

## EMOTIONAL INTELLIGENCE AND THEIR ROLE IN MANAGERIAL PROCESS

Ala COTELNIC\*

Natalia TIMBALIUC\*\*

**Abstract.** *The article presents the results of the research on the influence of the emotional intelligence on the efficiency of the manager's activity, by moving us away from the classical concept existing in the economic theory, related to the notion of "efficiency", in which it appears in relation to the "planned purpose" and "resource costs". We have approached the efficiency through the appropriate behaviour of the manager, which contributes to achieving a positive result of fulfilling a functional bond, determined by us in terms of managerial functions. At the same time, we did not evaluate the efficiency in terms of contributing to the effective task-solving in general. This means that a certain behavioural pattern demonstrated by the leader may not be optimal in terms of the effectiveness of solving problems in general, but is effective in achieving the effect within this administrative function.*

**Keywords:** *efficiency, management, emotional intelligence.*

**JEL classification:** *J24, M10, M12*

### 1. Introduction

Managerial aspects are very current and widely discussed in academic and scientific environments in different areas, but still, the issue of the criteria for assessing the efficiency of the manager remains rather controversial and ambiguous. In theory, the efficiency of the activity implies the existence of effects in a causal relation with the efforts made to obtain

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\* University professor, doctor habilitate, AESM, Chisinau, e-mail  
acotelnic@yahoo.com

\*\* University lecturer, AESM, Chisinau, e-mail timbaliuc\_natalia@yahoo.com

them. (Verboncu I, 2013) In practice, it is very difficult to identify objective indicators of the effective manager's activity. Some authors are of the opinion that the efficiency of the manager can be determined starting from the level of profitability and cost reduction for activities. However, if we were to measure the efficiency of the manager only through concrete indicators, then it appears that, by reaching these indicators, managers will no longer face other problems in their work, which does not correspond to the reality.

Numerous studies of modern researchers are geared towards finding the optimal management model, and most of them are geared towards external and group criteria of the manager's efficiency. In other words, the final result of the whole team's work, which includes the contributions of all employees, serves as manager's efficiency criterion. Such economic indicators as: labour productivity, profitability, etc. can serve as indicators for the evaluation of the performed activity. However, these indicators may also be due to other factors, which are attributable not only to the activity of a concrete manager, but also to the organization as a whole (Cooper D., Robertson I.T., Tinline G, 2003). In addition, the attitude of the subordinates to each other or to the manager, in particular represent another indicator of manager's efficiency.

We support the opinion (Saucan D.S., Micle M.I., 2011), according to which the most efficient managers are those who have the ability to understand how their employees think or feel about the work situation, by interfering effectively when they begin feeling discouraged or unsatisfied. Efficient managers are also able to control their own emotions and as a result employees trust them and feel good at the work place in their presence. The managerial performance requires that there exist a relationship of mutual appreciation between managers and employees, who should start with the trusting one another and develop the relationship by communicating and participating in the managerial process (Dragomir, C., Pânzaru, S., 2014, p.52). In this way, the feeling of psychological comfort, as a subjective indicator of the manager's successful activity, is considered an important indicator of the efficiency of his activity.

The ability of the manager to recognize and interpret the emotions that occur in the process of the activity, their use in order to solve the managerial objectives in the inter-correlation with the efficiency of the organization's overall activity determines the specificity of the research in question.

## ***2. Emotional intelligence, essential quality for a manager***

We believe that the possibility of increasing the efficiency of managerial activity by developing their emotional intelligence opens up new perspectives for the innovative development of the business community as a whole.

The scientific interest in social and emotional aspects of the work process occurred in the 20's of the last century. Studies in this area have shown that the social and emotional needs of employees for an efficient work are of equal importance to their material needs. It has also been noted that the higher the employee's interest and involvement in employee problems is, the higher the level of employee satisfaction from their work is.

In an attempt to find an answer to the question of why emotional intelligence is considered an important competence that determines the success of an organization, we have started from the fact that emotional intelligence is the ability to encourage people, to make them work together and to motivate them to give everything that is best for a certain purpose. Compared to analytical intelligence or general intelligence that changes very little after adolescence, emotional intelligence is largely taught and continues to develop as the person advances through life and learns from experience.

