

## **AN IMPORTANT ASPECT IN A PROJECT MANAGEMENT ABOUT AUTO MARKET: PARTNERSHIP INTELLIGENCE AND ITS MEASURING PROCESS**

**CRUCERU Gheorghe<sup>1</sup> and SĂVOIU Gheorghe<sup>2</sup>**

Transylvania University Brasov, Faculty of Economics, e-mail: g.cruceru@yahoo.com<sup>1</sup>  
University of Pitesti, Faculty of Economic Science, e-mail: gsavoiu@yahoo.com<sup>2</sup>

**Key words:** academic intelligence, emotional intelligence, partnership intelligence, PQ's test, project management.

**Abstract:** Project management is one of the most attractive jobs for many contemporary young managers. During a project everything is new or must suffer important changes, from the relations between the members of the project's team, to the partnership intelligence of all members. The principles of the measuring partnerships intelligence are very important before and after the actions of giving life to any project. In fact, all the project management's processes mean continuous investigations, correlations and monitoring (from the adequate quantity of information, to the level of partnership intelligence, too). The competitive team also requires an entire field of influence of the team's principles: the refusal of the identity, the primacy of the project management activity, the choosing of the team's leader (co-leaders) as the centre(s) of the relational network within the project members' team, the multidimensional thinking and of systemic action of the members' team, the quality of the spirit of the project's team. Normal and functioning processes of project management involve a creative attitude based on many kinds of intelligence of project's team, ranging from the verbal-linguistic or visual-spatial one, to the kinetic or rhythmical-musical one, from the category of interpersonal or intrapersonal one, to the social intelligence, from the naturalistic one, to the academic or intellectual intelligence, supplemented by the emotional and partnership intelligence. This paper details and quantizes through some statistical solutions the main types of intelligence, emphasizing the role of the partnership intelligence during the process of the project management. The partnership intelligence is the only one which can be greatly improved and in a relatively short period of time. Before the beginning and after the end a project implementation, entitled Romanian Auto Market, the authors of the paper have tested a subpopulation of 56 students self-selected from the entire population of Faculty of Economics' student (including young but also older students too) on their level of partnership intelligence (PQ). The survey's results also tested (using statistical tests "t" and "z") are quite impressive, revealing the PQ's changes during a project team work. The final part of this article offers some useful conclusions for the younger and the older project's managers, too.

### **1. INTRODUCTION**

The first five questions to which the project manager, during monitoring processes, has to answer taking into account the conditions in all project activities, in the practice of forming and making functional a good and durable team, are those concerning selection of the members in a relatively homogeneous team, followed by identifying an adequate manager (a so called "de facto" leader) and followed also by what type of responsibilities will be assigned to the team, then the way through which the responsibilities will be communicated to him and, finally, the way in which the tasks will be awarded individually. The project management reality signals and identifies five principles considered vital for the "team spirit" approach of any type of project, and especially for technical or managerial project phenomenon with considerable impact in the economic and social field:

*A. The refusal of the identity* - expressed already recognized formula "two identical people can never constitute a real team, capable to solve a complex project". We must also carefully evaluate the extreme situation according to which they are so different that there is no common language between them. The aggregation of the qualitative diversity of the team's members has definitively replaced their mere quantitative aggregation, in the entire cycle of life of the project's activities, from initiation to implementation or putting into practice. The refusal of the identity couples irremediably through project's activities with the heterogeneity of the team's members.

*B. The primacy of the project or of the project management activity* - many activities exist and resist as long as the members of the team understand that the *spirit of the team is subordinated, as the whole team itself, to the spirit of the project or of the project management activity*. As a consequence, the modern society through extension must encourage the real competitive education and especially projects in all technical, economic and social domains, and not eternal or "rigid" public teams or public institutions.

*C. It is recommended that the team's manager be the centre of the relational network* within the team. Giving practical details, we can say that *any team has a relational centre, identical with the manager "de facto" of the project, to whom the whole team should be subordinated*. Normally, this manager "de facto" will become the formal manager, being the person within the team's network who has the maximum number of real connections with the team's members. The team which does not cultivate, but denies or reduces the centre, cancels the project or educational activity and sentences itself to disappearance.

