EFFECT OF SMET ON EMOTIONAL DYNAMICS OF MANAGERS

Voice of Research
Vol. 2 Issue 1,
June 2013
ISSN No. 2277-7733

Sony Kumari
Assistant Professor
Swami Vivekananda Yoga Anusandhana Samsthana (SVYASA) , Bangalore
Alex Hankey
Associate Professor
SVYASA University, Bangalore
H.R.Nagendra
Chancellor
SWASA University, Bangalore

Abstract

The opening up of the Indian economy through liberalization, privatization, globalization and natural thrust towards information technology has made the task of managers increasingly more demanding. The challenges get multiplied when the executives have to work in diversified cultures. The workforce diversity has not only affected the emotional stability of the executives but has also come on the way of leadership behavior and effectiveness. The need for executives who are emotionally stable even in adverse circumstances is increasing. The present study examined the possibility of enhancing emotional competence (EC) through self management of excessive tension (SMET) program.

***Keywords** : Executives, Emotional stability, Emotional competence & SMET*

The current upsurge of interest in emotions at the work place owes largely to the ideas of Goleman (1996, 1998) who observed that getting others to respond in a desired way is the heart of EC. At the heart of EC are two abilities-empathy, which involves reading the feeling of others, and social skills, which allow handling those feelings artfully. Our emotional intelligence (EI) determines our potential for learning the practical skills that are based on its following five elements i.e. self awareness, self regulation, empathy, adeptness in relationships, and motivation. EC shows how much of that potential we have translated into on the job capabilities. For instance, being good at serving customers is an EC based on empathy, likewise, trustworthiness is a competence based on self regulation or handling impulses and emotions well. Both customer service and trustworthiness are competencies that can make people outstanding in their work. Simply being high in EI doesn't guarantee a person will have learned the EC that matters for work; it means only that they have excellent potential to learn them. EC clusters into groups, each based on common underlying EI capacity The EC framework basically measures the two types of competencies self competence consisting involving self awareness, self regulation, and motivation and social competence consisting two dimensions i.e. empathy and social skills. The use of psychological measurement has always been somewhat controversial. Chadha (1998) observed that EC is a personal trait or a set of habits that leads to more effective or superior job performance. In other words, it is an ability that adds economic value to the efforts of a person at the workplace. The data documenting the importance of each of the 20 emotional intelligence competencies have been building for more than two decades. McClelland (1975) was perhaps the first to propose the concept of competence as a basis for identifying what differentiates outstanding from average performers at work. McClelland (1998) reviewed data from more than 30 different organizations and for executive's positions in many professions, from banking and managing to mining, geology, sales and health care. He showed that a wide range of emotional competencies (and a narrow range of cognitive ones) distinguished top performers from average ones. EC is not crying openly in the workplace. It is not talking about your personal life to detriment of your job. It is not permitting managers to lash out at employees. It is not "letting it all hang out". The first model of EI was developed by Bar-On (1980). The basic research in this area was conducted by Salovey and Mayer (1995) who concluded that EI meets the traditional standards for being separate from "intelligence".

Concept of Emotional Intelligence in Indian Context

Several Indian studies have been done on emotional intelligence but still some of the issues have not clear. A study has been done to see the relevance of the concept of E.I in handling the problems in organizations. As Sinha & Jain (2004) have indicted the power of E.I. as a predictor of organizationally relevant outcomes in limited. There is a need to make the net larger by covering a wider spectrum of emotionally intelligent behaviors and as well as E.I. concepts need to be broadened to encompass cultural specifies. E.I. has found increased acceptance as a factor that is potentially useful in understanding and practicing individual performance at work. The role of E.I. in leadership development process and many organizations has been analysed.Bhalla & Nauriyal (2004) have addressed the implications of E.I. for leadership, management and business education.