Emotional intelligence can be seen as a set of personal feelings, unrelated skills, or as a unique set of mental abilities. Scientists concerned with emotional intelligence issues have developed several methods of measuring it. Thus, among the most important instruments for measuring emotional intelligence, we mention: the inventory of emotional skills developed by Richard Boyatzis and Daniel Goleman (Boyatzis R., Goleman D., McKee A., 2002), Inventory of Bar-On emotional coefficient (Bar-On., 1997), Mayer-Salovey-Caruso Emotional Intelligence Test (Caruso D., Mayer J., Salovey P., 1999), Multifactorial Measurement Scale of Emotional Intelligence (MSEI) (Mayer J, Caruso D., Salovey P., 2000). There are usually two approaches to measuring emotional intelligence. The first approach refers to the use of "objective" tests, consisting of tasks that have a single correct answer, analogous to traditional measurement of intellect. The main difficulty of this approach is that there are no convincing arguments in determining the right answer. For example, what would be the argument to know exactly what emotions a person from a photo has? To evaluate responses to such questions, we recommend using the following methods:

*Expert evaluation.* Some authors, however, consider that there are no objective criteria for selecting experts in this field;

*Evaluation of the majority of subjects.* This contradicts the very idea of intelligence tests, which should be met by the minority of the sample;

*Use the opinion of test developers,* such as actors, that simulate emotions when a test material is created or painters that create images of different emotions. But even in this case, we can not be sure that actors or painters present exactly the emotions, and we can not exclude the fact that they have their own vision, could exaggerate or stereotype, which does not allow us to determine exactly the right answer.

Another approach to measuring emotional intelligence refers to the use of questionnaires. The main shortcoming of this approach is the use of self-evaluation, which contradicts the attempt to measure emotional intelligence as an intellectual ability. One of the problems related to the use of emotional intelligence questionnaires refers to poor correlation with intelligence tests, which correlate more closely with personality tests. In this context, critics come with the assumption that emotional intelligence measurement questionnaires measure a certain combination of personality traits. However, measuring emotional intelligence is a relatively new research area, therefore there is no single opinion on the best and most effective methods of assessing emotional skills.

### ***3. Research methodology. Proposal of assumptions***

In the context of the above, we specify that our research was based on consulting the literature of the country and abroad, by deepening some theories and testing hypotheses. We wanted to give a different perspective on the existing conception of measuring the level of emotional intelligence, adapting it to the daily activities of the manager. In the research activity, literature in the field of psychology, sociology, but especially economics and managerial science has been studied.

In the research, the sociological survey was conducted on 287 respondents, including 72 managers and 215 subordinates, striving to respect the proportion of 1 manager - 3 subordinates, from 30 Moldovan organizations from important fields for the economy of the country: public organizations, clothing and telecommunication and information technology industries, and on the basis of which, the interdependence of the concepts of

emotional intelligence, on the one hand, and the effective activity of the manager, on the other hand, have been developed and analyzed.

*The underlying assumption* of research consists in the assumption that the emotional intelligence of the manager represents an important factor in the effective achievement of the management action.

From this general hypothesis we can outline the following working hypotheses:

1. It is assumed that there are differences related to perception of their own level of emotional intelligence by managers and their subordinates.

2. There is a positive relationship between the emotional intelligence of the manager and the efficiency of his / her activity: with the increase of the level of emotional intelligence, the efficiency of the activity will increase simultaneously.

In order to validate the advanced hypotheses, studying the vast literature, especially the foreign authors in the field, we introduced some questions in the questionnaire developed by us and applied in different organizations that allowed us to appreciate the level of the Emotional Intelligence (EI). The answers were assessed on a 5-point scale, from "total disagreement" to which a point is attributed, up to "total agreement" with the assignment for this response of 5 points (Table 1). The questions have been adjusted to the responsibilities that managers have in their work and have divided them into four components of EI: self-knowledge, self-control, social consciousness and interpersonal relationships management. For this reason, we did not focus on the items presented in the tests of known psychologists, but we started from the theory of managerial science and put forward questions that would allow us to draw conclusions regarding the emotional intelligence of the leaders.

#### **4. Research results**

The results of the questionnaire showed that the first component we investigated the views of managers and subordinates, referring to *managers' self-knowledge*, does not differ fundamentally, although I would say, that there is little over-appreciation on the part of managers a little sub-appreciation from the subordinates.

