

SOCIO-EMOTIONAL COMPETENCE AND ITS ROLE IN THE PROFESSIONAL TRAINING OF FUTURE OFFICERS

HĂHĂIANU FLORENTINA*
ȚEICAN BRÂNDUȘA**

Abstract

The term competence has become a priority for public policies. In the field of education and professional training competences lie at the basis of curricula, of specializations in universities, of qualifications or professional standards. It is obvious that in any sector of human resources - be it economy, public services or policies, in any kind of activity - be it individual or at the level of organization, firm or collectivity, competences have become the key factor and the main reference.

Thus, its popularity went hand in hand with its unlimited spread in the detriment of its conceptual clarity. Today we meet the term competence everywhere and at any time, but there is no minimal consensus with respect to terminology. We speak of competences and "skills" (a term difficult to translate in Romanian), key and basic competences, capabilities and abilities etc.

With this article we will try to bring a better understanding of the concept. Moreover, since it plays an important role in an officer's activity or in their environment, we will tackle on the affective dimension in their competence profile: relations with others, decision-making process, work motivation and satisfaction, team work, self-control, etc.

In order to become experts in a certain socio-emotional competence, such as team work or analyzing a conflictual situation, we need to develop an inner ability from the socio-emotional fundamentals. Why? Because in many activities the rational dimension doesn't suffice, there has to be an affective side, as well. Emotion depends on the way a person evaluates and assesses a situation. Affective and cognitive processes, though different in their nature, are inseparable and in tight connection in the activity of an intelligence officer, for instance.

Key words: competence, socio-emotional competence, education, socio-emotional intelligence, officers

Context

Who can honestly say that they understand and fully master their emotions, or that they understand other people's emotions and the way these influence the quality of our daily life?

Increasing attention is given to the concept of socio-emotional intelligence at a national and international level (Roco, 2001) should raise questions on what was considered so far to be "intelligent"; hence the support of several programs for socio-emotional development, which are real instruments for disseminating and raising awareness on its impact on the daily life, in assuring a successful career. Speaking of the military environment in general and of the concept of "intelligence" in particular, this type of activity implies, among many others, certain relations between officer and source, relations whose success will depend of the competence of the officer. It is clear that a positive social relating will improve his position, his image, the trust required to obtain the necessary information. It also supposes an understanding of the opponents' strategies, so that their plans could be dismantled, as well as an assessment of the information obtained in order to establish if this should be accepted as truth or as potential disinformation.

In training human resources with higher qualification there is this view that a high level of emotional intelligence leads to academic success, but especially to social and professional success. Unfortunately, time has proved that the IQ is just a piece of the puzzle. The intelligence officer needs more than native intelligence. Relating or the "talent" to make people reveal their own thoughts,

* Assistant Lecturer, PhD, "Mihai Viteazul" National Intelligence Academy, Bucharest, Romania (flori.hahaianu@gmail.com).

** Assistant Lecturer, "Mihai Viteazul" National Intelligence Academy, Bucharest, Romania (brrandusa@gmail.com).

interests, feelings, state of mind, etc, represent a drive for the successful career of an intelligence officer. In this activity the cognitive component doesn't suffice; there has to be an affective side as well. Emotion depends on the way the person assesses and analyzes a situation.

That is why quality education regards the needs of the beneficiary. At present, training of future intelligence officers is a challenge for the educational system, and requires a holistic approach of intelligence. Therefore, in this article we propose a model of the competences necessary for an intelligence officer, a model that will lie at the basis of their training. Given the characteristic of socio-emotional intelligence, they are absolutely necessary in the military environment, especially for officers in intelligence. It is a reality that needs to be studied not only from a psychological point of view, but also from a social, educational and instrumental-operational one.

2. Socio-emotional intelligence: a critical-constructive perspective

In 1990, Joh D. Mayer and Peter Salovey, in an article for *Imagination, Cognition, and Personality* review for the first time defined emotional intelligence: a form of social intelligence that supposes the ability to acknowledge and understand their own feelings and emotions as well as other people's, to recognize various emotions and feelings, as well as to use this information both in guiding the cognitive abilities and in the correct adjusting of the behavior according to the context – “an ability to perceive emotions, to access and generate emotions so that they come to support thinking, to understand emotions and their significance and to efficiently regulate emotions so as to determine an improvement in emotional and intellectual development” (Salovey, Mayer, 1990, 189).

