Annals of the "Constantin Brâncuşi" University of Târgu Jiu, Education Sciences Series, Issue No. 2/2019

EMOTIONAL INTELLIGENCE, BEHAVIOR AND PERFORMANCE

Amalia Venera TODORUŢ, „Constantin Brâncuşi" University of Târgu-Jiu, Romania

Abstract: *In this paper I have addressed issues related to emotional intelligence (EI), surprising the relationship between IE and managerial performance at the level of any organization. During the paper I presented the models of emotional intelligence and the evolution, characterizing Goleman's model, which makes the connection between emotional intelligence and managerial skills. The main objective of the paper was to highlight the importance of the emotional competences and their impact on the performances of the employees and the work climate, as a lever in increasing the individual performances, of the teams and of the organization. I also highlighted the role and concerns of universities in developing emotional skills for students in their quest to become leaders. The investigative method was the documentary and comparative analysis of the articles and studies in the specialized literature in the field of emotional intelligence.*

Keywords*: emotional intelligence, managerial performance, skills.*

Introduction

The Emotional Intelligence (IE) concept has become one of the most used in the area of research based on interindividual differences (Zeidner, Roberts and Matthews, 2008), being used in the common language by researchers, teachers, managers or counselors. Some researchers believe that the assessment of Emotional Intelligence would constitute a new understanding of inter-individual differences, providing information in addition to traditional assessments.

The growing interest in the development of emotional intelligence and emotional competences has been determined by the awareness that the organization is not an emotional vacuum and this has major consequences. Emotional states and processes exist permanently and everywhere in the organization. The impact of emotions is all the more powerful as the stimuli that generate them are stronger.

In the simplest terms, emotional intelligence is manifested by the ability to identify, understand, control and use our own emotions. Emotions are useful information that an emotionally intelligent person is capable of raising awareness, understanding, and using to decide on the behaviors they adopt and the actions they take. At the same time, the emotionally intelligent person is able to recognize the emotions of others and to proactively consider them.

The emotional intelligence concept was first approached in the work of E. Thorndike who, in 1937, brought to light social intelligence as an ability to act intelligently in relationships with people. Then followed a period dominated by the works of D. Wechsler, which, in the 1940s, defines general intelligence and introduces the IQ index as a measure of this intelligence. Wechsler points out, however, that general intelligence has "intellectual" and "non-intellectual" aspects and that IQ mainly refers to intellectual ones. He also noted that individuals with equal IQ can differ greatly in how they manage to cope with the environment, with intellectual intelligence being able to explain the results only in a proportion of 50-70%. However, this observation was overlooked, and the IQ became for a long time the "criterion of absolute intelligence". In 1983, H. Gardner resumed the subject talking about multiple intelligences, including intrapersonal and interpersonal intelligences.

Emotional intelligence has also been described by Salovey and Mayer (1990). They defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate between them and to use this information to guide thinking and actions." They also provided an initial empirical demonstration of how an aspect of emotional intelligence could be measured as a mental capacity (Mayer, DiPaolo, & Salovey, 1990). Emotional intelligence was presented as a way of conceptualizing the relationship between knowledge and affection.

MODELS OF THE CONCEPT OF EMOTIONAL INTELLIGENCE

In the specialized literature several models of emotional intelligence have been outlined. Thus the model of skills of Mayer and Salovey, (1990, p.185), later called emotional intelligence or abilities, defines emotional intelligence as "The ability to monitor, process and integrate one's or others' feelings and emotions, to generate reasoning and behavior "(Mayer and Salovey, 1990, p. 185).

This definition starts from the premise that emotion is considered to be a structure that contains information about the subject's relations with the environment (Lazarus, 1991). Emotional intelligence includes the ability to engage in sophisticated processing of information about one's or others' emotions and to integrate them in the form of reasonings and behaviors (Mayer, Salovey Caruso, 2008).

The proposed model contains 4 branches, dividing Emotional Intelligence into:

- perception of emotions - the ability to perceive one's own emotions and those of others, as well as the emotions expressed by objects, art, stories, music and other stimuli;
- facilitating thinking - the ability to generate, use and feel emotion, as a necessity to communicate experiences or to use them in other cognitive processes;
- understanding emotions - the ability to understand emotional information, to understand how emotions combine and how they develop through relational changes and to appreciate such emotional meanings;
- emotion management - the ability to be open to experiences and to modulate them to oneself and others, in order to support personal understanding and development.

