Method
CHAPTER III

METHOD

This chapter explains the procedure used to carry out the present investigation. It contains the research design, the tools used for data collection, the sampling techniques used for the investigation, details of the intervention programmers and statistical tools used to analyze the data.

OBJECTIVES

The objectives of the present investigation are:

1. To compare the employees of various management level of the organization with regard to dimensions of Trait Emotional Intelligence (trait EI), Burnout, Hardiness and Organizational Commitment.

2. To improve Trait EI using Trait EI Enhancement Intervention in the selected group of various managerial levels.

3. To reduce Burnout using Trait EI Enhancement Intervention in the selected group of various managerial levels.

4. To improve Hardiness Personality using Trait EI Enhancement Intervention in the selected group of various managerial levels.

5. To study the efficacy of Trait EI Enhancement Intervention on selected group of managers in order to improve the Organizational Commitment.

Operational Definitions of the Variables of the Study

Trait Emotional Intelligence (Trait EI)

According to Petrides, Pita, and Kokkinaki (2007) Trait emotional intelligence (trait EI) is defined as a constellation of emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies. The Trait EI questionnaire used in the present work developed by Petrides (2009) measures Trait EI on four broad categories called 'Factors'. The factors are Well-being, Self-Control, Emotionality, and
Sociability that summarises level of measurement on the 15 different Facets. The facet level descriptions are detailed and focused. The following are the definitions of the facets and factors.

**FACTOR 1: WELL-BEING FACTOR**

This Factor describes the overall well-being and is made up of three Facets namely

Happiness: Happiness measures pleasant emotional states in the present.
Optimism: how positive does one feel about the future;
Self-esteem: Self-esteem measures how one evaluates themselves, their abilities, achievements, and other aspects of life.

**FACTOR 2: SELF-CONTROL FACTOR**

This Factor describes how well the person regulates external pressure, stress, and impulses and measures three facets viz.,

Emotion Regulation: Emotion Regulation measures how one controls the feelings and internal states in the short, medium and long term. Emotion Regulation concentrates on the internal states rather than their outward expression. Emotion Regulation concentrates on such issues as the ability to stay calm and focused even in upsetting situations.

Impulse Control measures the characteristic way one acts with forethought and planning or unthinkingly, quickly and on the spur of the moment.

Stress Management: Stress Management measures how well the employee handles pressure and stress.

**FACTOR 3: EMOTIONALITY FACTOR**

This Factor describes the capacity to perceive and express emotions and how to use them to develop and sustain relationships with others. It is made up of:

Empathy which measures the capacity to understand other people's viewpoints and take their feelings into account;
Emotion Perception: Emotion Perception measures the emotional literacy as: how good one is at understanding oneself and other people's emotional feelings. Emotion Perception looks at how well one can read emotions in any situation.

Emotion Expression measures how fluent one is at communicating their emotions to others.

Relationships measures the employee’s capacity to forge and sustain fulfilling relationships both in and out of work.

**FACTOR 4: SOCIABILITY FACTOR**

This Factor describes the capacity to socialise, to manage and to communicate with others. It is made up of three facets namely

Emotion Management: Emotion Management measures the ability to manage other people's emotional states. It looks at how effective one believes that they can influence how other people feel.

Assertiveness: how forthcoming and the degree to which individuals stand up for their own rights;

Social Awareness: Social Awareness measures the perception of how aware is one about themselves of different situations and how they adapt their behaviour based on this awareness.

Besides the four factors, the Trait EI also measures an independent facet which consists of:

Adaptability measures how flexible one is towards their approach to life. It reflects adaptation to new environments, conditions and people, and how to deal with change.

Self-motivation measures the extent to which a person is intrinsically motivated. People motivated in this way have their own internal standards which they apply to any task. Their motivation comes from achieving those standards.
BURNOUT

According to Pines and Maslach (1978), Burnout has been defined as a syndrome of physical and emotional exhaustion, involving the development of negative self-concept, negative job attitudes and loss of concern for job.

Burnout have been viewed in three dimensions namely

Emotional exhaustion- which refers to consumption of emotional resources. This dimension can be considered as the cornerstone of job burnout.