From this moment on, the concept of *emotional intelligence* takes the lead in the academia. At the same time, we also speak of *social intelligence*, a concept many theories in the field tend to leave aside (Neacșu, 2010). Howard Gardner (1983) describes individuals' tendency to ignore what happens during their interactions, naming this tendency “myopia”. The consequence of this myopia is ignoring the social aspect of our intelligence. According to evolutionist psychologists, social intelligence evolved to cope with the challenges of certain social trends within a group.

Psychologists failed to agree which of human abilities are social and which emotional. The two fields are interwoven, just like the social feature of the brain overlaps the emotional centers (Parkinson, 1996, *apud* Goleman, 2007). “All emotions are social”, says Richard Davidson, director of the Laboratory for Affective Neuropsychology from Wisconsin University. “You cannot separate the case of an emotion from the world of relationships – our social interactions are those who lead our emotions” (Goleman, 2007, 101).

2.1. Main directions in defining emotional intelligence

There are three *main models of emotional intelligence*. The first one belongs to Peter Salovey and John Mayer, a model that sees emotional intelligence as a form of pure intelligence, a cognitive ability. A second model belongs to Reuven Bar-On, which presents emotional intelligence as a mixed intelligence, made up of the cognitive ability and the personality aspects. This model emphasizes the way cognitive and personality factors influence the general state of mind of the individual. The third model was introduced by Daniel Goleman, who also sees emotional intelligence as a mixed intelligence, made up of the cognitive ability and the personality aspects, but this model revolves around the way the cognitive and personality factors determine professional success.

All three models are accompanied by instruments to gauge the emotional intelligence quotient. Recent research has shown there is a relation between the three models of emotional intelligence. Emotional intelligence has proved to be a predictor of satisfaction in life, of a healthy psychic, of positive interactions with colleagues and family. A low level of emotional intelligence was associated with a violent behavior, even delinquent, with illegal drug and alcohol consuming. Emotional intelligence was shown to be linked to a higher degree of success among those who share similar positions (senior managers, for example). Moreover, hiring people with a high level of

emotional intelligence, as well as training the existent personnel to have a more developed emotional intelligence, were associated with financial gain in the private sector. Thus, training for developing emotional intelligence at work may take place at all levels, through development programs.

Despite the extensive research dedicated to emotional intelligence in the past decade, the concept still remains controversial. There is currently a debate on the legitimacy of the construct, the superiority of a model over another, gauging emotional intelligence, as well as on the ability to form emotional intelligence.

With respect to social intelligence, a reliable method to measure it would include not only higher approaches (questionnaires), but also lower approaches (highly spread non-verbal measurement) (Goleman, 2007) or the Ekman test¹ to read micro-expressions. As Ekman's assessment shows, the social brain is eager to learn to read micro-emotions, which suggests that certain key abilities of social intelligence can be strengthened through training via electronic means.

Above all approaches and theoretical models, it is unanimously accepted that socio-emotional intelligence is an important part of the human psychic, more important for social and professional success than intelligence defined in classic manner (IQ).

3. Socio-emotional competence – a key factor in officers' professional training

3.1. Approaches in defining competence

The extreme popularity of the term was accompanied by its unlimited spread, to the detriment of its conceptual clarity. We hear the term competence everywhere and at any time, but it doesn't have a minimal terminology consensus. Competence and "skills" (a difficult word to translate in Romanian) are mentioned, key competencies and basic competencies, capacities and abilities, professional standards and occupational standards, qualifications and capabilities, etc.

Some clarification is needed. A remarkable effort in this respect was the OCDE project "Definition and Selection of Competences" (2002) or DESECO, as well as the initiative of the European Commission on key-competences (2006). We will focus on these contributions.

The DESECO project drawn up by OECD at the beginning of 2000 is a prestigious reference to be used in all discussions on using competencies. The team of this project (OECD, 2002; Weinert, 2001; Rychen and Salganik, 2003) use a definition focused on results and on the capacity of an individual to solve problems specific to a certain context (social, economic, cultural): "Competence is defined as the ability to successfully cope with the individual or social requirements, to achieve a certain activity or task" (OECD, 2002, 8).