*D. The multidimensional thinking and of systemic action of the team* - the team's thinking way differs qualitatively and essentially from the thinking way and individual action of the team's members, these achieving the project in the managerial targets through a multidimensional, systemic or "whole" approach and not as a result of the reunion of the partially individual approaches (mono-dimensional). As it can be easily noticed the analogy with the difference between the mere totalization and the statistic type aggregation is evident [4].

*E. The quality of the team's spirit* - states that the team spirit in achieving the project is also from a qualitative point of view fundamentally different from the individual spirit of those who make up the team and set as a target the project or adult educational activity.

All kind of solidarity and cohesion spirit or, in project management's terms, the partnership spirit, the partnership intelligence and the evolution towards a total partnership, can all be educated, acquired and accumulated. In modern competitive universities and in their projects, an efficient adult educational process centres on, among others, three successful criteria of team's structure:

1. it is recommended that the adult team's leader does not come from the scientific or professional field characteristic to the project in adult educational activity (diversity facilitates the dialogue and the educational process, too),
2. the success of the project is inversely proportional to the value disappearances of the intelligence level of the team's members,
3. the closer individual practical performance of a team's members raises the chance for the project to be finally declared competitive & successful.

The inefficient management of a team is caused, among other things, by the manager's over-implication in technical details of the projects or administrative activity, by the team's polarizing heterogeneity and by inequalities of individual practical performance of the team's members.

## **2. PARTNERSHIP INTELLIGENCE – TESTS, FACTORS AND METHODS FOR INFLUENCING THE EFFICIENCY IN A PROJECT MANAGEMENT**

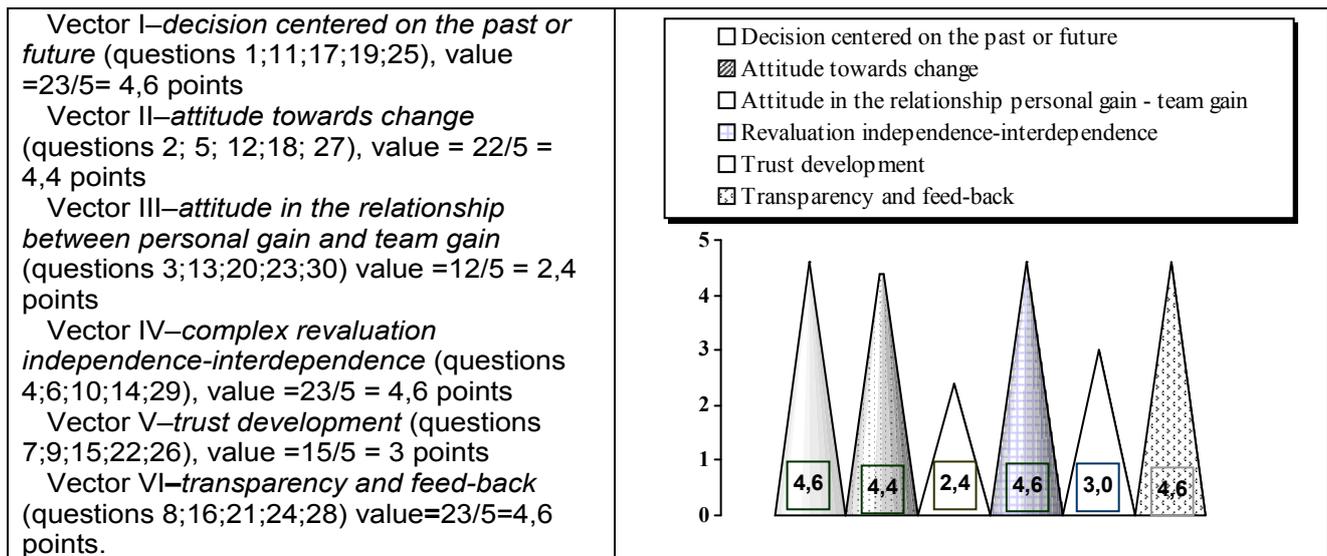
A creative adult is original, innovator and adequate to the reality. The creative adult can possess many types of intelligence, ranging from the verbal-linguistic or visual-spatial one, to the kinetic or rhythmical-musical one, from the category of interpersonal or intrapersonal one, to the social intelligence, from the naturalistic one, to the academic or intellectual intelligence, supplemented by the emotional and partnership intelligence. A modern vision on the competitive type of human intelligence is generally considered three-dimensional, comprising synthetically *the academic or intellectual* intelligence (theoretical), defined as aggregate capacity to reason, to express oneself and calculate together with cognitive

