

# THE CONTRIBUTION OF THE EMOTIONAL INTELLIGENCE ON LEADERSHIP FROM ORGANIZATIONAL PSYCHOLOGY PERSPECTIVE

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## Abstract

*Talking about intelligence as a complex system of operations which conditioning the general approach and solving different problematic situations and tasks, we have insight operations and abilities such as: adaptation to the new situations, the deduction and generalization, the correlation and integration into a unified whole of rather disparate parties, the consequences and anticipation of the outcome, the quick comparing of actionable variants and retaining the best alternative, the correct and accurate solutions of some problems with increasing degrees of difficulty. All these skills and operations reveals at least three fundamental characteristics of intelligence: the ability to solve the new situations, quickness, mobility, adaptability, the suitable and efficient flexibility to the circumstances. The intelligence appears as a quality that whole mental activities, as expression of higher organization of all mental processes, including the emotional - motivational. According as forming and developing the mechanisms and operations of whole mental functions, we encounter a flexible and supple intelligence. At present, is still continue in psychology the question if the intelligence is the capacity to acquire knowledge, to reason and solve problems, or it involves different types of skills. The majority is choose the first assumption. The new research made by cognitive psychology perspective and neuropsychology, which connects the intelligent behavior of neurological efficiency, brings valuable clarification in this regard. The study is approaches the complexity of this side of personality, which arising from the approach advocated in the history of philosophy and psychology. The opinions considering to the intelligence have ranged from acceptance and highlighting its role in knowledge, to the decrease its significance or even to eliminate it from human existence.*

**Keywords:** emotional intelligence, leadership, emotional management, general intelligence.

## 1. Introduction

This paper aims to show that emotional intelligence and leadership are intrinsically linked to specific. Emotional intelligence provides spiritual component, the instinctive leadership, acting in conjunction with cognitive skills, technical competence and strategic thinking. An emotional dominated leadership behavior is beneficial, whether they apply to a large mass of people, a team or even ourselves mice, but low levels of emotional intelligence are extremely harmful to leadership in any situation.

Intelligence emerges as a stable system features its own individual and the human subject is manifested as intellectual activity centered thinking. Central process of thinking is closely linked, even combined with all other organic. Moreover, the psychology of thinking, various distinctions were made between analytic and synthetic, pragmatic and theoretical, reproductive and productive, crystallized and fluid, etc. convergent and divergent. In connection with lateralized brain, considering that the left hemisphere specializes in verbal and semantic order and the right hemisphere has features for handling spatial relationships and the configuration of images, will probably shape the intelligence to research options logico-semantic dominant or spatial imaging.

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Considering that intelligence as an instrumental structure, its own individual personality, we must show that the very experience of life and especially education and professional experience a highlight, and to assess them. Empirically, intelligence can be assessed after learning efficiency, as the ease and depth of understanding and by the difficulty and novelty of problems which the subject is able to solve them.

## **2. Emotional intelligence vs. general intelligence (IQ)**

Although this paper seeks to explain the advantages of emotional intelligence should not be overlooked general intelligence as measured by IQ. In fact many psychologists still believes that IQ is only that can guarantee success. If you are a smart, if you have a high IQ if you graduated from a recognized university, or a higher qualification, you can not worry about. IQ is very important, but to increase your competitiveness, you need to build your future development plans Encompassing own emotional intelligence. Based on the adaptive role of emotionality was found that people who have an IQ (IQ - an index of development level of intelligence, mental age determined by reference to chronological age) or high academic intelligence is doing very well developed, much less everyday life, while another group of subjects, but have a lower IQ compared with the first, had good results in practice.

Where did the question: "How do they manage to have success in critical situations, to cope with life circumstances at any time?". asked people on the streets to demonstrate what they understand by an intelligent person. Following analysis of responses to the survey concluded that they have a different skill than academic intelligence, able to overcome obstacles which makes everyday life (Goleman D, R., Boyatzis 2005). This ability was originally reported to social intelligence, which refers to the ability to understand and establish relationships with people. Unlike IQ, which changes very little after adolescence, emotional intelligence appears to be largely learned and continue to develop as we go through life and learn from experience. Our expertise in this area can continue to grow, and for this there is a popular word: maturity.

