CHAPTER-7
Chapter 7

Major Highlights, Recommendations and Future Direction

7.0 Introduction

In this section we present summary observations and key highlights. The highlights are related to the Management Developments Programmes, their contents, methodology, faculty development etc. The highlights are placed below to present a crisp review.

7.1 Major Highlights of the Study

The study substantiates that out of the 18 emotional competencies some competencies of the participants did improve to some extent after attending an MDP. Which MDP has been effective in enhancing which particular competencies can be clearly gauged from the results/output of the Kruskal-Wallis tests [refer para-6.2 in chapter 6].

EME programme has been effective in improving nine emotional competencies and three clusters including Mandatory Competencies. The Action Leadership Programme has improved ten competencies and two clusters. MDP-II programme has been effective in improving two competencies. But no improvement in ECI clusters have been observed in the participants after MDP programme. No improvement has been reported in particular six competencies for all the three MDPs. One key observation is that the cluster-wise percentage improvements due to the training intervention has been very less (Maximum upto 5.1%). Key findings of the study are as follows:

Key findings

- The average existing level of various EI competencies and clusters of the SAIL/DSP managers is found to be quite good.
Chapter 7 Major Highlights, Recommendations and Future Direction

- The average improvement in EI competencies of the SAIL/DSP managers due to the MDPs is not significant in general.
- In respect of some competencies/clusters there are some appreciable improvement observed due to certain MDPs.
- In MDP-II, though inputs were given on “Subordinate development”, the competency of “Developing Others” has not been improved by MDP-II.
- In EME, a lot of input is given on Teamworking, Co-ordination etc, but no improvement is seen in “Teamwork & Collaboration” after the training.
- Some of the important competencies are found to be not taken care of by any of the three programmes.
- In this study no correlation has been found between any of the socio-demographic factors relating to the DSP managers and their Emotional Intelligence.

Key Learning from the qualitative interview based study are as follows:

- Emotional Competencies are the Leaders’ Key to success.
- Learning Goals for the managers have to be set by the learner himself/herself for the purpose of effective learning.
- Goals are to be built on one’s strengths, not weaknesses.
- Training or Coaching Methods should match with the learner’s preferred learning style so that he/she can learn and enjoy at the same time.
- To sustain the learned competencies a comprehensive Leadership Development Process is needed. An isolated training programme may not be effective in improving and sustaining the emotional competencies.

7.2 Recommendations

- Some of the exercises of the ALP should be revised. Otherwise the programme is very effective in improving the leadership skills of the managers.
• EME is a good programme. Some model leader should be invited to interact with and communicate to the participants for their “learning by observation”.

• MDP-II has been found to be a not-so-good programme, so far its capability to improve the leadership skills of the participating managers is concerned. Either the programme can be fully revamped or it has to be eliminated.

• A new form of Leadership Development Process should start in SAIL/DSP. This process should include 2 to 3 nos. of programmes at a time gap. These programme may be named LDP-I, LDP-II etc. Their purpose will be enhancing EQ of the SAIL/DSP managers of various levels. Along with the Leadership Development Programmes, there has to be scope for situational learning from seminars, workshops, live projects etc. From time to time the participants have to be evaluated for their EI level. The “learning goals” of the participants have to decided/finalized by the participants themselves for better effectiveness of the learning process.

• Evaluation of the newly developed Management Programmes, the participants and the faculty members has to be given more importance and some “systematic approach to MDP evaluation” has to be adopted by SAIL/DSP for spreading the culture in the whole organisation.

7.3 Summary findings and recommendations
The recommendations in relation to the findings are presented in table 7.1.
Table 7.1: Findings vs Recommendations

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Finding</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Existing MDPs are generally found effective in improving the participants’ EI competencies.</td>
<td>MDPs should be organized with higher frequency. They should be updated from time to time.</td>
</tr>
<tr>
<td>2.</td>
<td>ALP &amp; EME are effective and MDP-II is ineffective in improving EI.</td>
<td>ALP and EME to be continued and MDP-II to be replaced by a newly designed soft skill-based programme.</td>
</tr>
<tr>
<td>3.</td>
<td>EI and socio-demographic factors are not significantly correlated.</td>
<td>Irrespective of age and grade, all managers should be nominated to attend EI-based programmes.</td>
</tr>
<tr>
<td>4.</td>
<td>Average percentage of EI improvement due to the MDPs are not satisfactory.</td>
<td>Specific programme (including refresher programme for review and practice) for EI development should be designed and organized.</td>
</tr>
<tr>
<td>5.</td>
<td>Frontline managers’ existing Emotional Competencies are generally good.</td>
<td>They must be allowed to choose certain EI competencies they want to improve upon and attend programmes with specific learning goals.</td>
</tr>
<tr>
<td>6.</td>
<td>Sustaining the learned competencies is very challenging.</td>
<td>A culture of EI-based appraisal and development should be set up in the organization.</td>
</tr>
<tr>
<td>7.</td>
<td>Some of the EI competencies are not covered by any MDP.</td>
<td>Inputs on those specific competencies should be incorporated in the new programmes to be developed.</td>
</tr>
</tbody>
</table>

7.4 Future Directions for Research

The research study has substantial scope of extension – both in terms of breadth as well as depth. Breadth-wise it may be extended to several other groups of organizations and individuals. The study can be extended to other SAIL plants, other organizations in the steel industry and also the organizations from other industries. Our hunch is that the managers engaged in diverse organizations may exhibit varying degree of Emotional Intelligence and also varying pattern of EI enhancement on account of attending the Management Development Programmes.
Depth-wise, there is enormous scope of enlargement of this research effort. Apart from training solutions, finding out various non-training solutions for developing EI and sustaining the developed EI in the organisations / individuals should be the real concern. This is a virgin area of research as of now. In short the future studies need to focus on the following:

a) Identification of the required level of EI for various professions / occupations like Management students, Teachers, Doctors, Surgeons, Pilots, Industrial workers, Non-industrial workers, HRD professionals etc.

b) Designing tailor-made programmes to enhance the EI level of the participants as much as possible.

c) Identification of the "Training solutions" and "Non-training solutions" to the problem of developing and sustaining EI in the organizational members.

d) Comparing all the major models of EI and establishing a "generalized theory on EI".

Finally, it is necessary to conduct this study (i.e. effectiveness evaluation of the MDPs in terms of EI enhancement) in other organisations/industries like Textile, Pharmaceutical, IT, Banking, Power, Automobile etc. in future, so that they can be transformed into emotionally intelligent organisations. Thus the present study gives sufficient directions for future research in order to generate EI-related findings/learnings applicable to any industry or business sector.