In the Methodology of the national framework for higher education qualifications data² is presented referring to the definition of the concept of competence, as well as the categories used to analyze it.

According to the above mentioned methodology, *competence* represents *the proven ability to adequately select, combine and use knowledge, abilities and other acquisitions (values and attitudes), with a view to successfully solving certain work or learning situations, as well as to achieving professional or personal development, under conditions of efficacy and efficiency*. We may consider that competence is the ability to cope with certain situations, thus to solve a given task. Competence is the ability to efficaciously react to a series of situations by timely using the necessary knowledge with the purpose of identifying and solving problems. There is always knowledge subordinated to a certain competence, but competence is not just that. Competence gives the one who has it the right to say: *I can do this*.

In our country, professor *Dan Potolea* defines competence as: "*Competence is an adequate selection, combination and usage process, under the form of an integrated and dynamic assembly, of*

¹ Measurement that uses WEB to assess the ability to detect microemotions, resulting a new means to assess the ability to manifest empathy at a non-cognitive level, a basic condition for emotional resonance.

² http://www.upt.ro/pdf/calitate/Metodologia_CNCSIS.pdf. Accessed in October 20, 2012.

knowledge, abilities (cognitive, actional, relational, ethical, etc.) and of other acquisitions (values and attitudes, for instance), in order to successfully solve a certain category of situations under conditions of efficiency and efficacy" (Conceptual Bases for Developing the National Qualification Framework in Romanian Higher Education - ACPART 2010).

Joras M. (2002, Preface) presents five major ideas which represent consensual points of view on competences:

1. *Competence ensures the creation of a group of "informal" abilities, difficult to pinpoint in the traditional literature;*
2. *Competence is linked to action; it allows one to take action, to achieve tasks, and thus it can be easily identified; it does not exist on its own, independent from activity, from the problems to be solved, from what needs to be done;*
3. *Competence is observable in a precise and confined context; only in this context can we speak of transferability conditions;*
4. *Competence regards three families of abilities: the ability to know or general knowledge, the ability to know what to do, and the ability to know how to be (relating abilities or social behaviors);*
5. *These abilities are integrated. It is not about acquiring abilities expressed in performance, but structured and constructed abilities; they represent a capital of resources that, combined among themselves, allow activity.*

A question must be raised: *what we evaluate* or *what is the operational level we establish for evaluation*, taking into account the fact that a competence does not manifest itself as such, in a singular and isolated manner, and a certain competence may take the form of a multitude of contexts and through different actions. Moreover, the moment we switch to analyzing competences, we realize they are not similarly applicable, they are not equally compatible with their deconstruction into skills, behaviors and performance indicators. For instance, those non-cognitive components of competence (values, emotional moods) cannot be measured as easily as intellectual operations or practical activities, which are forms of manifestation of competences.

From the definitions mentioned above, we can say that what is unanimously accepted is the fact that any competence has two components:

~ *resources*: knowledge, skills and attitudes that a person needs to make use of in order to solve various problem-situations; resources are made of: *knowledge* ("to know"), *skills/abilities* ("to make") and *attitudes/values* ("to be, to become").

~ *problem-situations*, when the person needs to make use of these resources (learns and puts into practice that potential). Without creating concrete situations meant to put theory into practice, that potential remains only at the level "to know", and not advances to the level "to make".

As mentioned above, the current approaches on inscribing competence do not explicitly take into account the level of competence and the context. On the contrary, competence, the level of experience and the context are three different dimensions that should be inscribed separately in order to maximize their re-usage. For example, it is not yet clear if "flying a plane" covers both the ability to fly a small plane and the ability to fly a bigger, passenger plane. Or in the situation when "writing in English abilities" competence represents a certain level, such as intermediate, fluent, native or simply the existence of a competence. Thus, the same competences may be used in different contexts, or the same level of competence may be used again for various certifications. The same is applied to contexts that in many situations already exist, therefore may be used again by competences. In conclusion, competence may be a tridimensional model made up of the following variables: experience, competence and context.

