

ISSUES CONCERNING THE INTERFERENCES AND SIMILARITIES BETWEEN MANAGEMENT, EMOTIONAL INTELLIGENCE AND LEADERSHIP

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Abstract: The present paper work contains aspects about the emotional intelligence, which has become a popular topic in the business press in recent years. The primary aim of the work paper is to help readers get a view of current conceptualizations of emotional intelligence, while providing an opportunity to see the interferences and similarities between it, management and leadership. This work paper also contains some aspects regarding a study which reflects emotional intelligence in Romania, whose results were interpreted and analyzed.

We all know that leadership abilities vary according to rater perspective and level of emotional intelligence. In general, co-workers seem to appreciate managers' abilities to control their impulses and anger, to withstand adverse events and stressful situations, to be happy with life, and to be a cooperative member of the group. These leaders are more likely to be seen as participative, self-aware, composed, and balanced.

This subject was chosen subject because -in authors' opinion- the ability to demonstrate yourself as a cooperative, contributing, and constructive member of one group is critical for long-term career success.

Keywords: emotional intelligence, management, leadership

Introduction

Emotional intelligence has become a vital element for the way today's leaders approach the growing challenges they face in the business environment.

This subject was chosen because emotional intelligence can assist leaders in an evermore difficult leadership role and in the middle of the "Talent War" [11] and, especially at the highest levels in organizations, it can give developing leaders a competitive edge[2].

According to the specialized literature, the emotional intelligence has been discovered since 1980, when Reuven Baron was researching the human qualities which favour success; he showed that in this processes there are many dimensions involved, surpassing the concept of traditional intelligence, and thus shaping the concept of "emotional intelligence".

In 1985, Howard Gardener, a renowned psychologist, expanded the vision -existent at that time - over intelligence and proposed seven types of intelligence, which also included social intelligence. The idea was that success, both in the professional environment and in the private life (at least where the leading of other

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people is involved), depends on the manner in which leaders and managers understand themselves, but also the people around them.

According to other authors, emotional intelligence is a concept born in the United States in 1990 in an article written by John Mayer and Peter Salovey [12].

Claims have been made that the higher up a person goes in the organization, the more important emotional intelligence becomes, compared to intelligence quotient (IQ), and technical skills [9].

This is due to the fact that the ability of the leader to be able to identify and understand the emotions of others in the workplace, to be able to manage their own and others' positive and negative emotions, to be able to control emotions in the workplace effectively, to utilize emotional information when problem solving and to be able to express their feelings to others is integral to the leader being effective at creating appropriate levels of job satisfaction [6].

The appeal of emotional intelligence is, therefore, due to the idea that success is not simply determined by well-known abilities, such as verbal and quantitative, but also by abilities pertaining to emotions [21].

It must be said that this concept was massively popularized by Daniel Goleman, who, in 1995, published the bestseller "Emotional Intelligence".

EQ vs. IQ

Intelligence Quotient (IQ) and the Emotional Intelligence Quotient (EQ) are complementary, and their measurement allows the assessment of the capacity to succeed in life.

Emotional intelligence is not in opposition to IQ, but is an extension of the human's potential to succeed in a people orientated environment [8].

IQ represents the genetic potential we are born with and is imbedded after 12 years old; the intelligence quotient can't be developed or improved after this age; this represents a threshold that can only point the path towards a certain career or field.

EQ can be taught, developed and improved at any age; it represents the blend between personal abilities and experience, and the emotional maturity which determines the accession in the chosen career. Thus, if we create a balance between IQ and EQ, the road to managerial success will be open.

According to Goleman, emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. [7]

In contrast to IQ (or pure cognitive capacity), which remains relatively fixed throughout one's life, "emotional intelligence develops with age and experience from childhood to adulthood" and, through effort, can be improved at any age [7].

