CHAPTER VII
SUMMARY
7.1 INTRODUCTION

The last four decades of the 20th century witnessed a dramatic change in the nature of work. There was a massive introduction of new technology, particularly the use of computers, into the workplace. This was followed by a huge shift towards globalization, with many organizations undergoing mergers, acquisitions, strategic alliances and privatizations. A steady rise in short-term contracts, as a result, possibly, of the deregulation of long-term contracts and the limited requirements on permanent employment in many countries was witnessed. Other changes included new patterns of working, such as tele-working, self-regulated work and team work, an increased reliance on computerized technology and a move towards a more flexible workforce, both in number of employees and in their skills and functions. Supervisory conditions too changed with the introduction of teamwork, evaporation of the middle management, and the trends towards flexible place of “at – home” work arrangements. Also, the number of hour’s worked-per-week continued to increase for all occupations adding to mounting pressures and challenges. In a time when there are no guarantees of job security, and when the very concept of a “job” is rapidly replaced by “portable skills”, these are prime qualities that make and keep an employee employable. Talked about loosely for decades under a variety of names, from “character” and “personality” to “soft skills” and “competence”, there is at last a more precise understanding of these human talents, and a new name for them: Emotional Intelligence (EI), measured in terms of Emotional Quotient (EQ). Emotional intelligence works upon the philosophy that knowledge and skill may help someone get into the position, but it takes an emotional understanding of oneself and those around to emerge triumphant.
7.2 DEFINING EMOTIONAL INTELLIGENCE (E.I.)

A brief account of definitions proposed by different authors on Emotional intelligence is given below:

Cooper (1996) defines emotional intelligence as an ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy, information, trust, creativity and influence. Bar-On (1997) proposed that emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits. Freedman (1998) defined emotional intelligence as the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn, it allows setting priorities, it determines the majority of our daily actions. Singh (2003) defines emotional intelligence as an ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli drawn from the inner self and immediate environment.

7.3 MODELS OF EMOTIONAL INTELLIGENCE

There are two types of emotional intelligence models available in the existing literature:

(a) Ability Model, which focuses on the mental abilities to define emotional intelligence and
(b) Mixed Models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

7.3.1 ABILITY MODEL OF EMOTIONAL INTELLIGENCE

This model of emotional intelligence (Mayer and Salovey, 1997), as described in Table 1.1, emphasizes on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional intelligence growth (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dorheim, 1998). Four sets of mental abilities ranging from basic to more complex psychological processes were proposed in this model. The first set, ‘Perception, Appraisal and Expression of Emotion’, allows an individual to identify and express emotions in self and others. The second set is ‘Emotional Facilitation of Thinking’. It allows an individual to recognize respective consequences of different emotional responses and to justify an appropriate one. The third set ‘Understanding and Analyzing Emotions’ concerns with the ability to understand, label and acknowledge the emotion and to use emotional knowledge. The fourth set is ‘Reflective Regulation of Emotion’, which deals with the ability to manage and adjust the emotional response to support the situational requirement (Mayer and Salovey, 1997)
7.3.2 **MIXED MODEL OF EMOTIONAL INTELLIGENCE**

Unlike the ability model, mixed models include non-ability traits (such as, motivation, optimism, interpersonal skill, stress management) in conceptualizing emotional intelligence. The various types of mixed models are explained below:

**Bar-On’s (1997)** model of emotional intelligence (Table 1.2) is one of the most well known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model:

- **Intra – Personal Skills** such as emotional self-awareness, assertiveness, self regard, self-actualization;

- **Inter – Personal Skills** such as social responsibilities, empathy;

- **Adaptability** such as problem solving, reality testing, flexibility;

- **Stress Management** such as stress tolerance, impulse control;

- **General Mood** such as happiness and optimism.

However, various authors have criticized this approach (Watson, 1930; Wessman and Ricks, 1966). They remarked that the above mentioned non-abilities had no relation with intelligence.