Unlike IQ, emotional intelligence (EI) has proved to be a more reliable predictor of success in personal and professional life. IQ and not IE opposing powers, but rather separate, yet one can not operate at its maximum potential without the second. It is useful to note that there are often differences between the innate potential of a person's emotional intelligence and its development potential throughout life. Each child is born with a potential for emotional sensitivity, emotional memory, emotional control, with a potential ability of emotional learning.

This innate intelligence can be developed or altered by life experiences, especially emotional lessons given by parents, teachers, professors, family, etc.. during childhood or adolescence. These lessons can have a positive or negative, unhealthy on the evolution of innate emotional intelligence. It is possible for a child to start life with a high level of innate intelligence, then heads to unhealthy emotional habits from living together in family abuse. Such a child will be when it grows, a much lower level of emotional intelligence than the level it was at birth, because lived experiences during childhood . On the other hand, it is also possible that a person has a low level of emotional intelligence at birth, but received a positive emotional growth and modeling in childhood, it will increase its level of emotional intelligence. However, the child's emotional intelligence is more easily altered than developed, following the principle that it is much easier to destroy than to build.

Currently, models including the model of emotional intelligence Mayer / Solovey / Caruso combines variables measuring innate emotional (emotional sensitivity, emotional memory, emotional control, emotional learning ability) with the same environmental variables influenced.

## **3. Emotional intelligence in business romanian**

### **3.1. Why is emotional intelligence so important at work?**

For years, trainers, professionals in human resources, teachers, recruiting teams, managers and other people have found out what is that differentiates the normal workers from those who are

rendering themselves evident in the crowd. It is not about technical skills – these are relatively easy to learn, and is easy to determine if a person has this kind of skills or not. It is not necessarily the intelligence either. It is about something else, something you know that exists only when you see it but that is difficult to define clearly. It is about personal abilities (R.Carusso 1999).

After many years of discussions regarding personal abilities, the people working in training, management and employment fields have finally let themselves convinced. The discovery of the essence of what makes people evident at work brought this discussion in front. Starting from now on, we can replace the subjective term “personal abilities” with a more objective and exact one – “emotional intelligence”. Those who never appreciated the ability of “reading” or understanding the people, or understand their feelings because they were too “soft” and couldn’t be measured, will have a very accurate measuring instrument. And this is because the emotional intelligence is an intelligence form or a set of skills.

### **3.2. IE enter the market of training and recruitment.**

Romanian market are already several companies using the concept of IE or in their work or giving presentations or training. Those who drive them have in common revelation made by finding the concept and usefulness IE passion for this area and wish to share with others what they learned.

Not incidentally, is among those companies and Korn / Ferry International, the American firm recruitment and management consulting and leadership in over 40 countries, the market leader for leadership development. Effectiveness of training on IE is best evidenced in the case of companies that have direct relationships with customers and especially for financial professionals who are often in a position to help customers achieve their personal and professional goals.

### **3.3. What is the role of feelings at work?**

Let’s consider, for example, feelings like fear, anxiety or concerns. Assume a car factory whose management decided to increase the productivity. The workers will have to work faster then before and, yet, to maintain the same product quality. If the speed imposed is still at a reasonable level, people can mobilize and they will become aware of the fact that they have to be more attentive and to work harder. But if the rhythm increases to a level where the workers feel they cannot resist, they will start to worry. They will worry about not making mistakes and not harming themselves. They can also ignore those feelings and continue to work. If they ignore their feelings, all could be normal or, on the contrary, many errors may occur and people might lose their jobs.

Worries, fear and anxiety are feelings that may mean that something is not going well. Worries can give an alarm about future dangers. When concerns regarding the increase of production rhythm occur, they may be used in a constructive way. For example, they can increase the sleeping time so that they are more refreshed at work. Or the breaks between the different sets of operations can be shortened. Or, the management can be told that the more products produced the more defects. All feelings are extremely important at work, not only fear or concerns. Satisfaction, for example, is a sign that the works are going well. A feeling of pleasure at work may signify a thing well done. It is important to know that feelings comprise critical information that we have to take into consideration if we want to be efficient.

### **3.4. Where does emotional intelligence intervene in work’s success?**

Emotional intelligence cannot predict for itself the work success, a satisfying career or an efficient leadership. It is only one of the components which are important.