Research shows that emotional intelligence could be even more important than the combination between the cognitive ability and the technical skills. According to

Goleman [6], emotional intelligence is almost wholly responsible for the superior performance in leadership roles. Actually, certain studies point to the fact that emotional intelligence is twice more important than IQ. It was noticed that success in life is determined in a pretty small measure by IQ (20%).

According to the conclusion of the studies (Table 1), it was proved that:

<ul style="list-style-type: none"> • Can be “taught”, increasing the level of general intelligence 	<ul style="list-style-type: none"> • Is developed in the school years and, after the teen age period , it usually remains at the same level for life;
<ul style="list-style-type: none"> • Works well and fast in any situation; 	<ul style="list-style-type: none"> • Works well only in the situations when the individual is calm;
<ul style="list-style-type: none"> • Contributes in a 80% proportion to the professional and personal success; 	<ul style="list-style-type: none"> • Contributes 20% to the professional and personal successes;
<ul style="list-style-type: none"> • Means you know how to handle a certain situation; 	<ul style="list-style-type: none"> • It means that theoretically you should know how to handle a situation;

Table 1 – EQ vs. IQ

Thus, EQ and IQ are complementary and can coexist productively. Furthermore, emotional intelligence is not the antithesis of IQ, but rather a combination of both emotion and cognition (Stein and Book, 2001). Emotional intelligence doesn't replace IQ, but on the contrary, it requires a high IQ to understand the advantages and the role of emotional intelligence and to put in the necessary effort to improve its quality. In addition, EQ gives us the self-knowledge capacity and thus, the self-control capacity.

Therefore, we can recognize the moods we go through, we can clearly express our thoughts, we can understand others and we can adapt to the changing conditions and maintain a realistic and positive attitude during the challenges we go through, etc.

Emotionally intelligent leaders and leadership

To lead and, at the same time, to overcome the personal stress that comes with the leading process requires self-discipline. To lead means to develop the capacity to manage yourself, to wisely manage your own psychic and physical resources.

Unfortunately, the leadership concept seems to have been “demonized by too many awkward attempts to sell as vitamins for leaders an untested blend of managerial and communication techniques, spiced with elements of corporate organizational culture and decorated with success stories about American companies”¹.

¹ Daniel Bichiş.

The definitions of leadership imply the fact the leader has the capacity to tie the present values and beliefs to the needs, goals, values and beliefs of future generations, and this is the actual “magic” of leadership.

Most good leaders hold a set of competencies which fits in the following areas:

- Personal competencies, such as the motivation to succeed, self confidence, dynamism, personal efficiency;
- Social competencies, such as the ability to influence, political judgement, empathy;
- Cognitive competencies, such as conceptual thinking, the “bird’s eye view”;

The herein figure (Figure 1) shows these competencies as being one of the leadership’s dimensions. Therefore, they can also be enframed in a radial process of stratification that has at its core needs, emotions and personality features; next are the values, beliefs, attitudes, the self image; they are followed by competencies and knowledge.

The impact of the interactions between these sets of variables makes its presence felt in behaviours and actions. The decisive factor of an efficient development of the leadership competencies is self-directed learning: the deliberate development or stimulation of an existent personality feature or of the desired personality.

For this is necessary to create the image of the ideal self, as well as the correct image of the real self. The improvement is more efficient and lasting when the changing process and the necessary steps which must be taken are understood.

The Self-directed learning process was elaborated by Richard Boyatzis during three decades of research about the development of the competencies needed to lead. Thus, the self-directed learning begins from five discoveries, each representing a discontinuity.

