CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

For the present study, data was collected through emotional intelligence scale on 255 respondents in Bangalore city. The data was collected on 255 respondents; 218 of the HR professionals, Sales and Marketing Professionals, and Software & IT Professionals working in 9 organizations chosen for the study plus 37 entrepreneurial Professionals. For the data collected, various statistical methods were applied to verify the objectives and hypotheses formulated. Statistical methods like descriptive statistics, chi-square test, contingency table analysis, ‘F’ test (MANOVA), and stepwise multiple regression tests were applied using SPSS for windows (version 16.0).

5.1: MAJOR FINDINGS OF THE STUDY

a. Emotional intelligence

- Majority (87.1%) of the respondents were in high emotional intelligence category, followed by 12.8% of them were in normal range irrespective of their business professional grouping.

- In empathy, 80% of the respondents were with high emotional intelligence, 18.0% of them with normal EI, and very few of them were with low EI with 1.6%.

- Majority of the respondents were with high EI (80.0%), followed by 18.4% of them with normal EI and very few of them were with low EI for self-motivation factor.

- On the whole we find that a large majority (91.8%) of the respondents were in high emotional intelligence category, followed by 12.8% of them were in normal range for emotional stability factor.

- In managing relations factor of EI, we find 82% of the respondents with high emotional intelligence, 17.3% of them with normal EI, and very few of them were with low EI with 0.8%.
• Majority of the respondents were with high EI (89.8%), followed by 8.6% of them with normal EI and very few of them were with low EI with 1.6% in integrity factor of emotional intelligence.

• In self-development, majority of the respondents were with high EI category, 9.8% of them were in normal EI and none of them belonged to low EI category.

• On the whole we find that a large majority (90.2%) of the respondents were in high emotional intelligence category, followed by 9.8% of them were in normal range for value orientation factor.

• Majority of the respondents were with high EI (90.6%), followed by 9.4% of them with normal EI and none of them were with low EI in integrity factor.

• In the case of altruistic factor of emotional intelligence, we find 89.4% of the respondents with high emotional intelligence, 10.6% of them with normal EI, and none of them were with low EI.

b. Influence of secondary variables

• In self-awareness, empathy, self-motivation emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior, Entrepreneurial Professionals possessed highest EI, followed by respondents from sales and marketing, and human resources and Software Engineers & IT Professionals had least emotional intelligence scores.

• In total emotional intelligence also, Entrepreneurial Professionals possessed highest EI, followed by respondents from sales and marketing, and human resources and Software Engineers and IT Professionals had least emotional intelligence scores.

• Respondents with higher level of experience showed higher score in each of the factors of emotional intelligence including self-awareness, empathy,
self-motivation emotional stability, managing relations, integrity, self-
development, value orientation, commitment, and altruistic behavior.

- Managing relations with the correlation coefficient of 0.995 with the
  contribution of 99.0 percent is the major factor to predict total emotional
  intelligence, followed by Altruistic behavior with the correlation coefficient
  of 0.997 and contribution of 99.4 percent. The third variable to enter into
  the equation was Emotional stability, with the correlation coefficient of
  0.997 and a contribution of 99.7 percent. The fourth factor to enter into the
  equation was Self-Motivation with the correlation coefficient of 0.999 with
  the contribution of 99.8 percent. Commitment emerged as 5th predicting
  factor with correlation coefficient of 0.999 and contribution of 99.9 percent.
  The 6th factor to enter into the equation was integrity with correlation
  coefficient of 1.0 and contribution of 99.9 percent. All the remaining
  factors—self-awareness, empathy, value orientation, and self-development
  entered into the equation at 7, 8, 9 and 10 positions respectively with
  correlation coefficient of 1.0 and contribution of 100 percent.

5.2: VERIFICATION OF THE HYPOTHESES

Hypothesis 1: EQ Levels of Respondent Business Professional groups are high.

Hypothesis 1 formulated as EQ Levels of Respondent Business Professional groups are high is accepted the test statistics revealed that majority of the sample had higher emotional intelligence and very few of them had lower emotional intelligence.

