CHAPTER 1

INTRODUCTION, SCOPE AND PURPOSE OF THE PRESENT INVESTIGATION

1.1. INTRODUCTION

Reports on suicides due to stress in workplace have become very common these days. The television channels, the newspapers and the many magazines report about these and analyse them very often. The reasons for many of these suicides due to stress are being pointed to lack of emotional competence and towards the idea that emotional quotient or emotional intelligence has become a necessity to survive, to meet the work pressures, to cope with conflicts, to manage anger and to gain recognition as well as climb up the ladder of success. (Refer Appendix-I)

The focus of all the conferences and summits listed in Appendix - II (Refer Appendix-II) is enough evidence to show how essential emotional intelligence is in today’s global scenario and why emotional intelligence is slowly gaining ground as a pre-requisite in any workplace – to be self-confident, to manage emotions, to control anger, to crush conflicts and to slash stress. In other words it is of paramount importance that young learners develop their intrapersonal and interpersonal communication skills in order that the speaker’s verbal and non-verbal communication strike the emotional chords of the listeners and their relationship is strengthened, rather than ruined.

FEIL: Forum for Emotional Intelligence Learning

Forum for Emotional Intelligence Learning (FEIL) was created by the coming together of eminent academicians and professionals committed to a common cause of building caring and compassionate leadership. According to FEIL:
We discovered that Leaders must appeal to the heart as much as to the head because the best decisions happen through qualitative links between passion and reason. We found that Emotional Intelligence is the ability to functionalize such links. When cognition is informed by intuition; decisions result in the optimum use of resources. We found that the best team leaders do this effortlessly.

A testimonial about FEIL reads:

The more I attend workshops on EI, the more is my understanding of the power of emotions and their positive use for success in life and career. - S Rath, Director (Operations) Oil India Ltd.

Emotional Intelligence (EI) Centres established in various renowned universities like Yale University’s Centre for Emotional Intelligence established in 2013, and other private organizations, attest the necessity to equip young learners with emotional intelligence.

1.2. COLLEGE SCENARIO IN INDIA

Every college in India advertises of excellent placement record for its students and competes with other colleges to provide opportunities for its students to be placed in companies - be it IT or the respective core companies, depending on the student’s branch of study. To make this possible most of the colleges in Tamil Nadu arrange for and provide training to students to equip them with employability skills.

Yet, according to the National Employability Report ((June, 2013) by Aspiring Minds, 47% of graduates in India are not employable
for any industry role. The survey included 60,000 graduates from colleges across India. The report says that a maximum of 35.95% of graduates are employable in clerical roles and less than 3% for corporate communication and accounting roles.

<http://www.aspiringminds.in/press_doc>

It is saddening that not much effort is made to equip students with emotional intelligence which is of utmost importance in any workplace to move up the corporate ladder and achieve career success. These people are failures in their workplace as they are not trained in skills and knowledge necessary for effective participation in the workforce - communication, self-management of emotions, problem solving, decision making, team work and relationship management.

1.3. WHAT RECRUITERS LOOK FOR IN CANDIDATES

Employability skills as listed and sought for by the companies are:

- Communication Skills
- Interpersonal Skills
- Leadership Skills
- Team Building and Team Working Skills
- Analytical / Logical Skills
- Divergent Thinking Skills
- Problem Solving Skills
- Planning and Organizing Skills
• Self-management Skills

• Computer Literacy and of course

• Technical Skills as required for the job they are selected for.

In the BC Business Council survey, interpersonal skills, which of course are built on a solid foundation of good oral communication ability, were rated the number one attribute that BC (British Columbia) companies are looking for in hiring new workers.

<http://www.johnkeithcommunications.com/listening/prof/BCITGradSurvey.html>

According to Nancy Martin-Young from Wake Technical Community College:

Interpersonal oral communication skills are the ones most prized by employers in the new informal workplace atmosphere. Some employers even test technicians in their ability to follow oral directions. She also adds that “simple conversational skills”, “the ability to interview to get important information” and “to make formal presentations” are regarded as necessary skills.