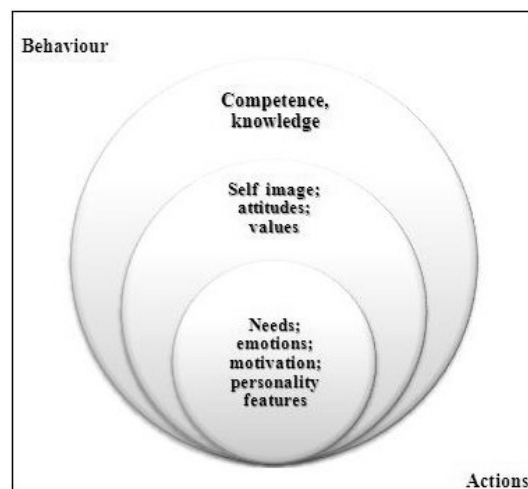


Figure 1 – The competencies circle

The goal is to use each discovery as an operating instrument of the changes necessary to become an emotionally intelligent leader because *those who are emotionally intelligent can connect quite smoothly with people, be astute in reading their reactions and feelings, lead and organise, and handle disputes that are bound to flare up* [7].

As the same author says, those people are the natural leaders, the people who can express the unspoken collective sentiment and articulate it so as to guide a group towards its goals. They are emotionally nourishing — they leave people in a good mood[6].

Leadership vs. management

The majority of today's companies are mostly managed and less led. They need to develop their capacity to exercise leadership, while improving their abilities to lead; the companies must not lose sight of the fact that a powerful leadership and a bad management is a situation worse than the other way around. Some people have the ability to become excellent managers, but are not as good as leaders. Intelligent companies lay stress on both types of people, trying to make them work together.

Leadership and management represent two distinct systems and are complementary when working with people in an organizational context. Each system has its own specific functions and is not superior to the other one.

Management is connected to the efficient development of complex activities in a given context. An adequate management gives order and consistency to key characteristics needed for the organization's success, such as the quality and profitability of the offered products and services. This implies setting goals on short term, planning, fixing the budget, allotting the necessary resources, etc., but all these must be preceded by establishing and communicating the vision, mission and strategy – activities belonging to the leader.

The relationships with them are fair, adequate with the status of each person in the organization, but the involved emotional level is kept at a minimum. It has the role to check and monitor the results, to identify the deviations and to decide how to eliminate them.

Unlike management, leadership is connected to the changing process, that's why it becomes more and more important in a more volatile and competitive environment.

The leader is the one who establishes the strategic direction of the organization, by envisioning its future, and then he elaborates and puts into practice the strategy; thus, he becomes the agent of change within the organization. It must be mentioned that a vision which leads the organization towards success is not necessarily something spectacular and unseen before. It serves the interests of the clients, share-holders, employees and is realistic.

In the communication process the leader gives birth to, he addresses and adapts to the needs, emotions and values of the people who want to follow him.

Most times, communications goes beyond the borders of the organization, drawing in clients, suppliers, partners, etc. Credibility is absolutely mandatory to make the messages communicated by the leader accepted.

Therefore, the leader must be credible through his reputation and integrity.

In order to be followed in accomplishing the vision and strategy, the leader motivates the people he addressed his message to by using several methods:

- he adapts his addressing style to the characteristics, values and needs of the auditorium;
- he involves them in the decision-making process;
- he supports them in their entire activity through coaching, feedback, personal example, encouraging them to grow and become more confident in their own powers;
- he awards them for accomplishments and gives them credit, etc.

Case study: Emotional intelligence in Romania

The goal of the study conducted by Competent Consulting was to collect relevant information that will allow the realistic assessment of the impact that emotional intelligence has over the activity of employees and managers who work in Romanian companies (Daniel Bichis was responsible for this project).

Emotional intelligence represents the ability to perceive, understand and use emotions in order to make optimum decisions and put them into practice in a manner as efficient as possible. Over 80% of the factors which determine professional success and reaching a high level of satisfaction in life are associated with the Emotional Intelligence Quotient (EQ) and are independent from the rational or academic intelligence quotient (IQ).

In parallel with the accumulation of knowledge and solutions for logical problems, people also develop the capacity to detect their own emotions and the emotions of the persons around them, the capacity to analyze the emotional impact their actions could have, the capacity to bring to life in themselves and in others motivating emotions, which can sustain their decisions, the emotional balance and optimism, as well as self confidence and trust in others.

It is obvious these qualities are extremely useful to people who hold leading positions, both in companies and in institutions and non-governmental organizations.