Based on our study 92.2 percent of the respondents (235 out of 255 respondents) among the different Business professional groups have high level of emotional intelligence, 6.3 percent of the respondents (16) have normal emotional intelligence and a very negligible percentage of 1.6 percent of the respondents (4) has Low level of emotional Intelligence.
Since the researcher did not get any study on the comparison of EI of different business professional groups, only he could decipher the following. Probable reasons for Business Professional groups having high level of Emotional Intelligence: Business professional groups are the educated lot of respondents working in corporate world where the value for soft skills and customer satisfaction is highly expected and appreciated. Most of the respondents are experienced and are working in a very professional atmosphere. Also, the respondents were chosen mainly from IT and ITES sector where they employ highly qualified resources and may use to best recruitment techniques to hire the best resources.

**Hypothesis 2:** Professional Groups differ significantly in their emotional intelligence levels

Hypothesis 2 formulated as Professional Groups differ significantly in their emotional intelligence levels is accepted as the test statistics ANOVA revealed significant differences in most of the emotional intelligence factors including total emotional intelligence.

Based on the research amongst the four Business professional groups selected for the study, Entrepreneurial Professionals possessed highest EI, followed by respondents from sales and marketing, and human resources and Software Engineers and IT Professionals had least emotional intelligence scores in most of the factors of emotional intelligence such as self-awareness, empathy, self-motivation emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

In this case also, the researcher could not get any study on the issue. A related study on EI of supervisors was by AnjuPuri (2011), where she found high EI among Business Executives in services and manufacturing sectors.

In total emotional intelligence too, Entrepreneurial Professionals possessed highest EI, followed by respondents from sales and marketing, and
human resources and Software Engineers and IT Professionals had least emotional intelligence scores amongst the four business professional groups selected for the study.

Emotional intelligence as conceived is the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action (Mayer and Salovey, 1993). Based on the outcome of the study, Entrepreneurial Professionals had high level of emotional intelligence followed by sales and marketing folks, HR Professionals and the least in the group being IT professionals. Entrepreneurial Professionals by nature are risk takers and are determined people. They are the ones who are most covert and are expected to interact with lot of people externally in order to build business relationships and their reputation. They would have mastered the art of managing their emotions and have the ability to sense others emotions. Hence, their emotional intelligence level is comparatively higher than other Business professional groups selected for the study.

Software and IT professionals had lower levels of emotional intelligence when compared to other business professional groups. One of the reasons could be that they seldom interact with people outside their team and are just focused on their project deliverables. Other reason could be that the Software and IT professional’s Key performance indicators might have not included the importance of relationship building or customer focus and that they just focus on what is expected out of them, which is delivery of assigned projects and may not be concerned over and above their set objectives.

**Hypothesis 3:** Higher the Experience Level of the respondents, higher is the Emotional Intelligence level

Hypothesis 3 formulated Higher the Experience Level of the respondents, higher is the Emotional Intelligence level is accepted.
Respondents with higher level of experience showed higher score in each of the factors of emotional intelligence including self-awareness, empathy, self-motivation emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

In agreement with Goleman’s assertion about the relationship between emotional intelligence and experience, there is research that suggests that there is a positive relationship between emotional intelligence and age and work experience. Mayer, Caruso, and Salovey (1999) asserted that in order for emotional intelligence to be considered a standard intelligence, it should increase with age and experience. Mayer, Caruso, and Salovey (1999) compared adolescents’ and adults’ performance on the Multifactor Emotional Intelligence Scale. Results showed that the adult group functioned at a significantly higher level of emotional intelligence than the adolescent group.

