



THE OPEN UNIVERSITY OF KENYA

Programme title	Postgraduate Diploma in Leadership and Accountability
Course title	PLA 727: Emotional Intelligence and Leadership Development
Learning Module number	1 of 10
Learning module title	Multiple 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	<p>Minimum university entrance for this course is learners 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.</p> <p>Applicants are expected to attach relevant documents as proof of their eligibility</p>
Instructions to learners 	<p>Welcome to module 1; Multiple Intelligence Strategy!</p> <p>Take a moment and reflect on your education life where some students used to perform exceptionally well of which you could be among them. Through the reflection moment, how do you compare with some in life. What did you do different or vice versa? Join our facilitators at Open university of Kenya to unearth the truth on multiple intelligence.</p> <p>This module is designed to provide you with an overview of the strategy and a foundation to build on as you continue your academic endeavors. The module contains core reading material, references and videos for your use. Read all resource materials provided within the module and undertake all activities as guided to enable mastery of the course. Feedback will reinforce good preparation from both the learner and facilitator. Keep communication active through the case studies and practical applications after a module. The preparation of the module is self-driven to help guide you in studying multiple Intelligence.</p> <p>You can do it!</p>
Learning module description	<p>Multiple intelligences is a theory first posited by Harvard developmental psychologist Howard Gardner in 1983. This theory suggests human intelligence can be differentiated into the following modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinesthetic. In contrast</p>

	<p>to other notions of learning capabilities (for example, the concept of a single IQ), the idea behind the theory of multiple intelligences is that people learn in a variety of different ways.</p> <p>The module will discuss definition of emotions and give overview of Multiple Intelligence. Two key theories of multiple intelligence will be described alongside the importance of emotions. A debate on emotion and the brain with intertwined understanding of emotional intelligence and intelligent quotient will be unearth for cognitive reasoning.</p> <p>https://youtu.be/6G7V4w9bqJY</p> <p>Commitment is key! You are our priority.</p>
<p>Module objectives:</p>	<p>The module will enable learning about;</p> <ol style="list-style-type: none"> 1. Definition of multiple intelligence 2. Importance of Emotions 3. Emotions and the Brain 4. Emotional Intelligence and Intelligent Quotient
<p>Module learning outcomes:</p>	<p>By the end of the module, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Explain Multiple Intelligent Theories 2. Narrate Importance of emotions 3. Compare and contrast Brain and emotions 4. Evaluate EQ and IQ
<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 LEARNING OUTCOME 1: Factual knowledge.</p> 	<p>Welcome to the preparation lecture on understanding the meaning of emotional intelligence and comparing it with intelligence quotient.</p> <p>Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers John Mayer and Peter Salovey, but was later popularized by psychologist Daniel Goleman.</p> <p>Leaders set the tone and mood of their organization. If they lack emotional intelligence, it could have more far-reaching consequences, resulting in low employee engagement and a higher turnover rate.</p> <p>While you might excel at your job technically, if you can't effectively communicate with your team or collaborate with others, those technical skills will get overlooked. Emotional intelligence is the ability to recognize, understand and manage your own emotions as well as being able to understand and influence the emotions of others. It involves being aware that emotions drive behaviors and impact</p>

people either positively or negatively. Intelligence is the ability to think rationally, learn effectively, understand complex ideas, and adapt to the environment. Accordingly, intelligence is best seen as a general ability that can influence performance on a wide range of cognitive tasks. IQ (the intelligence quotient) is the quantification of an individual's intelligence relative to peers of a similar age. IQ is one of the most heritable psychological traits, and an individual's score on a modern IQ test is a good predictor of many life outcomes, including educational and career success, health, longevity, and even happiness (Gottfredson 1998).

Many people hold that IQ is more important for a person to achieve success in life while researchers hold that people with high EQ are more successful in their careers. So, it is one of the hot topics for debates, that which is better than the other. While IQ is a number that indicates a person reasoning or logical ability in comparison to the statistical norm. Conversely, EQ implies the level of person's emotional intelligence.

In recent years, however, other views of intelligence have emerged, including Gardner's suggestion that multiple different types of intelligence may exist. The eight intelligences according to Gardner are:

1. Visual-spatial
2. Linguistic-verbal
3. Logical-mathematical
4. Body-kinesthetic
5. Musical
6. Interpersonal
7. Intrapersonal
8. Naturalistic
9. Existential Intelligence

Visual-Spatial Intelligence

People who are strong in visual-spatial intelligence are good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures.