3.2. Importance of socio-emotional competence

While socio-emotional intelligence determines our potential to learn how to be self-possessed, our socio-emotional competence shows how much of this potential we accumulated under the form

of practically applicable abilities. In order to become experts in a certain socio-emotional competence, such as team work or analyzing a conflicting situation, we need to internally develop an ability belonging to socio-emotional intelligence. But socio-emotional competences represent acquired abilities.

The way to define social competence has represented, for several decades, a difficult issue. Arguments in this field are most of the times characterized by a lack of vocabulary and common conceptual frameworks between academics. Keith Topping, William Bremner and Elisabeth A. Holmes (Bar-On, 2008, 39) consider that the complexity of the issue was highlighted several decades ago by Bandura, whose experimental research showed that social learning is a function with multiple variables. Among these, the most important ones were related to attention, retention processes, motion reproduction and motivation.

Who could be called, accurately and without any doubt, "competent from a social point of view"? Social competence seems to contain more variables, each evolving only in one dimension, since it doesn't have a yes/no binary or categorical value. The definition given by Keith Topping, William Bremner and Elisabeth A. Holmes (Bar-On, 2008, 43) to social competence is possessing and making use of the ability to integrate thinking, emotions and behavior, with the purpose of achieving tasks and social results that are valued in the context and culture of origin.

With the help of thinking and emotions, socially competent persons manage to select and control the behaviors they will use or restrain from in any given context, in order to reach the target set by themselves or by others (Keith Topping, William Brenner and Elisabeth A. Holmes in Bar-On, 2008, 43). The definition suggests that a social competence doesn't include only knowledge and abilities to process information, but also a set of conditionally applied aptitudes or procedures. These might include a perception of relevant social clues, their interpretation, a realistic anticipation of hindrances, an anticipation of consequences of personal behavior on one's self and on the others, finding efficient solutions for interpersonal problems, shifting social decisions into efficient social behaviors, and expressing a positive feeling of self-sufficiency.

Specific abilities of social competence include communication in various environments, tolerance, expressing and understanding different point of views, trust and empathy. People should be able to manage stress and frustration, to express themselves in a constructive manner and to make the difference between various development plans (personal, professional, social). Attitudes correlated with this competence are collaboration, assertiveness and integrity. Individuals should be interested in socio-economic development and in intercultural communication and put a stress on diversity, respect for others and overcoming prejudices³.

Social competences represent one of the key aspects identified by the European Commission having a direct impact on member states development. Social competences can be defined as abilities that allow individuals to "live together". Beyond such a large range of understanding the concept, these competences are really difficult to define, since they vary in content (for example, abilities, behaviors) function of context, age, etc. this kind of competences reflects a person's level of adapting and acting on various plans: family, work place, school, free time activities, etc., aspects that contextually and historically are understood and applied differently in different socio-cultural spaces. In the past years, approaching social competences was the drive for practitioners and theoreticians in various fields, partially because of their permanent character.

Social competences are linked with social and personal welfare, which supposes an understanding of how individuals can ensure their mental and physical health, including resources for self-use, for the family and for the social environment, as well as knowledge on how can all these contribute to a healthy life style. For a successful social and interpersonal participation, it is essential that generally accepted behavior codes be understood in various societies and environments (for instance, at the work place). It is equally important to acknowledge the basic concepts regarding

³ http://www.upt.ro/pdf/calitate/Metodologia_CNCSIS.pdf. Accessed in October 20, 2012.

individuals, groups, work organizations, gender equality and non-discrimination, society and culture. What is essential is to understand socio-economic and multicultural dimensions of European societies and the way national cultural identity interacts with the European one.

The most important part of this competence includes the ability to constructively communicate in various environments, to show tolerance, to express and understand various points of view, to skillfully negotiate in order to trigger trust and to empathize. Individuals must be able to manage stress and frustration situations, to express them constructively, and also to distinguish between personal and professional environments. This competence is based on an attitude of collaboration, assertiveness and integrity. Individuals must show interest for socio-economic development and interpersonal communication and must appreciate diversity and respect for others, to be ready to overcome prejudices, but also to compromise.