The quality of being a good user of emotional intelligence also comprises the understanding of the fact that it is not and it shouldn’t be thought of as a replacement or substitute of abilities, knowledge or skills obtained in time (I 2000). The emotional intelligence increases the chances of success but it does not guarantee the success in the absence of the necessary knowledge. The

emotional intelligence is always helping the individual. It is a good thing for it to exist. But also the other abilities and competences are important.

**Use emotional intelligence at work** (Goleman 2001, p.88)

Some ways in which emotional intelligence may help in the day by day activity are presented below.

**Identification of emotions**

- One should be aware of the own feelings and emotions so that not to be “blind” by feelings;
- One should be aware of the feelings of the others as this is a key point when working with people.

**Use the emotions**

- Creativity may come from the ability of generating a certain state or a proper feeling;
- To feel “for” the others, to be able to be emphatic, may come from the ability of generating a feeling that the other persons perceive.

**Understanding the feelings**

- To know what motivates the people;
- To understand the point of view of other people;
- To understand and to manage with the interaction within the group.

**Emotions control**

- All the time to be aware of your own emotions which contain valuable information and use this information to resolve your problems;
- Whenever you are sad, find out the root cause for your frustration, why have you been disappointed, and solve the problem;
- When you are upset, find out the reason why you are frustrated and solve the problem;
- When you are anxious, find out the reason of your worries and solve the problem;
- When you are pleased, find out the root cause for your happiness and repeat it.

#### **4. Specific applications of emotional intelligence at work**

##### **4.1. Considerations regarding the intelligence concept in the companie’s operations**

The Companie’s operation may be defined as the assembly of homogenous and/ or complementary activities performed by the working personnel having a certain qualification and specialization that use certain specific methods and techniques in order to achieve the objectives of the company (Danăiață I., A.Nicolae, Predișcan M. 2002, p.95).

According to the author’s approach, the main activity fields, functions respectively within a company are the following:

- 1.The research – development function
- 2.The production or operational function
- 3.The commercial function
- 4.Financial – account function
- 5.The function of personnel (human resources)

Taking into account the fact that the functions of an economical company are generally the same, this meaning that they do not differ from one branch of the economy to the other depending on the object of the activity performed, a general theory of the involvement of the intelligence concept at the organization level may be developed.

Starting from the model of Multiple Intelligence made by Howard Gardner (Gardner 1993, p.104), the following question may rise: which of the seven types of intelligence mentioned by the author has a more important role in making more efficient and for a good development of each of the functions of the company?

According to the multiple intelligence theory, not only that individuals possess numerous mental representations and languages of the intellect but the individuals differ one from another by the form of these representations, of their size or the easy ways in which they are used and also the way in which these representations can be changed.

As regards the **function of research - development**, it comprises all the activities in a company oriented towards the achievement of the objectives in the field of generating new ideas that should materialize in products, useful services (elaboration of product development strategies, of technologies and development of the activity). The main characteristic of this function is its innovative character that assures the adaptation of the company to the needs of the consumers, and clients, as well as to the evolution of science and technique.

We may say that in order to be successful in this kind of activities, a high level of intelligence type visual-spatial, visual-linguistics, logical-mathematical is more than necessary. We define the visual-spatial intelligence as the “ability to perceive visually what is around us”, a determining factor when elaborating some research-development activities in the light of the need to identify the necessity upon which the specialists will concentrate their efforts (Slater 2009).

Next to this type of intelligence, we define “the ability to use reason, logic and numbers”, this meaning the logical-mathematical intelligence, this representing maybe the main characteristics taken into consideration when developing some research activities, mainly in the technical domain. We cannot neglect the fact that, generally, the research-development activities are performed within teams, and rarely these responsibilities are being delegated or assigned to individual level. In this way, types of intelligence such as the verbal-linguistics and inter-personal intelligence (the ability to use words and to speak, as well as the ability to understand and interact with the others) are needed for establishing an open cooperation and understanding atmosphere within the group.

**The production or operational function** is defined as the assembly of basic activities of the company/organization through which the work objects are being transformed into products, finite services meant for selling towards customers (Adriana 2005).