In Bichis' opinion, his studies conducted world-wide have shown that emotional intelligence is the one that makes the difference between leadership and leadership, meaning the difference between leading through delegation, coaching and self-motivation, and the leading based on [authoritarianism](#), control and negative feedback.

The "Emotional intelligence at the work place 2007" study was conducted at national level between March 26 and June 15, on a representative sample of 1963 respondents, among who 1277 were women and 686 were men (Fig. 2).

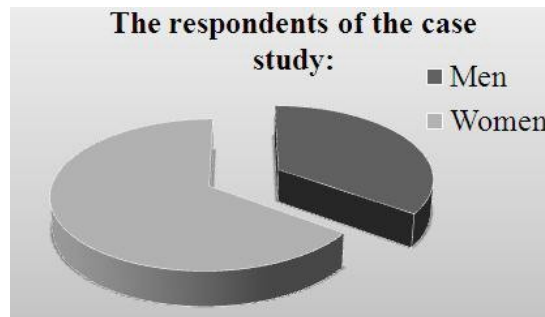


Figure 2 – The respondents of the case study

The margin of error was less than 2.2%. The study shows for the first time information specific for Romania, relating to the impact of the EQ's regional distribution and of the types of emotions felt at the work place over:

- the efficiency of the professional activity;
- the stress level and emotional tiredness;
- the quality of relationships;
- professional communication.

The study followed three factors correlated to the professional activity, which measure the stress' impact:

- physical and emotional exhaustion;
- the tendency to not get involved;
- a drop in the activity's efficiency.

a) Emotional intelligence

The study showed that Romania is among the countries with a high level of emotional intelligence; our country holds an average EQ of 104, above the American average (of 100). The biggest EQ belongs to Israel, with an average of 112, and the lowest is recorded in Canada, only 95 (Table 2)

Country	Emotional Intelligence Quotient
(minimum) Canada	95
America	100
Romania	104
(maximum) Israel	112

Table 2 – Romania's level of EI

Taking into consideration the obtained results regarding the value of the EQ on regions (Fig. 3), it was noticed that:

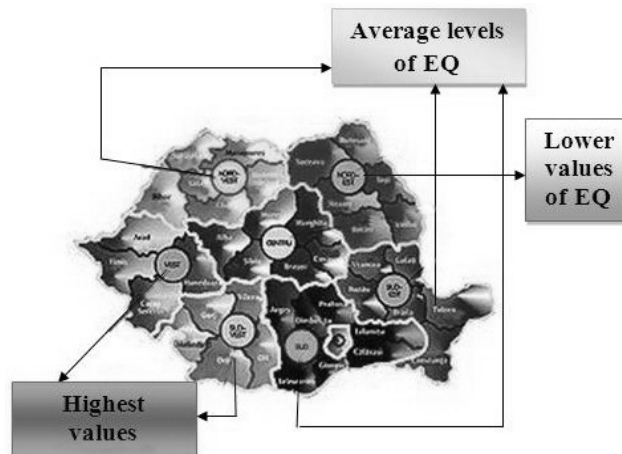


Figure 3 – EQ values on regions

- the highest values are in the West and South-West regions;
- at the opposite side are the habitants of the North-East regions;
- the habitants of Bucharest and of the Centre, South-East and North-West development regions have average levels of EQ.

At national level, the women are less stressed than men and have a higher level of emotional intelligence (EQ). Therefore, if in Bucharest the women and the men have approximately equal levels, in the other regions of the country, the women surpass the men with 5 to 8 points (Fig. 4).

