CHAPTER – SIX

THE IMPLICATIONS
In the foregoing findings, it was established that the leader effectiveness and role efficacy of the university leader depends upon his emotional intelligence, locus of control and the environment of the university. From the several conclusions drawn from the findings of this study, this chapter describes the application values for administrators and universities. In the first section, the implications for State universities are presented, whereas in the second section, the implications for private universities have been covered. In the third and last section, the implications cover the issues in terms of internality. It may be observed that the variables studied have shown serious utility value in a wide variety of contexts and environments for universities in India.

6.1 STATE UNIVERSITIES

1. State universities facilitate the potential effectiveness of the leader in his/her specific role, and relationships and use of influence within and outside his operating environment. State universities enjoy an environment that encourages its leaders to connect beyond their peers and work responsibilities, without the need for either internality or high emotional intelligence. Within State universities, leaders can enhance the potential effectiveness of their roles when they maintain relationships, networks and linkages outside their immediate domain.

2. Internals in State universities can achieve diverse aspects of role efficacy when they apply high emotional intelligence. In State universities, leaders must be selected not only for their eagerness but also for their ability to understand and apply emotions intelligently. This would enable them to be effective in a wide variety of critical roles at work. State universities must strive to shape the behaviour of their administrators so that they become emotionally stronger and therefore, increase their capability to handle stressful situations.

3. Internals with high emotional intelligence would find a supportive environment in State universities that nurtures all the dimensions of role efficacy, and sometimes, better than in private universities. State universities must make use of this discovery and optimise the efforts of their leaders by providing an enduring work environment.
4. In State universities, an empathetic external does not need to understand or manage emotions of others, but with high emotional intelligence, he is able to reach his maximum potential in that role, better than in private universities. Therefore, externals can become effective leaders in State universities for assignments that need to display concern for people they meet.

5. In State universities, externals can also achieve some elements of role efficacy. The superordination aspect can be achieved under certain combinations of locus of control and type of university. Effective leaders who connect and build networks outside their roles would be internals with the ability to understand others in a supportive work environment. Emotional intelligence does not contribute to purposes outside the role and organisation. The internal conditions in the university and its business environment may tend to dictate the appropriate level of locus of control to be adopted in this regard.

6.2 PRIVATE UNIVERSITIES

1. Internals with the right mix and application of emotions display leader effectiveness and are potentially effective in their role in private universities. In the private sector environment, the leader has a sharper focus on organisational goals and considerate behaviour with peers, colleagues and subordinates. An understanding of workplace emotions within private universities urges internals to be fair in their dealings with others. In the private universities environment is effective in delivering time-bound assignments and projects (goal orientation), in creating high levels of satisfying interaction and negotiation with colleagues and customers (interpersonal skills), and in tasks requiring concern for subordinates and customers (consideration).

2. In private universities, effective internals with poor or little understanding of emotions are more people-centred in their behaviour. Internality infused the leader in private universities with a sharp focus on people, and was unaffected by the absence of emotional intelligence. This implies that for people-centric tasks, effective leaders in private universities will be internals who will not need to be sensitive to people’s emotions. Private universities must strive to enhance their ability to handle career challenges and stressful situations so that their leader effectiveness is improved.
3. In private universities, an internal’s high emotional intelligence enables him to acquire leader effectiveness, but when it is low, he is able to limit his effectiveness to consideration, only. The consideration factor can also be achieved under certain combinations of locus of control and type of university. Effective leaders in constant interaction with people must be internals and be capable to understand others, and have a healthy work environment.

4. In private universities, externals accomplish people-related results. Although understanding and application of emotions is not necessary to accomplish leader effectiveness through empathy in private universities, high emotional intelligence enhances the leader’s awareness to assist, and helps to build his relationships and improve his role efficacy. Administrators in leadership positions in private universities must be made aware that emotional understanding and aptitude helps them widen their networks and linkages.

6.3 INTERNALITY

1. Universities must organise their selection procedures to select prospective effective leaders on the basis of their internal locus of control. Depending upon the context of the job and the characteristics of the assignment, universities must select such prospects for time-bound assignments such as research work (goal orientation), high levels of satisfying interaction and negotiation with colleagues (interpersonal skills), tasks requiring concern for subordinates (consideration), and employee/student grievance and procedural justice functions (fairness).

2. Internality can help accomplish superior performance, independently, in all facets of the potential effectiveness of the leader in a university. The locus of control orientation is a reliable criterion in the effective selection, of administrators in leadership positions. A ‘can do’ attitude would be a more reliable promoter of role efficacy in universities than the ‘be nice’ attitude.

3. Performance outputs in the form of factors of leader effectiveness and aspects and dimensions of role efficacy derived by internals with high emotional intelligence will depend on whether the leader is in a State or a private university. It may be concluded
that the nature of the work environment in a university has a strong impact of the specific kind of leader performance.

4. Internals can achieve role efficacy and several aspects and dimensions of role efficacy in both types of universities, without the need for high emotional intelligence. Emotional intelligence may have little impact in accomplishing role efficacy, its proactivity aspect, and its role linking dimension, all of which may be acquired under certain combinations of locus of control and type of university. It implies that the appropriate level of locus of control must blend with the internal conditions in the university and its overall environment to achieve role efficacy.

5. When emotions are not understood and used, the external must accept the reality of the overwhelming external conditions, which enables him to assist and relate with people within and outside the university. The helping relationship aspect is also achievable under certain combinations of emotional intelligence, locus of control and type of university. If universities need leaders in students support or human resources development functions, they must pick internals with the right ability to understand others, and provide them with a suitable work environment.

6. Internals in State universities do not need emotional intelligence when they focus on goals for leader effectiveness, while externals in private universities do not need to be emotionally savvy to earn respect in their work environment. This implies that the leader who has poor emotional intelligence accomplishes results that depend on his internality and the type of university.

7. In private universities, internals with high emotional intelligence display effective leadership and high potential effectiveness in many roles. Additionally, under certain combinations of emotional intelligence and locus of control, the effective development of and concern for employees could be seen at either type of university. This implies that subordinates in State universities could be developed for leader effectiveness, but only after mapping and understanding their emotional needs.

8. With high emotional intelligence, internality facilitates some factors of leader effectiveness and confrontation aspect of role efficacy in a private university, while externality facilitates only superordination aspect of role efficacy in a State university. It
is evident that the work environment has a strong effect on leader effectiveness and role efficacy. Training programmes for administrators in private universities must seek to enhance their confidence in themselves so that they become better leaders and are able to face challenges, readily.

9. Under conditions of low emotional intelligence, the internals’ performance in State universities would be different from those achieved in private universities due to the diverse environment in both types of universities. Locus of control makes significant contributions in promoting role efficacy and its aspects in State universities, and leader effectiveness in private universities.

10. Employees who display and can be measured for high emotional intelligence would be effective in their roles in universities. High emotional intelligence would facilitate critical role making functions such as employee selection, solving personnel problems, job design and corporate restructuring initiatives like workforce rationalisation, transfers and promotions.