Everyone is socially competent at least in one situation and no one is competent in all situations. We tend to consider a person as generally socially competent if they success in getting along with people in a wide range of situations. But sometimes we can be in the wrong if we make suppositions about the social competence of a person in other situations than based on the social competence within family environment.

Employers are interested in what a person can quickly learn and do, thus social competence becomes one of the transferable aptitudes constantly looked for by them. The reason is that the employee's activity will almost always take place in a social environment.

With respect to *emotional competence*, it has been defined in various ways, the most famous definition being given by Denham S. (1998): "*Emotional competence is the ability to understand, express and regulate emotions.*" When emotional competence is optimally developed, the three abilities are interdependent and act in an integrated and synergic manner.

"Establishing harmonious interpersonal relations is influenced both by the social and emotional competence." (Stănculescu, E., 2008, 83). Thus, the defining characteristics of emotional competence suppose emotional expression, understanding emotions, an ability to adequately react to other people's emotional manifestations.

Emotional competence is showing self-efficiency in social transactions that require affection - this is the definition of Carolyn Saarni (Bar-On, 2011, 79). Self-efficiency represents reaching a goal that reflects cultural values and beliefs through a personal note, within social transactions that require affection, the way everybody responses emotionally.

Processes that participate in emotional competence are the personal ego, the moral dispositions and the history of personal development. The complexity of these processes resides in the fact that they are localized in a certain period and cultural context. Thus, the ego is the one that has the role of coordinating and mediating in an adaptive manner the importance of environment for the individual. The moral disposition is in agreement with personal integrity. With respect to the history of personal development, this highlights the fact that we learn to give meaning to our contextual emotional experiences through social exposure to the emotional discourse and narrative by means of developed cognitive abilities.

Following this presentation of the theoretical fundaments of emotional competence, we will briefly present the structure of emotional competence as seen by Carolyn Saarni (Bar-On, 2011, 87), aptitudes that will be presented in a certain succession, other than their sequence of development:

- acknowledging the personal emotional state;
- the ability to recognize emotions in other people, based on the situations and expressive indicators;
- the ability to use the vocabulary of emotions and expressive terms usually available in the subculture of the person;
- the ability to show empathy and compassion for the emotional experiences of other persons;
- the ability to understand that the inner emotional states don't necessarily correspond to the exterior emotional expression;

- the ability to find adaptive solutions to perturbing emotions using self-regulating strategies;
- acknowledging the fact that the structure or nature of relations is partially defined by the degree of emotional transparency as well as by the moment of expressing or the authenticity of the exteriorized expression and the degree of reciprocity or symmetry in the relationship;
- the capacity of emotional self-sufficiency.

Research shows that the bases of emotional competence development are laid since early childhood⁴. Developing this emotional competence helps people create and maintain relationships; those who understand emotions and how they are expressed will be able to empathize with those who experience negative emotions and communicate them exactly what they feel. At the same time, people who are emotionally competent will be able to adapt more easily to the professional environment. Last but not least, developing this competence represents a means to prevent further behavioral and emotional problems.

3.3. Socio-emotional competence of the intelligence officer

Why is socio-emotional intelligence so important for an intelligence officer? Because it plays an important role among all factors that influence the efficiency of an officer's activity or the whole system he is part of, with all that it implies: relations with the superiors, the decision-making process, motivation and work satisfaction, maintaining talented people in the organization, team work, work quality, etc.

In this activity the rational dimension is not enough, there also has to be a affective component. Emotion depends on the way the person assesses and analyzes a situation. The affective and cognitive processes, though different in their nature, are inseparable and in a tight interrelation within the intelligence activity.

In conclusion, a person with a higher socio-emotional intelligence is likely to present *an increased tolerance to frustration*, an ability to postpone the achievement of desires and gratifications, an ability to *self-regulate dispositions* and an *optimistic, hopeful attitude*. An increased level of socio-emotional intelligence grants individuals *self-control* (over emotions, dispositions and feelings, but also over thoughts and actions), a *positive self-image* mixed with a *favorable self-esteem*, irrespective of external variables, *an ability to cope with stress and to adapt to changes*, a *capacity to empathize and efficiently relate* with others, a skill to establish *realistic goals* and *to find a motivation* in achieving them.