The most popular and accepted mixed model of emotional intelligence is the one proposed by **Goleman (1995)** as shown in Table 1.3. He viewed emotional
intelligence as a total of personal and social competencies. *Personal Competence* determines how we manage ourselves, whereas *Social Competence* determines how we handle our inter-personal relationships.

### 7.4 JOB STRESS

In recent years, the pace of work within organizations has increased rapidly. This increase can be attributed to many factors, which include technological advancement, global competitiveness, continually changing economies as well as changes in the organizational structures. Consequently, the demands placed on individuals employed in organizations have also increased. In addition to the technical and economic factors impacting on organizations, employees face a number of other challenges, for example greater work load, increasing job insecurity and lack of role clarity (*Johnson, Cooper, Cartwright, Donald, Taylor and Millet, 2005*). The increasing demands in the workplace as well as the overall increasing demands in lives of individuals (dual career families, family pressures, advanced technologies, job insecurity) all contribute to increased levels of stress experienced by individuals.

Occupational stress, in particular, is the inability to cope with the pressures in a job (*Rees, 1997*), because of a poor fit between someone’s abilities and his / her work requirements and conditions (*Holmlund-Rytkönen and Strandvik, 2005*). It is a mental and physical condition which affects an individual’s productivity, effectiveness, personal health and quality of work (*Comish and Swindle, 1994*). Occupational stressors are aspects of the work environment that cause strains, poor
psychological health or well being of the individual (Beehr, 1995: Kahn and Byosiere, 1992).

7.4.1 SOURCES OF JOB STRESS

Among life situations, the workplace stands out as a potentially important source of stress purely because of the amount of time that is spent in this setting (Erkutlu and Chafra, 2006). Over the years, a large number of workplace stressors of varying degrees of gravity have been identified. According to Murphy (1995), common organizational and individual stressors could be classified into five groups:

1. **Organizational Practices** (performance reward systems, supervisory practices, promotion opportunities);
2. **Job / Task Features** (workload, workplace, autonomy);
3. **Organizational Culture / Climate** (employee value, personal growth, integrity);
4. **Interpersonal Relationships** (supervisors, co-workers, customers); and
5. **Employee Personal Characteristics** (personality traits, family relationships, coping skills).

7.4.2 CONSEQUENCES OF JOB STRESS

Stress produces a range of undesirable, expensive, and debilitating consequences (Ross, 2005), which affect both individuals and organizations. In organizational
setting, stress is nowadays becoming a major contributor to health and performance problems of individuals, and unwanted occurrences and costs for organizations.

On the organizational level, consequences of job stress can be grouped into two major subgroups:

1) **Organizational Symptoms** – such as discontent and poor morale among the workforce, performance / productivity losses, low quality products and services, poorer relationships with clients, suppliers, partners and regulatory authorities, losing customers, bad publicity, damage to the corporate image and reputation, missed opportunities, disruption to production, high accident and mistakes rates, high labour turnover, loss of valuable staff, increased sick-leave, permanent vacancies, premature retirement, diminished cooperation, poor internal communications, more internal conflicts, and dysfunctional workplace climate.

2) **Organizational Costs** – such as costs of reduced performance / productivity (lack of added value to product and / or service), high replacement costs in connection with labour turnover (increase in recruitment, training and retraining costs), increased sick pay, increased health-care costs and disability payments, higher grievance and litigation/compensation costs, and costs of equipment damage.

7.5 **EMOTIONAL INTELLIGENCE AND JOB STRESS**

Emotional intelligence is increasingly relevant to organizational development and developing people, because the emotional quotient principles provides a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional intelligence provides a buffering effect in perceiving
the work environment to be less stressful. Individuals with high level of emotional intelligence, pronounced by the ability to recognize and express emotions as well as to manage and control them show the ability to better cope with stress and suffer less from adverse health outcomes.

