

# EMOTIONAL INTELLIGENCE AND LEADERSHIP IN ORGANIZATIONS

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**Abstract:** *In what follows, a review of the main aspects in the field of emotional intelligence and leadership in organizations will be carried out, with a view to carrying out a research to identify a direct link between emotional intelligence and leadership in organizations. At the time of choosing the research theme, I considered its usefulness and novelty. The scope of the proposed scientific research, being at the border between emotional intelligence and leadership, having as its main objective the optimization of leadership performance within the organization to maximize the proposed results. Such leaders who possess an average and above average emotional intelligence and are aware that only through continuous exercise of cultivating emotional intelligence can they improve their professional and personal life. Defending this balance, the organization will always be successful, because its activities will be coordinated by capable leaders, and human, financial, material and time resources will be used in a productive manner, to ensure organizational success and the achievement of fundamental strategic objectives.*

*Organizations that have a tradition of using emotional intelligence as an integrated part of effective leadership are meant to deliver long-term results by using mechanisms to eliminate disruptive factors in decision-making at the management level.*

**Keywords:** *emotional intelligence and leadership, optimizing performance, maximizing proposed results, capable leaders, organizational success, achieving fundamental strategic objectives;*

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## Introduction

When we talk about leaders who possess an average and above average emotional intelligence, who are aware that only through continuous exercise of cultivating emotional intelligence, a fantastic opportunity arises, they can improve their professional and personal life, based on an optimization of some activities and a leadership style is very important. At the same time, a realistic approach that contains elements of self-criticism must be taken into account, despite the general tendency of naive optimism, which is generated by the lack of knowledge.

A good vision and a correct self-knowledge are those essential coordinates for understanding the vulnerabilities and strengths, in order to improve the vulnerable points, in order to exploit the knowledge and the set of skills to the maximum capacity. With increased lucidity and self-knowledge, leaders can make the healthiest decisions when it comes to a collaborative contract that is attractive from the point of view of material benefits, but does not correspond to the set of values or medium-term goals and long, in terms of representing interests and priorities.

As for a person who is not equipped with an understanding capacity, he will make decisions that will produce internal conflicts, which are related to his own value system and his own interests, appearing in this context the demotivating factor. Therefore, one of the optimization models is based on the leadership skills offered by self-knowledge through the use of intelligence in leadership, on the three coordinates: a) emotional self-knowledge; b) correct self-assessment; c) self-confidence. Proper assessment of the skill set being the most effective way to succeed by emphasizing personal strengths, being confident in taking on a certain type of project, even difficult at a given moment, showing increased self-confidence and a role model.

Thus resulting from self-knowledge, deciphering one's own emotions and precise goals, which generate self-control and the power to reach the proposed objectives.

## 1. The origin, evolution and definition of the concepts of emotional intelligence and leadership

The notion of intelligence comes from the Latin "intelligere".<sup>22</sup>, under the meaning of organizing or relating or from understanding under the meaning of establishing relationships between people. Specialized terminology conveys the idea that intelligence is superunitary to thinking, which is limited to establishing relationships between the fundamental properties of phenomena and objectives, not considering the relationships between people. Researchers Bar-On, R., Handley, R., and Fund, S.<sup>23</sup>, argued that the definition of intelligence, is an ability to adapt to one's environment, gives space to the construct of emotional intelligence to obtain results. Opinions regarding intelligence are diverse, starting with the recognition and highlighting of its importance in research and up to the minimization of its role.

*Both Socrates and Plato started from the premise that intelligence opens the way for man to understand the functioning system of collectivities and the individual. As for Boudha, he advocated freeing individuals from emotional intelligence in order to reach the highest form of happiness. In Western thought, intelligence was seen as a fundamental human attribute, and in Eastern thought, emotional intelligence was reduced to almost non-existent. Controversies also arose regarding the functions of intelligence. Some authors gave full credit to the power of emotional intelligence, other authors thought about simplifying things. In Hegel's case, for example, emotional intelligence represented a protection system of the human psyche.*

*On the other hand, Montaigne presents intelligence as a form of building a false image about God and about the world and people. At the same time, a number of scientists focused on aspects that are not related to the cognitive capacity of individuals.*

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<sup>22</sup> <http://www.e-psiho.ro/articole/inteligenta-la-nivelul-activitatii-mintale>

<sup>23</sup> Bar-On, R., Handley, R. and Fund, S., The impact of emotional intelligence on performance. In V. U. Druskat, F. Sala and G. Mount (Eds.), The Link Between Emotional Intelligence and Job Performance: Current Research Evidence with Individuals and Groups? - Lawrence Erlbaum Associates, Washinton, USA, 2006 pp. 3- 19.

