CHAPTER VI

SUGGESTIONS & CONCLUSIONS
6.1 SUGGESTIONS

Becoming a competent manager takes a diverse set of skills from understanding the intricacies of running a profitable business to having a rapport with clients and employees. There is a multitude of management training programmes available that offers a comprehensive overview of what it takes to climb the career ladder and become a good manager, but there are many new ideas in the pipeline that appear to run against traditional management training techniques. A new school of thought advocates the use of emotional intelligence in the workplace.

Emotional intelligence covers a range of skills such as encouraging motivation, building a rapport and demonstrating empathy. These skills rely on an ability to communicate well and to listen, in return. By engaging with colleagues in this way, a sense of solidarity will be achieved and working towards a common goal will be easier. Learning and embracing the motives behind this type of management training will bring vitality and dynamism to a company.

A list of suggestions is given below that organisations can incorporate in their training modules to boost up the emotional intelligence skills of their employees:

- Good training begins with a proper need assessment. The foremost challenge in developing emotional intelligence in employees is to make them believe that emotional training is as much crucial as technical training and that there is a strong linkage between emotional intelligence and various workplace outcomes like better teamwork, conflict resolution, and stress and anger
management, etc. The second challenge is to identify the emotional competencies that are important for being successful. Employee’s profiles of strengths and weaknesses should be prepared to identify the areas in which they need to improve. It is futile to train employees in competencies they already have or do not need.

- The words and actions of supervisors are important, where encouraging participation is concerned. Employees are more likely to participate in development activity if their superiors support it. Implementing emotional intelligence initiatives in organizational settings often is a challenging task. Even with the support of powerful sponsors and good timing, one is likely to encounter much resistance. Success depends on the emotional intelligence of those who orchestrate the implementation effort.

- Employees’ needs, goals and learning style preference should be given due consideration while designing emotional intelligence programmes. Learning is more effective when people direct their own learning program, tailoring it to their unique needs and circumstances. In addition to allowing people to set their own learning goals, they should be made in charge of their learning throughout the program.

- Emotional learning calls for more frequent practice than any other type of learning, as old and ineffective neural connections need to be weakened and new, more effective ones need to be established. Learners need to practice on the job for such a transfer to occur. Therefore, organizations should try to maximize the opportunities to practice emotional intelligence interventions.
• In order to bring emotional intelligence training and development into the mainstream, it is useful to find different ways of positioning and presenting it in the organization. For instance, different variants of a program can be developed for different groups. Multiple infusions help to normalize and generalize the concept. It also creates a culture in which people are repeatedly reminded of what they have learned and thus are more likely to apply it on the job.

• Emotional intelligence is an innovative and unconventional idea in the organizational world. Efforts to promote it in organizations thus can be easily smothered by the rigidity of a bureaucracy. Ideally, it should be developed and initially operated by a self-managed team that has an “open ticket” to innovate. The team should have less formality, more flexible roles, and more open flows of information. It also should be kept relatively free of “creativity killers” such as surveillance, evaluation, over-control, and arbitrary deadlines.

• People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective. Organizational policies and procedures should encourage people to participate in development activity, and supervisors should provide encouragement and the necessary support. Motivation also will be enhanced if people trust the credibility of those who encourage them to undertake the training.

• People are most motivated to pursue change that fits with their values and hopes. If a change matters little to people, they won’t pursue it. Organisations
should extend help to people in understanding that a given change fits with what matters most to them.

- Feedback from the boss, peer and subordinates on the assessment results is very important but only when the feedback is constructive and accurate and when it is supported by specific steps which an employee can undertake to improve himself or herself. In emotional development efforts it is important that the feedback is given in an atmosphere of confidence and trust.

In order to reduce job stress following suggestions can be considered:

- Cross-functional and inter-departmental work arrangements should be encouraged to reduce work related stress among low performers and low achievers.

- Adequate steps to redesign jobs, which are taxing to employees’ abilities and capacities, should be undertaken.

- To reduce the workload, role slimming and role adjustment process should be undertaken.

- Adequate role clarification should be made whenever necessary to eliminate role ambiguity.

- Job oriented training programs should be frequently introduced in the organisations to improve employee skills and their confidence to work effectively.
• Open channels of communication should be facilitated to deal with work related stress.

• Adequate resources i.e., material, technical and human, should be extended to make employees feel safer and secuer so that they can perform their work effectively.

• Stress audits should be undertaken at all levels in the organization to identify stress areas in order to improve conditions of job and alleviate job stress.

• Managements should practice proactive approaches rather than reactive approaches as a strategic step to deal with job stress.

6.2 CONCLUSIONS

Modern organisations are highly volatile, dynamic and demand higher productivity. Tasks cannot simply be accomplished individually or by working with others in fixed mundane or routine ways. Only those who can respond to the mounting challenges and be open to innovate, can survive. These jobs involve understanding, communicating, empathising with, and learning from other members working in the organisations. The skills required to succeed at these jobs, with a goal orientation, require not only a high degree of intellectual ability but also an emotional frame of mind. Employees are, therefore, called on to balance their skills with the qualities of the head and heart. Hence, the focus of the organisations has shifted towards understanding as well as developing the behaviour of the employees, so that they can
really prove to be productive as well as effective for the organisation. Since every
human being is a unique entity as far as his psychological framework is concerned,
therefore all human beings in an organisation cannot be treated alike. Hence a need
was felt for managing people in such a way that their emotional arrangement is given
due consideration. Emotional intelligence seems like a logical framework to help
build such behaviours and relationships. It is social intelligence that enables people to
recognize their own, and other peoples’ emotions. Moreover, it enables people to
differentiate those emotions, and to make appropriate choices for thinking and action.
An endeavor had been made through this research to investigate the utility of
emotional intelligence in moderating job stress and enhancing overall performance of
the business executives.

For carrying out the research, business executives’ emotional intelligence skills were
identified as they are responsible for achieving the results by relying more on people,
as their ability to lead quickly and flexibly, initiate system-wide organizational
change, while inspiring and energizing their followers, cannot be discounted for.

The results of the study show that emotional intelligence plays an important role in
shaping the interaction between individuals and their work environment. Emotional
intelligence provides an individual an ability to use his or her awareness and
sensitivity to discern the feelings underlying interpersonal communication, and resist
the temptation to respond impulsively and thoughtlessly. This helps in predicting the
workplace to be less stressful. Another important outcome of the study is the positive
impact of emotional intelligence on the performance of the executives.
The study also brought forward the fact that in India, organisations focus more on training programs that are directed towards developing the business expertise of their employees. Developing emotional intelligence still remains a neglected component of training modules. Certain suggestions have been put forward to inculcate emotional intelligence in the employees like support and encouragement from the superiors and peers, keeping in consideration the different learning styles of employees while imparting them training, constructive feedback system and fostering a system of open communication.

The findings of the study can provide a stepping stone to the organisations in identifying the reasons of job stress in business executives working across diverse sectors which can enable them to design interventions that are capable of developing employees in such a way that they are able to manage their personal emotions and use them positively to create good interaction styles with other employees. This working situation may decrease occupational stress problems and increase their overall performance in organizations.