Depersonalization- which separates workers from others and causes pessimism to colleagues, customers and organization. This dimension of the job burnout is prevalent among those staffs who regularly communicate to other persons

Diminished personal accomplishment by which the person comes to a negative self-assessment

HARDINESS

Kobasa (1979) characterized hardiness as being comprised of three components: (a) a commitment to oneself and work, (b) a sense of personal control over one's experiences and outcomes, and (c) the perception that change represents challenge, and thus should be treated as an opportunity for growth rather than as a threat. According to Maddi and Kobasa (1984), hardiness consists of three dimensions namely

Commitment- measures the extent to which individuals seek involvement rather than withdrawal. Commitment contains a vital motivational quality that compels the individuals to persist in pursuing a goal even in the fact of repeat obstacles.

Control, which deals with the extent to which individual strive to exert over their circumstances rather than feeling powerless. Perception of control or the degree to which a stressor is seen as under an individual’s control are thus important in the appraisal of threat.

Challenge measures the extent to which individuals strive to learn from experiences rather than feeling threatened.
ORGANIZATIONAL COMMITMENT

According to Weiner (1980), Organizational commitment may be more indicative of an employee’s attachment to the organization, as opposed to specific tasks, environment, or job location. The employee’s emotional attachment to an organization may engender a stronger personal commitment and enable the employee to experience a sense of belonging (Allen and Meyer, 1990; Meyer and Herscovitch, 2001).

RESEARCH DESIGN

Phases of Research

Phase I – Pre-experimental Phase
Phase II – Experimental phase
Phase III – Post-Experimental phase
Phase IV – Follow-up phase

The following hypotheses were framed based on the above mentioned research design.

HYPOTHESES

1. Pre-experimental Phase

1.1. Trait EI

1.1.1. There would be significant difference in the various dimensions of the Trait EI between employees of various management levels.

1.1.1.1. There would be significant differences in the Happiness factor of the Trait EI between employees of various management levels.

1.1.1.2. There would be significant differences in the Optimism factor of the Trait EI between employees of various management levels.

1.1.1.3. There would be significant differences in the Self-esteem factor of the Trait EI between employees of various management levels.

1.1.1.4. There would be significant differences in the Emotion Regulation factor of the Trait EI between employees of various management levels.
1.1.5. There would be significant differences in the Impulse Control factor of the Trait EI between employees of various management levels.

1.1.6. There would be significant differences in the Stress Management factor of the Trait EI between employees of various management levels.

1.1.7. There would be significant differences in the Empathy factor of the Trait EI between employees of various management levels.

1.1.8. There would be significant differences in the Emotion Perception factor of the Trait EI between employees of various management levels.

1.1.9. There would be significant differences in the Emotion Expression factor of the Trait EI between employees of various management levels.

1.1.10. There would be significant differences in the Relationships factor of the Trait EI between employees of various management levels.

1.1.11. There would be significant differences in the Emotion Management factor of the Trait EI between employees of various management levels.

1.1.12. There would be significant differences in the Assertiveness factor of the Trait EI between employees of various management levels.

1.1.13. There would be significant differences in the Social Awareness factor of the Trait EI between employees of various management levels.

1.1.14. There would be significant differences in the Adaptability factor of the Trait EI between employees of various management levels.

1.1.15. There would be significant differences in the Self-motivation factor of the Trait EI between employees of various management levels.

1.2 Burn out

1.2 There would be significant difference in the various dimensions of Burnout between employees of various management levels.

1.2.1. There would be significant differences in the Exhaustion factor of the Burnout between employees of various management levels.
1.2.2. There would be significant differences in the Depersonalization factor of the Burnout between employees of various management levels.

1.2.3. There would be significant differences in the Personal accomplishment factor of the Burnout between employees of various management levels.

1.3. Hardiness

1.3. There would be significant difference in the various dimensions of Hardiness between employees of various management levels.

1.3.1. There would be significant differences in the Commitment factor of the Hardiness between employees of various management levels.

1.3.2. There would be significant differences in the Control factor of the Hardiness between employees of various management levels.

1.3.3. There would be significant differences in the Challenge factor of the Hardiness between employees of various management levels.

1.4. Organizational Commitment

1.4. There would be significant difference in the Organizational Commitment between employees of various management levels.

1.4.1. There would be significant difference in the Affective Commitment dimension of the Organizational Commitment between employees of various management levels.

1.4.2. There would be significant difference in the Continuance Commitment of the Organizational Commitment between employees of various management levels.

