THE OPEN UNIVERSITY OF KENYA

Programme title	Post Graduate Diploma in Leadership and Accountability
Course title	PLA 727: Emotional Intelligence and Leadership Development
Learning Module number	3 of 10
Learning module title	Emotional Intelligence at work place
Module Developer	Dr. Jane Chepngeno Sang, PhD
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	Minimum University entrance for this course is possessing a bachelor's degree from an institution recognized by Senate or any other qualifications that may be determined by senate recognizing prior learning leading to equivalents of the identified criteria, experience and skills of learners. Applicants are expected to attach relevant documents as proof of their eligibility .
Instructions to learners ⓘ	**Welcome to module 3, Emotional Intelligence at work place**! This module is designed to provide you with emotional intelligence at workplace. The module is self-contained for insightful understanding of the content. The module contains core reading material references and videos which you are required to read and watch after which, you will have an opportunity to test your understanding of the material through quizzes and assessments. These activities will help you gauge your progress and identify areas where you may need further review. The university has a smart computer lab, a multimedia center, examination rooms, physical library and electronic library, as well as a learning management system. The university will also establish learner support centres in regions across the country. Competency is key leadership ingredient.
Learning module description	This module entails description of EQ and work life. Key concerns for discussion will be definition and characteristics of individuals and leaders at work. Value of optimism and cost saving from emotions at play will be interrogated, working environment and presence or absence of emotionally intelligent leaders effect alongside brain and emotion relationship will be topics of debate.

Module objectives	This module enables learning about; 1. Definition of EQ at workplace 2. Value of optimism in EQ 3. EQ and safer, happier workplace 4. Emotionally Intelligent Leaders
Module learning outcomes	By the end of the module you should be able to; 1. Define EQ at workplace 2. Explain Optimism in EQ 3. Employ EQ at workplace for effectiveness 4. Evaluate EQ Leader for employee engagement
Planned Learning Resources	Video lectures, online textbooks, interactive simulations, online discussion forums, practice questions, quizzes and tests, wikis, webinars, YouTube videos
ACTIVITY 1: INTRODUCTION VIDEO 1: Pre-recorded lecture on topic emphasizing LEARNING OUTCOME 1: Factual knowledge. Topic content is fully presented here. The lecture will deal with factual knowledge, expounding on threshold concepts, if any. A video should be provided to support the lecture content. 	**The video will have the following words:** **Welcome to lesson one (topic one) of module 3 in Emotional Intelligence at workplace.** The module gives indepth discussion on value of optimism, cost savings from EQ, benefits of being happier at work place and attributes of emotionally intelligent leaders. **T**he Emotional Intelligence Quotient, or EQ, has emerged as a tool to describe how one uses their soft skills. It is at the core of much of the leadership literature these days and is a great focus of research for business and industry leaders as well as human resource departments. Reflect on the five most challenging work situations you have faced. How many represent budget woes or strategic planning issues? How many revolve around the results of faulty communication, organizational culture problems, the inability of individuals to understand one another, or their inability to grasp the impacts of their own actions or inaction? While we all have faced budget headaches, it is those latter situations that are the stuff of most organizational migraines. Intelligence Quotient is concerned with one's capacity to understand information, to learn new information, to recall data, and to think rationally. EQ is also not aptitude, achievement, vocational interest, or personality. In their book The EQ Edge,[3] psychologist Steven Stein and psychiatrist Howard Book discuss how success at work is related to both IQ and EQ. They note that IQ has been shown to predict an average of 6% of success in a given job, while EQ has been shown to be directly responsible for between 27 and 45 percent of job success (depending on the field under study). The authors note that having a high IQ and an underdeveloped EQ can hold an otherwise smart professional back, commenting that, “regardless of how brainy we may be, if we turn others off with abrasive behavior, are unaware of how we are presenting

	ourselves or cave in under minimal stress, no one will stick around long enough to notice our high IQs. Today, emotional intelligence development is one of the most common reasons people seek executive coaching: strong EQ skills can give one a competitive advantage in the workplace and make work life far more pleasant. As Peter Drucker stresses in Management Challenges for the 21st Century, self-awareness and the capacity to build mutually satisfying relationships provide the backbone of strong management. The biggest obstacle most people face in developing their EQ is the distinct discomfort that comes from facing up to one's own shortcomings, “self-awareness.” Seeing yourself accurately can sting the sensitivities somewhat, but it is a necessary ingredient to EQ growth. Optimism and stress tolerance have to do with how you handle adversity and challenges. How you “muddle through” when adversity cannot be avoided is what is important. Optimism is defined as the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. People who can still see the light at the end of the tunnel or the silver lining are not easily defeated and demoralized by the bumps and bruises along the way. Similarly, stress tolerance is the ability to withstand adverse events and stressful situations without falling apart, the use of coping strategies to weather difficult situations and avoid being overwhelmed by adversity. Certainly, getting overwhelmed and falling apart has a negative relationship with productivity at work. Happiness is a somewhat surprising EQ strength for success at work. Who knew that the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun would improve work performance? The theory is that happy people show enthusiasm at both play and work and that this attitude infuses their relationships. Happy people can easily attract and build relationships with others, according to the research of Stein and Book,[3] while people who are sad have little enthusiasm or energy to share with their colleagues, and both their work and their relationships show it. Assertiveness, the final of the top five, is more complex. It involves three major components of standing up for yourself, with the common characteristics that this is done in a nondestructive manner and maintained even if the stance taken is not popular. Assertiveness is the ability to express one's feelings, to express thoughts and beliefs openly (even if it is emotionally difficult to do so and even if there is personal risk involved), and the ability to stand up for one's personal rights by

