

HUMAN RESOURCE MANAGEMENT AND EMOTIONAL INTELLIGENCE

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ABSTRACT

Emotional intelligence (EI) is the top of the iceberg in a company, because of the human resources whose visibility and unseen face, may lead the organization to success or failure according to the way they are managed. The influence of EI can be found in every function of the company, as a company is *a living organization*. Besides, in the personnel function this influence is intrinsic, present and it generates new reactions.

Activities in human resources management (HRM), starting with the recruiting, selection, hiring, integration process and continuing with motivation, human resources development, and implicitly career development, evaluation and rewarding is involving multiple relationships and different levels of EI which determine the performance obtained during work.

This paper is focused on developing several aspects regarding the relationship between EI and HRM. This approach is among the first researches of EI in Romanian organizations and it identifies the level of EI and the main emotions showed by the top managers of a national company.

Keywords: *emotional intelligence, emotions, human resources*

1. INTRODUCTION

In the continuous and more and more accelerated “dance of change” [1] caused by globalization, economical and financial crisis, competitiveness, introduction of new technologies and increase of the importance of knowledge and innovation, new approaches

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occur in the thinking and practice of the 21st century management. Table 1 presents the evolution of management, from the classical paradigms to a new global paradigm.

Table 1: The evolution of management [2, p. 303]

	Classical Paradigms			New global paradigm Northern
	Northern	Western	Eastern	
The manager	The efficient manager (Drucker)	Entrepreneurial management (Peters)	The manager	The efficient manager (Drucker)
The social group	Efficient work team (Likert)	Shared values (Deal and Kennedy)	The social group	Efficient work team (Likert)
Organization as a whole	Hierarchical organization (Chandler)	The network type organization (Handy)	Organization as a whole	Hierarchical organization (Chandler)
Economy and society	Corporate responsibility (Steiner)	Free enterprise (Gilder)	Economy and society	Corporate responsibility (Steiner)

In the organization of the future the critical resources are no longer the technologies, the human resources or their mix, but they depend on competences, intangible values, implicit or explicit knowledge, organizational processes and practices, intellectual capital. Thus, the intangible values are becoming more and more the source and the essential resource for the companies' survival and efficient functioning. "The three Cs", which represent the intangible values, identified by R. M. Kanter [3, p. 255], cited by M. Vlăsceanu [2, p. 311] are:

- the concepts – the product of continuous innovation by focusing on the best and newest ideas and technologies;
- the competences – the ability to impeccably execute and transmit values –centered on quality –to the clients who demand higher and higher standards. This ability is formed during the permanent learning process and, as the process unfolds, during the transmitting to others the practices that proved to be the best;
- the connections – powerful partners supporting the offers of a company, connecting it with markets and facilitating access to innovations and opportunities which, in exchange, fuel the imagination to innovate.

Another definition of competence that marks all the characteristics established by Leplat [4, 2004] (finalized, learnt, organized, abstract and hypothetical) is given by Leplat and De Montmollin [5, 2001], De Montmollin [6, 1986]: „established assemblies of knowledge and skills, of certain behavior, of standard procedures, of types of reasoning, which can be put into practice without a new learning process”. Job competences defined by Horia D. Pitariu

[7] citing Kurtz and Bartram (2002) as „sets of behaviors with an instrumental role in giving the desired results” are in fact the performances required from the holder of the job. Thus competence becomes in HRM and cognitive psychology, a system of knowledge, which determines the success of an activity.

In a changing world where global competition between organizations determines the reconsideration of the employees' value, which becomes the most important capital, the study of the employees' performance opens up multiple trans-disciplinary perspectives: from ergonomics to HRM, to psychology or from organizational behavior in learning organizations to sustainable development. Irrespective of the sense of lateral thinking, which stimulates creativity, if one makes a parallel with patterns in physics, chemistry or even social sciences, looking for the basic, central element, namely „the nucleus”, one might find that emotional intelligence has this role.

