The Development of New Intelligence in Education: Promoting the New Type of Leader

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Starting from the Romanian education system, where competencies acquired during formal education—for example, in case of faculty specializations—are presented within diploma supplement, the article presents the need for harmonization of the competences at European level through the EQF and also globally, by harmonizing national qualifications frameworks with those of non-EU countries such as New Zealand or Australia. This article aims to show that behind these existing skills described in diploma supplement, are intelligences that need to be developed in the education system, as intellectual-rational intelligence, emotional intelligence and especially quantum or spiritual intelligence—as it is known in the United States. The article presents a SWOT analysis of the need and urgency of immediate application of skills and competencies in Romania, EU, and non-EU countries.

Keywords: competences, types of intelligence, formal education, EQF, SWOT analysis

Introduction

Relating to the educational system globally the World Bank launched the Education Sector Strategy 2020, entitled “Learning for All: Investing in People’s Knowledge and Skills to Promote Development”, in 2011. The strategy recognizes that learning drives development and encourages countries to apply three criteria: to invest 1—early (because foundational skills acquired early benefit lifelong learning), 2—smartly (in efforts proven to improve learning), and 3—for all (focusing on all students and ensuring equity).

This is why in order to achieve learning for all, the Bank is promoting country-level reforms of education systems, and building a global knowledge base to guide reform. The World Bank is one with the development community in supporting the achievement of the MDGs—Millennium Development Goals (World Bank, 2013).

According to the World Bank Group Education Strategy 2020, learning leads to growth, development, and poverty reduction, tightly correlated with the knowledge and skills that people acquire.

For too many students, however, more schooling has not resulted in more knowledge and skills. The results of substantial resources spent on education have thus been disappointing in terms of learning outcomes. Youth are leaving school and entering the workforce without the knowledge, skills, or competencies necessary to adapt to a competitive and increasingly globalized economy. As a result, to find employment they may need remedial, second-chance, and job training programs.
The new education strategy is based on the idea that individuals have to learn throughout life and not just during formal type of education.

Education through joy will be the education in future as Nicolescu (2008) cites from the Delors Report, prepared by the International Commission on Education for the twenty-first century.

This report focuses on the four pillars of a new type of education: 1—learning to know, 2—learning to do, 3—learning to live with others, 4—to learn to exist. It becomes obvious that transdisciplinary would have a huge role in establishing this new type of education.

The Book of Transdisciplinarity itself developed by Basarab Nicolescu with Edgar Morin and Lima de Freitas in 1994, provides a genuine conceptual strategy of which humanity needs to generate not a new, evolved man, but a man who is born again.

In the Universal Declaration of Human Rights (1948), it is argued that education is a right of every person and should be directed to the full development of the human personality and strengthening of respect for human rights and fundamental freedoms.

**The Competencies and Types of Intelligence**

Behind competences are types of intelligence. The word intelligence derives from the Latin verb intelligere that means to relate, to organize.

This term is presented in the natural language of old times and characterizes the strength and function of the mind to establish links (Gardner, Mindy, & Warren, 1996).

By keyword organize we observed that compared with management functions, intelligence refers to one of its basic functions (management, planning, organization, coordination, motivation, training and assessment).

Piaget (1998) by supporting genetic psychology confirms the idea of intelligence as skill general with some native base:

> Intelligence is not a category of cognitive processes isolated and discontinuous. It is not proper a structure among others. It is the form of equilibrium whose development should be sought from perception, learning and elementary sensory-motor mechanisms. Indeed, it must be clear that if intelligence is not a faculty that negative evidence attracts a radically function continuity between higher forms of thinking and all the lower types of cognitive adaptation: intelligence could not be so, but a form they tend toward equilibrium. (p. 10)

The Dictionary of the Romanian Language defines intelligence as: ability to understand easily and well, to seize what is essential, to solve new problems or situations based on previous experience; cleverness.

