian drug wholesalers. The main objective of this study was to determine differences in the communication profiles of the management in the Croatian drug wholesalers in relation to gender, management education and learning communication skills. The sample comprised 74 managers of Croatian drug wholesalers from mid-level management in Zagreb. Questionnaire for measuring communication profile was used and factors of differences were determined in patterns of communication of managers in drug wholesalers based on the variables: gender, management education and improving communication skills. Results showed that knowledge about successful and quality communication of managers in Croatian drug wholesalers is at the medium level of development. Differences in communication habits of managers according to gender were not found. Differences in communication habits of managers in relation to management education were not found. The single statistically significant difference was found in the communication etiquette. Finally, there is no statistically significant difference in communication habits of managers in relation to learning communication skills.

### 1. Introduction

The way organization will function largely depends on its management. Subject of this research is the management of Croatian drug wholesalers or the quality or poor quality of its organizational behavior in terms of communication. It is a fundamental process of each organization and each society and business as well as personal success is depended on the success of communication. Development of quality and effective communication is one of the most important functions of modern managers. It is therefore important to examine what is the communicative profile of managers who are holders of administrative and managerial functions like and what are the elements that they are not sufficiently effective. Education and other measures could affect the improvement of management in Croatian drug wholesalers. Organizational behavior is the aspect of frequently cited model of organizational behavior S-O-P-P /1/ which covers the situation, people

in organizations, organizational behavior and consequences. The role and importance of organizational behavior was analyzed by Jurina /2/ who concludes that in all programs of organizational behavior following basic skills and application of knowledge of managers are inevitable: organizational culture (specifically: behaving); control and use of informal organization; organization of personal work; communication; handling the interview; negotiating; conducting meetings of various types; management team and group work; dealing in conflicts; use of MIS (management information systems). In every organization, including the drug wholesalers, communication occurs in three different forms: organizational, managerial and interpersonal. Organizational communication in the broad sense signifies the formal systems, models and networks of communication throughout the organization, including communicating with the relevant environmental factors. Managerial Communication applies to managers as a person and their models, processes and systems

that are personally used in the work where managerial functions and communication functions overlap. Finally, interpersonal communication is a matter of culture, knowledge, abilities and skills of managers to communicate congruently and effectively with everyone in contact in order to perform the job effectively. Manager must necessarily understand the complexity of the communication process and seek to be involved in upgrading and improving the process while it is open and continuous trying to accomplish the goal. Communication between members of the organization is extremely important. The role of communication is significantly different for each major managerial function. Effective management requires the use of various communication skills that vary from level to level within the organization. It is vital for managers to recognize human processes involved in communication and use different techniques when faced with a variety of management positions. Levels of communication do not differ, regardless of whether it is interacted in small or large groups. Communication in small groups includes interpersonal interaction and is the foundation of a larger organization. It is not possible to communicate only at the request of managers so the manager needs to adapt to the current situation, regardless of who initiated the communication. The consequence of this is that the drug wholesaler manager spends a great part of the day in communication.

## 2. Manager communication profile

"Mutual communication is a complex, continuous interaction process of persuasion in which the sender (manifestly or latently) uses elements of strategic interaction (spiritual constraint and repression). The sender is trying to influence the communication partner to accept the proposed attitudes and patterns of behavior. " /3/. The exchange of speech is interactional basis of communication. It is therefore necessary to develop some skills and abilities as prerequisite to develop the skill of a good conversation in which the barriers and misunderstandings will be reduced to a minimum. According to Eriksson /4/fundamental skills for proficient speaking are: giving and receiving, holding and releasing, work, work with others and accepting yourself and others in conversation. Practicing giving and receiving mes-