Practically the same thing we observe in the second component - *self-control*, i.e. the control of emotions in such a way that they are adapted to the situation; awareness of the cause that generated a certain feeling; finding

ways to control fears and anxieties, anger and sadness. Managers have somewhat more favourable self-appreciations than those provided by their subordinates. The third component, which we have called *social or group consciousness*, which indicates sensitivity to the feelings and problems of others and the ability to look from their point of view; the awareness that people feel the things different shows us some bigger deviations between what managers see and how their subordinates see the same manifestations of manager's behaviour.

*Table no. 1.*  
*Assessment of emotional intelligence of managers through the prism of the basic components. Information to determine the level of emotional intelligence of the manager*

EI component	Question from questionnaire	The weighted average of responses		Minimum	Maximum
		Manager	Subordinate		
Self-knowledge	I use my own emotions to improve my thinking.	3,00	3,15	1	5
	I have the ability to quickly and fairly resolve new situations.	3,97	3,80	1	5
	I can accept criticism without becoming angry / defensive.	3,54	3,82	1	5
	I feel confident in my talents and abilities.	4,02	3,80	1	5
	It's easy for me to convince people about the correctness of my opinions.	3,84	3,58	1	5
	<b>AVERAGE / SUM</b>	<b>3,67</b>	<b>3,63</b>	<b>5</b>	<b>25</b>
Self-control	I see things objectively, even if feelings are strong	3,87	3,74	1	5
	I take good, well-grounded decisions, even though I'm nervous right now.	3,78	3,64	1	5
	I do not react to annoyance.	3,45	3,23	1	5
	I keep my thoughts and emotions under control.	3,87	3,63	1	5
	I do not let myself blinded by strong emotions.	3,96	3,59	1	5
	<b>AVERAGE</b>	<b>3,79</b>	<b>3,5</b>	<b>5</b>	<b>25</b>
Social consciousness (around)	The best results are usually achieved through collaboration and teamwork	4,33	4,20	1	5
	I adjust my behaviour according to the person I interact with.	3,91	3,67	1	5
	Suggestions from subordinates are not required	2,09	2,15	1	5
	I am concerned about the accomplishment of the duties	3,90	3,60	1	5

EI component	Question from questionnaire	The weighted average of responses		Minimum	Maximum
		Manager	Subordinate		
	Sometimes I trigger the resistance and apathy of the subordinates.	2,62	2,50	1	5
	I'm influenced by the employees' opinion	3,10	2,33	1	5
	Business activity means, first and foremost, teamwork.	4,22	4,03	1	5
	<b>AVERAGE</b>	<b>3,45</b>	<b>3,2</b>	<b>7</b>	<b>35</b>
Interpersonal relationship management	I feel comfortable when someone else makes decisions for me.	2,3	3,39	1	5
	I'm inclined to avoid confrontation	3,66	3,20	1	5
	I prefer to work on my own and take responsibility for the results.	3,06	3,26	1	5
	Improving subordinates' capacities is not a priority for me.	1,83	2,32	1	5
	I ensure participation of subordinates in the process.	4,18	3,75	1	5
	I motivate the subordinates and participate in the development of their potential.	4,13	3,68	1	5
	I prefer to avoid any intervention in the organization and operation of the group;	2,37	2,61	1	5
	<b>AVERAGE</b>	<b>3,08</b>	<b>3,17</b>	<b>7</b>	<b>35</b>
<b>TOTAL</b>			<b>24</b>	<b>120</b>	

Thus, managers believe that in their work they take into account the opinions of the subordinates, the best results are obtained when working in a team, and very much depends on the team work. In principle, subordinates also agree these affirmations, but they are little more reserved for the appreciation of their immediate managers. The biggest discrepancy can be observed for the answers given by managers and their subordinates to the statement "I am influenced by the opinion of the subordinates". The managers appreciated it with an average score of 3.10, which means they are more inclined to the fact that their daily activities take into account the opinions of the subordinates, while the latter, with an average rating of 2.33, give us understand that direct managers do not always take into account the opinions of the subordinates. Of course, we cannot pronounce univocally here. It is important to know in which cases the managers are influenced and how the influence is, because it might not just refer to simple feedback, and the problem could be deeper.