not allowing others to bother or take advantage of you. It is the opposite of being shy and it is the opposite of being a bully, abusive, or aggressive. People who are assertive can arrive at a constructive compromise, creating the much-sought-after win-win solution. They can walk the fine line, defending their deeply held beliefs, disagreeing with others, and yet not resorting to emotional sabotage or subterfuge. They respect the other person's point of view and are sensitive to their needs. Sounds like a tough recipe? Well, the most successful people at work have figured that one out.

So if you want to get ahead, to inspire your direct reports to make the most of their talents, and to maximize your own productivity, then perhaps taking another course on budgets or epidemiological evidence is not what you really need. Perhaps it is time to take stock of your happiness, your stress level, your ability to constructively give voice to your views, to be fulfilled, and have fun. Perhaps it is time to use the EQ framework to take more than a passing glance at that silver lining and give more weight to the bright side of attitude. We encourage you to learn more about EQ. After all, it is what your successful peers are doing.

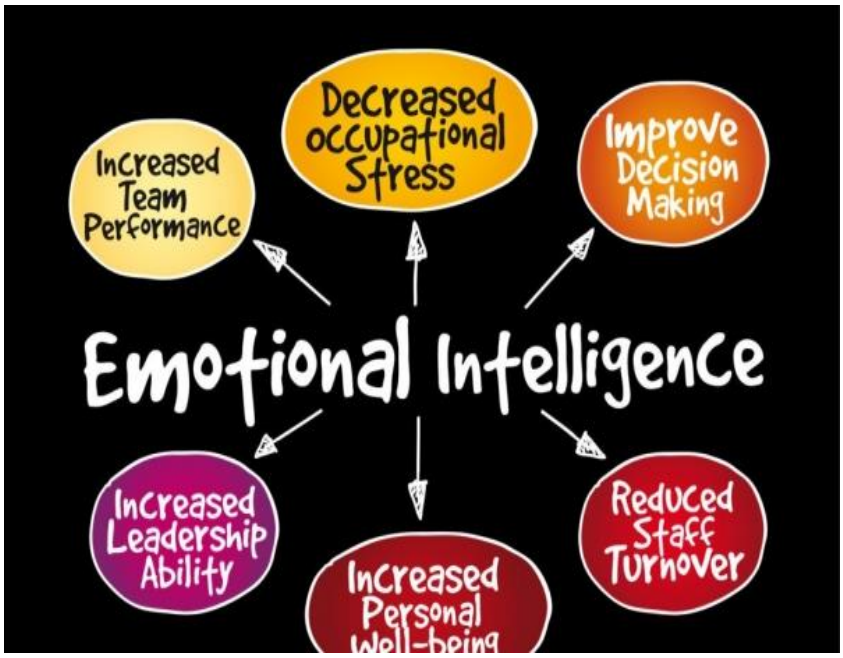
Emotional Intelligent at workplace

In recent times, the rapid expansion of the global market, the advancement of technologies, the constant changes that companies face as well as the diversity of work today, have increased the demand for emotionally intelligent employees. Because of this, the topic managing emotions in the workplace have become a very popular topic of critical research between organizational behaviorists (Hochschild, 1983; Rafaeli & Sutton, 1989; Van Maanen & Kunda, 1989). There are many courses on emotional intelligence created by specialists in professional development and have been very successful but some authors recommend that the formation of emotional intelligence can best be achieved "At work" (Clarke, 2004; Sluiss, Williams, and Hoeksema, 2002). In this way people can develop skills that occur through leadership or participation in teamwork, projects and professional tasks (Baron et al., 1999; Blumenfield, Soloway, Marx, Krajcik, y Palincsar, 1991; Evered y Selman, 2001; Vince, 2004). The EI competencies and skills that can be acquired in the workplace are as tangible benefits such as higher performance changes and increases in merit pay and rank (Grewal, Kadis, Gall, Lopes, and Salovey, 2006).