sages in communication initial distrust turns into trust. Mastering the ability to retain and release the initial uncertainty and dependence lead to security and independence. Passivity is abandoned and initiative is taken by working and by working with others cooperation is developed. Communicating with others shows development of these basic social skills that are necessary for efficient communication and are developed through communication. In accordance with developed social skills relevant to the conversation (interpersonal communication) we can talk about a quality conversation (mutual giving and receiving of information, mutual option - freedom of selection of information, active conversation, dialogue, acceptance of self and others in conversation) and poor conversation as a result of underdeveloped social skills. Many authors were trying to define levels or aspects of conversation according to better and more complete analysis of the research. Most authors agree that there are mainly four levels of talks which were given the names. The two most commonly cited: Lay /5/ - informative, personal, appellative and contact; Watzlawick /6/ - verbal, nonverbal, contextual and relational. As these four aspects include immediate behavior during the interview in transverse section, caught in a given time and a particular context, the time dimension is yet lacking as well as longitudinal observation of conversation in the course of time, where expressed mostly, intentions, desires, goals, direction of the conversation but also tactics and techniques used (games, bargaining, negotiation, persuasion, reasoning, evidence, lobbying, etc.) which represents a dialogical dimension to the conversation. To make up for the lack of earlier divisions due to imposed reasons another aspect of conversation is added - dialogue which, if undeveloped, turns into a monologue. It happens in case a person has not developed the ability of the active and effective listening (which is a necessary skill and aspect of observing interpersonal communication). The old rhetoric was the art of structuring of verbal discourse. With the development of the society the need for expansion and new rhetoric emerged where it is aimed to establish a dialogic rhetoric which is activated by all participants to fully democratic and voluntary basis and the need for exchange of information. " /7/. To take hold in the real communication community Perelman identi-

fies four regulatory principles for the new rhetoric /8/: The new rhetoric uses techniques of democratic persuasion in the debates and discussions; The new rhetoric is always relative because people are free beings and their behavior is unpredictable; Information can be accepted in forms of varying intensity up to rejection; As there is no absolute truth, dialogue, instead of insisting on truth, insists on the acceptance and consensus for action. The aim of the new rhetoric is completely conscious communication. There are cultural expression and cultural discussions as elements within communication since it is a reflection of the cultural level of a particular community. Culture of speech means: hierarchy, necessity, constraints, power, form, calculations, cognitive despotism, dogma, structure, etc. The culture of conversation means: equality, freedom, game, collaboration, discovery, imagination, cognitive pluralism, individuality, criticality, issues, development, choice, etc. According to Allport /9/ every human activity therefore communication as well has two sides: adaptive, instrumental and facing overcoming the obstacles and the other expressive, expressive or behavioral and communication style. Usually more spontaneous attention is paid to intentions and verbal than expression and image. The way something works is consistent and true, strong diagnostic tool for learning about the real state of things, those deeper, hidden truths that we can easily reach but we do not perceive. With the rules of successful communication, barriers and obstacles that occur during communication are often mixed. Srića /10/ systematized the problems of communication in the following way:

- Problems of the process of communication (sending or receiving messages, encoding or decoding, media problems or feedback problems)
- Physical barriers (too silent speaking, indistinctly talking ....)
- Problems of understanding messages (semantic misunderstandings)
- Psychological barriers to communication (fears, desires, expectations, cultural, health, educational and personal problems).

Many authors of difficulty in understanding state the connotative and denotative meanings of words. Connotative meaning indicates a wider penumbra of emotions, memories and similar ideas that are grouped around certain words

while the denotative meaning implies that the same words attach different meanings for different cultural, subcultural, or professional reasons. For a better understanding of communication profile an explanation of certain aspects of the profiles that match the observations of aspects of the communication process follows. They are founded on the Watzlawick axioms /11/. **Nonverbal potential** refers to understanding and interpreting "body language" (mime, gesture and movement) as a supplement to verbal communication and the way of expressing views and feelings of individuals and their honesty in the communication process. **Verbal potential** refers to the speech etiquette, such as that where parts in communication understand better in order to be as comprehensive, clear, unambiguous, unequivocal and not offending and not in general (in the form of: never, always, etc.). **Relation potential** concerns the voluntary component of the relationship, tolerance and respect for the speaker with all the faults and virtues, regardless of the current mood and reaction and benevolence. Listening and empathic ability is here expressed (the ability to understand others) but silence, too. **Potential of unawareness** relates to the understanding of self and others in active relationship. One should be aware that one enters into communication with other with the own personality, experience, beliefs, values, norms but as well defenses, prejudices, fears and frustrations. It also means one is equal in communication with others, superior nor inferior to another person. **Dialog potential** refers to the ability of individuals to cooperate with others and to lead an honest and open discussion without manipulative techniques and games. It means to discover and understand the expectations, needs and intentions of others as well as to inform the other about the own expectations, needs and intentions (application of successful methods of communication *metacommunication* and *feedback*). In this study the main goal was to determine possible differences in communication habits of managers. Based on the variables of gender, management education and teaching communication skills, factors of differences in communication habits of managers in the Croatian wholesale drugstores were determined.