The fourth component refers to the *interpersonal component and the interpersonal relationships management*, which implies the ability to establish and maintain mutually positive interpersonal relations, this being characterized by intimacy, offering and receiving affection. It also refers to *social responsibility*, i.e. the ability to demonstrate your own co-operativeness as a contributory and constructive member in the social group to which you belong or which you have formed. To this component we have made several statements regarding the manager in his perception, but also of his subordinates. Here we mention that the gap between the answers of these two categories of respondents is higher than in the cases mentioned above.

Thus, in the managerial process of the firm, its decision-making component occupies a particularly important position. The decision is the element that has the most pronounced managerial specificity and a great impact in all plans of the company's activities and results. In management, the purpose of the decisional act is to consciously guide the economic and social activity of the organization. Through its content, nature and role, the decision is stated as the vital nerve of unit economy management. Decision-making is a process of changing the reality, of the natural, financial and human resources of the unit, it contributes to the modification of the objective system of needs and, implicitly, to the realization of the economic and social optimum of the organization. In their day-to-day work, managers are forced to take a lot of decisions: from operative to strategic. Managers mentioned that they are the ones who have to make decisions and do not feel comfortable when others are involved in this activity. Regrettably, the subordinates see the situation differently. They are of the opinion that their managers would feel comfortable if someone would take the decisions in their place. The discrepancy between the answers is 32%, which leads us to think that not all managers are sufficiently transparent in their work, as a result the respective opinions of the subordinates occur.

Managers consider that they are involved in the process with a fairly high average of 4.18, while subordinates are much more reserved for this and appreciate their involvement with only an average of 3.75. In other activities to create interpersonal relationships, we see that managers believe that in their activity they ensure cohesion with the team with whom they work by involving the persons in the processes, adequate motivation of the staff and interest in the improvement of the employees' capacities.

Subordinates, in principle, share these assumptions of the manager, but with a lower intensity.

In order to study the level of emotional intelligence of managers from local organizations, using the mathematical apparatus, based on the components we have set out and presented in Table 1, we have compiled a table, in which we assigned for each item the minimum values (1) and the maximum values (5), so that for each component we determined the minimum and maximum values. That's exactly the same thing we did for setting the min-max score for assessing emotional intelligence. Thus the minimum value is 24, the maximum - 120.

Starting from the minimum-maximum values, we set the following intervals for each level of emotional intelligence:

*Table no. 2*

*Setting the score for different levels of emotional intelligence*

Level of emotional intelligence	Score	
	Minimum	Maximum
Low	24	56
Average	56,1	88
High	88,1	120

Source: Developed by the author

We have set the interval based on a fixed pitch, determined as the difference between the maximum and the minimum score divided by 3.

*Table no. 3.*

*Results on emotional intelligence level by respondent categories*

Level of emotional intelligence	Subordinate	Manager	Total
Low	2	9	11
Average	209	63	272
High	4	0	4
Total	215	72	287

As can be seen in Table 3, most of respondents, whether they are managers or subordinates, have determined a moderate level of emotional skills of leaders in their organization. We intended to analyze not only the

distribution of managers' emotional intelligence levels from their own perspective, but also to identify if there are discrepancies in how managers perceive themselves and how their subordinates see them. In terms of self-evaluation, of the total of 72 managers, 9 (12.5%) have a high level of emotional intelligence, 63 (87.5%) have an average level and no manager has a low emotional level. However, if we analyze the subordinates' answers to the questions that characterize managers' emotional skills, the situation changes significantly. Of the total of 215 respondents, the majority - 209 subordinates (97.2%) think that the managers whom they obey have an average level of emotional intelligence. A very modest number, only 2 respondents (about 1%) appreciate the managers' emotional abilities as high. Different views between the categories of respondents - managers and subordinates - are also observed in the case of determining the low level of emotional intelligence: if managers do not consider they have poor skills then the subordinates - 4 respondents (about 2%) would appreciate the level of managers' emotional intelligence to which they obey as being low. Based on the analysis we can see that the level of emotional intelligence of the surveyed managers is predominantly average - 87.5% and high - 12.5%, but the way managers perceive and self-assess differs from the subordinates' view of these. *Thus, we consider the assumption valid, according to which there are differences related to perception of the level of emotional intelligence by managers and their subordinates.*