In the workplace, employees high on EI would be more aware of their own emotions and from others, which in turn, could lead companies to better profits and less unnecessary expenses and also they perform substantially better than employees low in EI

	(Rooy and Chockalingam, 2004). Moreover, employees high in this type of intelligent show more confidence in their roles, which permit them to face demanding tasks in positive way (Thomas, Tram, Susanna 2006). According to Lopes (2006), EI promote to develop strong and positive relationships with partners and co-workers and perform efficiently in work teams. The author suggests that this benefits performance of workers by providing emotional support and instrumental resources needed to succeed in their roles. Considering that nowadays in companies, there may be many stressful situations, emotional intelligent employees, in this cases, have better resources to cope with stressing situations and demanding tasks. This enable them to outperform in those situations, which is a benefit for the company (Lopes, 2006). According to many authors, the quality of the relationship between employees and the leader or supervisor could interfere with the results of the subjective rating of the evaluation of job performance. Employees who are emotionally intelligent, devote more of their time working on managing its relationship with supervisors. Therefore, the probability of obtaining better results in performance assessment is higher for employees with high EI for employees with low EI (Janssen, Onne and Van 2004). Marchant (2013) suggest that "a business in which the staff are emotionally intelligent is one which enables them to work together to maximum effectiveness. This can only increase the organization's success, however measured". According to the author, EI is applicable to every human interaction in business as staff motivation and also customer service, brainstorming to company presentations, etc. Stogdill (1974): "leadership appears to be a rather sophisticated concept." (p. 7). The author, furthermore, discusses what scientists and practitioners throughout the nineteen hundred have defined as leadership. Where some argue that leadership is a focus on group processes: others defined it as the exercise of influence. It has, additionally, been described as an act or behavior and as a form of persuasion. Bass (1960) describes leadership as follows (where A is the leader and B is the follower): "Changing the goals of B and B's ability to obtain his goals are not the only ways of modifying B's behavior. B's behavior will change if stimulating conditions are changed by A. If B's change is goal of A, then leadership has occurred." (p. 92). The author then defines the differences between attempted, successful and effective leadership. If the leader attempts to change his or her followers, it is considered attempted leadership. If the followers, thereafter, change because of the leader, that is successful leadership. If the followers subsequently feel that the change is satisfying, rewarding and

goal attaining, the leader has performed effective leadership.



Why EQ Matters in the Workplace

Why is emotional intelligence such a valued workplace skill? In a survey of hiring managers, almost 75% of respondents suggested that they valued an employee's EQ more than their IQ.

Emotional intelligence is widely recognized as a valuable skill that helps improve communication, management, problem-solving, and relationships within the workplace. It is also a skill that researchers believe can be improved with training and practice.

People With High EQ

- Make better decisions and solve problems
- Keep cool under pressure
- Resolve conflicts
- Have greater empathy
- Listen, reflect, and respond to constructive criticism

People With Low EQ

- Play the role of the victim or avoid taking responsibility for errors
- Have passive or aggressive communication styles
- Refuse to work as a team
- Are overly critical of others or dismiss others' opinion

ACTIVITY 2: READING READING MATERIAL 1 	1. Bar-On R. The Bar-On Model of Emotional-Social Intelligence (ESI). In: Fernandez-Berrocal P, Extremera N, eds. Special Issue on Emotional Intelligence. Psicothema. 17;2005. Available at: www.eiconsortium.org. Accessed November 2, 200 2. Edward, Y. R., & Purba, K. (2020). The effect analysis of emotional intelligence and work environment on employee performance with organizational commitment as intervening variables in PT Berkat Bima Sentana. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol, 3(3), 1552-1563. 3. Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. Journal of General Management, 30(3), 71-86.
ACTIVITY 3: Comprehension questions: 	1. Describe EQ employee 2. Describe EQ leader 3. Describe EQ workplace
LEARNING OUTCOME 2: Conceptual knowledge ACTIVITY 4: Video to be used.	Listen to the following videos and attempt the questions which follow; 1. https://youtu.be/7ngIFlmRRPQ 2. https://youtu.be/ZjGT074oQow 3. https://youtu.be/YlCuja6961Y
CASE 1: 	Imagine you are the CEO of a large cooperation. You have a new regional manager who has drawn a lot of criticism from their employees since getting the position a few months ago, and you are asked to travel to the region to address the manager's behavior and reduce the employees' outrage. Consider two scenarios. In the first, individual employees have been feeling a lot of anger toward the new manager, but have not yet shared these feelings with each other. In the second, employees have already shared their feelings with each other and are expressing their frustration as a group.
ACTIVITY 5: READING MATERIAL 	1. Papoutsi, C., Drigas, A., & Skianis, C. (2019). Emotional intelligence as an important asset for HR in organizations: Attitudes and working variables. International Journal of Advanced Corporate Learning, 12(2), 21. 2. George, O. J., Okon, S. E., & Akaighe, G. (2022). Emotional intelligence and work engagement: a serial mediation model. Journal of Organizational Effectiveness: People and Performance, 9(2), 193-211