7.6 EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Emotional intelligence may contribute to job performance (as reflected in salary, salary increase, creativity, better supervisory abilities, leadership, integrity, company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Job performance often depends on the support, advice, and other resources provided by others (Seibert, Kraimer and Liden, 2001). Emotional intelligence plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization. Emotional intelligence competencies enable people to regulate their emotions so as to cope effectively with stress, perform well under pressure and adjust to organizational change.

7.7 IMPORTANCE OF EMOTIONAL INTELLIGENCE TRAINING AT WORKPLACE

Emotional intelligence is becoming crucial today in the context of individuals role based behavior within group and organizational contexts. As organizations are becoming flatter in structure, flexibility is the key issue. The span of control being larger for a team leader, the relationship governing team members and the leader are
becoming more challenging. From control based hierarchical relationships, there is a transition towards facilitation based empowering relationships. In addition, task structure and the reward systems are becoming highly group-oriented, requiring more accommodating and emotionally intelligent behavior to be adopted to achieve both personal and organizational goals.

7.7.1 EMOTIONAL INTELLIGENCE AND ROLE-BASED EFFECTIVENESS

People working at all levels of organizations require emotional intelligence to excel at their performance. Bhattacharya and Sengupta (2007) have laid down the importance of emotional intelligence for certain professionals at the workplace, the instances of which are given as below:

**TOP EXECUTIVES**

Top executives, who are at the helm of the strategic decision – making responsibilities, must rely on the people belonging to the lower levels of hierarchy to operationalise their decisions. They have to inspire the followers through their transformational leadership style to achieve organizational goals. The constant pressure of outperforming their own selves, often leads to anxiety, fear, stress and even guilt and depression. As discussed earlier, emotional intelligence makes an individual not only aware of the emotional disturbance but also helps him / her to handle them positively and constructively.
MIDDLE LEVEL MANAGERS AND SUPERVISORS

Middle level managers and supervisors are the line managers, who have direct contact with the people at the operational level. Their interaction pattern, leadership style and communication skills need to be tailored to satisfy individual employees’ motivational needs. Therefore, they need to balance the management’s expectations and those of the lower level employees. They also need to constantly create a harmony between concerns for tasks and people are required to play the dual roles, both as nurturing leaders, as well as task-oriented managers. This definitely demands high emotional intelligence which not only helps the managers to remain cool and calm in trying situations with their subordinates and bosses, but also facilitates to regulate their own emotions as and when required.

TEAM LEADERS

Team leaders are held accountable for creating a positive work environment where all the team members work towards achieving the team goals, which ultimately lead to achieving organizations goals. Emotional intelligence helps team leaders to maintain a positive and stable attitude and optimism in trying situations. Moreover, by improving their own internal motivation and persistence, they motivate their teams to high levels of sustained performance and achievement.

SALES PROFESSIONALS

Sales people, working with the external stakeholders (such as distributors, sales agencies and customers) have to often work in difficult situations, given pricing and
quality of the products, quantity and delivery schedule of the order, and sometimes face customer dissatisfaction about the products and services. These situations can lead to anxiety, fear frustration, anger and depression. Enhancing emotional intelligence skills allows the sales person to have more control over their own emotions and, thus, the adverse situation they may be in. They can stay mentally focused and remain optimistic despite intense pressures and adversities.

SELF – MANAGED TEAMS

Self – managed teams are constantly under pressure to work smoothly when deadlines are tight, resources are scarce and when team structures are impermanent, tentative and flexible in nature. Often, the team members feel frustrated, annoyed and angry when one or some team members fail to perform up to the mark, affecting the team performance. Emotional intelligence can help in dealing with the emotional turmoil of the team members and help in promoting team cohesion and trust.

CUSTOMER CARE EXECUTIVES

Customer care executives are people who have to deal with the customers (potential, satisfied and dissatisfied) and have the responsibility to protect the organization’s reputation in public. Customer care executives while dealing with discontented customers, often have to absorb verbal abuse, insult and even personal allegations. Emotional intelligence helps them to manage their reactions in tense situations, manage angry customers, maintain a calm, polite and sincere attitude and
conversation with customers, and also empathize with the upset customer, leading to better effective problem – solving and protecting the relationships of the company with the customer.