### 3. Objectives and Research Problems

Main objective of this study was to determine differences in the communications profile of the management in the Croatian wholesaler drugstores in relation to gender, management education and learning communication skills. Specific problems were set:

- 1) To determine gender differences in communication habits of managers.
- 2) To identify differences in communication habits of managers in relation to management education.
- 3) To identify differences in communication habits of managers in relation to the learning of communication skills.

It was assumed that there are gender differences in communication habits of managers (managerial and communication skills should be reflected in the communication habit, not gender). Furthermore, it was assumed that there are statistically significant differences in relation to management education and communication habits (students of management education programs should have a preferred communication profile as they acquire new knowledge that would help). Finally, it was assumed that there are statistically significant differences in relation to learning communication skills and communication habits (students of communication skill trainings should have a preferred communication profile).

## 4. Methods

### 4.1. Participants

Sample comprised 74 managers of Croatian drug wholesalers within mid-level management in Zagreb. The criteria which determined the managers who enter the sample were only their willingness to participate in the study by filling out the questionnaire. Therefore, the sample was random although the number of participants in relation to the total population of managers can have a certain level of representativeness.

### 4.2. Procedure

Research was conducted by surveying at the territory of Zagreb during the spring 2009. For the purpose of data collection questionnaire administered anonymously was used. Anonymity of the survey reduced the possibility of dishonesty or to give the expected or desired responses. Statistical

analysis was performed on a personal computer in the statistical package SPSS 10.0. Descriptive statistics (mean, median, range, standard deviation) were for data processing. Canonical discriminant analysis was used for audit of (factors) differences in communication patterns by gender, learning successful communication and management education.

### 4.3. Variables

Among the dependent variables in research we collected data about: gender, the duration of the work experience in general, work experience on manager positions, attending professional manager schooling and attending successful communication courses. The participants have also given their estimates on: the importance of communication skills in the management process, the time they spend communicating while working, and the successfulness of their own communication. The sample constituted of 63% of women on middle executive functions and 37% of men. With regard to the duration of working experience there has been 40% of subjects with less than 10 years of work experience 37,33% (or 28) with between 10 and 20 years of working experience and only 22,67% (or 17) with more than 21 years of working experience. With regard to management experience 81,33% of subjects has less than 10 years of working experience, 13,33% (or 10) with between 11 and 20 years of management experience and 5,33% (or 4) with more than 21 years of working experience. Most of the subjects have attended management seminars or courses (53 or 70,67%) with those without schooling a little less representative (22 or 29,33%). The majority of subjects has studied quality communication either through regular schooling or additional courses (46 or 61,33%). There have been 29 or 38,67% of those who have no education in management. The majority of subjects think that communication skills are "extremely important" (59 or 78,67%), whereas 15 or 20% thinks that communication skills are important, whereas only one subject thinks they are necessary, but not vital. The greatest percentage of managers estimates that they spend more than 76% of working hours communicating (38 or 50,67%). 22 subjects or 29,33% estimate that they spend more than 50% of working hours communicating and only 11 or 14,67%

estimate that they spend less than 50% of their working hours communicating. Therefore, more than 80% of subjects spend more than half of their working hours communicating, whereas only 20% spend less than half of their working hours communicating. Managers consider themselves in overall "very successful" while communicating (53 or 70,67%), 4 or 5,33% consider themselves to be "extremely successful", whereas 18 or 24% consider themselves as "moderately successful". Out of all independent variables we have used only three in this research: gender, quality communication schooling and attendance of a management school. **Independent variables** encompass questions on general communication profile of managers in Croatian wholesale drugstores. The questionnaire is divided into two parts. The first part contains some general and demographic data (independent variables) on managers, and the independent variables come from this part. The second part of the questionnaire refers to the communicating problems and consists of 70 statements, which contain multiple choice questions, filling out gaps, and combination of Likert and Thurstone estimation scales. Communication problems encompasses knowledge description, managers' positions and behaviour, which has been sorted out according to their desirability ("correct" according to Watzlawick's presumptions) or undesirability. Therefore, answers to the 70 statements of the main part of the questionnaire the subjects have checked as "true" or "false", and afterwards the answers have been compared to their communication desirability, on the basis of which they have been sorted as "desirable" (2) or "undesirable" (1). Finally, for every aspect of communication we have defined the total result which signifies total desirability of communicating, which is a sum of desirable answers for each statement which refers to a certain communication aspect. The whole communication profile of managers employed in wholesale drugstores has been encompassed by these statements. Therefore the questionnaire encompasses communication aspects according to Watzlawick and contains the following number of statements according to these aspects:

- quality shaping and sending messages – 12 statements
- quality receiving and understanding messages – 12 statements
- interaction during the conversation – 12 statements
- the application of communication manners (knowledge on quality communication) – 10 statements
- obstruction and problems which occur in communication as a consequence of bad communication – 12 statements
- positions, prejudice and stereotypes concerning quality interpersonal communication – 12 statements

In this questionnaire we have determined communication habits of managers and which communication skills they use most often. We have not directly been checking the use of their skills but rather indirectly, by asking the managers on their opinions. As the questionnaire has been applied anonymously, we presume that the subjects should not have felt they had to falsify the data on their communication profiles.

## 5. Results and discussion

In our research the level of the development of the communication profile of managers in the wholesale drugstores has been relatively high. Out of possible 100% of desirable answers, the success in solving this questionnaire has been 70,86% average. Total deviation from the total level of desirable answers was only a little less than the "standard" of 80% of desirable answers. Therefore we can assume that skills and habits of successful and quality communication are on a satisfactory level, and that they averagely correspond with the criteria on quality communication. After determining the total deviation from the desirable communication profile for all answers according to certain aspects (communication habits), we have done the same for the total results for all aspects of the communication profile (table 1).

Table1. Descriptive statistics for total results – desirable answers in all aspects of the communication profile and numerical independent variables

Variable	Minimum	Maximum	Mean	Std. deviation	Kolmogorov - Smirnov test	Significance
Shaping messages	13,00	19,00	15,20	1,45	1,687	p<,01
Receiving and understanding	12,00	18,00	14,03	1,39	1,856	p<,01
Interaction during conversation	12,00	19,00	14,95	1,40	1,774	p<,01
Interruptions in communication	15,00	22,00	17,77	1,50	1,529	p<,05
Positions and prejudices	13,00	18,00	15,05	1,23	1,654	p<,01
Communication manners	12,00	20,40	15,25	1,72	1,433	p<,05
Work experience	2,00	36,00	14,72	8,89	<b>1,047</b>	p>,20
Manager work experience	1,00	27,00	7,20	6,73	1,535	p<,05
Importance of communication training	3,00	5,00	4,77	,45	4,104	p<,01
Time spent in communication (%)	20,00	100,00	70,00	20,72	1,594	p<,05
Successful communication	3,00	5,00	3,81	,51	3,442	p<,01

In Table 1 we can see that the greatest number of desirable answers is present with communication obstructions, and the smallest with receiving and understanding messages. Using Friedman's test ( $\chi^2 = 160,91$ ;  $p < ,01$ ) we have determined that there are statistically significant differences between the representation of desirable answers with regard to individual aspects of the communication profile. Using the t-test we have determined for which aspects these differences occur. Statistically significant differences have been found between shaping and receiving messages ( $t=5,50$ ;  $p < ,01$ ), shaping messages and obstructions in communication ( $t=11,41$ ;  $p < ,01$ ), receiving messages and interaction during conversation ( $t=3,93$ ;  $p < ,01$ ), receiving messages and obstructions in communication ( $t=16,68$ ;  $p < ,01$ ), receiving messages and positions and prejudices ( $t=5,94$ ;  $p < ,01$ ), receiving messages and communication manners ( $t=5,77$ ;  $p < ,01$ ), interaction during conversation and obstructions in communication ( $t=12,70$ ;  $p < ,01$ ), obstructions in communication and positions and prejudices ( $t=14,43$ ;  $p < ,01$ ) and obstructions in communication and communication manners ( $t=11,71$ ;  $p < ,01$ ). Bad habits in communication, and which are not in according with the characteristics of quality communication are: manager is too confident about the quality of the sent messages (14,67%), manager does not apply feedback and does not check the clarity of the sent messages what leads to misunderstandings (45,33%), manager believes that criticism is welcome while trying to solve a conflict (49,33%),