To come back to higher military education, the paragraph above may represent a "pattern" of the ideal graduate of a military school.

In what way does an intelligence analyst stand out? Through the fact that he operates with data and information from a wide range of themes (both from open sources, and from secret ones) and draws out explanations, predictions, prognoses etc. in national security issues, meant to fundament political decisions (Perianu, 30).

Moore and Krizan (2003, 96) make a complete configuration of the main *abilities, characteristics, skills* and category of *knowledge* necessary for an analyst, presented in **Scheme nr.1**.

Doing performance in *intelligence analysis*⁵ supposes the existence of certain psychological characteristics/requirements of the analyst, structured as following:

a) mental skills⁶

⁴ <http://orizontdidactic.wordpress.com/2012/02/18/competenta-emotionala-si-rolul-ei-in-dezvoltarea-armonioasa-a-copilului/>. Accessed in November 20, 2012.

⁵ Knowing the psychological profile needed for analysts offers the possibility to establish new minimal performance and selection standards, useful not only for analysts and their supervisors form the perspective for professional training and evolution, but also for projecting career evolution.

⁶ The concept we used in the context, *aptitudes* represent the psychical and physical skills that allow individuals to successfully achieve several types of activities. The analysis activity needs more *mental* aptitudes. These are defining for the thinking process, which has a central role in reflecting reality: through abstractization and

Analytical performance means a continuous interrelating of several types of thinking. The way they act is valued according to certain criteria: proposed operations (algorithmic thinking - heuristic thinking), finality (reproductive thinking, productive, critical thinking), direction of evolution (divergent thinking and convergent thinking) and logical approaches (inductive thinking and deductive thinking). The functioning of all these thinking "species", relevant for the analysis process, require the existence of certain cognitive aptitudes considered essential for doing performance in this kind of activity;

b) skills

Function of the specific activities of the analytical process, they can be:

(1) *formative* (active learning, learning strategies) - presented mainly in the professional training process;

(2) *resolutive* (skills specific to scientific learning, ability to solve complex problems, active learning) - they actively and determinately intervene in the current activity (at all three analytical levels: operational, tactic and strategic);

(3) *regulatory* (ability to monitor and manage time) - it refers to those "automatisms" developed within the coordination and control processes, that ensure the quality of analytical activity;

c) personality characteristics (*actual features of direct relevance for the analysis activity and for professional interests*) and *connected elements related to psycho-character implied in this process.*

The psychological profile of the intelligence analyst combines variably the following styles of personality⁷: 1) investigative (analytical, cautious, critical, complex, curious, intellectual, with a capacity for introspection, precise, rational, reserved); 2) realist (social abilities, conformism, perseverance, sincerity, naturalness, normalcy, self-sufficiency); 3) conventional (careful, conformist, conscientious, defensive, efficient, methodical, persistent, practical); 4) artistic (complex, expressive, idealist, imaginative, impulsive, independent, creative, original, sensitive and open);

d) work style

Psychological practice shows us that the ideal profile of the analyst supposes a balanced combination between the *perfectionist, perseverant and balanced* styles;