In addition, it has been suggested that emotional intelligence can increase as experience increases for a “maturity” effect (Goleman, 1995). Emotional intelligence was found to be positively associated with work experience in a study conducted by Shipley, Jackson and Segrest, (2010). In a study conducted by Day and Carroll (2004), experience was positively correlated with three of the four emotional intelligence scales. More maturity in people would lead to being aware of one’s emotions, managing emotions in self and that of others. It was observed that the emotional intelligence level increased in all the individual factors that were used in assessing the overall emotional intelligence level. People become more matured with the experience and hence tend to behave more appropriately in any given situation. Life’s learning and exposure to professional environment would definitely help an individual to adapt to any situations. People with minimum work experience exhibited lower level of emotional intelligence for they lack experience in dealing with any given situation.
**Hypotheses 4:** Managing relations has a strong bearing in predicting Emotional Intelligence

Hypothesis 4 formulated as Managing relations has a strong bearing in predicting Emotional Intelligence is accepted as the stepwise multiple regression revealed that ‘managing relations’ factor contributed 99% of the total emotional intelligence. None of the reviewed study has quoted the above finding.

It could be inferred that managing relations is the best predicator of the emotional intelligence level of the respondents based on the findings when the data were subjected to regression analysis. Current Business scenario demands people to be excellent communicator, team player, able to handle interpersonal interaction, expert in conflict resolution, good negotiator, able to disagree constructively, exhibit assertiveness, bit of overt, friendly with colleagues, accommodative and concerned about others, pro-social and harmonious in groups, sharing natured, helpful, democratic style of managing and dealing with others, better problem solving in relationships etc.

**5.3: GENERAL DISCUSSION**

**5.3.1: MANAGING RELATIONS AT WORK AND OTHER PLACES:**

Managing Relations often taps into one’s abilities in the emotional intelligence skills. Managing Relations is one’s ability to use the awareness of his/her emotions and those of others to manage interactions successfully. This ensures clear communication and effective handling of conflict. Managing Relations is also the bond one builds with others over time. People who manage relationships well are able to see the benefit of connecting with many different people, even though they are not affectionate of solid relationships is something that should be sought and appreciated. They are the result of how one understands people; treat them, and the history one shares.
It is highly cumbersome to an individual to get their points across when the connection that he shares with someone is weaker. If one wants people to listen, he/she should have to practice relationship management and seek benefits from every relationship, especially the challenging ones. The difference between an interaction and a relationship is a matter of frequency. It’s a product of the quality, depth, and time one spend interacting with another person.

Managing Relations poses the greatest challenge for most people during times of stress. When one considers that more than 70% of the people tested have difficulty handling stress, it's easy to view why building quality relationships poses a challenge. Some of the most challenging and stressful situations people face at work. Work conflicts will tend to worsen when people passively avoid problems, because people lack the skills needed to initiate direct, yet constructive conversation. Conflicts at work tend to explode when people do not manage their anger or frustration, and choose to take it out on other people. Managing relations gives the skills one needs to avoid both scenarios, and make the most out of every interaction that one will have with another person.

5.3.2: STRATEGIES IN MANAGING RELATIONS

Most of the people jump into and extend their best foot forward when they are in a new relation at work or otherwise, but they stumble and lose their footing trying to maintain relationships over the long term. Reality soon sets in that the celebratory period is officially over.

The fact is; all relationships take time and work, even the great that seem effortless. We all know about this and have heard a number of times, but the big question is how do we really manage relations?

Building and maintaining relationships takes time, effort, and expertise. This expertise is the emotional intelligence. If one wants a relationship that has sustains and grows over time and in which one’s needs and the other person's
needs are satisfied, the final EQ skill. Appreciatively, these relationship management skills can be learned. One can use one’s self-awareness skills to notice one’s feelings and judge if their needs are being satisfied. One can use their self-management skills to express their feeling and act accordingly to benefit the connection. Finally, one can use their social awareness skills to better understand the other person’s needs and feelings (Bradberry, 1998).