But what is, in fact, EI? Daniel Goleman [8], [9] defines EI as follows: “EI refers to the ability to recognize your own emotions and the emotions of other people in order to motivate ourselves and to control emotions themselves or emotions in relationship with others”. Every one of us is made, as far as EI is concerned, of a combination of powerful features and weaknesses. The question is how will this combination be balanced eventually and how will it affect our life and the lives of the others – for better or worse. Exceptionally synthesizing the fundamental issue of cognition *versus* affectivity, Robert Wood and Harry Tolley note the following: „Shall we follow our feelings or shall we fight them? In real life there is only one answer. If we fight our own feelings, willingly or not, the certain consequence will be self-destruction. Feelings must be cherished, and that is why the importance of EI development and education is recognized.” [10, p. 15]

Called by Jack Block „*the elasticity of self*”, EI involves the existence of several components. Robert Wood and Harry Tolley propose the analysis of EI's five components; as well as their testing using a consistent set of tests. Synthesizing the already known elements regarding the structure of EI, which are to be found in Salovey and Mayer [11], William Ickes [12] and D. Goleman' theories [13], authors Wood and Tolley [10, p.35] offer the following *fields of skills*:

1. *self-regulation* – to be able to direct and control our own emotional state;
2. *self-consciousness* – to recognize and understand our own feelings;
3. *motivation* – to channel feelings in order to attain certain goals;
4. *empathy* – to identify and decipher other people's feelings;
5. *social abilities* – to establish relationships with others and to influence them.

Both in the previously proposed model and in Goleman's model – with four components of EI: 1. Self-knowledge; 2. Self-control; 3. Social “Awareness” (social, group consciousness); 4. Management of inter-personal relations; - the first components are regarded as personal components of EI, while the last two are regarded as social components of EI.

Regardless of whether we like it or not, our feelings direct our behavior – but not necessarily in a coherent or perceivable manner. The organization man (a concept introduced by W.H. Whyte, Jr. in 1956 through the paper with the same title «The Organization Man» [14]) acts in an organizational framework and shapes his organizational behavior (Organizational Behavior) [15]. From the perspective of organizational behavior and this

paper's purpose, three major preoccupations must be underlined: 1. people – regarded as both individual entities, and from the perspective of their actions and interactions, which are associated with different types of behaviors; 2. organizations – regarded as integrating structures of people's actions and interactions in order to attain specific goals (both individual, and organizational), and the environment where they function; 3. management – as organizer and coordinator of human, physical, technical and intangible resources of organizations.

2. ORGANIZATION – A FRAMEWORK FOR THE DEVELOPMENT OF EMOTIONS

The issue of employees' emotions is approached starting from one of the metaphors through which, Gareth Morgan, 1986 [16] compared organizations with a living organism. Although it is a known fact that emotions influence all aspects of life, only in recent years people started to pay attention to their influence on employees' behavior and performance at work. [17]

Emotions represent the stimuli between the organizational environment and the employees' behavior towards work and performance, information processing activities, relationships with colleagues, boss or subordinates. They harmonize us with the environment and with ourselves; they build our pleasure to work, the passion, the endurance to prolonged efforts. Also, emotions "modulate" the intra and inter-personal processes in an organization. Employees may feel safe, accepted, frustrated, satisfied, despised, motivated, confident, etc and thus they may adopt different behaviors towards work and the organization's objectives. We get involved in the surrounding world through affective, cognitive and volition processes, and which in spite of being different in the sense that they use different operating instruments, they are inseparable within the individual's activity, interacting permanently.

Each of us has acquired a number of academic basic theoretical knowledge. However, when we were in work situations such as human resources and specific activities we often put the question: "How to do, specifically?" Is there a current "magic" to provide practical solutions in directions such as recruitment and selection perfect job analysis, integration and team work, human resources development, performance evaluation training, motivation and reward, etc.? And especially how to be successful, to be powerful, to be creative, to be accepted, approved and liked by bosses, peers and subordinates?