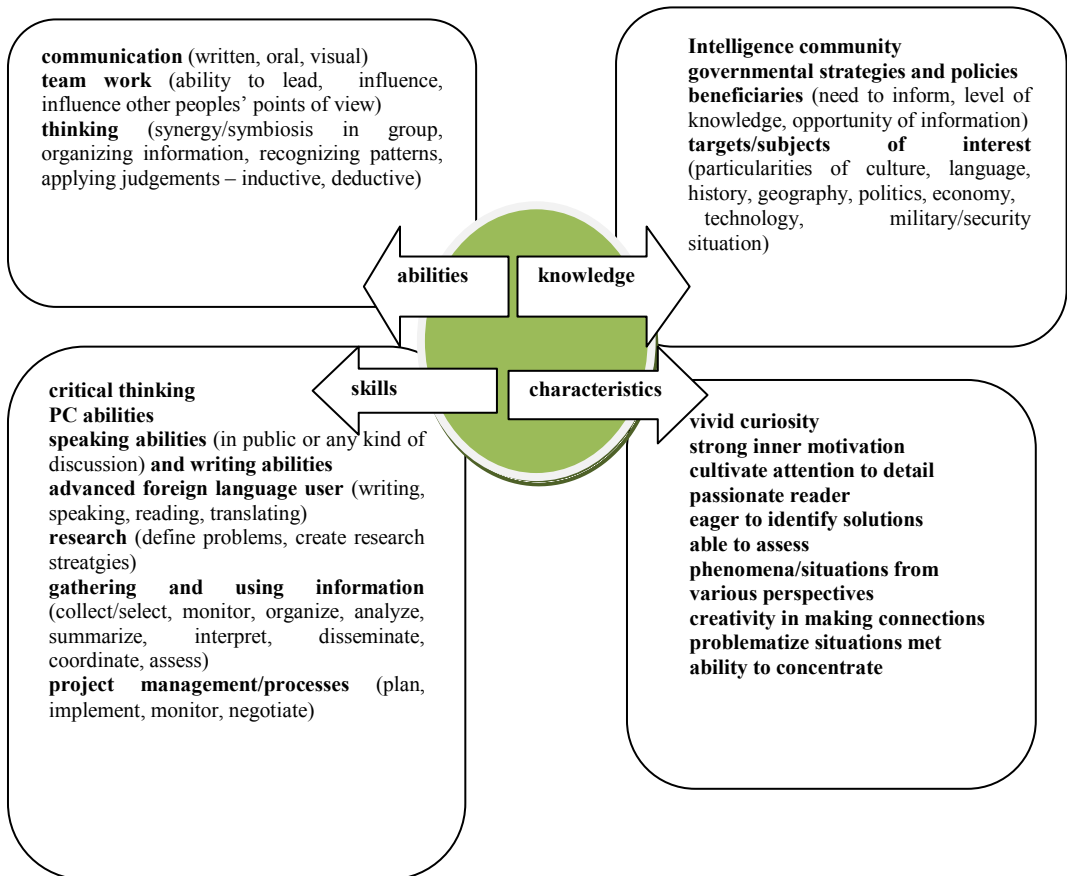
e) motivational aspects of the analyst

Similarly to other occupational categories, the following needs can be emphasized, whose fulfillment leads to professional satisfaction: the need to be successful, to exploit one's own potential, to have professional recognition, work diversity, professional independence.