abilities, *emotional* intelligence, synthesizing people's capacity to solve problems and to face challenges and difficulties, as well as *partnership* intelligence, reuniting the ability to build relationships with that of developing trust, simultaneously with achieving some predetermined objectives through association with someone else.

*Academic, intellectual* or *theoretical intelligence* can be measured with the help of the IQ (Intelligence Quotient), which actually represents an indicator, an index of the development level of intelligence, *established by reporting the mental age to the real or chronological age*. A person is considered over gifted or creative when he/she obtains in the IQ specific test for "academic or intellectual" intelligence a general score over 140 points. A male adult with a high IQ is ambitious, persevering, productive, calm, imperturbable, predictable, critical and condescending, difficult and inhibited, and in the case of a female person the prevailing features are those of confidence in the intellect, in the force of knowledge of the reason, in appreciating the intellectual and aesthetical values, as well as the tendencies towards introversion and anxiety. The quotient measuring the inborn intelligence is relatively the same during lifetime having the same stable level as the emotional intelligence.

*Emotional intelligence* explains why adults, with a high IQ, have failures or stagnate in their careers. The term of emotional intelligence was used for the first time in 1985 by Wayne Leon Payne in his PhD thesis with the meaning of ability which implies a creative relation with states of fear, pain and desire. According to the first conceptual delimitation belonging to Professor Peter Salovey from Yale University and Professor John Mayer from University of New Hampshire, emotional intelligence implies the abilities to perceive emotions as correctly as possible and to express them, to accede to or generate feelings when they facilitate thinking, to know and understand the emotions in order to promote intellectual and emotional development [3]. A modern project management performed with the help of a high emotional intelligence presupposes that the leader "de facto" capitalizes: a) the ability to use emotions as source of positive energy in the project's or administrative activity' team; b) the ability of not getting over conflicts and of using them as source of feed-back; c) considering the feelings and emotions of the team's members important variables in insuring the success of a project or of a administrative activity; d) knowing and ameliorating the emotional difficulties of the team's members; e) creating a productive, stimulating, motivating, special and safe working environment in the team, in which its members should feel important and respected.

A project management process or activity cannot be successful if the level of his/her leader of the team members emotional intelligence is low or, even worse, if he/she does not show a *metadisposition* of a high level, respectively a special capacity to be aware of his/her emotions and states: "I think well and I lead well when I am joyful, and especially when I am in good spirits, so necessary to the others". The *partnership intelligence* is the only one which can be greatly improved and in a relatively short period of time. Compared to the individual results of the tests, the IQ and EQ level confirm the things related previously concerning the fact that these change relatively little during human lifetime, the test of partnership intelligence (PI) through specific PQ evaluates an acquired intelligence which oscillates in time, improving continuously as a final result, through a careful self-knowledge. For the example of test filled in appendix 2, with the mentioned total score of 118 points, which means a high partnership intelligence, one can determine the values of the specific vectors (the general medium value of a question being high, respectively of  $118 / 30 = 3,93$  points). These values are detailed as follows, and in the end each of the medium values calculated explicitly are shown in a graphic, for the person tested within the figure below:



**Figure no. 1 The Major Vectors of Partnership Intelligence**

*Source: Data generated by the answers marked X within the test from appendix no. 1.*