At the end, no man is an island; relationships are essential and fulfilling part of life. Since one is half of any relationship, they have half of the responsibility of deepening these connections. The following strategies (Bradberry, 1998) may fulfill one to work on what’s critical to making relationships work and manage relations better

1. One should be open and Inquisitive
2. One Should strive to enhance Normal Communication Style
3. One should avoid giving mixed Signals
4. One should be aware of tiny things that will have a powerful effect or influence
5. One should be open to Feedback from others
6. One Should provide constructive feedback to others
7. One should Strive to build trust
8. One should try and adopt Open Door Policy
9. One should control anger & get angry only if it is absolutely required and do not get upset over trivial matters
10. One should master to face inevitable situations naturally
11. One Should respect others feelings
12. One should Complement the Person’s Emotions
13. One should not just care for other but also show the other person that he/she cares
14. When making decisions one should involve other people who may get affected with the decision being made

15. When it comes to disagreement, one should do it constructively

16. One should proactively initiate conversation when the relationship is broken

17. One should inculcate the habit of tackling tough situations with proper communication

5.4: DEVELOPING EMOTIONAL INTELLIGENCE IN ORGANIZATIONS

Consortium for research on Emotional Intelligence in Organizations by: Cary Cherniss, Daniel Goleman, Robert Emmerling, Kim Cowan, and Mitchel Adler published in 1998 have the optimal process for developing Emotional Intelligence in Organizations. The flow chart given below suggests that there are four basic phases to the training process. The first occurs even before the individual begins formal training. This initial phase, which is crucial for effective social and emotional learning, involves preparation for change. This preparation occurs at both the organizational and individual levels. The second phase, training, covers the change process itself. It includes the processes that help people change the way in which they view the world and deal with its social and emotional demands. The third phase, transfer and maintenance, addresses what happens following the formal training experience. The final phase involves evaluation. Given the current state of knowledge about social and emotional learning, the complexity of programs designed to promote such learning and the great unevenness in the effectiveness of existing programs, evaluation always should be part of the process.
FIGURE: 5.1
THE OPTIMAL PROCESS FOR DEVELOPING EMOTIONAL INTELLIGENCE IN ORGANIZATIONS

Phase One: Preparation for Change

Motivation is especially important in social and emotional learning. Such learning can be challenging for adults who already have established a way of relating to themselves and others, and people need to be strongly committed to the change process for an extended period of time. So what can managers and trainers do to increase learners motivation prior to the start of the change process? The first set of guidelines addresses this question.

1. Assess the Organization’s Needs: Good training begins with a need assessment. For social and emotional training, there are two particular challenges that must be addressed at this point in the process. First, many people in the organization will be skeptical about the link between emotional intelligence and the bottom line. A systematic and rigorous study can help show that such a link exists.

   The second challenge in applying this guideline to social and emotional training efforts is to identify all of the particular competencies that are important for success. Sometimes it is easy to miss crucial ones. Research then indicated that superior performers had two types of competencies: self-management (resilience, efficiency, adaptability) and interpersonal (caring for and managing customers well, and teamwork). However, two other competencies self-awareness and empathy help support the self-management and interpersonal competencies. So the training program also needed to include these. Only a careful assessment of the work situation, informed by an understanding of the nature of emotional competence, enabled the consultant to identify both the surface-level and deeper competencies that affected performance.

2. Assess Personal Strengths and Limits: Two challenges confront those who wish to assess the social and emotional competence of individuals. First, people usually are less aware of skill weaknesses in the social and emotional domains. They may realize, The Consortium for Research on Emotional
Intelligence in organizations. Second, these competencies are manifested primarily in social interaction. Therefore, the best approach usually involves ratings by those who interact with the person. However, the beliefs, motives, and feelings of the rater influence ratings of social and emotional competence. The boss’s view of a manager’s self-awareness or ability to empathize may be very different from the perspective of the manager’s peers and subordinates. The best assessment approach for initiating social and emotional learning thus is usually based on multiple ratings conducted from multiple perspectives, such as 360-degree assessments that include boss, peer, and subordinate ratings. "Three-sixty feedback" now is used regularly in industry for a variety of purposes, and organizations vary in how well they use this tool. When not managed well, it can create resistance rather than readiness. In the most effective development programs, the participants are helped to review these ratings and then use them to identify the competencies that should be the focus of training efforts. Ultimately, however, the motivating power of an assessment is affected by how credible it is to the learners. The trainees need to have faith in the assessment method.