Strengths

Visual and spatial judgment

Characteristics

People with visual-spatial intelligence:

- Read and write for enjoyment
- Are good at putting puzzles together
- Interpret pictures, graphs, and charts well
- Enjoy drawing, painting, and the visual arts
- Recognize patterns easily

Linguistic-Verbal Intelligence

People who are strong in linguistic-verbal intelligence are able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading.¹

Strengths

Words, language, and writing

Characteristics

People with linguistic-verbal intelligence:

- Remember written and spoken information
- Enjoy reading and writing
- Debate or give persuasive speeches
- Are able to explain things well
- Use humor when telling stories

Logical-Mathematical Intelligence

People who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems. These individuals tend to think conceptually about numbers, relationships, and patterns.⁶

Strengths

Analyzing problems and mathematical operations

Characteristics

People with logical-mathematical intelligence:

- Have excellent problem-solving skills
- Enjoy thinking about abstract ideas
- Like conducting scientific experiments

- Can solve complex computations

Bodily-Kinesthetic Intelligence

Those who have high bodily-kinesthetic intelligence are said to be good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity.⁶

Strengths

Physical movement, motor control

Characteristics

People with bodily-kinesthetic intelligence:

- Are skilled at dancing and sports
- Enjoy creating things with his or her hands
- Have excellent physical coordination
- Remember by doing, rather than hearing or seeing

Musical Intelligence

People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.⁷

Strengths

Rhythm and music

Characteristics

People with musical intelligence:

- Enjoy singing and playing musical instruments
- Recognize musical patterns and tones easily
- Remember songs and melodies
- Have a rich understanding of musical structure, rhythm, and notes

Interpersonal Intelligence

Those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations,

desires, and intentions of those around them.⁷

Strengths

Understanding and relating to other people

Characteristics

People with interpersonal intelligence:

- Communicate well verbally
- Are skilled at nonverbal communication
- See situations from different perspectives
- Create positive relationships with others
- Resolve conflicts in group settings

Intrapersonal Intelligence

Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.⁷

Strengths

Introspection and self-reflection

Characteristics

People with intrapersonal intelligence:

- Analyze their strengths and weaknesses well
- Enjoy analyzing theories and ideas
- Have excellent self-awareness
- Understand the basis for his or her own motivations and feelings

Naturalistic Intelligence

Naturalistic is the most recent addition to Gardner's theory and has been met with more resistance than his original seven intelligences. According to Gardner, individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments.¹

Strengths

Finding patterns and relationships to nature

Characteristics

People with naturalistic intelligence:

- Are interested in subjects such as botany, biology, and zoology
- Categorize and catalog information easily
- Enjoy camping, gardening, hiking, and exploring the outdoors
- Dislikes learning unfamiliar topics that have no connection to nature

Existential Intelligence

Existential intelligence is the ninth type of intelligence suggested as an addition to Gardner's original theory. He described existential intelligence as an ability to delve into deeper questions about life and existence. People with this type of intelligence contemplate the "big" questions about topics such as the meaning of life and how actions can serve larger goals.

Strengths

An ability to see the big picture

Characteristics

People with existential intelligence:

- Have a long-term outlook
- Consider how current actions influence future outcomes
- Interest in questions about the meaning of life and death
- Strong interest and concern for others
- The ability to see situations from an outside perspective

How to Use Emotional Intelligence

Emotional intelligence can be used in many different ways in your daily life. Some different ways to practice emotional intelligence include:

- Being able to accept criticism and responsibility
- Being able to move on after making a mistake
- Being able to say no when you need to
- Being able to share your feelings with others
- Being able to solve problems in ways that work for everyone
- Having empathy for other people
- Having great listening skills
- Knowing why you do the things you do
- Not being judgmental of others

EQ	IQ
<ul style="list-style-type: none"> • Emotional quotient • Measure of emotional competency • Involves identifying, controlling, and using emotions • Affects motivation, empathy, relationships, self-awareness, and self-control 	<ul style="list-style-type: none"> • Intelligence quotient • Measure of cognitive abilities • Involves processing, knowledge, memory, and reasoning • Affects academics, expertise, critical thinking, and logic

EMOTIONS AND THE BRAIN

You don't have to be a neuroscientist to understand the importance of emotions in our everyday life. Much of our everyday life is driven by emotions—we pursue what we think we will find rewarding and try to avoid what will make us unhappy. Still, compared with movement, sensory and cognitive abilities, emotion is relatively understudied in neurology, perhaps due in part to greater difficulties in reliable measurement.