Study done by Srivastava and Bharamanaikar (2004) on Indian army officers showed that E.I. significantly correlated with transformational leadership and success, but not with job satisfaction .E.I. also differed across rank

or length of service. Another related objective was to examine the impact of E.I. on leadership effectiveness, success and job satisfaction. In the paper by Sibia, Misra & Srivastava (2004) they have analyzed the notion of E.I. in the context of temporary development in the field of intelligence and growing cultural sensitivity in the domain of self and emotions. Based on interacting with parents, childrens and teachers they have come up with an extended view of E.I comprising of prosocial values, action tendencies and affective states. As is evident front e results of the study and in view of the distinctive characteristic of the Indian culture context, a culturally appropriate model of E.I. must take into cognizance the following factors: prosocial values, social sensitivity, action tendencies & affective states. Sharma and Sharma (2004) have used qualitative method to evolve an understanding of emotional competence as shared by the children. They have illustrated the interplay of thoughts and feeling as a part of self- narratives. Pant and prakash (2004) have tried to replicate the findings using a standardized measure of E.I.They report low reliabilities and mixed relationships of E.I. with key variables. They tried to empirically examine the relevance of the concept of E.I. and its assessment in Indian context. This study assesses the psychometric properties of the MEIS and whether it correlated with measures that are theoretically related to E.I.another study done by Shailendra Singh (2004) in the field of development of a self report measure of E.I is a modest attempt in Indian setting, based on the views of Goleman and has reported five factors of E.I. .He found encouraging results in the terms of the structure of E.I. and its value in organizational setting. Similarly Bhattacharya, Dutt & Mandal (2004) have tried developed a five factor measure of E.I. the result suggested that the construct of E.I. involve appraisal and experience of emotion for self and interpersonal situation in valence specific term (positive-negative).E.I. largely depends on the acceptability of an individuals emotional experience and behavior in the particular socio-cultural context, which is not emphasize in other scales. Pandey and Tripathi (2004) have reported developmental change in perception, recognition and identification of emotions in children from five age group developing a new measure of E.I. focusing on understanding emotions. Results indicated that there was increase in E.I. with age and females were more proficient in mangling and handling their emotions as well as of others. Results are discussed in the light of Indian socialization process. Tiwari and Srivastava, s (2004) work showed interesting linkages between E.I. and medium of instruction. it was noted that the children attending English medium schools scored higher followed by Hindi and mixed medium schools children,respectively.it was found that perceived environmental quality of home as well as school were positively related to E.I. scores. Lastly Nutan Thingujam (2004) has provided a completed and methodological overview of the present scenario. He critically evaluates the diverse proposals for ability, personality and mixed models of E.I.He notes the strengths of the construct and reminds the readers about the various problems encountered at conceptual and methodological levels .he also noted the need of an awareness of the cultural context in conceptualizing and assessing E.I. development of an ability measure of E.I. in India should be done carefully with special reference to the diverse cultural context in which there is predominantly collectivistic culture values.

Further other research has been done in the field of emotions in the relation of disaster, care of Schizophrenic members in the family and in the field of treatment, healing and rehabilitation.

On the basis of earlier researches in Indian context here in this paper effort has been made to see the effect of certain set of yogic practice on enhancing the level of emotional competence.

SMET

SMET is a set of techniques developed by SVYASA (Swami Vivekananda Yoga Anusandhana Samsthana, 1986) Bangalore. It consists of theoretical as well as the practical inputs. The conceptual inputs are in areas like stress, executive growth, group dynamics, and stress physiology. The practical part consists of practices related to Cyclic Meditation and *asanas* including instant relaxation and deep relaxation. Cyclic Meditation is a combination of stimulation and relaxation, where relaxation period is longer than stimulation. This practice is based upon two principles i.e. depth of perception, and expansion of awareness. This study focused on measuring the level of emotional competence by using SMET program as an instrument to change. It was hypothesized that the SMET intervention would significantly enhance the EC among managers.

Methods

The sample consisted of 163 middle and top class and middle class employees from "Salora" company, the age range were between 25 to 50 years with mean and S.D (35.97 ± 5.40). The rank structure for the respondents varied from engineer to deputy managers, and length of service ranged between 5 to 20 years. Total sample size (163) was divided into two groups-Yoga group (81) and Control group (82). E.Q (Emotional Quotient) has been measured by using the emotional quotient questionnaire where 15 questions are asked for 15 situations developed by N.K.Chadha. E.C (Emotional Competence) A Scale developed by Sharma and Bhardwaj (1995) was used. It has 30 items to measure 5 emotional competencies i.e. adequate depth of feeling (ADF), adequate expressions and control of emotions (AEC), ability to function with

emotions (AFE), ability to cope with problem emotions (ACPE) and encouragement of positive emotions (EPE). The retest reliabilities of the five subscales ranged between .74to .90. The internal consistency estimates ranged between .71to .82.