3. Provide Feedback with Care: Motivation for change can be enhanced when people are given feedback on the assessment results. However, there are many pitfalls. The Consortium for Research on Emotional Intelligence in Organizations in giving people feedback on their social competence. These competencies are closely linked to a person’s identity and self-esteem. People are more likely to respond positively to feedback when they trust and respect the person who gives it. People also are more likely to be motivated to change when they believe that the feedback is constructive and accurate, and they are helped to identify the specific steps they can take to improve.

People also need sufficient time to think about the information and its implications. And in social and emotional development efforts, it is especially important that the feedback occur in an atmosphere of safety. The understood purpose of the feedback also affects its motivational and
emotional impact. When, for instance, it is used for appraisal purposes, and one’s supervisor gives the feedback, the impact often is negative. On the other hand, when it is used for development purposes and the person giving the feedback is viewed as a disinterested individual whose motivation is to help, and then the consequences tend to be much more positive.

4. Maximize Learner Choice: People generally are more motivated to change when they freely choose to do so. In social and emotional training, however, choice is particularly important. Because these competencies are so close to the essence of what makes us the people we are, it is better if we are free to choose whether or not to engage in such training. It also is better if the choice is real. If trainees are given a choice but not assigned to the training they initially chose, they will be less motivated to learn than those who were given no choice.

5. Encourage Participation: Because social and emotional learning is viewed as "soft" and thus somewhat suspect, employees will tend not to choose to participate in it unless they believe that the organization’s management strongly endorses it. The words and actions of supervisors are especially important. Trainees are more willing to participate in development activity if their supervisors indicate that they support it. In a large financial services company, a training program in emotional competence was popular in part because several regional vice presidents encouraged their management groups to participate and then attended the program with them.

6. Link Learning Goals to Personal Values: People will be most motivated to learn and change if they believe that doing so will help them achieve goals that they value. For instance, in teaching airline crews how to work better in the cockpit as a team, it usually is more effective to teach them "how to get a team off to a good start," The Consortium for Research on Emotional
Intelligence in Organizations how to address conflicts among members constructively," rather than to teach them about "behavioral styles."

Often the most salient personal values will be work-related, but they need not be. Trying to motivate learners by showing them that training will contribute to career success will be difficult if success is unimportant to them. Fortunately, other incentives for social and emotional learning are not difficult to find. In one popular emotional competence program, many participants reported that the skills they learned were as valuable in managing relationships at home as they were at work.

7. Adjust Expectations: Expectations about performance can become self-fulfilling prophecies. People who are confident that they can succeed in a training program will tend to be more motivated and, not surprisingly, more successful. Unfortunately, in the case of social and emotional learning, many people are skeptical that emotional intelligence can be improved. And people who find social and emotional problems challenging will be particularly dubious about their ability to improve. To maximize motivation, learners need to believe not only that greater emotional competence will lead to valued outcomes, but also that it can be improved. Furthermore, they need to have a realistic expectation of what the training process will involve.

8. Gauge Readiness: Research on a wide variety of behavior change programs suggests that people go through several stages of readiness for change before they are ready to make a true commitment. In the first stage, they deny that they have any need for change. In the next stage, people begin to see that they need to improve, but they are not sure that anything can be done about their problems and they put off making a decision. In the third stage, the individual recognizes that there is a problem and also that there are ways of dealing with it, but the person has not made a concrete plan to act. It is not until the fourth stage that the person is ready to act. People at this stage have a concrete plan, and they put it into action. Before training begins (or toward
the beginning), the training staff should, ideally, assess the readiness stage of each potential participant. They then would design an appropriate intervention based on that assessment, which will differ for people at each stage of readiness.