manager poses minimal demands while engaged in a conflict (25,33%), what leads to losing it, manager is not conscious of his non-verbal communication and its effects on the collocutor (30,67%), which means that they cannot control their behaviour while engaged in communication, they point out the negative aspects of conversation (33,33%), they insist on details (38,67%), they like to communicate according to strategies prepared beforehand (44,00%) and not spontaneously and sincerely, which deepens and sharpens the conflict. A great majority of managers working in wholesale drugstores indicate with their answers that their positions on communication are partially negative, and that they are bothered by prejudice and bad habits. Initial position on communication (generally) appoints to the fact that 78,67% of managers claim that communication skills are extremely important in their business, 21,33% considers them important and necessary. Their success in communication they opine as very successful and extremely successful (76,00%). 61,33% of managers think that it is possible to learn how to communicate better. Up to 78,67% of managers think that the communication skills are extremely important in fulfilling management tasks in the wholesale drugstores. We can assume that managers of the Croatia wholesale drugstores have a positive attitude to the role and significance of communication and that they have a positive picture of their knowledge and skills with regard to quality and successful communication. The dominant grade which the managers assigned to them-

selves was very good (4). The wholesale drugstores in Croatia are organising and encouraging attendance of education programmes and management schooling, which modernises their knowledge and fills up the gaps in the existing knowledge. Managers obviously have a positive attitude concerning learning and changes. As they have confirmed themselves that they spend a great deal of time communicating, it implies that they are ready to change and assimilate new knowledge and skills. Managers hold a very positive attitude toward learning and introducing changes. The results of this research show that the subjects do not differ with regard to gender, management education or with regard to quality of learning communication skills. Therefore the hypothesis according to which communication skills

are predominant is a matter of a personality and temperament of a person (independent even from gender) and that can only partially be learned. On the other hand an individual can have different communication competences with regard to different aspects of communication.

### 5.1. Differences of communication habits with regard to gender

It has been shown that there are no gender differences with regard to six communication aspects (table 2). The discrimination function does not show statistically significant differences between male and female managers in the Croatian wholesale drugstores.

Table2. Communication habits (discrimination function) with regard to gender differences

Eigenvalue	Wilks' Lambda	Chi-square	Canonical correlation	Significance
,057 <sup>a</sup>	,946	3,794	,231	p>,20

As no significant discrimination function which would show a difference between male and female managers with regard to the communication habits has been found, we have tried to find whether there are at least some statistically significant gender differences with regard to the discrimination function, for some communication habits (table 3). However, the ANOVA results for each of the six communication habits have not been significant, so we can claim that there are no statistically significant gender differences neither with regard to any of the six communication habits nor with regard to them as a whole. The only statistically significant difference has been found

for communication manners, and in the most unexpected of places: those who did not attend a management school have more desirable communication manners. The possible reason for this could perhaps be found in the inadequate acquisition of assertive skills. Although assertiveness is perhaps something desirable, especially for managers, an overdone assertiveness can border with undesirable aggressive behaviour and can obstruct a productive communication.

### 5.2. Differences in communication habits according to management education

Table3. Communication habits (discrimination function) with regard to differences according to management education

Management education	NO		YES		F	Significance
	Arithmetic mean	Std. Deviation	Arithmetic mean	Std. Deviation		
Message shaping	15,1905	1,72102	15,1887	1,35953	,000	p>,20
Receiving and understanding	14,3333	1,27802	13,9245	1,42571	1,308	p>,20
Interaction during a conversation	15,0000	1,41421	14,9057	1,41780	,067	p>,20
Communication manners	13,3333	1,42595	12,4906	1,36752	5,577	<,05

Management education	NO		YES		F	Significance
Communication obstructions	17,8095	1,43593	17,7925	1,53621	,002	p>,20
Positions and prejudices	15,1429	1,01419	15,0566	1,29221	,075	p>,20

### 5.3. Differences in communication habits according to quality communication learning

It has been shown that there are no differences in six chosen aspects of communication habits (table

4), dependent on the fact whether the subject attended a management school. The discrimination function does not differ between managers in Croatian wholesale drugstores who have attended a management school and those who have not.

Table 4. Differences with regard to learning quality communication (discrimination function).