Jenny Taylor, recruitment manager for graduate and student programmes at IT and consulting company, IBM UK says: ‘Successful applicants will be adaptable team players with good communication skills and high personal drive.’

<http://www.careers.theguardian.com/what-recruiters-want-from-graduate-candidates>
According to Sriram Raj Gopal, VP, Human Resources, Cognizant Technologies:

It is important to develop behavioural skills, communication and presentation skills, team dynamics, business etiquette, cross-cultural adaptability, and so on. Continuous learning, flexibility and a can-do-attitude are clear plus points in today’s environment.

<http://www.educationtimes.com/ads/ser/article6.html>

**An advertisement from Google reads:**

Desired Skills:

- **Should have excellent communication skills (Written & Oral)**
- Should have knowledge in Computer operating skills
- Should have knowledge in typing skills and HTML
- Have less days off per year
- **Experience less occupational stress**
- Demonstrate greater commitment to the organizations they work for
- Are more innovative and creative in problem solving
- **Work more effectively in teams, and**
- **Demonstrate greater inter-generational and cultural understanding.**
Published research studies on the relationship between emotional intelligence and workplace outcomes conducted by Genos and their research partner, Swinburne University has shown that individuals with high emotional intelligence also:

- have less days off per year
- experience less occupational stress
- demonstrate greater commitment to the organizations they work for
- are more innovative and creative in their problem solving
- work more effectively in teams, and
- demonstrate greater inter-generational and cultural understanding.

<www.archive-au.com>

- all of these have been spelt out in the previous advertisement as expectations from prospective employees by Google.

Graduate employers are dissatisfied with the emotional intelligence of university graduates as reported by the Australian Association of Graduate Employers (AAGE). According to Dr. Ben Palmer, Chief Executive Officer of Genos International, a business that specializes in the assessment and development of emotional intelligence, ‘the AAGE national survey found a large number of employers say graduates lack empathy, self-awareness and thoughtfulness among other interpersonal skills viewed as “very important” to graduates success’.

<www.archive-au.com>
All these substantiate the claim made by the researcher that the role of emotional intelligence in any workplace and the need to equip undergraduate learners with emotional intelligence cannot go unnoticed.

1.4. **A PEEP INTO WHAT IS EMOTIONAL INTELLIGENCE AND ITS BENEFITS**

1.4.1. **What is Emotional Intelligence?**

Emotional Intelligence was first coined and defined by Peter Salovey and John Mayer in 1990 as, "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." Emotional Intelligence (EI) is thus expected to promote positive thoughts and actions.

Daniel Goleman, the man who redefined intelligence and success with his book, *Emotional Intelligence- Why It Can Matter More Than IQ*, defines EI “as the capacity for recognizing our own feelings and those of others, for motivating and managing emotions well in ourselves and in our relationships.” (Goleman, 1995).

While Goleman mostly emphasized on the non-cognitive factors, which empowers people and helps in building social confidence, Mayer & Salovey (1990) elaborated more of the cognitive perspective of emotional intelligence as "one's ability to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action." This definition is the most workable contemporary definition of EI as it identifies emotional information processing as a necessary precursor of emotional regulation" (Zeidner, Matthews and Roberts, 2002).
To summarize, EI is a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action. It is in fact the ability to reflectively regulate emotions so as to promote emotional and intellectual growth. So people who have this capacity are less depressed, healthier, more enjoyable, and have better relationships. (Singh, 2001).

1.4.2. Goleman and Emotional Intelligence


According to Daniel Goleman, Emotional self-awareness is nothing but reading and recognizing one’s emotions, accurate self-assessment, knowing one’s strengths and limitations and building self-confidence and self-worth. Self-regulation is managing ones emotions, keeping disruptive emotions under control, being optimistic and exploiting opportunities. Cultivating social competence helps one to empathize and maintain a healthy relationship with all and relationship management helps to manage conflicts and build bonds. At the centre of all these are positive thinking and confident communication as emotions and communication are interrelated.