**Phase Two: Training**

In social and emotional learning, motivation continues to be an important issue during the training phase. The amount of time, effort, and potential threats to one’s self-esteem that occur during social and emotional learning suggest that trainers continue to monitor the individual’s motivation and intervene to bolster it. One of the most important factors influencing motivation during the training phase is the relationship between the trainer and the learner. The Consortium for Research on Emotional Intelligence in Organizations

1. Foster a Positive Relationship between the Trainer and Learner: In social and emotional learning, the relationship between the trainer and learner is critically important. Several studies have suggested that trainers who are empathic, warm, and genuine — which are, of course, attributes of emotional intelligence — develop more positive relationships with participants in behavior change programs, and they are more likely to be successful. Trainers who use a directive-confrontational style only succeed in making participants more resistant.

2. Maximize Self-Directed Change: People are more likely to develop emotional competence when they decide which competencies to work on and set their own goals. Training for emotional competence also benefits when the trainer adapts the training to match the person’s needs, goals, and learning style preferences.

3. Set clear goals: Social and emotional learning benefits from specific, clear goals. A goal such as "learn how to listen better to subordinates" is less
effective than "use active listening with at least three times each day for three weeks." Specific and challenging goals help support social and emotional learning because they maximize self-efficacy, mastery, and motivation. The most effective trainers are able to help the learners set clear and challenging goals without infringing on the learners’ sense of ownership for the goals.

4. Break Goals into Manageable Steps: For many people, trying to bring about even modest improvements in emotional competence can be frustrating. Although challenging goals are more motivating than simple ones, it also helps if the goals are attainable. When people reach a goal their self-efficacy increases which leads to the setting of new and more challenging goals.

5. Maximize Opportunities to Practice: The relationship between practice and learning is one of the oldest and best-established principles in psychology. In social and emotional learning, there often must be more practice than in other types of learning because old, ineffective neural connections need to be weakened and new, more effective ones established. Such a process requires repetition over a prolonged period of time. And learners need to practice on the job, not just in the training situation, for transfer to occur. Relying on a single seminar or workshop is one of the most common errors made in social and emotional learning programs. Even an intense workshop lasting several days usually is not sufficient to help people unlearn old, entrenched habits and develop new ones that will persist. The most effective training programs include repeated sessions of practice and feedback.

6. Provide Frequent Feedback on Practice: Feedback is important during the change process as a way of indicating whether the learner is on track. It also can help sustain motivation, for feedback can be highly reinforcing. Feedback is especially useful in social and emotional learning because the learners often have trouble recognizing how their social and emotional
behavior manifests itself. In fact, because self-awareness is a core competence, those who need the most help in emotional competence programs may be particularly weak in this area. Thus, they need even more focused and sustained feedback as they practice new behaviors.

7. Rely on Experiential Methods: More active, concrete, experiential methods, such as role plays, group discussions, and simulations, usually work better than lecturing. The Consortium for Research on Emotional Intelligence in Organizations or assigned reading for social and emotional learning. In order to reprogram neural circuits connecting the amygdala and neo-cortex, people need to actually engage in the desired pattern of thought, feeling, and action. A lecture is fine for increasing understanding of emotional intelligence, but experiential methods usually are necessary for real behavior change.

8. Build in Support: Change is enhanced through ongoing support from individuals and small groups. Such support is especially valuable for people who are trying to improve their social and emotional competence. Coaches and mentors, as well as individuals who are going through the same change process, can help sustain a person’s hope and motivation. Social and emotional training programs usually are more effective when they encourage the formation of groups where people give each other support throughout the change effort.

9. Use Models: Seeing the desired behavior modeled is particularly valuable in social and emotional learning. One cannot learn to solve quadratic equations by watching someone else do so, but one can learn a great deal about how to discuss a conflict with a coworker by observing a model do it. Learning is further enriched when trainers encourage and help learners to study, analyze, and emulate the models.

10. Enhance Insight. Even though experiential interventions seem to be especially productive for social and emotional learning, insight also can play a useful role. Insight serves as a natural link between situations, thoughts and feelings. It enhances self-awareness, the cornerstone of emotional
intelligence. And insight often paves the way for meaningful behavior change.