In our research, we also intend to analyze the influence of the emotional factor of the person in charge of management on his / her managerial efficiency. As mentioned above, managerial efficiency is a complex concept that can be interpreted differently. Elements that constitute managerial efficiency can be of a quantitative and qualitative nature. In the questionnaire, we focused on qualitative indicators, considering them more representative for the research in question. Managerial functions, namely: planning, organization, decision, involvement and control, have been determined in the study as the elements that constitute managerial efficiency, or by the successful completion of these functions a manager can demonstrate performance, results and success. Thus, we will further analyze the interdependence between emotional intelligence and managerial efficiency through management functions.

Several statistical tests such as: Student Test, Anova Test, Levene Test, Parametric and Nonparametric Correlation Tests, etc. have been

applied to validate the results. In the data analysis process, such computational systems as EXCEL and statistical data analysis tool for SPSS (Statistical Package for the Social Sciences) data have been used.

*Table no. 4*

*Results of Pearson linear correlation coefficient estimation*

	C_Tot	F_planing	F_organ- ization	F_decision	F_invol- vement	F_control
Pearson Correlation	1	,103	,291**	,029	,462**	-,173**
Sig. (2-tailed)		,081	,000	,629	,000	,003
N	72	72	72	72	72	72

According to the correlation table data, there is a weak, inverse relationship ( $r=-0,173$ ) with a high level of significance between the elements of emotional intelligence and the control function, so increasing the level of emotional intelligence leads to a reduction of the control function. We can interpret this phenomenon as a favourable influence of emotional intelligence on managerial management. Developing managers' emotional abilities leads to a decrease in the need to control intensely the activity of the organization, so the manager can pay more attention to other management positions.

Similarly, there is evidence of weak links (with a tendency towards average intensity), direct, i.e. the increase of the level of emotional intelligence leads to the increase of the importance of the respective function and at the same time significant (level of increased significance) between the elements of emotional intelligence and the involvement function ( $r=0,462$ ) and the organization one ( $r=0,291$ ). Managers with a high level of emotional intelligence show better time management and a more balanced assignment of tasks, which is also the organizational function.

The significant influence of emotional intelligence on managers' engagement is not a surprise. Ability to understand others, to empathize with them, to create, develop and maintain constructive relationships are indispensable in the process of involving and motivating employees. Managers who have a high level of emotional intelligence use these skills day by day, thus creating a favourable working climate, resonating with their subordinates and getting the most out of them.

In the context of the dependencies described above, we will elaborate the simple linear regression model, which will characterize the dependency between the variables describing managerial efficiency through management functions and emotional intelligence as an average of its determinant components: self-knowledge, self-control, social consciousness and interpersonal relations management. In the case of the Emotional Intelligence and management functions variables, the dependency model was given by the relationship:

$$y = f(x) + u \quad (1)$$

in which:  
 $y$  - FM\_average depended variable (management functions that determine managerial efficiency);  
 $x$  - C\_Tot the factorial variable (the components of emotional intelligence);  
 $u$  - the variable expressing the residual values.

The regression function, by which the model is estimated, is represented by the relationship:

$$\hat{y} = \hat{a} + \hat{b}x \quad (2)$$

where:  
 $\hat{y}$  - the estimator of the dependent variable FM\_average;  
 $\hat{a}$  and  $\hat{b}$  - estimates of model parameters (to be determined);

*Table no. 5*  
*The results of the simple linear regression model estimation*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B
	B	Std. Error	Beta			Lower Bound
(Constant)	2,430	,165		14,697	,000	2,105
IE_med	,232	,047	,279	4,910	,000	,139

a. Dependent Variable: FM\_average

The regression function is given by the relationship:

$$\hat{y} = 2.430 + 0.232x \quad (3)$$

which can be interpreted as such:

- in terms of null values of the synthetic expression of emotional intelligence, the synthetic value of management functions would be inclined to the value of 2,430, this being determined by other factors than components of the emotional intelligence;

- increase of the given score of the emotional intelligence components by one point would lead to the graduation on the scale of 1 to 5 of the managerial functions elements by about 0.232 points.