Another model described in the specialty literature is the Bar-On model, which is a model of specialized features and dispositions, being considered a mixed model.

According to this model, Emotional Intelligence consists of "a series of noncognitive capacities, competencies and abilities that influence the ability to cope with the demands and pressures of the environment" (Bar-On, 1997, p. 6). These components include in Emotional Intelligence emotional dimensions (emotional self-awareness, empathy), as well as other dimensions, such as personality dimensions or socio-emotional aptitudes (assertiveness, reality testing).

The model of Emotional Intelligence, in Bar-On's theory, comprises five components:

- ✓ intrapersonal component - this component of Emotional Intelligence refers to the evaluation of the inner self, to the intrapersonal functioning;
- ✓ interpersonal component - this component of Emotional Intelligence refers to the ability and the interpersonal and social functioning;
- ✓ stress management component - evaluates the personal way to react to stress;

- ✓ the emotional adaptability component - this component of the Emotional Intelligence coefficient evaluates how efficiently a person can adapt to the environmental demands based on his ability to sing and to deal with problem situations;
- ✓ general state - this component measures the ability of a person to enjoy life, as well as the degree to which the overall vision of life is characterized by a general feeling of satisfaction, of satisfaction (Bar-On, 1997).

Goleman's model is a model that has undergone several reformulations from 1995 to the present and makes the connection between emotional intelligence and managerial skills. The latest version of the model presented in Harvard Business Magazine in February 2017 is as follows:

SELF AWARENESS	SELF MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
- awareness of one's emotions	- self-control of one's emotions; -adaptability; - orientation towards achievements; - positive outlook;	- empathy; - awareness of the life of the organization	-influence; - mentoring and coaching; - conflict management; -teamwork; - Inspirational leadership.

Figure 1- The model of emotional intelligence and competences
Source: D. Goleman and R. Boyatzis (2017)

Personal competencies define our selves, and interpersonal competencies determine how we relate to others, how we treat relationships with them, the ability to induce the desired reaction to them.

We are born with a certain potential regarding emotional sensitivity, emotional memory, processing capacity and emotional learning. This potential can be developed or inhibited in the course of life through the experiences that we accumulate starting with those determined by parents, then by friends, by the education system, by profession and workplace, by life in general. These "lessons" influence the innate potential, increasing or reducing it, determining the level of emotional competences at a given time.

All normal people have emotions and emotional needs. Failure to do so leads to distorted, negative reactions and behaviors in terms of performance. Therefore the emotional states must be taken into account in the management process if it is desired to use the potential of the employees to increase their creativity and their performance in work. The emotional climate is an important aspect of the work climate and, implicitly, of the organizational culture.

EMOTIONAL SKILLS

The emotional competences manifested are based on the emotional intelligence. They are also called "fine-tuning" competencies because they ensure organizational performance through a small, fine managerial effort that leads to major effects (according to Pareto's 80-20 principle).

Emotional intelligence is measured using the EQ (Emotional Quotient) index. What is specific to emotional skills, at least in today's knowledge, is that they can also be developed after cognitive intelligence (measured by the IQ index) stagnates and then tends to deteriorate. Emotional skills can develop throughout life.

People are emotional beings and management is an activity that involves achieving the goals of the organization with the help of people and through people. Managers need to interact with employees at the level not only cognitively, but also emotionally, to get their "body and soul" involvement in their work. Emotional skills are what help managers in this process. Orientation of managers in conditions of uncertainty, in a constantly changing environment, under the pressure of time, I suppose intuition, optimism and the use of eustres, managerial competences based on all emotional competences.

The development of emotional competences involves changes in life models, attitudes and habits, mentalities. Unlike cognitive learning, which means acquiring and storing information, emotional learning follows a "reprogramming" of neural circuits. That is why it takes longer, the learning process is non-linear, and in the absence of practice there is a risk of returning to the old patterns.