Difference between women's and men's EQ:

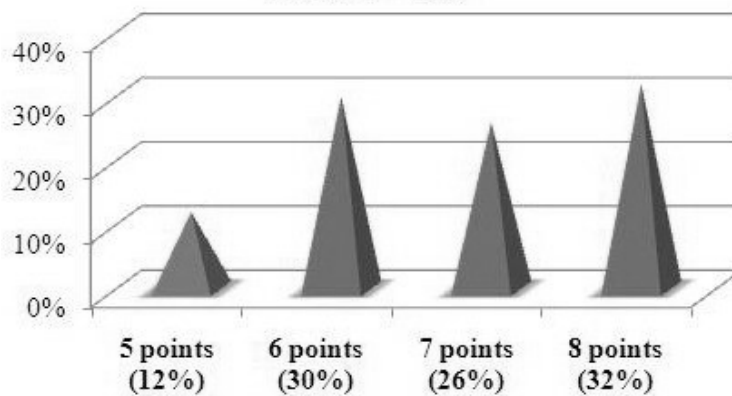


Figure 4 – Differences

From the point of view of emotional balance² (the positive and negative feelings felt at the work place), the more balanced are the men in the West and South-West regions (Crişana, Banat and Oltenia); at the opposite side are the inhabitants of the North-East region (Moldova and Bucovina). A relatively stable emotional balance is shown by the people living in the North, Centre and South-East regions (Maramureş, Transilvania, Dobrogea and Muntenia), as it is shown in Fig. 5.



Figure 5 – Emotional balance

The lowest level of emotional intelligence is shown by the males working in agriculture, followed by the ones in constructions, NGOs, education and research. The highest level belongs to the men who work in the public administration (Fig. 6). Among active persons, the lowest EQ level is displayed by males working in small organization (1 to 50 employees) and at the opposite pole are the ones in organizations with 501 to 1000 employees.

The lowest level of emotional intelligence is recorded for males with a minimum professional training (grade school), paradoxically followed by the ones who have a PhD. In contrast, males who have post-doctoral training have the highest EQ.

² The emotional balance is measured on a scale of 0 (pessimism and profound dissatisfaction) to 100 (perfect optimism and satisfaction). The value of 50 represents balance, equality between the two extremes. Values less than 50 show the predominance of negative emotions, thus a tendency towards dissatisfaction and pessimism; values higher than 50 show the predominance of positive emotions, which determine a sensation of satisfaction and an optimistic attitude. Therefore, the burn-out level is calculated on a scale of 0 to 100.

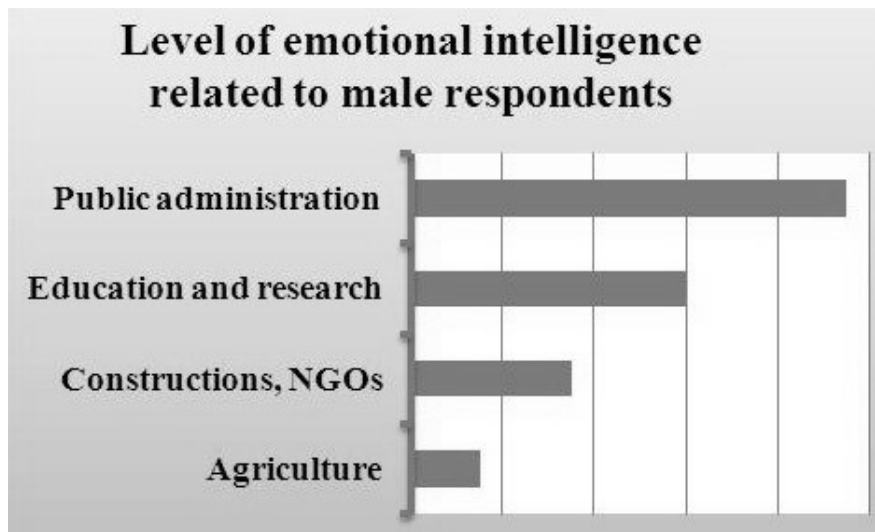


Figure 6 – EQ for male respondents

For females, the lowest EQ is recorded for the ones working in agriculture or in very large organizations (over 5000 employees). On the opposite side are the women working in constructions or in organizations with less than 50 employees. When it comes to the graduated studies, the paradox occurs for females too: the lowest EQ was recorded for graduates of training schools, followed by graduates of PhDs. The highest EQ level recorded for females was in the case of grade school graduates and PhD graduates.