1.4.3. There would be significant difference in the Normative Commitment dimension of the Organizational Commitment between employees of various management levels.
2. EXPERIMENTAL PHASE

2.1. Trait EI

2.1. There would be a significant improvement in Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.1. There would be a significant improvement in Happiness factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.2. There would be a significant improvement in Optimism factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.3. There would be a significant improvement in Self-esteem factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.4. There would be a significant improvement in Emotion Regulation factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.5. There would be a significant improvement in Impulse Control factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.6. There would be a significant improvement in Stress Management factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.7. There would be a significant improvement in Empathy factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.
2.1.8. There would be a significant improvement in Emotion Perception factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.9. There would be a significant improvement in Emotion Expression factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.10. There would be a significant improvement in Relationships factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.11. There would be a significant improvement in Emotion Management factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.12. There would be a significant improvement in Assertiveness factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.13. There would be a significant improvement in Social Awareness factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.14. There would be a significant improvement in Adaptability factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.1.15. There would be a significant improvement in Self-motivation factor of the Trait EI factors among the employees of various management levels as the result of the Trait EI Enhancement Intervention.

2.2 Burn out

2.2. There would be significant reduction in the various dimensions of Burnout as the result of the Trait EI Enhancement Intervention.
There would be significant reduction in the Exhaustion factor of Burnout as the result of the Trait EI Enhancement Intervention.

There would be significant reduction in the Depersonalization factor of Burnout as the result of the Trait EI Enhancement Intervention.

There would be significant reduction in the Personal accomplishment factor of Burnout as the result of the Trait EI Enhancement Intervention.

2.3. Hardiness

2.3 There would be significant improvement in the various dimensions of Hardiness as the result of the Trait EI Enhancement Intervention.

2.3.1. There would be significant improvement in the Commitment factor of Hardiness as the result of the Trait EI Enhancement Intervention.

2.3.2. There would be significant improvement in the Control factor of Hardiness as the result of the Trait EI Enhancement Intervention.

2.3.3. There would be significant improvement in the Challenge factor of Hardiness as the result of the Trait EI Enhancement Intervention.

2.4. Organizational Commitment

2.4 There would be significant improvement in the various dimensions of Organizational Commitment as the result of the Trait EI Enhancement Intervention.

2.4.1. There would be significant difference in the Affective Commitment dimension of Commitment of the Organizational Commitment as the result of the Trait EI Enhancement Intervention.

2.4.2. There would be significant difference in the Normative Commitment dimensions of the Organizational Commitment as the result of the Trait EI Enhancement Intervention.

2.4.3. There would be significant difference in the Continuance Commitment of the Organizational Commitment as the result of the Trait EI Enhancement Intervention.
TOOLS OF INVESTIGATION

The following tools were used in the present investigation:

Personal Information Data Sheet.

Trait Emotional Intelligence (TEI) Que-Full Form developed by Petrides (2009)

Maslach Burnout Inventory (MBI) Human Services Survey (1984)

Organizational Commitment Questionnaire by Meyer & Allen’s (1993)

Personal View Survey III-R developed by Maddi and Kobasa (1984),

Personal Information Sheet

The personal information data included Age, Gender, Education, Years of Experience and Current position in the organization.

Trait Emotional Intelligence (TEI) Questionnaire-Full Form (Appendix-A)

The TEIQue is a self-report inventory that covers the sampling domain of trait EI comprehensively. It comprises of 153 items, measuring 15 distinct facets, 4 factors, and global trait EI (Petrides, 2009). TEIQue takes 20 minutes to complete and every individual is provided with a report that shows the potential for an individual in terms of 4 main factors and 15 distinct facets: Along with percentile scores for each facet and factors, the report provides an overall Global percentile score, which highlights a very broad snapshot of an individual’s overall Emotional Intelligence. Every individual is provided with a detailed summary of each factor and facet, explaining the impact of each score and strategies to manage and develop those facets most important in the role or to the individual (A sample of the report is presented in Appendix A).