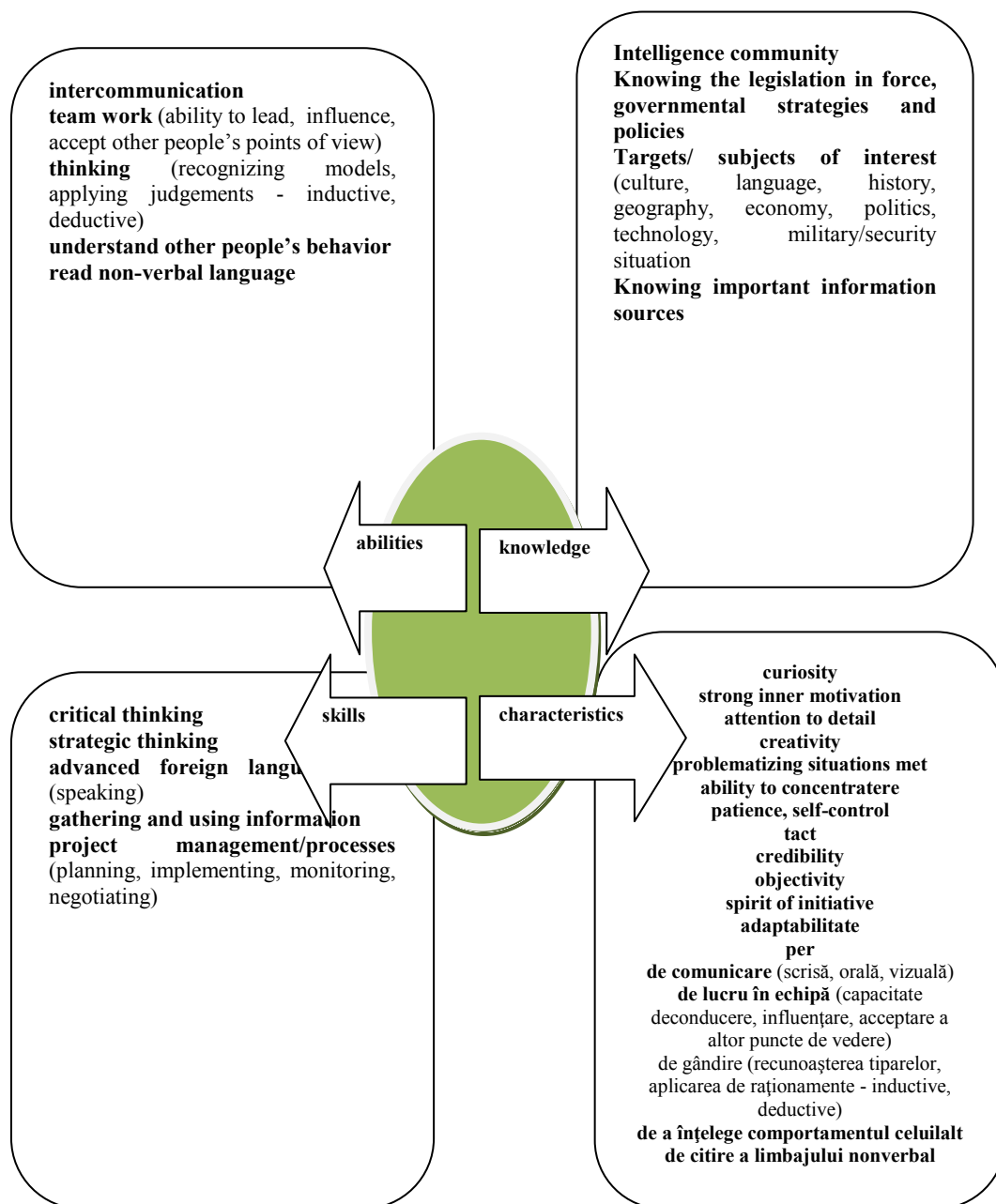
generalization, coordinates in mental actions, it extracts and works with information related to category and determinant relations, in judgments and concepts.

⁷ In order to identify them, specialists started from *Holland's theory on professional interests and career choosing*, that develops a hexagonal model including 6 types of personality structured around the criterion of professional interests (*realist, investigative, artistic, social, enterprising* and *conventional*).

Scheme nr. 1 Basic competences of the *intelligence analyst*



With respect to the operative officer, the literature is not that generous. But we can read between the lines and see what competences he may need. Based on the previously presented model and on some documentary materials, we propose a configuration of the main abilities, characteristics, skills and category of knowledge he may need.

Scheme nr. 2 Basic competences of the operative *intelligence* officer

Many have wondered whether these competences can be improved once a person has reached maturity and started work. The answer is yes. The work place is a logical frame for the effort to improve competences associated with socio-emotional intelligence. There are hundreds of studies within organizations that present competences such as self-trust, flexibility, empathy, perseverance, a capacity to get along with others, associated with higher performance. Moreover, their improvement

has proved necessary, since many adults now start work without having the necessary competences. Last but not least, most of the adults spend most of their time at work, as compared to any other place.

Thus, there are efficient programs for improving socio-emotional intelligence in a number of fields associated with training and development. These include programs for management training, for communication and empathy development for doctors, programs that teach police officers how to tackle conflicts, courses for stress management and courses for the unemployed.

The concept of socio-emotional intelligence suggests new directions both for research and for the practice of training and developing in organizations. In the field of intelligence, the concept of socio-emotional intelligence will add something new, not only a conceptual contribution, but also a practical one. Thus, we propose a training program for intelligence officers as well, for them to improve their socio-emotional competences.

Finally, we consider as benefits of competence systems the fact that there would be a set of professional targets - employees are aware what is expected from them at the work place, and the recruitment systems and evaluation will be founded on objectivity, correctness and transparency, while the measurable and standardized processes will be presented in a certain organization framework. There will also be a connection between their individual and organizational objectives, as well as an increase in promotion, professional development and mobility.

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