While the first two of these components reflect one’s personal competence and can be termed as intrapersonal competencies, the other two are social competencies that require interpersonal communication; understanding the emotions and feelings of others and reacting accordingly. Effective interpersonal competence cannot be developed without cultivating intrapersonal competencies - without being aware of oneself or being able to manage one’s emotions.
1.5. INTRAPERSONAL AND INTERPERSONAL COMMUNICATION SKILLS AND YOUNG LEARNERS

A person needs to communicate effectively to put forth his/her ideas, be it merely expressing one’s ideas, a group discussion, a project presentation, solving a problem or managing a team. Whether he/ she needs to prepare a review or debate on any issue; whether he/ she needs to put forth his/ her ideas clearly to be accepted by one and all or to build a good rapport with his/ her colleagues and win their heart; it is effective communication skills that can help him/ her. Even if he/ she has good analytical and technical skills, if he/ she is unable to put forth his/ her ideas clearly and convincingly; in other words if he/ she is unable to communicate his/ her ideas effectively, he/ she will not be able to survive in his/ her work place. So, the importance of communication skills to get a job as well as to grow in an organization is unquestionable.

It is unquestionable too that any student’s success in a campus recruitment is mainly based on his/ her demonstration of communication skills. According to one of National Association of Software and Service Companies (NASSCOM) President Karnik, only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English. (Karnik, 2006).


Most students are not ‘industry ready’ because they lack communication skills. (Infosys, 2007).


NAASSCOM the premier trade body and the chamber of commerce of the IT software and services industry in India, has come out with a study
which states that some of the world’s most admired and respected companies like Google, Accenture, Convergys, DELL, HP, IBM, ICICI, ITC, UTI Bank, Centurian Bank, Microsoft, Satyam, TISCO, Verizon to name a few across industry verticals are in need of ‘industry ready’ candidates.

The term ‘industry ready’ refers not only to those candidates who can communicate well – speak the language fluently with other people but it also refers to communicating properly at the appropriate time, being a good team player by expressing his opinion without offending others, being able to manage conflicts and anger without harming relationships and production in any organization. To put it all together, it is to have interpersonal skills. Other than this, the candidates also need to have developed intrapersonal skills- have high self-esteem, have self-confidence, develop self-awareness and also possess a calm and balanced mind when there is work pressure, conflicts or situations leading to stress.

The candidate should also have developed sympathy as well as empathy to understand one and all in the organization, to respect the feelings and sentiments of each person in the corporation irrespective of his/ her designation; think with a cool mind and make a level headed analysis even in the most testing times. In other words- develop and be groomed in emotional intelligence, which is the ability to understand and manage one’s emotional life, which in turn will affect the life of others as one’s emotions guide one’s communication and interaction with one and all.

1.5.1. **Intrapersonal Skills and its Benefits**

Intrapersonal skills are talents or abilities that reside within the individual and aid him or her in any situation.
According to Daniel Goleman intrapersonal skill is the personal competence that a person needs to develop. It refers to that aspect of emotional intelligence which is the ability to know, understand and manage one’s own emotions. It is to have self-confidence, to have high self-esteem, to be optimistic, to know one’s strengths and limitations, to be willing to take measured risks, to be willing to shoulder responsibility, to take the initiative, to be a motivating factor, to cultivate the ability to inspire others and bounce back from setbacks; to be persistent and persevere in all challenging situations, to understand, identify and control anger, to overcome frustration and to remain calm and balanced in stressful situations.

