






## THE OPEN UNIVERSITY OF KENYA

Programme title	Post Graduate Diploma in Leadership and Entrepreneurship
Course title	PLA 727 :Emotional Intelligence and Leadership Development
Learning Module number	2 of 10
Learning module title	Components / Pillars of Emotional Intelligence
Module Developer	Dr. Jane Chepngeno Sang
Module duration in hours	8 Hours
Instructional Hour Equivalent (Divide duration by 2)	4 Hours
Reviewed by	
Vision	The innovative university for inclusive prosperity
Audience description	This course will be undertaken by learners who hold a university degree from a recognized university and or other qualification as determined by senate
Instructions to learners 	<p><b>Welcome to module 2 titled `Components of Emotional Intelligence!`. In this module you are expected to attempt all tasks assigned to you noting to submit within the stipulated time as per given instruction. Your participation through discussions in Learning forum is encouraged as it will contribute to your learning and assessment. The facilitator will be available for guidance and assistance and can be contacted through the LMS or appropriate channel of communication</b></p> <p>All activities in this module will be undertaken in the LMS as you will be guided. It is important to note that all the tasks assigned to you must be attempted since they contribute to your continuous assessment. You are also encouraged to contact your facilitator for consultation and support whenever necessary.</p> <p>Attitude determines Altitude!.</p>
Learning module description	This module unearths knowledge to you in being aware of your emotions and those around you. Excellent regulation and management of one's moods leads to social capital in an organization that translates into employee Commitment or citizenship and retention hence booming bottom line. The key aspects of focus in this module are five components of emotional intelligent components; self- awareness; self-regulation; self-management; relationship and motivation.
Module objectives:	<p>This module enables learning about;</p> <ol style="list-style-type: none"> <li>1. Dimensions of EQ</li> <li>2. Concepts of EQ Dimensions</li> <li>3. Intrapersonal and Interpersonal</li> <li>4. Organizational social capital</li> </ol>
Module learning outcomes:	<p>By the end of the module you should be able to;</p> <ol style="list-style-type: none"> <li>1. Define EQ dimensions</li> <li>2. Conceive EQ dimensions</li> </ol>

	<p>3. Recognize EQ Dimensions 4. Analyze EQ Dimensions</p>
<p>Planned Learning Resources</p>	<p>Video lectures, online textbooks, interactive simulations, online discussion forums, practice questions, quizzes and tests, wikis, webinars, YouTube videos</p>
<p>ACTIVITY 1: INTRODUCTION VIDEO 1: Pre-recorded lecture on topic emphasizing <b>LEARNING OUTCOME 1:</b> Factual knowledge.</p> 	<p><b>Welcome to lesson one (topic one) of module 2 in Emotional Intelligence and leadership development course. Discussion will be on components of EQ!.</b></p> <p><b>1. Self-awareness</b> Self-awareness refers to the capacity to recognize and understand emotions and to have a sense of how one’s actions, moods and the emotions of others take effect. It involves keeping track of emotions and noticing different emotional reactions, as well as being able to identify the emotions correctly. Self-awareness also includes recognizing that how we feel and what we do are related, and having awareness of one’s own personal strengths and limitations. Self-awareness is associated with being open to different experiences and new ideas and learning from social interactions.</p> <p><b>2. Self-regulation</b> This aspect of EI involves the appropriate expression of emotion. Self-regulation includes being flexible, coping with change, and managing conflict. It also refers to diffusing difficult or tense situations and being aware of how one’s actions affect others and take ownership of these actions.</p> <p><b>3. Social skills</b> This component of EI refers to interacting well with other people. It involves applying an understanding of the emotions of ourselves and others to communicate and interact with others on a day-to-day basis. Different social skills include – active listening, verbal communication skills, non-verbal communication skills, leadership, and developing rapport.</p> <p><b>4. Empathy</b> Empathy refers to being able to understand how other people are feeling. This component of EI enables an individual to respond appropriately to other people based on recognizing their emotions. It enables people to sense power dynamics that play a part in all social relationships, but also most especially in workplace relations. Empathy involves understanding power dynamics, and how these affect feelings and behavior, as well as accurately perceiving situations where power dynamics come into force.</p> <p><b>5. Motivation</b> Motivation, when considered as a component of EI, refers to intrinsic motivation. Intrinsic motivation means that an individual is driven to meet personal needs and goals, rather than being motivated by external rewards such as money, fame, and</p>