For example, David Wechsler defines the concept of intelligence as the general ability of a person to achieve certain goals, to perceive things in a consistent way and to find an effective way of coexistence.

Since the beginning of 1940, the author presents those components related to the intellect and socio-affective coordinates. In 1940, David Wechsler, an American psychologist born in Romania and the one who developed the set of standardized intelligence tests Wechsler Intelligence Scales, stated that the model of intelligence developed at the time was incomplete because it did not include "the non-intellectual aspects of general intelligence". He found that "the adaptation of the individual to the environment in which he lives is achieved through both cognitive and non-cognitive elements"<sup>24</sup> Wechsler was not the only researcher to identify these non-cognitive aspects of intelligence as essential to adaptability and the ability to achieve success.

For example, at the end of the 1930s, Robert Thorndike discussed social intelligence. In 1983, Howard Gardner, uses the concept of "Multiple Intelligences"<sup>25</sup> noting that we are dealing with several types of intelligence. Analyzing how adults and children learn, he "realized that they seemed to learn and demonstrate their intelligence in a lot of ways."<sup>26</sup> According to him, both interpersonal and intrapersonal intelligence occupy a place with the same relevance as intelligence level and testing method. In the psychological analysis of intelligence in organizations, starting from Hemphill, the idea is suggested that this is the - the second essential aspect of leadership. In other words, the study suggests that leaders who manage to establish relationships of trust and respect, with members of their own group, are much more effective. Later, in 2016, several American teachers, Allen, J. L., Sylaska, K. M., &

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<sup>24</sup> Fodor, I. D., Emotional intelligence and leadership styles, Ed. Lumen, Iasi, 2009, p.61

<sup>25</sup> Gardner, H. "Frames of Mind - The Theory of Multiple Intelligences", New York, Basic Books, 2019, p. 11

<sup>26</sup> Armstrong, Th., You're smarter than you think. A guide to multiple intelligences, for children, Ed. Curtea Veche, Bucharest, 2012, p.8

Mayer, J. D., published a paper in the form of two articles in an academic publication called, "Emotional Intelligence".<sup>27</sup>

They tried to develop a scientific technique to measure the differences between people regarding the skills in the space of emotions. Thus, they discovered that some individuals are better at identifying both their own feelings and the feelings of others and that they would effectively control the solving of emotional problems from the perspective of a mental ability. Considering that most of their writings were undertaken in the academic environment, the names of the researches and their results are too little known. Vasile Pavelcu<sup>28</sup>, believes that emotion has the role of preventing disturbances and disorder and lasting disintegration of the psyche. To restore the balance, through derivation and through the dissipation of forces through vegetative means. Positive emotions improve memory and information processing, while negative emotions inhibit higher-level cognitive functions<sup>29</sup>.

As the notion of emotional intelligence, it is most frequently associated with the name of the psychologist and writer Daniel Goleman from New York, who, for a long time, wrote a series of articles published in *Popular Psychology* and *New York Times* magazines, where he disseminated a part of the results of scientific research. In the reference year 1995 the author wrote a book "Emotional Intelligence - Why it can matter more than IQ"<sup>30</sup> about the problematization of the essential landmarks of the concept of emotional intelligence, and the way in which the basic features of emotional intelligence influence our daily life, emphasizing its importance in ensuring success in life.

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<sup>27</sup> For more details see: <https://mypages.unh.edu/jdmayer/publications/emotional-intelligence>

<sup>28</sup> Pavelcu, V., *Self-knowledge and personality knowledge*", Pedagogical Publishing House, 1982, Bucharest, p. 380

<sup>29</sup> Charles C. Manz, "Emotional Discipline", Curtea Veche Publishing House, Bucharest, 2005, p.32

<sup>30</sup> Goleman, D., "Emotional intelligence - Why it can matter more than IQ", Editura Bantam, 2019, p. 27

For the purpose of documentation, Goleman made a series of visits to schools, in order to see what programs are running for the evolution of emotional literature and at the same time, he also studied materials related to emotions, in general. Going through the materials specific to the theme, especially Mayer's and Salovey's, he was inspired to change the title of the next specialist publication in the field of emotional intelligence, as it could have had a higher number of sales through the lens of the name.