<http://materialminds.com/management-training/learning/intrapersonal-skills/>

National Research Council, 2010, identified two broad skills that fall within this cluster:

a) Adaptability:

The ability and willingness to cope with uncertain, new, and rapidly changing conditions on the job, including responding effectively to emergencies or crisis situations and learning new tasks, technologies and procedures. Adaptability also includes handling work stress; adapting to different personalities, communication styles and cultures; physical adaptability to various indoor and outdoor work environments (Houston, 2007 and Pulakos.et.al.2000).

b) Self –Management/ self-development:

The ability to work remotely, in virtual teams; to work autonomously; and to be self-motivating and self- monitoring.
One aspect of self-management is the willingness and ability to acquire new information and skills related to work. (Houston, 2007)

Intrapersonal skills are therefore the foundation of a successful career. Self-confidence and self-management will help one to make friends easily and foster better working condition. This in turn will help in making people work with and for that person rather than against that person. Intrapersonal skills will help to understand oneself as well as others and assist in handling conflicts and anger. It will aid decision making and provide assistance in handling pressures (both internal and external), emotions and turmoil as well as peer pressure and other external pressures in a work environment. The result will be - increase in productivity in any organization.

1.5.2. **Interpersonal Skills and its Benefits**

Interpersonal skills, according to Goleman are the social competencies that an individual needs to develop. An individual’s ability to survive effectively in his/her group depends on the manner in which he/she maintains the relations with the group members. It is the ability to relate to others in a socially appropriate and meaningful way. These are the skills that enable one to get along well with others. Though interpersonal skills are related to communication skills, they also include co-operating, sharing, listening, participating, leading, respecting others, negotiating and working well with people from culturally diverse backgrounds. These help people to work well with others and also get the work done without hassles - the most important expectation of any organization.
Hargie (2004) defined interpersonal skills as “the process whereby the individual implements a set of goal-directed, inter-related, situationally appropriate social behaviours which are learned and controlled”.

Thus interpersonal skills is the learned and controlled skills required for the people to communicate, interact and behave in a particular social way in particular situations with an intent to obtain or maintain reinforcement from their environment. A detailed review of emotional intelligence and emotional competence and the benefits of interpersonal and intrapersonal communication can be found in Chapter 2 of this thesis.

1.6. WORK CULTURE - FROM COLLEGE TO WORK PLACE - NOT A CAKE WALK

Once these students are placed and they step into their workplace, many find themselves exposed to a totally new world – a world with its own challenges and norms - a world with various types of people to adjust to – from a moody and ill-tempered boss to a bullying colleague, from meeting deadlines to entertaining clients, from answering a short tempered customer to being scoffed at by a senior colleague.

This results in unnecessary stress and lack of self-esteem; which in turn leads to frustration, depression, sleepless nights, and ill health. To tackle all these, they need to be emotionally stable and morally strong. Although the training given at present in many of the colleges may help the students to covet a job, to sustain that job students need to be equipped with emotional intelligence that would help them handle conflicts, manage stress and anger and overcome any frustration or depression. They need to be equipped with intrapersonal and interpersonal skills to meet the demands of this work culture.
1.7. INDIAN EDUCATIONAL INSTITUTIONS AND EMOTIONAL INTELLIGENCE

Indian educational system focuses predominantly on hard skills, and emotional intelligence or intrapersonal and interpersonal skills, which are essential to succeed in life – be it at the personal front or the professional one - are not given importance. For an individual or an employee, the importance and value of these skills, though hard to quantify are immeasurable. Dealing with difficult peers or co-workers, learning to be a team player, negotiating office dynamics, and honing the ability to listen and solve problems are just a few places where the person will need these skills. In today’s world, persons who have the ability to interact with people are likely to be the people who will succeed. To interact, the employees will need interpersonal skills and these skills in turn are related to intrapersonal skills – as only a person who has confidence and high self-esteem will have developed interpersonal skills and will communicate effectively.

In the past, in India, children learned positive interpersonal skills and non-violent approaches to conflict resolution from home, from their grandparents and other family members as joint family system was in vogue. With the existence of nuclear families, working parents etc., more children are coming to school without the essential interpersonal skills which are pre-requisites to learning and positive school environment. So in today’s world the responsibility of inculcating and instilling these skills in students has been shifted to the shoulders of the educational institutions - be it schools or colleges.