Among the active persons, the lowest EQ was seen in employees of both genders, who hold positions of execution or supervision. The EQ level rises along the hierarchy all the way up to the top managers. The [entrepreneurs](#), both male and female, have an average EQ level, but in return manifest a predominance of positive emotions related to their professional activity.

b) Emotional balance

Males who work in agriculture have the most precarious emotional balance – this social group is the only one where the negative emotions dominate the positive ones (with a score lower than 50) – just like the unemployed, who are closely followed by supervisors. The most optimistic are the entrepreneurs, followed by people who work in services, research-designing-IT or the justice system. Males who work in organizations with 1001-5000 employees also have a precarious emotional balance, while the most optimistic are the ones who carry an activity in organizations with 11 to 25 and 501 to 1000 employees.

Regarding the conducted studies, the most fragile emotional balance was seen in men who graduated from a PhD, while the ones who completed various training schools have an obvious direction towards the positive range of emotions, which they feel in relation to their work.

Positive:	Negative:
Activities in services, research-designing-IT, education;	Activities in agriculture, NGOs, public administration;
Holding positions of top-management	Unemployment
Activities in organizations with 1 to 10 or 5000 employees;	Activities in organizations with 501 to 1000 employees;
Graduates of high-school studies	Graduates of post-doctoral training

Table 3 – The factors influencing the emotional balance of female respondents

In the case of females (Table no. 3), regarding the exercised profession, the lowest level of optimism manifests in women who work in agriculture, NGOs and public administration, as well as in the case of the unemployed, while the women who carry an activity in services, research-designing-IT and education are characterized by a predominance of positive emotions. In the same category are included the women who hold a top-management position, also, a factor that positively influences the emotional balance is represented by the number of employees in an organization: thus, females who work in small companies (1-10 employees) or large companies (over 5000 employees) are inclined to associate their activity with positive emotions, while women who work in organizations with 501-5000 employees have negative emotions about their activity.

At the same time, a continuous drop in the level of emotional balance is noticed once the level of training increases, from high-school graduates, who have the highest level of optimism and satisfaction, to post-doctoral training graduates, who are predisposed at associating their professional activity to negative emotions.

In both males and females, we can see a drop in the level of physical and emotional burn-out caused by professional stress as they hold a higher position in the organization's hierarchy.

c) Relaxation/stress

As a result of the study (Table no. 4), it was concluded that males who work in public administration are the most relaxed, and the most stressed are the ones who work in free lance; also, the most relaxed men are the entrepreneurs and the most stressed are the unemployed, the retired and the ones who hold positions of execution.

Men feel the best in organizations with 501 to 1000 employees and are more stressed in organizations with 1001 to 5000 employees; the graduates of training schools are among the most relaxed men, while graduates of doctoral studies are in the category with the highest level of stress.

In the case of females, the most relaxed are the ones working in constructions and the most stressed carry activities in agriculture, army, police or work as rangers; also, the most relaxed women hold positions in top-management, and the most stressed are the unemployed and the retired, followed by the ones who hold functions of execution.

Positive:	Negative:
Activities carried in the public administration;	Activities carried as free lancers;
Activities as entrepreneur;	Unemployment and retirement, as well as holding functions of execution;
Activities in organizations with 501-1000 employees;	Activities in organizations with 1001-5000 employees;
Graduates of training schools;	Graduates of doctoral studies

Table 4 – The factors influencing relaxation for male respondents

Women who work in organizations with 26 to 50 employees are in the category of relaxed females, while the ones who work in organizations with 501 to 1000 employees are more stressed; the graduates of post-high-school studies, as well as the graduates of doctoral studies fit into the relaxed females category, the most stressed being the graduates of training schools.