EI is the ability to encourage people, to make them work together and to motivate them to do their best in order to achieve a certain goal. That is why several studies classified EI as being the most important basic competence, which determines the success of a company. Emotional competences in an organizational context can be grouped into four categories (after four dimensions), according to Table 2. EI has an adaptive character, ensuring the survival of the person, which determines the potential to learn the practical abilities based on EI's dimensions, to which emotional competences correspond. Every element has a unique contribution to the performance obtained during work but, at the same time, it is "originated" by the others to a certain extent. Taking into consideration the main fields of activity, namely the five functions of an organization (research-development, personnel, production or operational, commercial, financial) one may notice that there are several specific applications

of EI at the work place. To "work" with people means largely to "work" with your own emotions as well as with the emotions of the others.

Table 2: Emotional competences [8, p. 26-27]

DIMENSIONS	PERSONAL	INTERPERSONAL (SOCIAL)
RECOGNITION OF EMOTIONS	Self-conscienciousness	Social conscienciousness
	1 – acknowledging emotions	10 – empathy
	2 – correct self evaluation	11 – orientaton towards being useful
	3 – self confidence	12 – group conscienciousness
REGULATION OF EMOTIONS	Self control	Relationship management
	4- emotions' self control	13- development of others
	5- credibility	14 – influence
	6- conscienciousness	15- communication
	7- adaptability	16- conflict management
	8- orientation towards achievements	17- lidership abilities
	9- pro-activity	18- catalyst of changes
		19- bonding
		20- cooperation and team work

Daniel Goleman claims that people with empathic qualities are “born leaders, who can express unspoken collective feelings and can articulate them in such a manner to guide the respective social group towards its goals.” [9, p.97]

In order to increase the organization’s performance, strategies for the use of emotional competences must be developed. These strategies should follow: employees’, managers’, groups’ and the entire organization’s emotional competences. The quality of the relationships between employees or between employees and the outside of the organization depends on the personal and interpersonal emotional competences of those involved in the relationship, and this puts its print on the way they communicate. The employees’ individual competences represent only one of the defintory factors for the organization’s „behavior”. The organization’s performance depends not only on the employees’ individual performances – influenced by emotions, but also on the organzaition’s management’s performances and on the organizational culture which acts on the human capital of the organization through the management practices of HR. [18, p.27-31].

The organization's performances have as an „energy supply” the employees' emotional competences. The model configured by R.M.Câdea, D.Câdea (2005) in Figure 1, believes that in order to increase the organization's performances actions must be taken on the individual and collective emotional competences. Emotions are catching.