The experience of some visits to big companies in Timișoara or in the country have strengthened my opinion that in the case of individuals directly involved in this kind of activities, the visual-spatial intelligence, the logical-mathematical intelligence as well as the kinaesthetic intelligence (the ability to control the body movements and of dexterity in working with different objects) are essential for the success of the activities undertaken. We have to remind once again that many of the activities included in the production function need team work, thing for which the inter-personal intelligence is playing an important role in reaching the common group objectives.

The following activities are being taken into consideration:

- a) Technical-material provisioning;
- b) Storage, preservation and management of fuels, materials and raw materials stocks;
- c) Transportation outside the economical unit;

In the case of the first three activities, it is obvious that types of intelligence such as: visual-spatial intelligence, logical-mathematical intelligence and kinaesthetic intelligence are necessary attributes to the directly involved persons. Besides the intellectual effort, the transportation, preservation or management of raw materials and of materials, also imply the usage of kinaesthetic or dexterity abilities.

As regards the **commercial function**, (Robert 2001) which includes the sales and marketing activities, competencies as the verbal-linguistic, musical, inter and intra personal ones (the ability of self-reflection and awareness of the own ego) have a significant importance if we think of individual's abilities such as creativity, persuasion, ambition, negotiation ability etc. Therefore, the **commercial function** includes all types of intelligence mentioned by Howard Gardner, and one of the conclusions might be that the group of individuals directly involved in the component activities of this function reunites the whole palette of the above mentioned abilities and competences.

**The financial – accountant function** comprises the assembly of the following activities: financial planning and execution, accountancy, costs and price calculation, economical-financial analysis. These activities have a strong synthesis character (Nicolescu 2006), highlighting, in monetary expression, the economical aspects of the activity of the entire company.

By the self nature of these activities, it is obvious the fact that the dominant feature that has to be taken into consideration in the case of this function, is the logical-mathematic intelligence, this meaning the ability to use reason, logics and numbers.

Gardner sustains the fact that any person has a certain coefficient of each of these intelligence types (visual-spatial, vizual-linguistic, logical-mathematic, kinaesthetic, musical, inter-personal, intra-personal), the only thing that makes the difference being the way in which they vary or combine with one another.

The components of the **personnel function** are very complex because each person is a unicate (Danăiață I., A.Nicolae, Predișcan M. 2002). The activities included in this function are determination of the personnel needed, personnel recruiting, personnel evidence, appreciation and promotion, rewarding and punishing the employees, training and perfecting, protection and work hygiene, as well as administrative activities. The most of those who studied emotional intelligence consider that it can be applied in all domains of life as knowing to work and to communicate with people is an ability that no one can live without. In the conditions of quick changes within organizations, the high level of emotional intelligence has become an important factor of success, which sometimes exceeds the technical professional competence.

In fact, it is a reality that, at present, people are being employed based on an interview whose purpose is to appreciate the emotional abilities of the individual. It goes even further in the way that promotions and dismissals are the result of this interview.

Activities included in the personnel function as well as the considerations regarding the role of emotional intelligence concept upon them can be found in the next section, but what we have to keep in mind up to now is the following: the emotional intelligence finds its importance in each of the functions of the company, by its components also shown by Howard Gardner in the Multiple Intelligence model: verbal-linguistic intelligence, musical intelligence, inter-personal and intra-personal intelligence.

According to Daniel Goleman, for an organization to work well is necessary to pay attention to the emotional abilities of its members, assuring compatibility between them, in emotional-affective terms. In the past ten years, a new type of management has shaped, namely the emotional intelligence management within an organization. The organizational psychology researches led to the conclusion that managers (starting with the team leaders or the working team and up to the general manager), as well as the employees having a higher emotional coefficient are more successful than those who only have a good professional qualification. They are better seen in the organizations, are more cooperant, stronger motivated intrinsically and more optimistic.

## **5. Conclusions**

**The conclusion** that can be withdrawn from all these studies is that besides the “professional” intelligence or the high level of professional abilities, the capability of an individual of being “intelligent emotionally” brings that plus of value which transforms a simple employee in a formal or informal leader within the organization to which he/she belongs. We conclude by saying that now and in future should be kept a model for applying emotional intelligence to improve their adaptation in tense situations that may arise in the evolution of a company. Identifying situations associated emotions is useful and necessary because it encourages leaders to take an active attitude and to develop an effective plan.

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