11. Prevent Relapse: The essence of relapse prevention is to prepare people mentally to encounter slips, to recognize at the outset that setbacks are a normal part of the change process. Relapse prevention is especially important in social and emotional learning because participants attempting to develop these competencies are likely to encounter many setbacks as they attempt to apply new behaviors on the job. Without preparation for these setbacks, they can easily become discouraged and give up before the task of neural relearning has reached the point where the new, learned response is the automatic one.

In relapse prevention training, people are helped to reframe slips as opportunities to learn in order to reduce the likelihood of slipping again in the future. For dealing with situations in which a mistake is likely, they also are helped to develop practical strategies such as taking a "time out" to consult with a mentor. Through relapse prevention, trainees learn how to identify and overcome potential obstacles to applying new skills on the job. They also learn to monitor their progress and use methods of self-reinforcement to maintain motivation.

**Phase Three: Transfer and Maintenance**

Transfer and maintenance of learned skills is a particular challenge in social and emotional learning. When learners return to their natural environments, there are likely to be many cues and reinforces that support the old neural pathways that training was designed to weaken. Further, there may be significant barriers to the use of some of the new social and emotional competencies that still have a fragile neural foundation. Even the well-designed training programs cannot be effective if the larger organizational system in which they are rooted is not supportive of the training goals. Recent research has pointed to several aspects of the organizational environment that seem to be helpful in facilitating transfer of social and emotional learning.
1. Encourage Use of Skills on the Job: There are many different ways that supervisors, peers, subordinates, and others in the work environment can encourage learners to apply what they have learned. The best methods involve either reminding people to use the skills or reinforcing them when they do so. Reinforcement is a particularly good way to encourage trainees to apply their new skills on the job and to continue doing so. In the workplace, reinforcement by one’s supervisor can be especially powerful.

2. Provide an Organizational Culture that Supports Learning: Transfer and maintenance of specific skills seems to be affected by the extent to which the organization values learning and development in general. Challenging jobs, social support, reward and development systems, and an emphasis on innovation and competition influence these perceptions and expectations. The climate of the work environment is particularly important for transfer of social and emotional learning to the job. One study found that participants in a human relations training program who returned to a supportive climate performed better on objective performance measures and were promoted more often than those in an unsupportive climate. Furthermore, these effects were not observed until 18 months after training, highlighting the importance of a supportive environment for the development of social and emotional competencies over time.

**Phase Four: Evaluating Change**

Conduct on-going evaluation research: Evaluation is essential for promoting effective training. Research suggests that many training programs do not fulfill their promise. Only through evaluation can poor programs be improved and effective ones retained. By valuation, we mean a process that focuses on continuous improvement rather than just a "pass-fail" test in which individuals associated with a program win or lose credibility. When an evaluation suggests that a program falls short in achieving its goals, it should not be used to punish an individual or group. Rather, it should be used as a guide for improving the training that is offered. Evaluation should be linked to learning and the continual pursuit of quality.
Evaluation has received increased attention of late because of the recognition that training departments in modern organizations need to be held more accountable. Instead of cost centers, training departments now are viewed as profit centers. Unfortunately, the field has been slow to meet this challenge. Good evaluation of social and emotional learning efforts has been especially rare. One reason seems to be a widespread belief that programs designed to promote "soft skills" cannot be evaluated. Although this may have been true at one time, we now have the tools necessary to conduct rigorous evaluations of most training programs for social and emotional competence.

5.5: LATEST DISCOVERIES IN EMOTIONAL INTELLIGENCE

When Talent Smart® released the Emotional Intelligence Appraisal, EQ was still taking root in the minds of business leaders, other professionals, and anyone who simply wanted to lead a happier and healthier life. By measuring their EQ and showing them how to improve in one swoop, the Emotional Intelligence Appraisal® quickly became the vehicle that enabled people to turn their newfound emotional mastery into strengthened relationships, better decisions, stronger leadership, and ultimately, more successful organizations. At Talent Smart®, we have watched hundreds of thousands of people from the top to the bottom of organizations take the journey to higher EQ.