In order to develop the emotional skills of the employees, strong motivations and significant support from the organization are needed, in addition to the individual effort: self-assessments and evaluations made by specialists and people who know us well, trainings, behavioral experiments and their reward. . But first we need to know the present level of emotional competences and what are the competences that result that we should develop.

Modern management considers emotional skills and their impact on employee performance and work climate as leverage in increasing individual, team and organizational performance.

The concept of emotional intelligence brings us to the thought of something immutable, a feature we are born with. We are or are not emotionally intelligent. Emotional competences really rely on emotional intelligence, they are manifestations of it, but they can be developed (or inhibited) throughout the life, through the interactions we have, the professions we choose and, in general, as as a result of the "history" of each of us.

In order to be able to understand why business schools emphasize the development of emotional skills, we will interpret them through the manager's activities:

- ✓ Emotional competence of being concerned with self-knowledge and self-development, awareness of one's own experiences and emotions, the ability to differentiate between different emotions and nuances and groups of emotions, is the basis of any other emotional competence.
- ✓ To this is added the ability to understand what caused those emotions, how they are reflected in the thinking and the conditions in which they appear and how the manager manifests when these emotions dominate him. Intra-communication, communication with oneself, is essential in this process of self-knowledge and self-understanding.
- ✓ Once the causes are understood, the manager has the chance to control and grade in the context of his own behavior the emotional "exits" at work, hasty decisions (emotions act before rational control!), He can avoid them if he has the emotional competence of self-awareness and self-control of emotions. Stress management is precisely the emotional control of the interface between those that create stress and the behavioral reaction.

- ✓ Awareness of emotions and their understanding will nourish self-confidence, the capacity for self-control of reactions, important characteristics for the manager to have real, personal authority, not just that conferred by the busy post.
- ✓ The control of the impact of the emotions on the behavior is important also in the manifestation of the empathy and the supportive attitude towards those around, according to the situations. Emotions mean energy dissipated or absorbed and this process must be controlled by the manager.
- ✓ Proactivity and adaptive capacity, including the ability to initiate and lead a process of change, are a tribute to the manager's ability to manage his own emotional states, to use in the thinking process the information contained in them, to act in a controlled manner .
- ✓ A good manager has the ability to self-motivate, to work with passion determined by internal emotional sources, not just money, status or other external factors. Self-motivation fuels the desire for achievements accompanied by conscientiousness in their approach. Self-motivation is enhanced by emotions.
- ✓ In order to be able to exert influence on the subordinates, the manager must perceive and understand their emotions. The emotional climate in an organization, due largely to the behavior of managers, can affect its performance for better or worse.
- ✓ A true leader resonates with the emotions of those who follow him, understands them and knows how to "respond" to them appropriately, to be able to go through periods of crisis and to create performance. Otherwise the leader is toxic and will create a toxic, non-productive, alienating emotional climate. The same applies to decision-making and management in general.
- ✓ Group awareness, team spirit, manifested both when the manager performs administrative duties and if the manager manifests as a leader, is precisely based on this competence to understand and influence the emotional states of the employees. As well as the ability to collaborate and be a catalyst for organizational change.
- ✓ The tendency to be helpful, to support the development of those around you, to be a mentor, is based on the emotional understanding of the self and those around you and the ability to influence. For a manager in his activity of working with people, developing them, this competence is important. Here we also refer to all the activities within the human resources management that belong to each manager, beyond those of the specialized compartment.
- ✓ A good manager knows how to create the interpersonal, operational and strategic relationships he needs to achieve the organization's objectives. Any relationship is "colored" by emotions. They can be used or they can hamper or break the relationship, depending on the manager's emotional skills.
- ✓ From this results the positive approach of conflicts. A conflicting organizational culture is determined by conflict managers who consider conflict as a tool for "regulating" relationships and obtaining status, not as a means of improving and deepening the relationship or as an engine of change. Even the process of developing a vision and important decisions are influenced by the emotional state of the manager at that time.

The competence to understand and control in a controlled way the emotions in the transmitted messages is, therefore, the manager's most important competence in working with people.

HIGHER EDUCATION INITIATIVES ON EMOTIONAL INTELLIGENCE

University education has traditionally focused on cognitive intelligence, appealing to it both in the process of transmitting information and in evaluating student performance. Developments in the fields of psychology, neurology and management over the last 10 years, and experience in practice, have generated a paradigm shift: emotional intelligence is the "art of success" in one's own personal and professional development and in any activity that involves working with people.