## **2. Conceptual approaches in specialized works**

Kant sees intelligence in communion with sensitivity, which together lead to knowledge. Before Kant, Leonardo Da Vinci had linked intelligence with the sensible. From the perspective of himself and his field, Cadillac militates for intelligence as a distiller, as a mechanism by which unpolished content is refined. According to Pascal, the intellectual capacity is blocked by overwhelming affectivity, and Schopenhauer comes up with the idea that intelligence is a subordinate of determination. These contradictory opinions have been reflected, over time, on the definition of intelligence and the establishment of its components and functions. The closest definition of intelligence to modern understanding came from Descartes. He presented intelligence as the way to obtain a complete science, which presents a vast series of perspectives.<sup>31</sup> Here, the display of the main current coordinates of the concept of intelligence are presented: as an aptitude and in the form of a complex system of operations.

In the form of a complex system of operations, intelligence conditions, in principle, the general way of approaching and solving problematic situations and tasks, taking into account skills and processes such as:

- easy and correct solving of some issues with a high degree of difficulty;

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<sup>31</sup> For more details, see: <http://calin.mocanu.info/data/projects/openit.worldit/inteligenta.pdf>

- adapting to new situations;
- making a comparison between the available options and opting for the optimal one;
- deduction and generalization;
- drawing conclusions based on what is known,
- awareness of the consequences and anticipation of the end;
- interdependence.

These capacities and processes highlight three essential features of intelligence:

- effective adaptability to circumstances;
- the ability to solve new situations;
- flexibility, speed, suppleness, mobility.

Intelligence therefore represents a quality of mental activity, in the form of a superior organization of psychic and affective-motivational processes. The more the mechanisms and operations of the other psychic functions are formed and evolved, the more the characteristics of intelligence will predominate in the chain of suppleness and flexibility. This aspect is best intuited by Leibniz, who sees intelligence as an expression of the effort to develop consciousness. The notion of intelligence has a double meaning: it is identified, firstly, in an aptitude through the presence in operational structures equipped with a series of qualities such as productivity, complexity or flexibility and, secondly, in a process of assimilation and processing of variable information, towards an optimal adaptation.

In this context, intelligence is presented in the form of a mechanism of traits specific to the individual and which are highlighted by the ability and intellectual way of thinking.

According to the research of the American psychologist Thurstone, there are a number of factors of intelligence, among which:

- word knowledge/fluency;

- reasoning;
- space operation;
- memory;
- speed in understanding; of computing capacity.

At the same time, through genetic psychology, J. Piaget considers the perspective of intelligence in the form of a general aptitude that has a native basis. Balancing identified with intelligence, by the same author, is based on mental reorganizations, accommodations or restructuring. The assessment of intelligence is equivalent to the index of adaptation that allows a good understanding and a solution of difficulties.

In the conditions where the assimilation takes place at a superficial level, and the accommodation is achieved very slowly, in this case also the intelligent harmonization is deficient, appearing in that situation of mental weakness accusing deficiencies of cerebral capacity or functional rigidity contrary to flexibility.<sup>32</sup>

Relating intelligence to an instrumental structure, specific to the individual personality, it is understood that life experience and, specifically, the university and professional ones highlight it, allowing it to be evaluated. From an empirical perspective, intelligence can be evaluated according to the yield of learning, depending on the depth and ease of understanding and, last but not least, depending on the complexity and novelty of the issues that an individual is able to solve.

As for the period of our days, in psychology there is a lot of emphasis on the uncertainty about the meaning of intelligence: it is identified in a global capacity to accumulate information, discernment in order to solve problems or involving distinct types of abilities. The most supported being the first hypothesis.

Emotional intelligence has a particularly important role in many professional fields. However, for certain workplaces it is not necessary to

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<sup>32</sup> Golu, M. "Fundamentele psihologiei", vol I, 4th edition, Romanian Foundation Tomorrow Publishing House, 2018, p. 24



use emotional intelligence as these directions of professional development at the workplace focus on specific tasks that can be achieved collectively through methods structured, fixed and predetermined. There are positions that involve coming into contact with other team members to ensure the achievement of the proposed objectives.

Other professional functions require from team members the ability to empathize, to be accepted by others and to understand them.<sup>33</sup>

Today, managers, educators, recruitment teams or human resources professionals, have knowledge of the specific characteristics and abilities of individuals with unique traits that make the difference from the average average.

In other words, they are aware of their personal abilities.

But, for example, when an impact on performance is highlighted, they can be presented and used in a constructive way as follows:

- the number of hours of sleep may increase, in order for workers to be more rested at work,
- the breaks between professional operations can be reduced or the management can be stressed that, once there will be an increased workload, the quality can be questionable.