However, it has been noticed that many educational institutions often focus on what students should not do (don’t fight, don’t talk back, don’t interrupt) instead of focussing on the desired behaviours of the students or their intrapersonal and interpersonal skills or emotional intelligence. Higher
education institutions that train students for campus recruitments need to understand this requirement of the learners and the corporates and help build the learners’ personal and social competence endowing the learners with skills to stride on the path of success.

1.8. **A PEEP INTO THE TITLE**

1.8.1. **What is Grooming?**

The literal meaning of grooming is ‘to prepare, as for a specific position or purpose: groom an employee for advancement’. Grooming can be both personal grooming and social grooming. While personal grooming would refer to making a person realize the need to appear good and be accepted in this society or the professional world he / she would step into; developing a person’s self-confidence, self-esteem and making the person understand the importance of self-regulation and self-management can be termed as social grooming. Social grooming would therefore be to prepare a person to communicate appropriately and carry oneself well in any social setting - be it a party or a workplace. An ideal example would be the grooming of Eliza Doolittle in Bernard Shaw’s Pygmalion or the film based on this play - ‘My Fair Lady’, where Mr. Higgins grooms the flower girl and passes her off as the princess.

In Pygmalion / My Fair Lady, a film adapted from the same play by Bernard Shaw, Colonel Pickering, Mr. Higgins’ friend feels that the person’s place of birth and status in society determines the person’s accent, his/ her ability to communicate and also the way he/she carries himself/herself. In other words, according to Colonel Pickering, accent, style of communication and personality cannot be groomed. Very different from that is the protagonist Mr. Higgins’ way of thinking, for he believes that any person, irrespective of the region of birth or status, can be trained and passed off as an elite. The
whole play / film revolves around this challenge that Colonel Pickering throws at his friend and how Mr. Higgins selects a flower girl, gives her training in speech, phonetics and etiquette and is successful in making people believe that she is a princess. This play and film is enough evidence to prove how any person can be trained to improve his/ her intrapersonal and interpersonal skills; although the path may not be easy and many difficulties may come in the way of both the trainer and the learner.

With the world having been brought closer, thanks to progress and innovations in the field of transportation and communication, the business world is becoming more and more globalized. In this global village, technical knowledge alone is not enough to ensure career success. Sophistication is more and more the catchword. Corporates now lay more emphasis on interpersonal and social grace – which is to know how to appear and interact with others, know to respect cultural differences, know to interact with people from all corners of the world and have presence of mind and humour to react at the appropriate time in an appropriate manner with colleagues and clients. Corporates also want their employees to have total control of any situation by managing and controlling one’s emotions. Above all dress appropriately for the occasion and carry oneself with confidence and elegance. To put in other words, in order to be successful employees and future leaders, learners need to be groomed with personal and social competence or intrapersonal and interpersonal skills.

Instilling personal and social grace or competence is nothing but grooming a person. Personality development which has become vital these days covers many skills like carrying oneself well, having confidence, having self-control, knowing how to behave and talk with all those around; as well as having excellent communication skills. Overall, it is making an impact on all the people one moves with, be it a personal group or a professional one.
1.8.2. Who are the Young Learners in this study?

A learner is one who is learning how to do something, one who is an apprentice, a trainee, a student who is learning about a particular subject or even a fresher or a new recruit. In common, they are all learners as learning is to acquire experience, knowledge or ability or even a skill. Thus a learner is one who is being taught, trained or coached at something.

The learners in this thesis are the students of higher education – undergraduate arts, commerce, science and engineering students – all who need to be empowered to cope with conflicts and anger situations which cause stress; be groomed to face the many challenges of workplace and be facilitated to fit well into the industry work culture.

1.9. EMOTIONAL INTELLIGENCE AND COMMUNICATION

With the expressions of emotions in verbal and non-verbal communication, the two, emotions and communication are intermingled and inseparable. To connect with emotional intelligence, communication skills are divided by the researcher into interpersonal and intrapersonal communication. Interpersonal communication skills involve two or more to speak; but every person is always communicating with oneself to make the right decisions, to gain confidence, to face challenges and to control one’s feelings and emotions when angry or perturbed – which is nothing but intrapersonal communication. It is these two prime communication skills- interpersonal and intrapersonal or emotional intelligence that need to be developed in college graduates as they are perhaps the most essential components in any business.