Maslach Burnout Inventory (MBI) Human Services Survey (1984) (Appendix-B)

Burnout was measured using the MBI, which comprises 3 subscales-emotional exhaustion, depersonalization and personal accomplishment-with 22 items and a 6-point response format. Higher scores on the emotional exhaustion and depersonalization scales indicate more burnout, while higher scores on the perceived accomplishment scale indicate less burnout.
Organizational Commitment Questionnaire (OCQ) (Meyer & Allen’s (1996) (Appendix-C))

Organizational Commitment Questionnaire (OCQ) developed by Meyer & Allen’s (1996) consisting of eighteen statements measuring three components namely Affective Commitment, Continuance Commitment, and Normative Commitment was used in the present study. The Organizational Commitment Questionnaire (OCQ) is a self-scoring questionnaire. Responses to each of the 6 items are rated using a 5-point Likert scale with anchors labeled: 0 = strongly disagree, 1 = disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree. Allen & Meyer’s (1990) examination of the relationships between the Commitment scales revealed that the Continuance Commitment scale was relatively independent: Affective Commitment (p < .001, r = .06) and Normative Commitment (p < .001, r = .14). However, the correlations between the Affective Commitment and Normative Commitment scales were statistically significant and relatively strong (p < .001, r = .51). Cohen (1996) reported similar findings: Normative and Affective (p < .001, r = .54), Normative and Continuance (non-significant, r = .06), and Continuance and Affective (non-significant, r = .02). According to Allen & Meyer (1990), the reliability coefficients of the scale remained .87 for Affective Commitment, .75 for Continuance Commitment and .79 for Normative Commitment. Cohen (1996) discovered alphas of .79 for Affective Commitment, .69 for Continuance Commitment, and .65 for Normative Commitment.

Hardiness Scale (Personal View Survey III-R 2001) (Appendix-D)

Hardiness was measured using the Personal View Survey III-R, 18 items (six items per subcomponent for Control, Challenge and Commitment). All items were rated using a four-point response scale (0- Not at all True, 1-somewhat true, 2-True and 3-Very true). Overall hardiness norms range from 19 to 49, with an average of 38–41, while studies have shown the PVS III-R to have acceptable validity and internal consistency (total hardiness—0.88; commitment—0.75; control—0.84; challenge—0.71) (Maddi & Khoshaba, 2001).
Research Setting

The present research work was done in the Telecom and Broadcasting Systems Strategic Business Unit SBU of Bharat Electronics Limited, Bangalore. The SBU consisted of three managerial cadres, who were recruited and promoted as per the policy of the company based on educational level and years of experience.

Executive Level

Induction is done engineers and scientists in both production and R&D areas. They are classified as managers with various hierarchies based on their length of service. This level involves employees at the basic induction level after engineering degree/Masters degree with 0-6 years of service. These employees would be promoted up to Asst Manager and the promotions are time bound.

Middle Management

This level involves Deputy Manager and Managers with 7-11 years of experience in the organisation who act as leaders and execute management objectives. This level of management provides the important link between senior management and executive level. Promotions are vacancy based and performance oriented and average promotion time is around 5-7 Years.

Senior Management

This level of management involves Deputy General Managers, Additional General Managers, and General Managers who have 16-25 years of experience in the organisation. These managers have good exposure to leadership and management roles, and act as divisional or SBU Heads with proven track record and their promotions by merit and selection, vacancy based.

Pilot Study

Sample Selection

A letter from The Research Supervisor, Department of Psychology, Bharathiar University, Coimbatore, was sent to the HR Manager of the BEL, Bangalore seeking request to co-operate with the research project. Upon receipt of the approval from the
concerned authorities, several rounds of discussion with the HR managers were done to make the authorities understand the nature of the research work, and its implication. Further, several weeks were spent by the researcher with HR department in designing, and planning the intervention. The investigator met the employees individually in order to establish personal rapport.

With prior appointment with the employees, the Personal data, TEI Que-Full Form, Maslach Burnout Inventory (MBI) Human Services Survey, Organizational Commitment Questionnaire and Hardiness Scale were administered to a randomly selected sample of twenty five employees. The time taken for the series of tests was roughly three to four hours for each respondent and the duration of the pilot study lasted for two months. After a month’s interval, all the tests were administered to the same group to find out the reliability of the tests.

RESULTS OF THE PILOT STUDY

The employees reaction was encouraging though it was considered somewhat time consuming by some respondents. However, they cooperated well as the researcher had personal rapport with them. Most of the employees were able to comprehend the questionnaire and clarified with the investigator wherever necessary and responded to them. Since no difficulty was mentioned by the respondents, there was no necessity to carry out any modifications in the test content and in their administration. Hence they were used for the main study as well.