All feelings have their importance within the collective. For example, self-satisfaction is an indicator that the activity carried out is going in a good and advantageous direction.

The feeling of satisfaction in the professional space can have the meaning of a professional fulfillment, being evidence and signal of the quality of the results obtained. Emotional intelligence cannot be independent, but acts together with several factors in the enterprise of effective leadership, in obtaining success in work or a career satisfying.

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<sup>33</sup> Vintila M., Iancu, B. Stroe, M. "New cultures, new anthropologies", Proceedings of the 7th annual conference of the Society of Cultural Anthropology in Romania, Bucharest, September 24 - 26, 2019, p. 106

Emotional intelligence represents only one of the primary components, in this context.

Emotional intelligence is an adjuvant in the individual's professional progress, but it cannot be manifested without the other skills and abilities.

A leadership style refers to the characteristic behaviors of a leader when directing, motivating, guiding and managing groups of people.

Great leaders can inspire political movements and social change. They can also motivate others to perform, create and innovate."<sup>34</sup> There are four major categories of leadership: autocratic; managerial; democratic; collaborative.

The ability to effectively use emotional intelligence also implies the ability to manage and must be thought of as a substitute for skill, skills or the set of accumulated information.

### **3. The relationship emotional intelligence – leadership – organization**

Within the organization, there is a close connection between emotional intelligence and leadership; this relationship is a landmark in the evaluation of professional performances. The measurement of performances being a psychometric matter having in mind the contribution obtained from the use of research results, psychology specialists. Attention in the area of performance evaluation is focused on studies related to processes, which involve the classification, recognition and finally, the reproduction of information, its integration and the psychological mechanisms that are used in the evaluation.

In performance evaluation, the cognitive approach starts from two separate realities: the evaluation tool and the user's appendices treated by

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<sup>34</sup> Kendra, C. "Leadership Styles and Frameworks You Should Know," Personality Psychology: <https://www.verywellmind.com/leadership-styles-2795312>, May 23, 2022

classical psychometric techniques, oriented to the design of evaluative tools in such a way as to avoid appreciative errors; social psychology and reporting on the processes of assigning stereotypes, as well as their influence on evaluations.<sup>35</sup>

Today, conventional evaluation systems do not emphasize employee motivation and the need to obtain the most efficient results with a smaller number of employees leads to focusing on development to the detriment of evaluation.

Performance evaluation is undertaken in order to: reduce the risks caused by retaining or promoting incompetent persons; correctly express and dimension the objectives; establish deviations in relation to the adopted objectives and make corrections; determine the orientations and methods of professional development of employees and increase their performance.

The evaluation takes place according to three types of criteria: personality traits; the behaviors and the result; Emotional intelligence therefore helps to ensure success, but it does not represent a certainty in obtaining success in the absence of the necessary knowledge.

## **Conclusions**

In the context of a good stress management, a leader must effectively use his leadership skills with the help of emotional intelligence within the organization, thus proving a high level of tolerance to stress factors, being important to find innovative solutions to do effectively tense situations, crisis situations. However, in order to channel the emotional tone of a group, leaders must first of all have a clear perspective on their own intentions and priorities, which is generated by self-knowledge. Therefore, from the perspective of the development of future research directions, we can mention the fact that emotional intelligence plays a key role in the development of interpersonal relationships. Within the

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<sup>35</sup> Pitariu, H., "Designing job descriptions, evaluating jobs and personnel", 2021, p. 120

organization, a leader must first manage to balance his set of skills for developing interpersonal social relationships. In this context, self-knowledge, self-control but also the ability to translate the impact of some actions on emotions, being very important in order to ensure the success of an organization. On the other hand, one's own leadership style, being the one that produces change in one direction or another, in the socio-professional environment, by understanding how team members react to various external stimuli, is essential for the efficient use of human resources and achieving the proposed objectives. Regarding the relationship between effective leadership and emotional intelligence, between effective leadership, we observe from the above that there is a direct connection and interdependence. Mostly the skills of knowledge and self-control, the development of interpersonal relationships and proactive communication within the collective, both from the perspective of emotional intelligence and from the point of view of social intelligence, which influence the type of leadership of the manager. Such leaders who possess an average and above average emotional intelligence and are aware that only through continuous exercise of cultivating emotional intelligence can they improve their professional and personal life.

Defending this balance, the organization will always be successful, because its activities will be coordinated by capable leaders, and human, financial, material and time resources will be used in a productive manner, to ensure organizational success and the achievement of fundamental strategic objectives.

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