RESEARCH AND DEVELOPMENT STAFF

Research and development staff is constantly under pressure to develop better and cheaper innovative products as compared to the competitor’s products. The high demand for performance often causes them to be anxious and stressed-out. Emotional intelligence helps in such cases to maintain the interpersonal relationships and remain connected socially and emotionally with others, and also preserve the sense of self-worth and confidence in their own ability to deliver.

TECHNICAL STAFF

Technical staff mostly works with machines for long hours to complete projects within deadlines. These situations may lead to anxiety, frustration and high stress and sometimes agitation with little concern for human relationships. Use of emotional intelligence can prevent eruption of such situations by helping them to be in touch with their own emotions and empathy for others.

ADMINISTRATIVE STAFF

The administrative staff acts as the support system with regard to implementing organizational policies, within the bounds of rules and regulations, for ensuring
performance of various functions. Constant pressure from all quarters of the organizations that they meet their requirements at the earliest (even while remaining within the rules and policy framework) make them often feel overwhelmed, confused and irritated. Enhanced emotional intelligence skills enable such people to handle gracefully multiple demands, interruptions and meet tight deadlines. Processes, databases and projects run more smoothly, details do not fall through the cracks and professional staff is free to focus on their work.

7.8 EMOTIONAL INTELLIGENCE TRAINING IN THE INDIAN CORPORATE SECTOR

With the opening up of the Indian economy through liberalization, privatization, globalization and natural thrust towards information technology the tasks of Indian business executives has become more demanding. The challenges get multiplied when the Indian executives have to work in diversified work cultures.

The emotional intelligence intervention is partly a response to the problems that business executives face today. There is a need to develop the highest standard of leadership skills, the challenges of high team turnover, ever increasing demands of customers for high quality goods and services, rapidly changing business environment, economic demands or escalating costs. The companies need people who have both technical knowledge and social and emotional abilities which will enable them to delight the customers. Emotional intelligence can contribute to developing
those skills and abilities that are linked with this aspiration (Orme and Langhorn, 2003).

7.9 RATIONALE OF THE STUDY

As the ability to get things done through people is the vital task of the managers, emotional quotient is an important factor. If managers do not balance their intelligence quotient skills with emotional intelligence like understanding and empathy, employees might feel insecure and unappreciated. At times they can even feel underestimated, criticized and disrespected. These negative feelings can result in seething dissatisfaction leading to absenteeism, passivity, lack of productivity and attrition. As an employee with desired potential is scarce these days, only those who are adept in retaining employees can excel in their jobs. Enhancing emotional intelligence skills of business executives will help them to regulate their emotions and motivate themselves more effectively, allowing them to manage their own emotional turmoil effectively and demonstrate compassion and empathy for their employees.

7.10 STATEMENT OF THE PROBLEM

“EMOTIONAL INTELLIGENCE OF BUSINESS EXECUTIVES IN THE INDIAN CORPORATE SECTOR
7.11 REVIEW OF LITERATURE

7.11.1 EMOTIONAL INTELLIGENCE AND LEADERSHIP

Mandell and Pherwani, (2003) examined the predictive relationship between emotional intelligence and transformational leadership style, the gender differences within each construct, and interaction effects between gender and emotional intelligence. The study established that emotional intelligence significantly predicts transformational leadership style. A significant difference was also found between the emotional intelligence scores of male and female managers. Gender, however, did not predict a transformational leadership style over and above emotional intelligence. These results indicate that emotional intelligence can be used to identify leaders who demonstrate positive transformational leadership qualities.