Summary

As Goleman says, emotional intelligence is defined as a *person's self-awareness, selfconfidence, self-control, commitment and integrity, and a person's ability to communicate, influence, initiate change and accept change* [7].

While the IQ refers to the academic intelligence, the learning ability and the mental, theoretical development, to the building-up of theoretical knowledge and information from various areas., the EQ comes as an addition to IQ, because apart from "the mental brain" there is also an "emotional brain": the balance between reason and feelings is essential and it's necessary to study both phenomenon and to assess them with the help of *intelligence tests*.

Studies have shown that emotional intelligence impacts a leader's ability to be effective [8]. Three of the most important aspects of emotional intelligence for a leader's ability to make effective decisions are selfawareness, communication and influence, commitment and integrity.

The assessment of emotional intelligence in leadership is complex; the differences between the manager and the leader -as described by several authors- clearly distinguish the artist (leader) from the technocrat (manager). Evidently, on one hand, the competences associated with emotional intelligence are clearly identifiable in the expected traits of leadership.

On the other hand, managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients [8].

Because effective leadership is identified by those who concentrate on people and the task at hand in such a way that the task is completed and the people remain motivated and happy [11], it is a sure fact that leadership cannot exist unless the leader possess a high degree of involvement in communicating with others, self-knowledge and high degree of understanding his/her own feelings and expressing them, self-respect and pride etc.

Unlike academic intelligence, emotional intelligence is acquired, which means it can be learned, because it is based on the evolution of the individual in the social frame-work.

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ZAGADNIENIA DOTYCZĄCE WPLYWÓW I PODOBIENSTW MIĘDZY ZARZĄDZANIEM, INTELIGANCJĄ EMOCJONALNĄ I PRZYWÓDZTWE

Abstrakt: Niniejsza praca przedstawia aspekty inteligencji emocjonalnej, która w ostatnich latach stała się popularnym tematem przedstawianym na łamach prasy biznesowej. Podstawowym celem niniejszej pracy jest pomoc czytelnikowi w zdobyciu opinii na temat bieżących konceptualizacji dotyczących inteligencji emocjonalnej, dostarczając możliwość dostrzeżenia wpływów i podobieństw między IT, zarządzaniem i przywództwem. Praca zawiera także pewne aspekty odnoszące się do badań które odzwierciedlają inteligencję emocjonalną w Rumunii, których rezultaty zostały poddane analizie i zinterpretowane.

Widomo, że zdolności przywódcze różnią się w zależności od poglądów i poziomu inteligencji emocjonalnej. Współpracownicy doceniają menadżerów, którzy posiadają umiejętności kontrolowania impulsów i złości, którzy potrafią przetrwać niemiłe wydarzenia i stresujące sytuacje, którzy są zadowoleni z życia i są chętnymi do współpracy członkami grupy. Liderzy posiadający takie cechy są odbierani jako bardziej uczestniczący, świadomi, opanowani i zrównoważeni.

Ten temat podjęto, ponieważ zdaniem autora zdolność zaprezentowania siebie jako osoby skłonnej do współpracy, wnoszącej coś do grupy, konstruktywnej jest czynnikiem krytycznym w odniesieniu długoterminowego sukcesu.

管理、情商与领力的干扰及异同

摘要：本文涉及工作中的情商，这一方面已成为近年来在商业媒体的热本文的主要目的是帮助读者获得一个关于情商的整体概念及大致理解，同时提供一个机会使读者看到情商，管理和领导的异同之处本文件还包含了一些来自罗尼亚的相关研究成果，其结果对情商进行了分析与解释

我们都知道，领才能取决于不同评估者的角度和情绪智力水平一般来，同事之间能够相互明白管理者的能力并控制自己的冲动和愤怒，在有不良反应和承受压力的情况下，尝试相处愉悦，并在合作中成为积极的成这些领型更可能被视为参与型，自我认识型，冷静型，平衡型。在作者看来，选本课作为研究对象是因为有能力证明自己可以成为有促进性和建设性的成员是一期事业成功的