Reliability of the Tools Used

The reliability of the questionnaires was established by using “Test-Retest Reliability Method” in a sample of 25 employees. The reliability scores of the tests are given below:-
Table 2

Reliability Scores of the Tests

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<thead>
<tr>
<th>S. No</th>
<th>Variables</th>
<th>Reliability Score</th>
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<td></td>
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<td></td>
<td>Normative Commitment</td>
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<td></td>
<td>Maslach Burnout Inventory(MBI-HS)</td>
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<td>Exhaustion</td>
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<td></td>
<td>Depersonalization</td>
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<tr>
<td></td>
<td>Personal accomplishment</td>
<td>.65</td>
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<td></td>
<td>Hardiness Scale</td>
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<td></td>
<td>Commitment</td>
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<td></td>
<td>Concern</td>
<td>.67</td>
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<td></td>
<td>Challenge</td>
<td>.65</td>
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</table>
Validity

The validity of the questionnaires was established by means of Face Validity. The questionnaires were given to various experts working in the teaching Faculty of Psychology. They were asked to rate each item in terms of its relevance to the purpose.

Phase I: Descriptive Phase

Sample Size

Around 250 employees were randomly selected from each managerial level were given the questionnaires. The final sample consisted of (N=200, Return rate= 80%) employees Executive level (n= 64), Middle Management (n= 52) and Senior Management (n= 84). The age of the employees ranged from 25-58 years (Mean= 39.17 years, S.D= 9.46)

Upon approval from the concerned head of the SBU and in assistance with the HR manager, the employees were sent a circular regarding the nature and objective of the study in detail and requesting for participation in the study. The researcher got an encouraging response from the SBU. The researcher met every respondent in person and described the purpose of the study and how it would help them to make an assessment about themselves.

Phase II: Experimental Phase

Sample Size

The sample for Phase II (Intervention phase) consisted of 60 Employees who were chosen according to the following inclusion and exclusion criteria.

Inclusion criteria were:

(a) Employees belonging to the Telecom and Broadcasting Systems Strategic Business Unit (SBU) only participated.

(b) The employees were selected from executive and middle management cadre only as the employees from senior management had difficulty with regard to attending the intervention sessions due to work pressures.

(c) Acceptance from employees to be the part of the intervention
The Exclusion criteria were:

a) refusal to participate

Procedure

The sixty employees who had shown interest and have registered themselves for the intervention (36 from Executive level and 24 from Middle management) were assigned to 12 weeks from Monday to Friday for the intervention designed. In order to make the intervention more effective and based on the feasibility of the time for the participants, they were asked to choose either the forenoon or afternoon sessions. Each session accommodated thirty employees. Thus the group consists of mix of Executive and Middle level Management employees. Before starting each session, Personal Information Sheet, TEI Que-Full Form, Maslach Burnout Inventory (MBI) Human Services Survey, Organizational Commitment Questionnaire and Hardiness Scale were administered to the sixty employees. The Interventions included a meeting on the daily basis between the researcher and employees in order to establish rapport.

Stress inoculation training/therapy (SIT) (30 sessions of thirty minutes duration each)

Stress inoculation training/therapy (SIT) (Meichenbaum(1985); Meichenbaum and Cameron, (1983); Novaco, (1977) is a cognitive-behavioural form of treatment to help the client understand and manage their fear reactions and to decrease the amount of avoidance behaviour associated with fear. The method used is a step-by-step approach in which the phases of stress inoculation are applied. These include assessing the likelihood of actual danger from a feared situation or event, managing avoidance behaviour and engaging with feared behaviour using problem-solving. SIT involves three stages-education, followed by the development of skills and finally the application of what has been learned to real life situations. Skills-building revolves around relaxation training especially relaxation imagery. The cognitive aspects of stress include thought stopping, rehearsal, problem solving, and self-talk. Problem-solving skills include Role play and clients are required to apply everything previously taught and learned to daily situations. This intervention has primarily focussed on reducing burnout among managers and
brings about more understanding among the team members. It is assumed that such exercises would enhance a better understanding among the members of the unit and how to tackle stress in an effective manner.

The employees were asked to imagine a frequent rough situation that involved the employee himself with either another employee, immediate superior or personal relationship. Then the employee was guided through imagery on the following steps.

Step 1: Preparing for a provocation

The employee was asked to close his eyes and imagine “This could be a rough situation; you have the know-how to deal with it. You can work out a plan to handle this. Remember, stick to the issues and don't take it personally. There won't be any need for an argument. You know what to do”.

Step 2: Impact and confrontation

Now the researcher instructed that “As long as you keep your cool, then you are in control of the situation. You don't need to prove yourself. Think of what you have to do, look for the positives and don't jump to conclusions”.