Webb (2004) examined the extent to which emotional intelligence is related to transformational leadership within mentoring relationships. One hundred and twelve faculty members responsible for mentoring doctoral students were assessed on the various dimensions of emotional intelligence. Transformational leadership ratings for each professor were provided by the doctoral student(s) who were advised by him or her. The results indicated that emotional intelligence can predict several aspects of transformational leadership, including charisma and inspirational motivation.

7.11.2 EMOTIONAL INTELLIGENCE AND CONFLICT MANAGEMENT

350 respondents working in 108 teams were administered a measure of team members' emotional intelligence. Participants then completed a problem-solving task, individually and as a team member, and afterwards reflected on the conflict resolution tactics used to achieve the team outcome. In line with expectations, emotional intelligence indicators were positively linked with team performance and were differentially linked to conflict resolution methods.

**Srinivasan and George (2005)** in their research paper investigated the relationship between emotional intelligence and conflict management styles of management students. The study found that different problems demand different styles of handling and emotionally intelligent students seem to be capable of applying the different style of conflict management styles as the situation demands.

### 7.11.3 EMOTIONAL INTELLIGENCE AND JOB STRESS

**Chand and Sethi (1997)** conducted a study to examine the organisational factors as predictors of job related strain among 150 junior officers working in various banking institutions in the state of Himachal Pradesh. Role conflict, strenuous working conditions and role overload were found to be the dearest and most significant predictors of job related strain.

**Abraham (2000)** deliberated that the social skills component of emotional intelligence is related to positive interpersonal relationships and it increases the feeling of job satisfaction and decreases occupational stress. She further stated that
these social skills foster networks of social relationships which in turn increase an employee’s commitment to the organization.

7.11.4  EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Pesuric and Byham (1996) established that after supervisors in a manufacturing plant received training in emotional competencies, such as how to listen better and help employees resolve problems on their own, lost –time accidents were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by $250,000.

In a study, data from more than 30 different behaviours from banking, mining, geology, sales and health care industries documented that a number of emotional intelligence competencies, qualities such as, achievement drive, developing others, adaptability, influence and self confidence distinguished top performers from average ones (McClelland, 1998).

7.11.5  EMOTIONAL INTELLIGENCE AND OTHER WORK PLACE OUTCOMES

A paper by Nikolaou and Tsaousis (2002) explored the relationship between emotional intelligence, physical and psychological health. These authors had hypothesized that high level of emotional intelligence would relate to better psychological and physical health, and that emotional intelligence would correlate negatively with frequency of smoking and drinking and positively with improved
quality of life. Both the hypotheses in their paper were supported and high level of emotional intelligence were associated with better health and improved quality of life.

Sjöberg and Littorin (2003) in their study investigated salespersons in a telecommunications company for their perceived risk, emotional intelligence and a number of additional dimensions of work motivation, personality and performance. They concluded that emotional intelligence was related as expected to other variables, most notably to life / work balance (positively), to positive affective tone (positively), and to materialistic values and money obsession (negatively).

7.11.6 OBJECTIVES OF THE STUDY

Consequently, following objectives were framed after a comprehensive insight into the diverse and extensive literature, and taking leads from the various studies conducted hitherto, for the verification of the present investigation:

1) To measure the Emotional Intelligence of the Business Executives.

2) To identify the weak components of Emotional Intelligence of Business Executives for the purpose of identifying their Training Needs.

3) To ascertain the relationship between Emotional Intelligence of Business Executives and Job Stress.
4) To relate the Emotional Intelligence of Business Executives with their respective Overall Performance.

5) To broadly assess whether the existing Training and Development Programmes aim at strengthening Emotional Intelligence components of Business Executives.

7.12 RESEARCH METHODOLOGY

In order to achieve the objectives of the study, the researcher has planned the entire process of work in terms of research design. The method and procedure of the study has been described in the present section in the following systematic way:

7.12.1 DESIGN OF THE STUDY

A research design is the arrangement of conditions for collection and analysis of data. The present study is descriptive cum exploratory in nature.