Procedure

The E.I & E.C. Scale was administered to all the members participating in this study, before the intervention and after the intervention. The intervention which was given to yoga group was SMET programme, which consists of six lecture sessions as well as practical training for one hour everyday for one month, whereas control group was given only half an hour walking everyday in the evening and was told to write diary about their improvement. Theory: – Six lecture session based on Indian philosophy, name of lectures are as follows-Introduction to SMET (Self Management of Excessive Tension), Introduction to Stress Executive growth, Group dynamics, Stress research and stress physiology, SVYASA (Swami Vivekananda Yoga Anusandhana Samsthana) research. Practical: Starting prayer , Instant Relaxation Technique (I.R.T), adasana, Bhramari (Makara chanting), Centering, Ardhakatichakrasana, Quick Relaxation Technique (Q.R.T), Shasankasana with Makara chanting, Ustrasana with Aakara chanting,Deep Relaxation Technique (D.R.T),and Closing prayer.

Results and Discussion

The performances of the control and yoga intervention groups on the measure of E.I & EC are shown in Table 1, 2, 3 &4.

Table 1 : Test of Normality for E.I

Pre EI Scores	Kolmogorov-Smirnov (Sig.)
Yoga	.200
Control	.200

Table 2 : Tests of Normality for E.C

Subscale of E.C	Group	Kolmogorov-Smirnov (sig.)	Shapiro-Wilk (Sig.)
ECPREA	Yoga	.090	
	Control		.492
ECPREB	Yoga	.017	
	Control		.334
ECPREC	Yoga	.001	
	Control		.400
ECPRED	Yoga	.001	
	Control		.010
ECPREE	Yoga	.048	
	Control		.286

Table 3 : Within and between group changes of EI Scores

Group	Pre-E.I Score		Post-E.I Score		p Value	Yoga vs. control
	Mean	S.D	Mean	S.D	Within group Paired t test	Between group Indep. t test
Yoga Group	213.04	41.42	239.07 12.20%↑	43.92	0.001	Pre-pre .867
Control Group	211.93	36.54	193.50 8.70%↓	39.68	0.001	Post-Post .001

The EI score increased by 12.20% points in yoga group while decreased by 8.70% in Control, significance of p < 0.001. Both changes were significant at (p<0.001).

Table 4 : Within and between group changes of EC Subscales

GROUP		ECA	ECB	ECC	ECD	ECE	TOTAL
Yoga	Pre (Mean± sd)	53.97±8.06	56.57±6.92	56.88±7.41	57.47±5.95	58.82±6.80	283.74±25.11
	Post(Mean± sd)	64.71±10.43	60.57±8.52	59.78±8.28	62.20±7.81	61.85±7.68	309.13±38.04
	%Change of mean	18.04%↑	7.07%↑	5.10%↑	8.23%↑	5.16%↑	8.94%↑
	P Value (Within Group)	0.001	0.001	0.005	0.001	0.001	0.001
Control	Pre (Mean± sd)	54.97±7.75	56.70±5.62	57.85±5.96	57.89±5.95	59.19±7.71	192.44±136.58
	Post(Mean± sd)	54.48 ±9.45	52.76±8.42	51.34±8.77	53.14±9.01	50.14±9.11	175.84±127.51
	%Change of mean	.89 %↓	6.95%↓	11.25%↓	8.21%↓	15.29%↓	8.62%↓
	P Value (Within Group)	0.921	0.005	0.001	0.002	0.001	0.001
Between Groups Y vs. C	Pre-pre	0.594	0.935	0.836	0.658	0.760	0.002
	Post-post	0.001	0.001	0.001	0.001	0.001	0.001

The E.C Subscale scores increased by 5 to 18 % in yoga group while decreased by 1 to 15% in Control. Both changes were significant at ($p<0.001$) (Within groups – Wilcoxon signed rank test).