Step 3: Coping with arousal

Coping with the arousal involved identifying the muscle that gets tightened during the provocation phase and relaxing those muscles. The researcher instructed that “Muscles are getting tight. Relax and slow things down. Time to take a deep breath. Let's take the issue point by point. Your anger is a signal of what you need to do”

Step 4: Subsequent reflection, conflict unresolved

Now the researcher instructed “Forget about the aggravation. Thinking about it only makes you upset. Try to shake it off. Don't let it interfere with your job. Remember relaxation. It's a lot better than anger is. Don't take it personally. It's probably not so serious”.

After few weeks of the practice, some of the employees who reported that they could not put the therapy in practice were the taken to Step 5.
Step 5: Subsequent reflection, conflict resolved

Now the researcher reported “You handled that one pretty well. That's doing a good job. You could have got more upset than it was worth. Your pride can get you into trouble, but you're doing better at this all the time. You actually got through that without getting angry”.

The participants practised the techniques while imagining and role-playing realistic anger situations arranged in a hierarchy from least to most provoking.

Relaxation technique (thirty sessions of ten minutes of each relaxation technique each) The intervention included three types of relaxation techniques namely

(a) Progressive muscle relaxation for stress relief:

Progressive muscle relaxation involves a two-step process in which you systematically tense and relax different muscle groups in the body. Before practicing Progressive Muscle Relaxation, the participants were warned from refraining to practice in these sessions if they have a history of muscle spasms, back problems, or other serious injuries that may be aggravated by tensing muscles.

The participants were instructed as follows: “Loosen your clothing, take off your shoes, and get comfortable. Take a few minutes to relax, breathing in and out in slow, deep breaths. When you’re relaxed and ready to start, shift your attention to your right foot. Take a moment to focus on the way it feels. Slowly tense the muscles in your right foot, squeezing as tightly as you can. Hold for a count of 10. Relax your right foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly. When you’re ready, shift your attention to your left foot. Follow the same sequence of muscle tension and release. Move slowly up through your body, contracting and relaxing the muscle groups as you go from right calf-left calf-right thigh-left thigh- hips and buttocks- stomach- chest-back-right arm and hand-left arm and hand-neck and shoulders- face.

(b) Mindfulness for stress relief

Mindfulness is the ability to remain aware of “moment-to-moment” experience—both internal and external. Thinking about the past—blaming and judging yourself—or
worrying about the future can often lead to a degree of stress that is overwhelming. But by staying calm and focused in the present moment, you can bring your nervous system back into balance. After the Progressive muscle relaxation for stress relief, the employees were asked to come to a **comfortable position with their** spine straight, then the following instructions were given to them

**A point of focus** - This point can be internal – a feeling or imaginary scene – or something external - a flame or meaningful word or phrase that you repeat it throughout your session. You may meditate with eyes open or closed. Also choose to focus on an object in your surroundings to enhance your concentration, or alternately, you can close your eyes.

**An observant, noncritical attitude** - Don’t worry about distracting thoughts that go through your mind or about how well you’re doing. If thoughts intrude during your relaxation session, don’t fight them. Instead, gently turn your attention back to your point of focus

(c) **Visualization meditation for stress relief**

Visualization, or guided imagery, is a variation on traditional meditation that requires you to employ not only the visual sense, but also the sense of taste, touch, smell, and sound. When used as a relaxation technique, visualization involves imagining a scene in which you feel at peace, free to let go of all tension and anxiety. The following instructions were given to the participants.

“Choose whatever setting is most calming to you, whether it’s a tropical beach, a favorite childhood spot, or a quiet wooded glen. You can do this visualization exercise on your own in silence. Close your eyes and let your worries drift away. Imagine your restful place. Picture it as vividly as you can—everything you can see, hear, smell, and feel. If you are thinking about a quiet lake, for example:

- Walk slowly around the dock and notice the colours and textures around you.
- Spend some time exploring each of your senses.
- See the sun setting over the water.
- Hear the birds singing.
• Smell the pine trees.
• Feel the cool water on your bare feet.
• Taste the fresh, clean air.

Enjoy the feeling of deep relaxation that envelopes you as you slowly explore your restful place. When you are ready, gently open your eyes and come back to the present. Don't worry if you sometimes zone out or lose track of where you are during a guided imagery session. This is normal. You may also experience feelings of stiffness or heaviness in your limbs, minor, involuntary muscle-movements, or even cough or yawn. Again, these are normal responses.