7.12.2 SAMPLE

For surveying the research, Stratified Random Sampling Design was chosen. The sample consisted of 400 managers working at the middle level managerial positions with a minimum of three years of experience and post graduation as
their minimum level of education spread over 2 major sectors, namely, Service and Manufacturing from the area covering Delhi and National Capital Region, Haryana and Punjab. For purpose of this study, managers have been defined as those individuals who have been assigned direct supervisory responsibility.

7.12.3 TESTS / SCALES USED

A) EMOTIONAL INTELLIGENCE SCALE

To measure the emotional intelligence of the respondents Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2002) was used. The scale consists of 10 factors having 34 items with reliability of 0.88 and validity 0.93, standardized on the Indian population. It is used to measure the level of emotional intelligence. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior. The respondents were required to respond to each item on a 5 point Likert scale.

B) OCCUPATIONAL STRESS INDEX

Occupational Stress Index developed by Srivastav and Singh (1981) was used to measure the occupational stress of the respondents. This scale aims at measuring the extent of stress which the employees perceive arising from various constituents and
conditions of their job. The tool is suitable to be administered to the employees of every level operating in context of industries or other non-production organizations and employees of supervisory level and above. The scale consists of 46 items, each rated on the five-point scale. Out of 46 items 28 are true-keyed and rest false keyed. The items relate to almost all relevant components of the job life which cause stress in some way or the other, such as role overload, role ambiguity, role conflict, group and political pressure, responsibility for persons, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability. The reliability index ascertained by split half (odd-even) method and Cronbachs alpha-coefficient for the scale as a whole were found to be 0.935 and 0.90 respectively. It takes approximately 15 minutes to complete this questionnaire.

C) SELF – PERFORMANCE ASSESSMENT INVENTORY

In order to find the impact of emotional intelligence on the performance of the business executives, Self Performance Assessment (SPA) scale was developed.

D) PRESENCE OF DIFFERENT TRAINING COMPONENTS AT WORKPLACE

In order to assess whether existing training and development programmes followed by the corporates aim at strengthening emotional intelligence of executives, the respondents were asked to state to what extent their organizations are involved in providing training related to developing emotional intelligence vis-à-vis business
development. For this, 8 components related to different training activities were taken and divided into two groups and each group further had 4 dimensions. The responses were generated on a five point scale. The scale takes less than 5 minutes to complete.

7.12.4 PROCEDURE

The sample population was contacted by email, telephonically and also by meeting in person. The respondents were given detailed instructions to fill the questionnaire. Those who failed to complete the forms, the particular responses were ignored. Data from the 400 completed questionnaires was entered into the Statistical Package (SPSS) and checked for entry errors and validity.

7.12.5 STATISTICAL ANALYSIS

All the responses were scored on the basis of scoring procedure as given in the manual of these tests. Statistical tools like correlation, t-test and f-test, analysis of differences between means of different subscales was undertaken to derive results for measuring Emotional Intelligence and its effect on Job Stress and Performance of Business Executives.

7.12.6 PILOT SURVEY

Prior to the collection of the final data for the study, the questionnaires were pre-tested for their easy understandability, accuracy and verifiability. To gather all the information needed, pilot survey was carried out on 60 Business Executives from Banking, Insurance, IT, Manufacturing, Retail and Telecom from the area
covering Delhi and National Capital Region, Haryana and Punjab. The questionnaires were found to be reliable and valid for the current study and their scores were as follows:

- **Emotional Intelligence Scale**: Reliability 0.83 and Validity 0.91
- **Occupational Stress Index**: Reliability 0.81 and Validity 0.89
- **Self – Performance Assessment Inventory**: Reliability 0.83 and Validity 0.81

### 7.13 MAJOR FINDINGS

- Business executives were found to have high emotional intelligence and they also achieved high score on the individual dimensions of emotional intelligence.
- Role overload and responsibility of persons have been found to be a major source of job stress.
- Emotional intelligence has a significant impact in reducing overall and specific occupational stress among the business executives.
- No gender differences were found in the total emotional intelligence scores of males and females. However, differences in emotional intelligence scores across different emotional intelligence competencies for males and females were found.