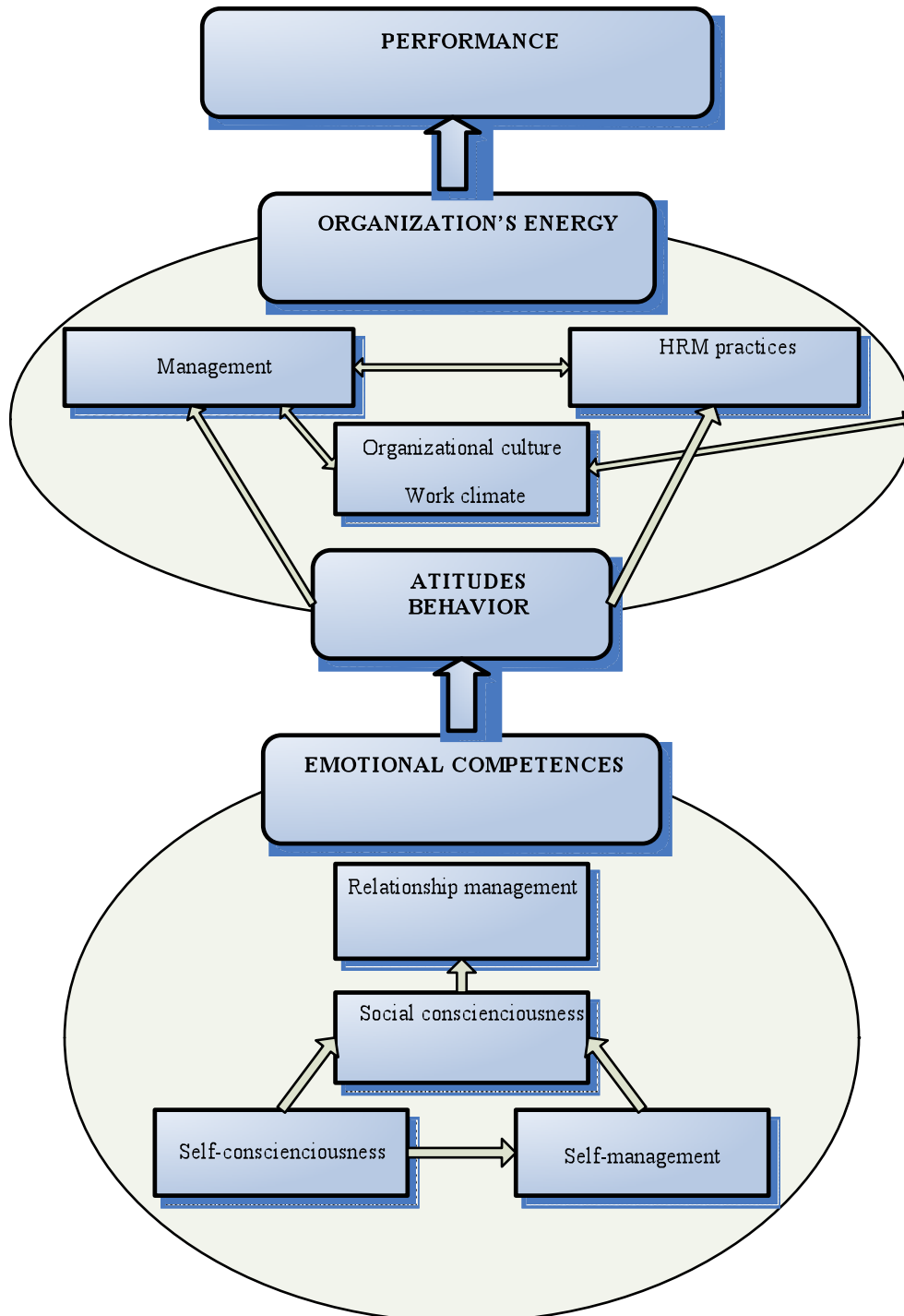


Figure 1: The mechanism through which emotional competences intervene into the organization's performance [18]

Our emotional condition may influence in a positive or negative manner a group's emotional status. As the manager is a leader for a group of people, he can transmit either the enthusiasm or the carelessness for the achievement of an objective. Emotions are transmitted through communication behaviors, particularly through non-verbale language. Emotional competences allow for the employee to think, feel and act in a manner that takes into account the existence and meaning of emotions, both his and of those around him; to act in a controlled manner that integrates emotional information; to inspire those around him the status he wishes and to create productive relationships.

3. METHODOLOGY OF RESEARCH. RESULTS. SOLUTIONS

The paper focuses on developing certain aspects regarding the relationship between EI and HRM. For this purpose the level of EI was analyzed together with the main emotions shown by the top-managers of a Romanian company.

The research methodology consists of applying an EI test, discussions and observations. 25 subjects represented the investigation area of this research: people involved in the company's management.

From among the first aspects noticed we could mention the following: there was no significant difference in the level of EI between the two sexes (figure 2).

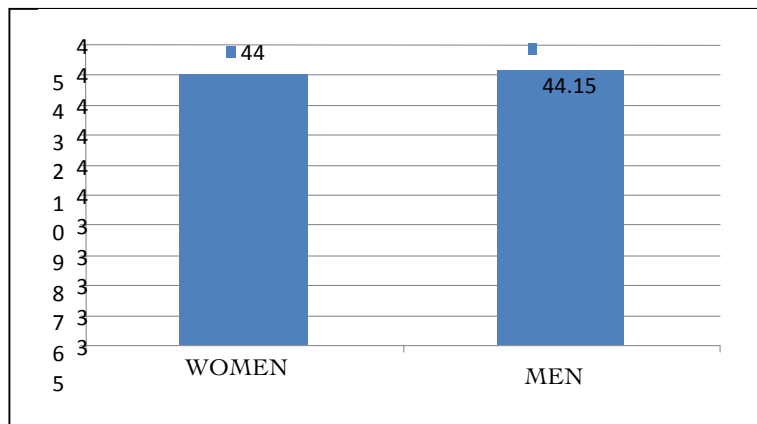


Figure 2: Share of EI on sexes

If we consider age, we notice an increase of EI with the passing of the years, (figure 3).