The field of EQ skill development has truly blossomed since then, and people have taken special interest in tracking the changing landscape all along the way. What is found in the studies has sometimes startled and often encouraged too.
Surprising Reveal:

Considering the mountains of literature about EQ, one would think corporate executives would be pretty smart about it, as it was revealed in the Harvard Business Review article, "Heartless Bosses," our research shows that the message still isn't getting through. EQ of over half a million senior executives (including 1,000 CEOs), managers, and line employees across industries on six continents was conducted. Scores climb with titles, from the bottom of the corporate ladder upward toward middle management. Middle managers stand out, with the highest EQ scores in the workforce. But up beyond middle management, there is a steep downward trend in EQ scores. For the titles of director and above, scores descend faster than a snowboarder on a blackdiamond. CEOs, on average, have the lowest EQ scores in the workplace.

A leader’s primary function is to get work done through people. One might think, then, that the higher the position, the better the people skills. It appears the opposite is true. Too many leaders are promoted because of what they know or how long they have worked, rather than for their skill in managing others. Once they reach the top, they actually spend less time interacting with staff. Yet among executives, those with highest EQ scores are the best performers. It is been found that EQ skills are more important to job performance than any other leadership skill. The same holds true for job title: those with the highest EQ scores within any position outperform their peers.

5.6: LIMITATIONS OF THE STUDY

1. Owing to the time constraints the study was restricted to four Business professional groups

2. Proportionate relationship between EQ and performance could not be assessed due to confidentiality factors of HR policies of the concerned companies

3. The respondents were reluctant to respond to the questions with a fear
that the information might be accessed to their concerned HR and would lead to any administrative decisions based on their individual EQ assessment

4. Its natural human tendency to project themselves in a more positive manner which might have resulted in respondents providing more favorable responses.

5.7: IMPLICATIONS OF THE STUDY

The study would provide the corporate world with the inputs on the emotional intelligent factors that would predict of success at the work place and developing emotional intelligence of their employees. The present study has produced some important results that have implications for both research and practice. The study would help managers and supervisors to perform effectively on the job as managing emotional intelligence would have direct impact on their job performance. Developing emotional intelligence of managers would result in high on the job performance as they tend to understand the employee’s feelings better and view situations from their subordinates’ point of view.

5.8: SCOPE FOR FURTHER STUDY

1. Further researchers can concentrate on assessment of emotional intelligence of employees working in other industries.

2. Even social intelligence of the business groups can be studied.

3. The impact of emotional and social intelligences on job performance could be evaluated.

4. Future research needs to examine the relationship between emotional intelligence, work experience, and other individual level variables such as conscientiousness that might have an important effect.
5. Further research should examine emotional intelligence and work experience using subjects from a variety of different fields of work. Certain career fields may place a higher emphasize on emotional intelligence abilities than others.

6. Considering emotional intelligence is the key in predicting star performance in the workplace, future research should expand upon this finding. Namely, future research should strive to find a specific emotional intelligence construct that successfully predicts job performance.

5.9: CONCLUDING REMARKS: EQ AND THE FUTURE

In their study on emotional intelligence, Bradberry and Greaves (2009) indicated that the sum total of their findings is encouraging; their discoveries also act as a stern warning. They found a steady, five-year rise in EQ, and unexpected dip in 2008 as well as the climb in men's EQ skills show that emotional intelligence is a skill set that can be learned—and unlearned. Just as one can work hard to lose weight over the summer only to pack those pounds on again over the winter holidays, one can sharpen their EQ skills only to see them go dull again.

One would not expect to forever master one game or skill after practicing for six months and then quitting. The same is true with EQ skill development. If one let up and stop consciously practicing these skills, somewhere down the road he/she will almost certainly allow tough circumstances to overpower them. One will slide right back into those old bad habits. These hard-earned skills can be lost almost as easily as they were regained, and with them the higher pay, stronger relationships, and better decisions one have come to enjoy.

There is a tremendous scope for the corporate world to design a policy to have a productive work-force by providing more inputs in the form of training and developing overall emotional intelligence of their employees.