- Overall occupational stress was found to be more in females than males.

- Higher emotionally intelligent behavior was witnessed in the age group 40 – 45 years.

- Business executives falling in the age group 35 – 40 years are more prone to occupational stress.

- High emotional intelligence was witnessed in business executives who have a work experience between 15 – 20 yrs.

- Maximum occupational stress has been observed in business executives having less than 5 years of work experience.

- High emotional intelligence was demonstrated by the executives working in the manufacturing units and their stress levels were also found to be low.

- The group which perceived emotional intelligence to be important scored higher on emotional intelligence scales.

- Business executives high on emotional intelligence were found to be low on total occupational stress score.
- High emotional intelligence group exhibited higher performance assessment score.

- The study’s results further show that the mostly business organisations offer training programs which are aimed more towards developing the business acumen skills of their employees.

- The results of the study show that emotional intelligence can be used as a potential moderating variable in the stress process and improving the performance of the business executives.

7.14 IMPLICATIONS OF THE STUDY

The study has important implications for managements, suggesting that organizations could be profitable by identifying the level of emotional intelligence of managers and supervisor and apply interventions that are focused on developing emotional intelligence among the employees in the organization. Also the findings of the study can be used as a guideline by the managements to overcome occupational stress problems in organizations, by raising the level of emotional intelligence in the behaviour of their employees.

7.15 LIMITATIONS AND FUTURE AGENDA

- Sufficient response could not be generated from the insurance, retail and telecom sector.
• Future researchers can also study the utility of emotional intelligence in the public sector and thereby comparing the results with those obtained from private sectors

• This study took into consideration the impact of emotional intelligence on only two variables, i.e. job stress and work performance. Future studies can incorporate other psychological variables like work-life balance, job satisfaction, achievement-motivation, etc.

7.16 SUGGESTIONS

• The words and actions of supervisors are important where encouraging participation is concerned. Employees are more likely to participate in development activity if their superiors support it.

• Employees’ needs, goals and learning style preference should be given due consideration while designing emotional intelligence programmes

• Emotional learning calls for more frequent practice than any other type of learning as old and ineffective neural connections need to be weakened and new, more effective ones need to be established.

• In order to bring emotional intelligence training and development into the mainstream, it is useful to find different ways of positioning and presenting it in the organization.
- People will be more likely to participate in development efforts if they perceive them to be worthwhile and effective.

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

- Job oriented training programs should be frequently introduced in the organisations to improve employee skill and their confidence to work effectively.

### 7.17 CONCLUSIONS

Modern organisations are highly volatile, dynamic and demand higher productivity. Tasks cannot simply be accomplished individually or by working with others in fixed or routine ways. These jobs involve understanding, communicating, empathising with and learning from other members working in the organisations. The focus of the organisations has shifted towards understanding as well as developing the behaviour of the employees so that they can really prove to be generative for the organisation. Emotional intelligence seems like a logical framework to help build such behaviours and relationships. It is a social intelligence that enables people to recognize their own, and other peoples' emotions. An endeavor had been made through this research to
investigate the utility of emotional intelligence in moderating job stress and enhancing overall performance of the business executives.

The results of the study show that emotional intelligence plays an important role in shaping the interaction between individuals and their work environment. It helps in predicting the workplace to be less stressful. Another important outcome of the study is the positive impact of emotional intelligence on the performance of the executives.

The study also brought forward the fact that in India, organisations focus more on training programs that are directed towards developing the business expertise of their employees. Developing emotional intelligence still remains a neglected component of training modules. The findings of the study can provide a stepping stone to the organisations in identifying the reasons of job stress in business executives working across diverse sectors which can enable them to design interventions that are capable of developing employees in such a way that they are able to manage their personal emotions and use them positively to create good interaction styles with other employees.