Eigenvalue	Wilks' Lambda	Chi-square	Canonical Correlation	Sig.
,076	,929	5,045	,266	p>,20

Given that no discrimination function which would differ between those who learned about quality communication and those who have not with regard to communication habits has been found, we have tried to find at least some statistically significant differences with regard to the discrimination function, for at least some aspects of the communication habits (table 5). however,

the ANOVA results for all six communication habits have not been statistically significant, so we can claim that there are no statistically significant differences between those who learned about quality communication and those who have not with regard to communication habits, in either certain communication habits or in them as a whole.

Table 5. Communication habits (discrimination function) with regard to differences according learning quality communication

Learning communication skills	NO		YES		F	Significance
	Arithmetic mean	Std. Deviation	Arithmetic mean	Std. Deviation		
Message shaping	15,2667	1,60114	15,0690	1,22273	,321	p>,20
Receiving and understanding	14,2000	1,48630	13,7931	1,20651	1,524	p>,20
Interaction during a conversation	15,0889	1,48970	14,6897	1,25651	1,427	p>,20
Communication manners	12,8667	1,34164	12,5172	1,54967	1,059	p>,20
Obstructions to communication	17,8667	1,47093	17,6897	1,56076	,243	p>,20
Positions and prejudices	15,2667	1,21356	14,7931	1,17654	2,750	p>,10

Practical implications of such results can be various. One of them might refer to a possibility of a different, more functional organisation of quality communication learning, as well as changing programmes of management school. Theoretical situations should perhaps be brought closer to

actual practice and specific working situations. Along with advantages which apply to a small number of researches done on managers in Croatian wholesale drugstores, this research has a number of flaws. One of them is certainly a rather small and fitting subject sample which is how-



ever in such researches necessary, because the number of managers employed in Croatian wholesale drugstores is limited. However, by increasing the number of subjects and by making the sample more representative (for instance with random subject choice, or acquiring data from more than one Croatian city or perhaps from rural parts of Croatia), the results would offer a better ground for generalisation. The second flaw is the ever-present possibility of giving the desirable answers, even in an anonymous questionnaire, which is a flaw that cannot be so easily influenced.

## 6. Conclusion

The first hypothesis has been confirmed: we have not found any gender differences in communication habits of managers, neither in certain communication habits, nor as a whole. The second hypothesis has not been confirmed: we have not found any differences in communication habits of managers, with regard to management school attendance, neither in five specific communication habits nor in them as a whole. The only statistically significant difference has been found in communication manners. The third hypothesis has also not been confirmed: there are no statistically significant differences in communication habits of managers, with regard to learning quality communication, neither in specific communication habits, nor in them as a whole. This research has shown that management schools have not contributed to improvement of communication competence and more effective communication, although that has been one of the aims, among others. Bad education is worse than no education because people are led to believe that they are educated, they have invested time and effort in their education and have seen no improvement. This is a real problem which we face in the Republic of Croatia more and more often. Only 20% /12/ of police managers believe they can improve communication skills by learning. This is a serious problem which the future educations need to face and resolve.

## Notes

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## RAZLIKE U KOMUNIKOLOŠKIM PROFILIMA MENADŽERA U HRVATSKIM VELEDROGERIJAMA LIJEKOVA

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### *Sažetak*

Predmet ovog istraživanja je kvaliteta organizacijskog ponašanja s aspekta komuniciranja u hrvatskim vele-drogerijama. Glavni cilj istraživanja bio je utvrditi razlike u komunikološkim profilima menadžera u hrvatskim vele-drogerijama u odnosu na spol, menadžersko obrazovanje te učenje komunikacijskih vještina. Uzorak je obuhvatio 74 menadžera hrvatskih vele-drogerija srednjeg nivoa rukovođenja na području grada Zagreba. Korišten je Upitnik za mjerenje komunikološkog profila, na temelju kojeg su utvrđeni faktori razlika u navikama komunikacije menadžera u vele-drogerijama na temelju varijabli: spol, menadžersko obrazovanje te učenje komunikacijskih vještina. Rezultati su pokazali da je znanje menadžera hrvatskih vele-drogerija o uspješnoj i kvalitetnoj komunikaciji na osrednjoj razini razvijenosti. Nisu pronađene spolne razlike u navikama komuniciranja. Nisu pronađene ni razlike u navikama komuniciranja menadžera u odnosu na menadžersko obrazovanje škole. Jedina statistički značajna razlika pronađena je u komunikacijskom bontonu. Konačno, ne postoji statistički značajna razlika u navikama komuniciranja menadžera u odnosu na učenje komunikacijskih vještina.