	recognition.
<p>ACTIVITY 2: READING MATERIAL 1</p> 	<p>Read the journal below then answer the questions that follow:</p> <ol style="list-style-type: none"> <li>1. Fianko, Samuel Koranteng &amp; Afrifa Jnr, Sampson &amp; Dzogbewu, Thywill. (2020). Goleman’s Intrapersonal Dimension of Emotional Intelligence: Does it Predict Effective Leadership?. <i>Organizational Cultures: An International Journal</i>. 21. 35-50. 10.18848/2327-8013/CGP/v21i02/35-50.</li> <li>2. Fernández-Abascal, E. G., &amp; Martín-Díaz, M. D. (2019). Relations between dimensions of emotional intelligence, specific aspects of empathy, and non-verbal sensitivity. <i>Frontiers in Psychology</i>, 10, 1066.</li> <li>3. Ugoani, J., Amu, C., &amp; Emenike, K. O. (2015). Dimensions of emotional intelligence and transformational leadership: A correlation analysis. <i>Independent Journal Of Management &amp; Production (IJM&amp;P)</i> v, 6.</li> </ol>
<p>ACTIVITY 3: Comprehension questions:</p> 	<p>Questions are based on the lecture and reading material.</p> <ol style="list-style-type: none"> <li>1. Describe the 4 dimensions of emotional intelligence</li> <li>2. Compare self-awareness and self-regulation</li> <li>3. Explain Self-management and self-leadership</li> <li>4. Social skills make one a great marketer. Discuss</li> <li>5, Motivation boosts one emotion. Why and how?</li> </ol>
<p><b>LEARNING OUTCOME 2:</b> Conceptual knowledge</p> <p>ACTIVITY 4: Video to be used.</p>	<p>Learner is required to use factual knowledge acquired to answer question “Why”?</p> <p>The Case Method, (E-Case or written case) role play or any other visual aid to be used. An E-Case of a situation for the learner to solve possible problems using facts acquired. Learners will engage in online discussion either live or on forum to answer ‘Why’ questions.</p> <p>Watch the listed videos then answer the why?</p> <ol style="list-style-type: none"> <li>1. <a href="https://youtu.be/gRam0eedH0g">https://youtu.be/gRam0eedH0g</a></li> <li>2. <a href="https://youtu.be/tflv_WYFFzq">https://youtu.be/tflv_WYFFzq</a></li> </ol>
<p>CASE 1:</p> 	<p>Emotion at work</p> <p>Have you ever been to a busy mall, event, or festival, or shopping during the busiest time of the season, and you could not find a parking spot? Driving all around, let us say that you finally located a spot, only to find that you cannot park there because there is a car that double-parked in that space.</p>

### Questions

What is your reaction? What if this situation consistently happens to you and the parking lot is in a different city or state, a different region of the country, or another country all together? What is your reaction then?

What assumptions would you make about the people who drive the car? What assumptions might you have about the people who live in that city, state, region, or country?

### **Rubric**




Cultural intelligence, a development of high self-efficacy is necessary in unfamiliar cultural environments. You do not have a choice but to develop a higher self-efficacy. This area of the human potential is spoken about in the study of emotional intelligence by Daniel Goleman. Goleman (1995) was the first to popularize the concept of emotional intelligence (EI). Building on the work of John Mayer and Peter Salovey, Goleman distilled EI into a relatively concise set of five skills, addressed the following questions:

- How well do you know your emotions?
- How well do you manage your emotions?
- How do you adapt or change based on your emotions?
- How well do you recognize the emotions in others?
- How well do you handle relationships?


Self-management of emotions plays a critical role in leadership. As Goleman notes, managing emotions is a full-time job Goleman (1995). For leaders, self-management encompasses a multitude of competencies that include emotional self-control, that is, the ability to stay calm and clear-headed during periods of high stress or during a crisis. It is important for leaders to develop ways of dealing with their disruptive impulses and emotions, especially in intercultural situations.

Self-efficacy requires adaptability and initiative. Adaptability is your ability to juggle multiple demands, adapt to new challenges, and adjust to new changes. Adaptability allows you to effectively deal with the ambiguities of cultures. Your initiative is your competency to seize the challenges and turn them into opportunities. You create and act rather than wait.

Learning to develop an optimistic perspective will help you to improve your self-efficacy, thus improving your ability to be resilient to challenges. You begin to see the best in people and expect that changes will be positive. For example, Viktor Frankl, a man who survived the horrific experiences of the