- these assertions are quite consistent with a high level of statistical significance.

The results of the regression model imply its characterization with a set of fairly favourable model indicators, including:

The multiple correlation coefficient applied to multiple and nonlinear links:

$$-R_{y/t} = \sqrt{1 - \frac{\sum (y_i - Y_i)^2}{\sum (y_i - \bar{y})^2}} = 0.279, \quad (4)$$

which expresses a weak to average intensity of the link between variables characterized by the regression model;

**The coefficient of autocorrelation of model errors** - Durbin-Watson statistics - is used to test autocorrelation of regression model errors.

$$DW = \frac{\sum_{i=2}^n (e_i - e_{i-1})^2}{\sum_{i=2}^n e_i^2} = 1.792 \quad (5)$$

Usually, in the absence of auto-correlation, the *DW* criterion = 2, and in the case of positive autocorrelation of errors, *DW* tends to zero and for the negative autocorrelation tends to 4. In this case, a good enough value of the *DW* test is given, which is explained by a distribution random error of the model, and therefore its successful specification.

*Table no. 6.*

*Regression model between emotional intelligence and managerial efficiency determined by management functions*

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
1	,279 <sup>a</sup>	,078	,075	,30124	1,792

a. Predictors: (Constant), IE\_med

b. Dependent Variable: FM\_mediu

All the models used confirm the positive relationship between the emotional intelligence of the manager and the efficiency of his / her activity: with the increase of the level of emotional intelligence, the efficiency of the activity expressed by the managerial functions increases simultaneously, which allows us to consider *valid the second assumption of the research*.

### ***Conclusions***

Thus, our empirical research, as well as the study of specialized literature in the field, allowed us to emphasize the role of emotional intelligence on the efficiency of managers, and thus on the efficiency of the entire organization's activity. We have noticed that emotional intelligence enlightens leaders with the ability to understand the right feelings and can help in making important decisions.

We have found that as far as management functions are concerned, the level of emotional intelligence is found to be important in the skills of a manager, along with analytical intelligence, whether we are referring to planning, organization, decision, training or control. Thus, managers who are emotionally intelligent use their feelings to adapt their plans. They do not ignore the inconvenient facts; their intelligent emotional behaviour is helping them to plan better. In terms of organization and teamwork, another way how emotional intelligence can help is that it can generate new and creative ideas and viable solutions to problems. Managers must make decisions day by day. Decisions based on strong feelings, when emotions are not controlled in a constructive way, can be wrong decisions. Emotional intelligent managers make good decisions because of their control over their own emotions and the objectivity conferred by this component.

We have found that evaluating the efficiency of the manager's activity is a complex, difficult, widely discussed issue in managerial theory and practice, without reaching a consensus to date. There are a lot of companies on the market that have many common elements that define them in one way or another, each being unique in its own way, and having a set of efficiency criteria for leadership. However, there are some studies that allow us to specify those skills that the manager needs to have at a certain level. Many consider that the efficiency of the manager can be determined, starting from the level of profitability and cost reduction for activities. In this case we mention that if we were to measure the efficiency of the manager only in terms of concrete indicators then it turns out that if the manager reaches these indicators, the enterprise will not face any problems in its activity. Reality, however, shows something else. In our research, we have argued that *evaluating the effectiveness of management lies in determining the quality of management processes, the rational use of material, financial, human resources*. Thus, we move away from the classical notion of "efficiency" where it appears to be related to the "planned purpose" and "cost of resources". We address the effectiveness in this article through the appropriate behaviour of the manager, which contributes to achieving a positive result of fulfilling a functional bond determined by us in terms of managerial functions. At the same time, we do not evaluate the effectiveness in terms of contributing to the effective solution of the task, in general. This means that a certain behavioural pattern demonstrated by the leader may not be optimal in terms of the effectiveness of solving problems in general, but is effective in achieving the effect within this administrative function.

The approach we have selected has a limitation. Efficient process management as a process cannot be reduced to the sum of managerial functions achieved. So, here is not taken into account the principle of the systematicity and consistency of the individual elements that form a whole - the management activity within the organization. At the same time, such an approach seems to us to be extremely useful in terms of highlighting the essence of the influence of the manager's emotional intelligence on certain features and aspects of managerial activity.

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