The rules for work are changing. We’re being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.
This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted. (Goleman, 1998:1).

The new rules predict who is most likely to become a star performer and who is most prone to derailing. And, no matter what field we work in currently, they measure the traits that are crucial to our marketability for future jobs….. Whatever your job, understanding how to cultivate these capabilities can be essential for success in your career. (Goleman, 1998:1). He further adds that the new name for these portable skills is ‘emotional intelligence’.

1.10. SCOPE OF THE INVESTIGATION

Most successful people are not necessarily the brightest in academics. Research has shown that in the corporate world, Intelligence Quotient (IQ) gets one hired but Emotional Quotient (EQ) helps one climb the professional ladder.

Abraham (1999) examined the impacts of emotional intelligence in the workplace. It was found that, Emotional Intelligence has a positive effect on the organizational outcomes of work group cohesion, congruence between self and supervisor appraisals of performance, employee performance, organizational commitment and organizational leadership. It may also prevent emotional dissonance, ethical role conflict, and job insecurity from affecting organizational commitment. The most beneficial effects of emotional intelligence may occur in environments in which there is high degree of job control. Undoubtedly, “emotional intelligence is positively related to career commitment and organizational citizenship” (Carson & Carson, 1998).
Emotional intelligence helps to develop interpersonal relationships; helps in anger management and conflict management. It also plays a major role in helping one to overcome stress and depression and enables a person to become emotionally stable and strong. EI would help persons to face angry clients and customers, instead of feeling defensive and putting in lots of effort in controlling their anger on being shouted at. It would also assist them in understanding other people's emotions and in empathizing with them. This would be useful in being able to relate better with the customers and colleagues, impacting their behaviour in ways that would be beneficial for the organization.

It is obvious that emotional intelligence needs to be developed in the learners to improve their personal and social competence and make them successful in their workplace. Increasing intrapersonal and interpersonal effectiveness, both at work and at home, would prove to be a power tool for any person. It can be used not only to manage one's performance and relationships with others but also to manage one's impression on supervisor and manipulate others at work. (‘manipulate’ has a positive connotation here).

According to the Harvard Business Review, emotional intelligence is one of the defining qualities of a good leader. It can take a person of somewhat “average” abilities and transforms him/ her into an effective and successful part of any organization.

In his research at nearly 200 large, global companies, Goleman found that while the qualities traditionally associated with leadership—such as intelligence, toughness, determination, and vision—are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.
When everything moves smoothly, enthusiasm for work can carry one through anything. But when a colleague or his deeds disturb one that is when problems begin to appear. When the working relationship is pleasant, it is not difficult to find the right words at the right time and, perhaps most importantly, say them with the right tone. These days are great, but then not all days are rosy like these. Some days can be very challenging. This is when a person’s emotional quotient comes to play. It is during these testing times that one’s interpersonal communication and intrapersonal communication are tested - for the person needs to put forth his points and ideas without offending the other person. And on those days, this can be easier said than done. Hence this skill is now considered vital in professional relationships.

For example a co-worker has been regularly late and had not completed the project that has to be presented that day. On reaching the office, one looks for him and he has not arrived even on that D-day before or on time. On such days it is difficult to control emotions and remain cool. There are many such examples in any workplace.

Applications of emotional intelligence in the workplace include any of these:

- Career development – if one has an aptitude for understanding people, and oneself, perhaps one should consider a people-intensive career such as those in the mental health field.

- Management development - managers who focus on their technical skills do not manage, they're just in charge. Understanding and enhancing emotional intelligence enhances management skills.
• Team effectiveness - teams are more than the sum of the individual parts. The glue which holds teams together can be supplied by emotional intelligence.

<http://www.emotionaliq.org/>.

1.11. OBJECTIVES OF THE INVESTIGATION

The objectives of this study are as under:

• To study the importance of Emotional Intelligence (EI) in any workplace.