Gardner (2006) examines the different and complex everyday activities of the people and states:

> An intelligence involves the ability to solve problems or create products that are important in a particular cultural context or in a community. Problem solving skills allow the person to address a situation where you have reached a goal and have located the best way to reach that goal. Creating a cultural product allows one to capture and transmit knowledge or express findings and conclusions, beliefs or feelings. (p. 11)

The common element of the skills and intelligences is abilities. Thus, Gardner (2006) in *Multiple Intelligences* exemplifies the relationship between intelligence, skills, and occupations.

Gardener himself reached the conclusion that intelligence is not the only way of measuring skills.

Albrecht (2005) in his *Social Intelligence: The New Science of Success* rearranged Gardner’s multiple intelligences into six primary categories, as follows:

1. Abstract intelligence—symbolic reasoning;
(2) Social intelligence—how to interact with people;
(3) Practical Intelligence—ability to solve tasks;
(4) Emotional intelligence—self-awareness and self management;
(5) Aesthetic intelligence—design, music, art, literature;
(6) Kinesthetic Intelligence—body skills in areas such as sport, music, dance.

In his book *Emotional intelligence the key to success in life*, Goleman (2004) believes that emotional intelligence determines our potential for our own practical skills based on: awareness of their own emotions, reactions and resources, motivation, self-control, empathy and social-ability. The proportion in which we translate this potential into performance is what Goleman called “emotional competence”.

### Table 1

| Type of intelligence          | Description                                                                                                                                                                                                 |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Linguistic intelligence      | The ability to speak, along with mechanisms dedicated to phonology (speech sounds), syntax (grammar), semantics (meaning) and pragmatics (the implications and uses of language in different situations).  |
| Musical intelligence         | Ability to create, communicate, and understand the meaning of sounds and mechanisms dedicated to create height sound, rhythm and tone (sound quality).                                                        |
| Logical-mathematical intelligence | Ability to use and evaluate the relationships in the absence of action or objects—and thus engaging in abstract thinking.                                                                                       |
| Spatial intelligence         | The ability to perceive visual or spatial information, to modify and recreate visual images without reference to the initial stimulus. It includes the ability to build three-dimensional images and to move and rotate these images. |
| Body-kinesthetic intelligence | The ability to use part or all of the body to solve problems; It includes control of fine motor action and the ability to manipulate external objects.                                                           |
| Intrapersonal intelligence   | The ability to distinguish between their own feelings, intentions, and motivations.                                                                                                                           |
| Interpersonal intelligence   | The ability to recognize and make distinctions between feelings, beliefs, and intentions of individuals.                                                                                                    |

### SWOT Analysis of the Use of Competencies

The term competence in Latin is competere—to meet in one place, being able, was taken in education in other fields: psychology, work, languages (Gutu, 2003).

The European Qualifications Framework is defined by learning outcomes, using descriptors such as knowledge, skills, and competencies. On the other hand, the competency is defined in psychopedagogy as follows:

1. In terms of qualifications, competency, the individual must be able to identify “What knows?”, “What recognize?”, “What understand correct from what he recognize?”, “What can he do/is he able to do?”.

2. In terms of didactics training skills, where the shift was made from the pedagogy by objectives and reached to pedagogy (teaching) centered on skills (Ardelean & Pride, 2012). The concept of competencies has been launched by Noam Chomsky sciences education (Stemmer, 1999).

According to Copilu and Crosman (2009) algorithm defines competence as consisting of:

1. Knowledge, but not so general knowledge encyclopedia to be only memorized and reproduced, and especially functional knowledge/useful and their assimilation not constitute an purpose itself, just to “know” to reproduced in exams, competitions etc., but to be an effective means to achieve through repeated exercises systematically applied this knowledge to lesson;
(2) (capacity) of application of knowledge, publicly manifested in the form of skills, abilities and skills to harness these abilities in school activities, extracurricular and finally, together, these capabilities—skills, abilities and skills—be socially manifested in the form of;

(3) (behaviors) as construction, which in turn is the result of training at school. Behavior and positive attitudes expressed and manifested itself socially, but acquired during the studies.