The analysis of values emphasizes the two directions which will be improved in order to raise the level of partnership intelligence, the attitude in the relationship between personal gain and team gain, at the present the situation being obviously in the disadvantage of the team (2,4 points) and the capacity to develop trust among the members of the team (3 points). The partnership intelligence through the high level of the final score, respectively a PQ situated over 110 points, presupposes at least a medium development of all specific vectors. The partnership intelligence through a low level of the final score, in other words a PQ situated below 71 points, can endanger a partnership and even the whole project as itself, presupposes a development below medium level of the majority of the specific vectors, which will impose its urgent improvement. The problem of determining the values of individual PQ of the adult educational team's members presents the greatest importance as global analysis, as homogeneity of data series of these vectors. An adult educational team made up of members with similar individual values as level, but also as values will manage to finish a project of the educational process, but a heterogeneous team or completely polarized one will certainly break up, turning the project or administrative activity into a failure. As each project in the adult educational process is somehow unique, in the same way each team of performing it cannot be but unique and unrepeatable and there are not safe "networks" to ensure the survival in time. The tests presented and methods based on their evaluation, allow the building up of homogeneous teams whose risk or probability of breaking up is low.

### **3. A PROJECT MANAGEMENT REALISED ON THE ROMANIAN AUTO MARKET – A CASE STUDY TO UNIVERSITY OF PITESTI**

Before the beginning and after the end a project implementation, entitled Romanian Auto Market, the authors of the paper have tested a subpopulation of 56 adults self selected from the entire population of registered students from Faculty of Economics (including young but also older students too) on their level of partnership intelligence (PQ). The final sample includes 56 from 60 students from the statistical survey staff. The results are detailed by level, by main vectors and before the selection of the team members and after the project has been finished, in the next table

**Table no 1. Students' Distribution of Partnership Intelligence (PQ tested)  
 – Before and after the Project –**

	Before the selection of the project's team							After the project has been finished						
	n <sub>i</sub>	Vector and the average score						n <sub>i</sub>	Vector and the average score					
		V <sub>1</sub>	V <sub>2</sub>	V <sub>3</sub>	V <sub>4</sub>	V <sub>5</sub>	V <sub>6</sub>		V <sub>1</sub>	V <sub>2</sub>	V <sub>3</sub>	V <sub>4</sub>	V <sub>5</sub>	V <sub>6</sub>
Low level of PQ 1,00 < average PQ < 2,33 Final score (30–70)	46	2,05	2,14	2,22	2,26	2,16	2,07	9	2,11	2,0	2,22	2,11	1,89	2,33
Medium level of PQ 2,33 < average PQ < 3,67 Final score (70–110)	10	2,8	2,6	3,3	2,9	3,2	3,1	37	3,62	3,43	3,35	3,51	3,57	3,24
High level of PQ 3,67 < average PQ < 5,00 Final score (110–150)	-	-	-	-	-	-	-	10	4,4	4,7	4,8	4,6	4,9	4,7
Total	56	2,19	2,15	2,41	2,38	2,35	2,26	56	3,52	3,43	3,43	3,48	3,54	3,36

**Note: Superior limit's value belongs to the mentioned interval**

General dispersion of individual scores in relation to the average score obtained (PQ) can be explained by distinct factors of clustering, successively [5]. The information obtained from the test allows quantifying the contribution of next variables: experience or participation in other adult educational process, gender and age group, with significant determinative factors using the formula of R squared or classical coefficient of determination (D):  $R^2 = [(\delta)^2 : (\sigma_o)^2] \times 100$ .

**Table no 2. Population's distribution by project experience (partnership's spirit of the project)**

	Before project	After project	Total
Low level of PQ or 1,00 < average PQ < 2,33	46	9	55
Medium level of PQ or 2,33 < average PQ < 3,67	10	37	47
High level of PQ or 3,67 < average PQ < 5,00	-	10	10
Total	56	56	112
$R^2 = [(\delta)^2 / (\sigma_o)^2] \cdot 100 = (0.335 / 0.66) \cdot 100 = 50,75\%$			

The determinative factor emphasizes that experience learned during project's processes explains a significant proportion (about 51%) in the change of the average score obtained on PQ, respectively improved intelligence partnership after Stephen Dent's test score. In order to have full confidence in the results of the experiment is necessary a statistical test based on Z scores test for significance difference between the two arithmetic mean before test (survey) and after test (survey) and where the calculus of  $Z >$  theoretical value of Z (the relation is satisfied  $10,67 > 2,58$ ). Using the same way of thinking and the same algorithm the conclusion is that the other two factors explain significant proportion, too:

- sex structure of the adult population can improve the results of PQ,
- age structure of the adult population has also a significant influence to improve PQ.