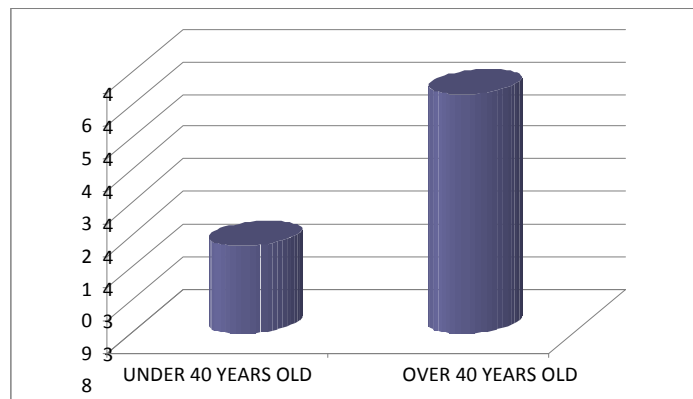


Figure 3: Share of EI on age groups

Emotions shown during work such as fear, mania, sadness, etc. (figure 4) often play tricks on employees. Irrespective of how hard they try to fight them, they don't always succeed. This is a challenge that must be learnt: to know how to manage your reactions and to change your negative emotions into your best allies.

In the analysis carried out, 40% of the subjects questioned feel fear because of the deadlines hard to meet. The announcement that you must hand in a strategic plan within 48 hours is a piece of news which gives them no pleasure because they thought they could work on it until next week. First reaction is certainly panicking. The natural question arising is: how am I going to make it? and the next step is either motivation or de-motivation: the employees tell themselves that they will make it or that they will not be able to make it in time. The solution is: Hang in there and show confidence. You will succeed if you start by analyzing your priorities. If you work in a team, you have a managerial method, another solution: delegate some of your tasks. If you analyze and realize that you cannot fulfill your task in due time, you should negotiate with your boss and obtain a postponement of the deadline. Under no circumstances should you show your fear and thus contaminate your team.