Training on “learning units” remains theoretically a very generous form. The use of them for many reasons, is limited and has a more formal, resulted in learning unit.

In Art. 4 of the National Education Law of Romania it states that: “The main aims of education is the training of competences (defined as “a set of versatile and transferable knowledge, abilities, and skills in different situation”).

In Art. 13 it stipulates that lifelong learning is a right guaranteed; this key competence is thus a major educational goal.

In Art. 31 (6) shows the formal and informal component role in skills training in high school.

Art. 68-(1) National Curriculum for primary and secondary education focuses on eight areas of key competencies whose training determines the student profile:

a) communication skills in Romanian and in the native language of minority groups;
b) communication skills in foreign languages;
c) basic skills in maths, science, and technology;
d) digital skills to use information technology as a learning tool and knowledge;
e) social and civic competences;
f) entrepreneurial skills;
g) cultural expression;
h) the ability of learning to learn.

Strengths:

- The existence of a National Qualifications Framework;
- Competencies are of implicit and explicit transdisciplinary;
- In Romania, education and training belong to the education market, according to the National Education Law and should be correlated with the labor market;
- Ensure mobility between labor market in Romania and work in other EU Member States;
- Ensure mobility between labor market in Romania and the labor market in other non EU such as the USA, Australia, New Zealand;
- Ensure easy passage of some specific occupations a skill level to the upper level.

Weaknesses:

- Competencies are not defined in terms of skills, but skills, showing no critical thinking;
- Missing component in defining behavioral skills needed in the workplace;
- Diploma Supplements are focused more on knowledge and to a lesser extent on skills;
- There is no harmonization of occupational standards regarding qualifications to be recognized in all EU member states;
- There is a difference between attitudes and behaviours.

Opportunities:

- Linking education with labor market requirements—see the role of sector committees;
- Recognition and certification of skills acquired non-formal and informal after foundation of skills assessment centers—a network of assessment centers;
- Competencies shall be the basis of lifelong learning;
- The immediate introduction of the compulsory use of employability indicator;
- Easy access on European funds for the ANC—National Qualifications Authority.

Threats/Risks:

- Increasing youth unemployment due to lack of correlation between the labor market and education market;
- Fast decline of market share for universities in Romania in the benefit of universities in the European Union;
- Negative image for universities issue diploma supplements that include more competencies without coverage in the effective working capacity.

Figure 1. SWOT analysis of the use of competencies.
Looking at competences in terms of the two approaches, the European Qualifications Framework and the National Education Law, we propose a SWOT analysis of the need to use skills, analysis started from internal environment, represented by the National Qualifications to the external environment represented by the European Qualifications Framework.

**Conclusions**

Due to globalization and labor migration, it became necessary to report these data the skills and qualifications required, when talking about graduates’ employment and labor market mobility.

In order to improve the relationship between the labor market and graduates, the educational market and the education system itself should be concerned with their professional training and to adapt education curricula by introducing skills which reflects both occupational standards and vocational ones (for example in Estonia).

Here it is necessary to note that there are competencies that are standing behind intelligences, from intellectual intelligence, emotional intelligence and quantum/spiritual intelligence, their common element is the ability to do.

The spiritual leadership, is addressing in a holistic manner, both the leading style and the defining features of the new type of leader, spiritual/quantum leader. Spiritual leadership is an emerging paradigm in the broader context of spirituality at the workplace, which is designed to create an organization based on learning and intrinsic motivations. The spiritual leadership incorporates the values, attitudes, and behaviors necessary to satisfy basic needs, spiritual welfare, positively influencing sustainability and corporate social responsibility as well as its financial performance.

To speak of spiritual leadership is necessary to have an organizational culture based on the values of selfless love. Leaders must apply these values through their attitude and behavior, which creates a sense of belonging. A more effective and efficient governance can be achieved through knowledge transfer in areas such as management, leadership and organizational development.

It is not enough to hold only skills, as they are described in the diploma supplements but must take into account the attitudes and behaviors, components which are not included in the EQF, but are needed and make a difference in the organizational climate work.

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