ACTIVITY 6: ONLINE DISCUSSION Use chats, forum, question/answer, message my teacher to engage others. 	After reading above reference books/journals and listening to video then attempt the following questions and give answers on online chats. Ensure to comment on chats of two of your classmates. 1. Importance of EQ at workplace 2. Development of EQ at workplace
LEARNING OUTCOME 3: PRACTICAL SKILLS VIDEO 3: 	Evaluate your leader emotional intelligent and share in the chat. Discuss how a leader can be assisted to develop his emotional Intelligent https://youtu.be/sSOBk0v0viM
ACTIVITY 7: Learner practice sessions Learner practices the learnt skills. Learner to be given task to demonstrate mastery of the skill. Learner to summarize lesson learnt from above 2 videos and state lesson learnt	https://youtu.be/8uSyvw5RR28 Demonstrate your mastery of emotional intelligence at work place,
ASSESSMENT OF PRACTICAL SKILL	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. Emotions Affect Attitudes and Behaviors at Work Affective Events Theory, six emotions are affected by events at work.

LEARNING OUTCOME 4: KEY/TRANSFERABLE SKILLS Provide reading material which emphasizes reinforcement of topic learnt. How to communicate or share acquired knowledge	 Emotions shape an individual's belief about the value of a job, a company, or a team. Emotions also affect behaviors at work. Research shows that individuals within your own inner circle are better able to recognize and understand your emotions. Researchers Howard Weiss and Russell Cropanzano studied the effect of six major kinds of emotions in the workplace: anger, fear, joy, love, sadness, and surprise. Their theory argues that specific events on the job cause different kinds of people to feel different emotions. These emotions, in turn, inspire actions that can benefit or impede others at work.
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.	For example, imagine that a coworker unexpectedly delivers your morning coffee to your desk. As a result of this pleasant, if unexpected experience, you may feel happy and surprised. If that coworker is your boss, you might feel proud as well. Studies have found that the positive feelings resulting from work experience may inspire you to do something you hadn't planned to do before. For instance, you might volunteer to help a colleague on a project you weren't planning to work on before. Your action would be an affect-driven behavior. Alternatively, if you were unfairly reprimanded by your manager, the negative emotions you experience may cause you to withdraw from work or to act mean toward a coworker. Over time, these tiny moments of emotion on the job can influence a person's job satisfaction. Although company perks and promotions can contribute to a person's happiness at work, satisfaction is not simply a result of this kind of "outside-in" reward system. Job

	satisfaction in the AET model comes from the inside-in—from the combination of an individual's personality, small emotional experiences at work over time, beliefs, and affect-driven behaviors, Jobs that are high in negative emotion can lead to frustration and burnout—an ongoing negative emotional state resulting from dissatisfaction. Depression, anxiety, anger, physical illness, increased drug and alcohol use, and insomnia can result from frustration and burnout, with frustration being somewhat more active and burnout more passive. The effects of both conditions can impact coworkers, customers, and clients as anger boils over and is expressed in one's interactions with others.
QUIZZ:  Short questions to put knowledge to the test. Make it game like Challenge learners Questions of MCQ, T/F, short answer questions etc.	1. Everyone has to deal with.....or..... A. Negative people, experiences B. Negative situations, emotions C. Negative emotions, experiences D. None of the above 2. You are in a meeting when a colleague takes credit for work that you have done. What do you do? A. Immediately and publicly confront the colleague over the ownership of your work. B. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work. C. Nothing, it's not a good idea to embarrass colleagues in public D. After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish 3. Challenging and disagreeing with other people's opinions is... A. Important when solving problems B. Rude and shouldn't be done C. Only okay if you know you're right D. A terrible thing to do
TAKE HOME MESSAGE	What is your take away in this module?
Reference list	1. Goleman, D. (2021). Leadership: The power of emotional intelligence. More Than Sound LLC.

2. Hajncl, L., & Vučenović, D. (2020). Effects of measures of emotional intelligence on the relationship between emotional intelligence and transformational leadership. Psihologijske teme, 29(1),119-134.

3. Mayer, J. D., Salovey, P., & Caruso, D. R. (2007). Mayer-Salovey-Caruso emotional intelligence test.

4. Issah, M. (2018). Change leadership: The role of emotional intelligence. Sage Open, 8(3), 2158244018800910.

5. Goleman, D. (2020). Emotional intelligence. Bloomsbury Publishing.

6. Miao, C., Humphrey, R. H., & Qian, S. (2018). Emotional intelligence and authentic leadership: A meta-analysis. Leadership & Organization Development Journal, 39(5), 679-690.