These three relaxation techniques are proposed to bring down anxiety levels among the employees and focus on the positive personality aspects. These relaxation techniques would help the employees to enhance their Trait Emotional Intelligence dimensions and help them to renew their commitment towards the organization.

Executive Time Management (thirty sessions of ten minutes of lecturing on time management)

The time management program focuses primarily on how to manage time when the employee changes from the present managerial cadre to higher level. The employees were given some of the tips on how to manage their time wisely such as

*Don't Overdo It*

Working long hours isn't good enough. But rather you really do need to work smarter, not harder. Working too many hours is demonstrably counterproductive, because it results in decreased productivity as long hours lead to physical and mental fatigue. This results in slower work, more mistakes, and wasted time. It may also lead to depression, which can spiral out of control if left untreated—which is often the case, because the person affected is too busy to take care of it. Instead of stop striving for perfection, stop trying to do everything in one day—and remember that there's more to life than work. You need to enjoy yourself, and your family, while you can.
**Tighten It Up**

Do your best to deal with them in a single block of time, and make your communications short and sweet. Always keep an eye on the clock. Instead of asking the people you're communicating with leading questions like, "How's it going?", which can involve a longer answer than you have time for, get straight to the point: "How can I help you today?".

Establish boundaries for meetings, and stick to them. You need to be vigilant when it comes to your time, and learn to say no and make it stick.

**Get Your Priorities Straight**

Establish priorities for yourself and your organization. Sit back and reflect on both your day-to-day activities and your long-term goals. One way to strengthen your focus on what's important is to refer back to the classic four-quadrant Time Management Matrix.

**Table 3**

**Time Management Matrix**

<table>
<thead>
<tr>
<th>Quadrant A: Important and Urgent</th>
<th>Quadrant B: Important and Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Strategic Goals</td>
<td>Priority 2: Operations (Tactical)</td>
</tr>
<tr>
<td>• Long term planning</td>
<td>• Everyday management</td>
</tr>
<tr>
<td>• Values clarification</td>
<td>• Development and refinement of systems and processes</td>
</tr>
<tr>
<td>• Relationship building</td>
<td>• Most customer service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant C: Urgent and Not Important</th>
<th>Quadrant D: Neither Urgent Nor Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Time Sensitive</td>
<td>Priority 4: Trivial items</td>
</tr>
<tr>
<td>• Deadlines</td>
<td>• Time wasters</td>
</tr>
<tr>
<td>• Crises</td>
<td>• Micromanaging</td>
</tr>
<tr>
<td>• Pressing issues</td>
<td>• Busy work</td>
</tr>
</tbody>
</table>
Delegate, Delegate, Delegate....

This is a basic tenet of time management. The very heart of delegation remains in answering the following questions about each of your tasks

1. Is this the best use of my time right now?
2. What's the impact of this task?
3. Am I the best person to perform this?

The employees were asked to follow these time management practices in their day to day operations during the entire intervention sessions and were asked to encourage discussing the results and giving feedback to other group members.

Rational Emotive Behavioural Therapy (thirty sessions of twenty minutes each)

The sessions on REBT began by first identifying the problem areas in their organization or any personal problem that the employees thinks has been persisting for over a time. The employee himself has to write the problem by himself, the reason why he thinks the problem persists. Then he was asked to distinguish clearly between two very different types of difficulties: practical problems and emotional problems surrounding the issue.

The following were some of the instructions given to the employees towards the issues:

“Your flawed behavior, unfair treatment by others, and undesirable situations, represent practical problems. Regrettably, your human tendency is to upset yourself about these practical problems, thereby unnecessarily creating a second order of problems--emotional suffering. Hence you can help yourself by:

1. Take responsibility for your distress. Please remember only you can upset yourself about events--the events themselves, no matter how undesirable, can never upset you. Recognize that neither another person, nor an adverse circumstance, can ever disturb you--only you can. But you create your own emotional suffering, or self-defeating behavioral patterns, about what others do or say.
2. **Identify your "musts."** Once you admit that you distort your own emotions and actions, then determine precisely how. The culprit usually lies in one of the three core "musts:"

"Must" #1 (a demand on yourself): "I MUST do well and get approval, or else I'm worthless." This demand causes anxiety, depression, and lack of assertiveness.

"Must" #2 (a demand on others): "You MUST treat me reasonably, considerately, and lovingly, or else you're no good." This "must" leads to resentment, hostility, and violence.