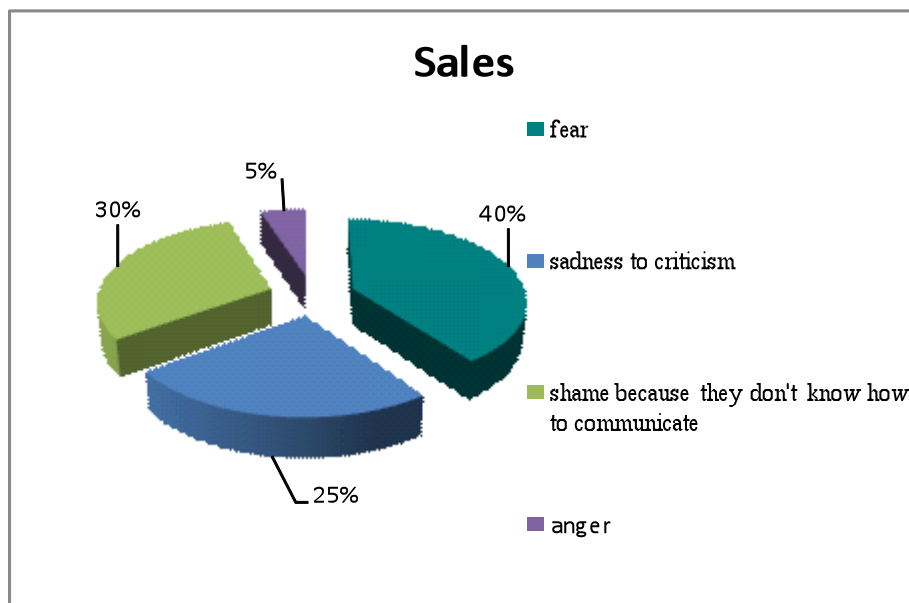


Figure 4: Share of main emotions

Another 25% of the subjects feel sad when the boss criticizes them. The feelings are more profound when the criticism is done in front of the entire board of directors. If the last project wasn't exactly a success and the boss is not shy in stating that in front of other witnesses, not only will he not be forgiven for it, but he will be tricked into revealing his own faults in the future. People are sad at home as well and the next day they go to work lacking confidence and without a powerful motivation. The solution is: Try to imagine that your work was appreciated after all. Sadness is a reaction to a negative event, but also it is a form of frustration. It is a diffuse emotion, but it lasts longer than anger or fear. It is important to get rid of it as soon as possible by analyzing its causes and trying to remove them. Speak

frankly about your condition with your boss, admit to your shortcomings and impose on yourself a pro-active attitude for the future. Otherwise you risk becoming depressed.

The lack of ability to communicate determines in other 30% of the subjects feelings of shame when they have to speak for an audience. When you have to organize a monthly meeting, a yearly seminar, one of the many tasks involves speaking for an audience. When confronted with this situation, many of them lose their ideas, stare down and blush. The solution is: If stage fright appears during the meeting, it can be shared with the audience. This confession will attract smiles and even sympathy. But the best way to fight emotions is to prepare for public speaking. Try to exercise in front of a mirror (play role), to improve your diction and to make ample gestures which attract attention on you as well, and not just on what you are saying. Learn to interact with your audience and to transform it into an ally instead of an enemy.

Anger animates 5% of the subjects. A colleague that contradicts you in front of the team is one of the various and sometimes trivial reasons why anger shows. Some people do not know how to maintain and manage the required distance of a good fellowship and suddenly respond to the boss and all the others as they do in their private lives. When a colleague is admonished by the boss and, unfortunately, the boss is the target of all insults, the hurting remarks, personal attacks and criticism regarding your work never seems to stop. This until the boss reaches the end of his patience and has a nervous breakdown. Such a situation may create a real drama in an office. The solution: The reaction is a natural one; it is called the theory of rubber band: the more you stretch it, the faster it snaps. As a boss, you should never take a risk and you should avoid the nervous breakdown otherwise it will decrease your credibility and it will affect your public image. Settle scores as the problems arise and do not allow tensions to accumulate. You might turn the situation on your favor if you ask your colleague why he/she reacts the way he/she does.

The level of the subjects' EI, on a scale from 1 to 5, was noticed to be situated between 3.5 – 5, the inferior value being held by those who show all the „destructive” emotions mentioned above [19] in the analysis.

4. CONCLUSIONS AND RECOMMENDATIONS

In Romania there are training companies specialized in training employees in respect of EI. Certain aspects are treated more or less thoroughly during courses at universities. EI will continue to be in demand in the case of managers and those working in the HR departments. It is a difficult requirement, but in order to be successful, „these people must have a self consciousness, to be able to regulate themselves, to be strongly motivated, to be able to motivate others, to have skills regarding all aspects of empathy, as well as a full set of social skills” [9, p.13].

In a nutshell, the essential recommendations necessary to ensure and maintain the efforts to support EI in Romanian companies are: study of EI in schools starting with the elementary schools; increase in the number of researches regarding EI in organizations in various fields of activity; implementing EI in an organization using various ways to do it;

identification of emotionally intelligent leaders to implement the concept; use of program evaluation research in order to prove its value.

If the organization seeks high performance for an indefinitely long period of time it must aim at its sustainable development, which takes into account the need to protect the natural and social environment.

Frustration destroys pleasure, passion.... and health! It is important to find the pleasure to work. „ Love what you do: Enjoy the work” [20, p. 114]. The antidote to financial crisis in respect of human resources involves introspection and search of internal motivation!

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