The influence of the last two factors is essential. Thus the subpopulation of girls and women under 35 years explain 58.0% from PQ variation or dispersion (tested with *t* test, because the sample size was only 26 units, and value of  $t = 8.3 > 2.787$ , theoretical value for *t*).

There is only a few number of board intelligence indicators in any adult educational management plan, an intelligence of those who easily juggles with figures, but social intelligence, enhancing the value of the partnership, especially characteristic for women. It is a special capacity for empathy or functional availability of brain and human thinking to put the default "skin of another" and to provide behaviour. Social intelligence is superior to other types of intelligence by its management and consequences of young and adult women's team spirit was and will always remain much higher than for men, women can

provide support promptly, and women are more open, communicate better, understand better the views of others. The first decade of the new century has already been called "the decade of women" and of their social values or availability characteristics of the mind, intuition, understanding and compassion of others, taken together, they began to gradually change the team atmosphere or partnership system and the managerial and organizational structures too. This paper is just a modest contribution to the conclusions of the higher level of women's partnership intelligence and this idea is now generalised in many other studies made in King's College of London, University of Los Angeles, University from Bochum – Germany, University of Roma, Tor Vergata, etc.

#### **4. SOME USEFUL CONCLUSIONS AND A FINAL REMARK**

The major conclusion from this statistical analysis or case study is that factor experience learned in the investigation team or project is a significant and influential factor in improving partnership intelligence. Another important tested conclusion establishes proportion of the female population under 35 years as an important explanatory factor in the project team. This factor analysis has been successfully identified and statistically tested. The biggest influence in the partnership intelligence has been found among domination of the female in the project staff, but not more than 35 years old. This structure of the project staff has the best prospects to build any successful project team or project management. The project management must integrate female personnel under 35 years, because it is statistically proven and tested as the most necessary personnel in the project's team (only from the partnership intelligence approach). As a true guide for training a project's team it is better that the overall set of conclusions of the case study, to be listed the following issues:

1. An efficient project's team led by a competitive project manager must be formed by successive deletions compared with partnership intelligence's tests;
2. This kind of team is able to improve the partnership intelligence and the team's members resist better than others to any negative aspects, noises or decay related to the project communication;
3. This kind of team last longer than the institutions that they have generated;
4. The modern project managers must have permanent solutions consist of network nodes as new leaders in the project;
5. The modern project management requires a specific binding agent, described in the case study as girls and women under 35 years. There are many statistical arguments but we have selected a special one, after a long process of quantifying rare events of destruction, and this is the demographic and health statistics of suicide. Social isolation actually stands behind what Émile Durkheim called egoistic suicide and anomie, both concepts are related to the idea of inappropriate social relations. In a comparative study of the group's behaviour who had attempted suicide [1], those who committed suicide and people have died of natural cause, it was found that one from twelve of those who managed to commit suicide has participated to social organization, most often they had retreated gradually from interpersonal relations, maybe one of ten has reached a state of social organization, had friends and had reached finally in a state of complete social isolation.
6. The efficient project management must always improve partnership intelligence's team, but carefully using the adequate team's communication network;
7. Negotiation in project management and communication will be very restricted and very limited, however trying to select a single channel of communication and negotiation between the team manager and project manager or program manager (fund).

The new management of the 21<sup>st</sup> century has widened the already quite various typology of intelligence specific to the leading act, yet with another form for which we foresee an exceptional future, “*existential intelligence*”. This type of intelligence amplifies the empathetic character of management (politic, economic or social) of major projects or administrative activity, evaluating a special talent, a very rare ability, respectively that of answering convincingly the most delicate of the questions of the team’s members, concerning the existence and meanings of their common activities, cultivating the feeling of common belonging, simultaneously with the praise of the individuality. This type of intelligence will certainly characterise the new leader or the international project or multinational management.