"Must" #3 (a demand on situations): "Life MUST be fair, easy, and hassle-free, or else it's awful." This thinking is associated with hopelessness, procrastination, and addictions.

Ascertain what you're demanding of yourself, of your significant others, or of your circumstances. Not until you have discovered the "must" can you then go on effectively to reduce your distress.

3. **Dispute your "musts."** The only way you can ever remain disturbed about adversity is by vigorously and persistently agreeing with one of these three "musts." Begin by asking yourself: "What's the evidence for my 'must?' " "How is it true?" And then by seeing: "There's no evidence." "My 'must' is entirely false." Make your view "must"-free, and then your emotions will heal.

4. **Reinforce your preferences by**

   **Preference #1:** "I strongly PREFER to do well and get approval, but even if I fail, I will accept myself fully,"

   **Preference #2:** "I strongly PREFER that you treat me reasonably, kindly, and lovingly, but since I don't run the universe, and it's a part of your human nature to err, I, then, cannot control you,"

   **Preference #3:** "I strongly PREFER that life be fair, easy, and hassle-free, and it's very frustrating that it isn't, but I can bear frustration and still considerably enjoy life."

REBT has been used in this intervention primarily to identify the irrational thoughts behind burnout and how the emotions and behaviours that follow the irrational beliefs result in conditioning of those beliefs and turns into a burnout phenomenon.
Team building activities: (thirty minutes each for two sessions)

As team work is one of the goals of the BEL, team building exercises were a part of the intervention in order to build communication. The team building exercises involved ice breakers and two games which would bring more cohesion among the groups’ members. Two team building exercises were used

**Exercise 1: Two Truths and a Lie**

The two groups were given the following instructions “Start out by having every team member secretly write down two truths about themselves and one lie on a small piece of paper – Do not reveal to anyone what you wrote down! Once each person has completed this step, allow 10-15 minutes for open conversation where everyone quizzes each other on their three questions. The idea is to convince others that your lie is actually a truth, while on the other hand, you try to guess other people’s truths/lies by asking them questions. Don’t reveal your truths or lie to anyone – even if the majority of the office already has it figured out! After the conversational period, gather in a circle and one by one repeat each one of your three statements and have the group vote on which one they think is the lie. You can play this game competitively and award points for each lie you guess or for stumping other players on your own lie”.

This game helps to encourage better communication in the office, as well as it lets you get to know your co-workers better.

**Exercise 2: Coin Logo**

The following instructions were given to the two groups who were seated separately. “Please empty your pockets, purses, and wallets of any coins you may have and place them on the table in front of them. If someone doesn’t have any coins or only has very few, others in the room can share their coins with them. Each person has to create their own personal logo using the coins in front of them in just one minute. Other materials they may have, such as pens, notebooks, wallets, etc. can also be used in creation of the logo that represents them as a team or for the organization/group/department/etc. Each solitary participant can explain their logo to the group or the leader can have each group discuss what led to the team logo and what it says about them.
This activity promotes self and mutual awareness and also enables participants to get to know each other on a more personal level.

**PHASE III: POST EXPERIMENTAL PHASE**

After twelve weeks of intervention, TEI Que-Full Form, Maslach Burnout Inventory (MBI) Human Services Survey, Organizational Commitment Questionnaire and Hardiness Scale were administered to the sixty employees. The employees were requested to incorporate the interventions periodically as part of their day to day operations. The post experimental phase data included 52 participants (eight were incomplete).

**PHASE IV: FOLLOW-UP PHASE**

The follow-up among the same employees was done after a gap of two months. The above mentioned scales such TEI Que-Inventory -Full Form, Personal Views Survey III-R (Hardiness Scale), Maslach Burnout Inventory (MBI) Human Services Survey, and Organizational Commitment Questionnaire were administered to the employees individually two months after intervention period. Since some of the employees were away on other work site and were on deputation, the follow up phase data was collected only from 47 employees.

**STATISTICAL TECHNIQUES USED**

The Mean and Standard Deviation were used to ascertain the differences between the employees of three managerial level in psychological variables. One way ANOVA was used to test the significance of the differences in mean scores between the groups. The Repeated Measures MANOVA was computed to find out the variances in three different times such as Pre, Post and Follow-up. Post hoc tests of Sidak was used to denote the time interval differences between the pair results by using Statistical Package for Social Sciences (SPSS).