	<p>Concentration camps in Nazi Germany, noted that even though he had suffered, he chose to see his experiences in the camps as one that held meaning for him. He said that choosing your own attitude in any situation is one of the most powerful freedoms provided to mankind, Frankl (1984).</p> <p>Frankl shows that choosing one's attitude can shift one's perspective, thus creating new possibilities. His thinking on this subject matter has been instrumental in opening up new possibilities of thinking about the capacity of human beings to survive and find meaning in life. His book <i>Man's Search for Meaning</i> provides a platform for existential therapy and logo therapy.</p>
<p>ACTIVITY 5: READING MATERIAL</p> 	<ol style="list-style-type: none"> <li>1. Dhliwayo, P., &amp; Coetzee, M. (2020). Cognitive intelligence, emotional intelligence and personality types as predictors of job performance: Exploring a model for personnel selection. <i>SA Journal of Human Resource Management</i>, 18, 13.</li> <li>2. Afolabi, O. A. (2013). Roles of personality types, emotional intelligence and gender differences on prosocial behavior. <i>Psychological thought</i>, 6(1).</li> <li>3. Pishghadam, R., &amp; Sahebjam, S. (2012). Personality and emotional intelligence in teacher burnout. <i>The Spanish journal of psychology</i>, 15(1), 227-236.</li> </ol>
<p>ACTIVITY 6: ONLINE DISCUSSION</p> 	<ol style="list-style-type: none"> <li>1. Critique the 3 channels above in one sentence each (7 Marks)</li> <li>2. Comment on 2 of your colleagues' contribution on the chat (3 Marks)</li> </ol>
<p><b>LEARNING OUTCOME 3:</b> PRACTICAL SKILLS VIDEO 3:</p> 	<p>Show video which displays practical use of knowledge acquired.</p> <p><a href="https://youtu.be/BDQPPBRW2ik">https://youtu.be/BDQPPBRW2ik</a></p> <p><a href="https://youtu.be/Q0WBkaFCjGI">https://youtu.be/Q0WBkaFCjGI</a></p> <p><a href="https://youtu.be/dApMSIDz6Xg">https://youtu.be/dApMSIDz6Xg</a></p>
<p>ACTIVITY 7: Learner practice sessions</p> <p>Learner practices the learnt skills. Learner to be given task to demonstrate mastery of the</p>	<ol style="list-style-type: none"> <li>1. Analyze a named leader use of the 5 dimensions of emotional intelligence and submit your work to LMS channel</li> <li>2. Videos on self confidence;</li> </ol> <p><a href="https://youtu.be/2S9A1RcEN5w">https://youtu.be/2S9A1RcEN5w</a></p>

<p>skill. Learner to summarize lesson learnt from above 2 videos and state lesson learnt</p>	<p><a href="https://youtu.be/FG8lsBMGrWo">https://youtu.be/FG8lsBMGrWo</a></p> <p>3. Social skills</p> <p><a href="https://youtu.be/5MqJcXsTcBc">https://youtu.be/5MqJcXsTcBc</a></p>
<p>ASSESSMENT OF PRACTICAL SKILL:</p>	<p>Learner records practiced skill and uploads video on E-Portfolio OR Learner engages in original creative /design activity to demonstrate practical application of knowledge. Assessment of tasks described.</p>
<p><b>LEARNING OUTCOME 4:</b> KEY/TRANSFERABLE SKILLS Provide reading material which emphasizes reinforcement of topic learnt. How to communicate or share acquired knowledge</p>	<div data-bbox="703 793 1279 1360" data-label="Diagram"> </div> <p>Learner to connect the narratives above to the 5 dimensions of emotions</p>
<p>ACTIVITY 8 Learner to engage in communication, collaboration, problem solving, research, leadership activities. Examples, preparation of a poster to communicate new knowledge acquired, written essay, debate, audio recording ...etc.</p>	<p>Write an essay on perceiving and using emotions</p>
<p>QUIZZ:</p>	<p>According to Goleman, the “Management of emotions”</p>

<p>Short questions to put knowledge to the test.          Make it game like          Challenge learners          Questions of MCQ, T/F, short answer questions etc.</p> 	<p>Component of Emotional intelligence includes</p> <ol style="list-style-type: none"> <li>Handling Feelings, so that they are appropriate.</li> <li>Ability to soothe oneself.</li> <li>Ability to shake off rampant anxiety, gloom or irritability.</li> <li>Recognizing feeling as it happens</li> </ol> <p>Choose the correct option</p> <ol style="list-style-type: none"> <li>a, b and d only</li> <li>b, c and d only</li> <li>a, b and c only</li> <li>a, b, c and d</li> </ol>
<p>TAKE HOME MESSAGE</p>	<p>Learner to state the take home message from their learning experience.</p>
<p>Reference list</p>	<ol style="list-style-type: none"> <li>Goleman, D. (2021). Leadership: The power of emotional intelligence. More Than Sound LLC.</li> <li>Hajnci, L., &amp; Vučenović, D. (2020). Effects of measures of emotional intelligence on the relationship between emotional intelligence and transformational leadership. Psihologijske teme, 29(1),119-134.</li> <li>Mayer, J. D., Salovey, P., &amp; Caruso, D. R. (2007). Mayer-Salovey-Caruso emotional intelligence test.</li> <li>Issah, M. (2018). Change leadership: The role of emotional intelligence. Sage Open, 8(3), 2158244018800910.</li> <li>Goleman, D. (2020). Emotional intelligence. Bloomsbury Publishing.</li> <li>Miao, C., Humphrey, R. H., &amp; Qian, S. (2018). Emotional intelligence and authentic leadership: A meta-analysis. Leadership &amp; Organization Development Journal, 39(5), 679-690.</li> </ol>