Concerns regarding emotional intelligence are encountered on the following levels: in business schools, on admission and in establishing the educational programs of these schools; in organizations, in employment, in training courses for developing emotional skills during the course and in other aspects of human capital management. The first two levels of concern regarding the use of emotional competences in education have become active since 1990. In us, the implementation of the new paradigm took place especially in the preschool and pre-university environment and in the trainings offered outside the higher education system.

Relevant is the interest of the Massachusetts Institute of Thehanology, which has embraced the new paradigm by going even further, aiming to achieve Artificial Intelligence to be "Emotional Intelligence"!

Some universities rely on enhancing the benefits of emotional skills. By choosing candidates with superior emotional intelligence (emotional sensitivity and memory, higher emotional processing ability), further developing their emotional skills and translating them into managerial skills, these schools have the best chance of creating leaders of the future.

Since 2013, when admitted to the Yale MBA program (US), candidates are tested on their ability to understand and manage their own emotions, ie:

- Are they aware of their own emotions and their cause?
- Are they aware of their own limitations and qualities as leaders?
- Are they able to manage negative emotions and recover quickly when they are nervous or stressed?
- Can they adapt harmoniously to changing realities?
- Can they focus on their own goals and are they able to identify what are the steps that lead them towards achieving them?
- Can they make the interlocutor aware of their emotions and understand what caused them?
- Are they capable of being convincing?
- Are they able to resolve conflicting situations in a positive way?
- Do you prefer to work alone or as a team?
- Can I cope with multiple, conflicting requests?
- Are you interested in hearing the views of others and listening to them in order to understand them and not to combat them? and others

An objective of these tests is also to obtain a starting base for the development of these skills during the years of study. And in the Romanian management, this topic has found its place, so far shy, both as a subject addressed to the masters and in the field of managerial practice.

CONCLUSIONS

The results of the management practice and the research in the field highlighted the close connection between the emotional competences and the personal and interpersonal managerial performances. The information extracted from the understanding of the emotional states improves the thinking, fueling the interest for their development.

When you want to have an impact on the behavior of the people you lead, you need to manage both your own emotions and those of which your success depends, to identify their hopes, aspirations and vulnerabilities. The ability to drive is primarily dependent on emotional skills. Universities play a decisive role in the formation and development of emotional skills and also in enhancing these skills to students. By choosing candidates with superior emotional intelligence (emotional sensitivity and memory, higher emotion processing ability), further developing their emotional skills and translating them into managerial skills, these schools have the best chance of creating leaders of the future.

REFERENCES

1. Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description andsummary of psychometric properties. În G. Geher, Measuring Emotional Intelligence: Common ground and controversy (pp. 115-145). New York: Nova Science.
2. Gardner, H. (1983; 1993) Frames of Mind: The theory of multiple intelligences, New York: Basic Books.
3. D.Goleman și R. Boyatzis , Emmotional intelligence has 12 elements.Which do you need to work on ?, in Harvard Business Review, February, 2017.
4. Lazarus, R. (1991). Emotions and adaptation. New York: Oxford University Press.
5. Lopes, P.N., Salovey, P. & Straus, R. (2003). Emotional Intelligence, Personality and the perceived quality of social relationships. Personality and Individiual Differences, 35, 641- 658.
6. Mayer, J.D., DiPaolo, M.T. & Salovey, P. (1990). Perceving affective content in ambiguous visual stimuli: A component of Emotional Intelligence. Journal of Personality Assessment, 54, 772-781.
7. Mayer, J. D., Salovey, P. & Caruso, D. R. (2008). Emotional Intelligence: New Ability or Eclectic Traits? American Psychologist,63, 503-517.
8. Mayer, J.D., DiPaolo, M.T. & Salovey, P. (1997). What is Emotional Intelligence? În P. Salovey, &D. Sluyter, Emotional Development and Emotional Intelligence (pp. 3-31). New York: Basic Books
9. Zeidner, M., Roberts, R.D. & Matthews, G. (2008). The Science of Emotional Intelligence: Current Consensus and Controversis. European Psychologist, 13(1): 64-78.