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**APPENDIX no. 1**

PQ evaluation test [2] Proposed by Stephen M. Dent in the work „Partnership in business”, Curtea Veche Publishing House, Bucharest, 2004, pp. 37-39, and to which a Likert scale has been adapted (the score being between 1 and 5)	Total Agreement	Partial Agreement	Indifferent	Partial Disagreement	Total Disagreement
1. I believe that over time a person’s fundamental behaviour stays unchanged.				X	
2. I like to do the things I have got used to.					X
3. People say I have the tendency to enter competition.	X				
4. When I am with other people, I always make sure my desires are satisfied first					X
5. I like everybody to obey the rules.		X			
6. I prefer to count only on myself to solve the problems.	X				
7. People have to prove themselves worthy of my trust.					X
8. I feel ill-at-ease when I have to share my feelings to other people.					X
9. I believe that deeds say more than words.		X			
10. I feel frustrated when I am part of the team.					X
11. I have the tendency to judge a person taking into consideration what he/she did in the past.					X
12. When I am in a new situation I am very stressed.					X
13. I get upset if I do not win a debate.					X
14. When I have to get some place, I prefer to depend exclusively on me.				X	
15. I like people to really show they are right.				X	
16. I believe it is good to be discreet with my personal life.					X
17. The past is a better source of predictions than a future plan.				X	
18. I am very stressed when I meet new people.					X
19. I prefer using techniques I have used before in order to carry out new tasks.					X
20. I often give up my point of view in favour of a better one.	X				
21. I rarely offer information to others about my family.					X
22. I believe it is important to supervise people, in order to see if they do what they said they would do.				X	
23. In order to reach a compromise I accept to give up something important.	X				
24. I get upset when people say offensive things about me.				X	
25. I am more interested in the real situation than in possibilities.					X
26. I prefer a signed contract to a handshake.				X	
27. I like my daily program to be planned and organized and the situation in which I have to change something bothers me.					X
28. I believe I am rather an interiorized person than an expansive one.				X	
29. I’d rather be alone than with other people.					X
30. In a discussion it is more important to be right than to protect the other person’s dignity.				X	
<b>TOTAL ANSWERS = 30</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>10</b>	<b>14</b>

The lowest possible final score is 30, and the highest is 150. the proposal of using a Likert scale in the questionnaire belonging to *Stephen M. Dent*, is justified in the case of students, enterprisers, managers and partners from the new East-European market economies, first of all because of their lack of habit with state self-evaluations and then thanks to the clearer distribution of equal intervals on this specific scale, as compared to the mere presentation of a score, on any other scale (even comparatively to a differential of a semantic type, which would lead to a maximum score of 210 points and three different final intervals of self-evaluation, respectively 30-90, 91-150 and 151-210).

**Table no. 3. The result according to the final score (obtained)**

Statement	Score	Statement	Score	The result according to the final score obtained, expressed in points-PQ *30–70-low partnership intelligence; *71–110-medium partnership intelligence; *111–150-high partnership intelligence. The score reveals a self-evaluated intelligence in the present, but able of continuous amelioration. There is no correct or wrong level, good or wrong in the scores obtained. Nevertheless, we must identify how faithfully the final score reflects the present status of one's abilities as a partner. What must be done next is to gradually move towards an attitude of change and with that an increase of the score will appear.
1	4	16	5	
2	5	17	4	
3	1	18	5	
4	5	19	5	
5	2	20	1	
6	4	21	5	

The evaluation of partnership intelligence, through the level of the final score – PQ, made with the help of the Stephen Dent test offers through this general score an overall evaluation, and through the six specific values transposes in as many graphical attributes, it also reveals in details its components: the decision centred on the past or on the future (questions –qi: 1;11;17;19;25), the attitude towards change (qi: 2;5;12;18;27), the attitude in the relationship personal gain-team gain (qi:3;13;20;23;30), complex reevaluation independence–interdependence (questions 4;6;10;14;29), trust development (qi:7;9;15;22;26), transparency and feed - back (qi: 8;16;21;24;28).