Highly Significant increase in EC Subscale scores in Yoga group compared to Control group ($p<0.001$) (Between groups Mann-Whitney U test)

Conclusion: The present study clearly indicates that SMET intervention contributed to better E.I & EC. In general the participating executives reported improvement in efficiency at work. In addition they have experienced other benefits like reduction in blood pressure, sleep decreases in the consumption of the tranquilizers, clarity in thinking, and relaxed feeling in action. Earlier research on occupational stress level and physiological responses (Vempati & Telles, 2000) and level of oxygen consumption and respiration following SMET program (Telles, Reddy & Nagendra, 2000) have indicated positive benefits of the SMET program. This study lends further support to the supposed linkages between SMET and its health related psychological consequences. However, there is need for a more detailed study to spell out the processes and mechanisms of SMET intervention.

References

Bhalla,S.& Nauriyal,D.K., (2004) The Emerging paradigm in personnel Dynamics, *journal of National Academy of Psychology*,vol-49,97-106

Bhattacharya,M., Dutta,K.A.,& Mandal.,K.M. (2004) Factor Structure of Emotional Intelligence in India,*Journal of National academy of psychology*,vol-49,142-146

Chadha,N.K.(1998).Indian Prime Ministers and Their E.Q.(Unpublished)

Goleman, Daniel (1996). *Emotional intelligence: Why it can more matter than I.Q.*, New York: Bantam Books.

Goleman Daniel (1998). *Working with Emotional Intelligence*, New York: Basic Books.

Mc. Clelland, D.C. (1975). *Power: The inner experience.* New York: Irvington Press

Mc Clelland, D. C. (1998). Identifying competencies with behavioral –event interview, *Psychological Science*, *9*(5), 331-340

Nagendra.H.R, & Nagarathn.R (1986). New *Prospective in Stress Management*, SVYASA (Swami Vivekananda yoga Anusandhana Samsthana) Publication.

Pandey,.R &Tripathi,.N.A. (2004) Development of Emotional Intelligence :Some Preliminary observations *Journal of National Academy of psychology*,,vol-49,147-150

Pant, N. & Prakash,A.(2004) Multifactor Emotional Intelligence Scale (MEIS) in India: An Evaluation , *Journal of National Academy of Psychology*,vol-49,128-135

Salovey Peter & Mayer John (1995). *E.I. Consortium* at www.eiconsortium.com.

Sharma,B.& Sharma,N.(2004) Emotional Competence in children: a Qualitative Approach, *Journalof National academy of Psychology*, vol-49,124-127

Sharma.H.C. & Bhardwaj, B.L. (1995). *Manual for the scale of emotional competency*. Agra: Mapan.

Sibia,G.Misra,G. & Srivastava,K.A.(2004) Towards Understanding Emotional Intelliegnce in Indian context (perspectives of parents, teachers and childrens) *journal of National academy of Psychology*,vol-49,114-123

Singh Dalip (2001*). Emotional intelligence at work.* New Delhi: Sage.

Singh, S. (2004) Development of a Measure of Emotional intelligence, *Journal of Naational Academy of Psychology*, vol-49,136-141

Sinha ,A.K.,Jain & Jain, A.K.(2004) imperative for the organizationally relevant outcomes, *journal of National Academy of Psychology*, vol-49,81-96

Srivastava,K.B.L.& Bharamamaikar,S.R.,(2004) Emotional Intelligence and Effective Leadership Behavior , *Journal of National Academy of Psychology*,vol-49,107-113

Telles, Shirley , Redddy, S.K. & Nagendra, H.R. (2000). Oxygen consumption and respiration following two days yoga relaxation techniques. *Applied Psychology and Biofeedback, 25*, no24

Thingujam.,N.S., (2004) Current Trend &Future Perspective on E.I.,*Journal of National Academy of Psychology*,vol-49,155-166

Tiwari.,P.S.N.&Srivastava,.N.(2004) Schooling and Development of Emotional Intelligence , *Journal of National Academy of psychology*,vol-49,151-154

Vempati R.P. & Telles, Shirley (2000). Baseline occupational stress levels and physiological responses to a two day stress management program. *Journal of Indian Psychology*, 18, no 1& 2.