• To prove the need for young learners to acquire EI.

• To prove that undergraduate learners can be trained to be emotionally competent by exposing them to literature and using appropriate literary resources.

• To show how EI is related to communication skills.

• To indicate that it could be considered as the domain of the English teacher to equip young learners with intrapersonal and interpersonal communication skills and improve their emotional competence.

1.12. RESEARCH QUESTIONS

1. Can an in-depth study of the expectations in any workplace help facilitators understand the need for students to acquire emotional competence?

2. How much will emotional competence help in coping with workplace challenges like conflicts, anger and stress?
3. How far are emotions and communication inter-related?

4. Will use of literature or appropriate literary resources help in improving a person’s intrapersonal and interpersonal skills and in turn the learner’s personal and social competence?

1.13. RESEARCH HYPOTHESIS

Exposure to literature can help in improving an individual’s emotional intelligence, provide one with intrapersonal and interpersonal skills that would empower one with the personal and social competence needed to overcome workplace challenges and ascend the corporate ladder with poise and pride.

1.14. CHAPTERS OF THE RESEARCH STUDY IN BRIEF

Chapter 1 is the introduction to the thesis and acts as a setting for the thesis. It shows the gap that exists between the training given to the learners in educational institutions and the qualities he/she needs to meet workplace challenges. The learners, although equipped with technical skills, lack the emotional quotient needed to survive and rise high in an organization. After a brief introduction about emotional intelligence and how emotions and communication go together; the objective of the thesis is spelt out as the need to equip learners with emotional intelligence (both intrapersonal and interpersonal skills) in order to improve their personal and social competence. As English is the language of business in this era of globalization, the researcher goes on to suggest that English faculty could take it upon themselves to prepare these learners for their workplace by developing their communication and emotional competence and this can be done by exposing learners to literature - which the researcher feels is a treasure house of emotions.
Chapter 2 will be a review of relevant research on Emotional Quotient (EQ) and why it is now considered as important as or even more important than Intelligent Quotient (IQ). This chapter will also show how employees with high emotional intelligence will be able to handle conflicts and anger situations in a diplomatic manner. When they learn to handle conflicts and anger situations; workplace stress which is mainly contributed by these two factors will be reduced. This will create a pleasant work environment which in turn will improve productivity and enhance a person’s career prospects. The chapter will also study some of the latest research on the topic of study considered in the present thesis and show how this thesis is different and will add to the past research on related topics.

Chapter 3 will give an introduction on how it is possible to coach emotional intelligence with appropriate resource materials from literature. Resource materials such as success stories of the business icons of the present world (Bill Gates, Narayana Murthy etc.) or other famous personalities – leaders and thinkers of the past (Gandhi, Martin Luther King, Abraham Lincoln etc.) who were successful because they had both EQ and IQ and thought with both head and heart– can be relevant materials to expose students to work culture and how to tackle the many workplace woes with patience, perseverance and presence of mind combined with tact, tolerance and thoughtfulness. They would also make them understand that these successful people were not only focused and determined but were also full of sympathy and empathy; and hence were able to achieve their ends. The chapter will also show how poems may be used to stir the emotional chords of the learners, dramas may help in showing the ill effects of anger, conflicts etc. and train them in conflict and anger management and short stories may assist in instilling the much needed values and qualities to develop their intrapersonal and interpersonal competence or emotional competence.
Chapter 4 will show how the action research was conducted. The research design – pre-test - intervention- post-test experimental research, literary materials used for this experimental study, how the qualitative and quantitative research methods were used and data thus collected will form the details of this chapter.

Chapter 5 will be the study and analysis of the collected data to show how participants’ EI has improved with the use of literary resources. Assumptions of the researcher, stated in Chapter 1, will be analysed in detail.

Chapter 6 will be the concluding chapter; which will state the conclusion made by the researcher and the role of the English faculty in instilling emotional intelligence in the learners, in improving their intrapersonal and interpersonal skills and developing their personal and social competence. Limitations of the study together with scope for further studies will be listed.