Dr. Robert Levenson once defined emotions as "short-lived psychological-physiological phenomena that represent efficient modes of adaptation to changing environmental demands." Emotion orchestrates a variety of bodily and neurological responses including sensations in the viscera (or "gut"), expressions in the face and body, and altered attention and thought. These responses are usually very helpful and immediate ways the mind and body coordinate for emergent situations.

The brain processes emotions in a series of steps. First,

incoming information must be appraised and assigned an emotional value. This process is often very quick and may go beyond our conscious awareness. Even so, our initial emotional reaction depends on a number of individual biases and contexts. We can then identify and feel the emotion. Depending on the social situation, we may then have to regulate that emotion's expression. For example, there are times where we may want to express rage or disgust but have to keep calm regardless.

Emotional Neuroanatomy

The initial reflexive emotional response to something in our environment occurs very quickly and often eludes conscious control. These responses occur in an ancient part of our brain known as the limbic system. Unlike the more recently developed cortex, the limbic system has fewer layers of neurons to process information. The result is fast, but as our experience shows, it also does not always integrate all the relevant information.

The borders of the limbic system are inconsistently described in the literature and seem to expand or contract to best suit the interests of the writer. The functions of the limbic system also extend beyond emotion to include memory, olfaction, and autonomic function. The most important components of the limbic system for emotion include the amygdala, the hypothalamus, cingulate cortex, and the ventral tegmental area. These structures generally have in common a simpler type of cortical structure (fewer layers of neurons than six) and all are located closer to the center and base of the brain. While the importance of the limbic system in emotion has been emphasized, these structures are also influenced by other areas of the brain, particularly the prefrontal cortex.

Appraisal

There are several different systems in the brain that connect a stimulus with an emotional value. These systems are also highly connected with motivation, as our emotions often lead us to action. Emotional systems do not exist in isolation, but rather communicate with and influence each other.

The first system involved with appraisal is the dopaminergic reward system, involving the ventral tegmental area and nucleus accumbens. These structures sit at the center and bottom of the brain, at about the level of the eyes and as far back as the temples. This system responds to rewards, and motivates us to repeat something that feels "good."

The second system involves the circuits of the amygdalae. These are two clusters of nerves about the size of an almond that sit in each temporal lobe. These predominantly mediate responses of anger, fear, and aggression.

Other structures, such as the insula, are also involved with emotion. The insula (meaning cave) is a region of brain tucked behind the fold of the frontal and temporal lobe at the side of the brain. The anterior part helps mediate reactions of disgust.

Emotional Recognition



Once these structures associate a stimulus with a particular emotional value, a stereotyped reaction begins. For example, the amygdala is connected to the hypothalamus and can stimulate an increased heart rate and increased blood pressure, both of which are an important part of fear or anger. The insula is connected to visceral nervous tracts that can make the stomach feel nauseous. Our body can pick up on these symptoms and recognize an emotion.




In addition to noting changes in the body, centers of emotion project to areas of the cortex that permit us to recognize an emotion is taking place. For example, the reward circuits project to the medial orbitofrontal cortex, which helps us determine future actions based on the emotional information.



Regulation of Emotion


There are times in which an emotion must be regulated. For example, we shouldn't laugh at a funeral even if someone is wearing a ridiculous dress. As an emotion comes forward, we may have to regulate that emotion's expression. We may try to suppress the emotion by not permitting our face or body to naturally show what we feel. For example, if we see a tiger, we may still try to behave courageously. We may reappraise, meaning consciously reframing the context of the stimulus that first made us emotional. For example, we may remind ourselves that it is actually just a picture of a tiger rather than the real thing.

The orbitofrontal cortex activates in cases of emotional regulation, and damage to this region can cause impulsiveness and an inability to regulate initial emotions. The most famous example is Phineas Gage, a railway foreman who suffered an accident that sent a large iron rod through this part of the brain. According to the reports of his physician, he was more emotional and impulsive shortly after the accident. Other studies have shown that patients are

	<p>unable to reappraise an emotional value when conditions change. For example, in an experiment where such patients change from a gambling task, they are more likely to choose large rewards in the short term despite knowing that it is not in their long-term interests.</p> <p>Generally, many people have suggested that the right side of our brain is more involved with the processing of emotions such as fear, sadness, and disgust. The left hemisphere has been suggested to be more involved with happiness and perhaps anger. These are likely oversimplifications, though several studies to support the basic concept.</p> <p>Conclusion</p> <p>Emotion is not just generated from one part of our brain but relies on several interwoven networks involving the amygdala, ventral tegmental area, orbitofrontal cortex, and many more which all serve to appraise external stimuli, generate an initial emotional response, and then regulate that response if needed. A disruption in this system can lead to a lack of emotion or too much, depending on the nature and location of the disturbance.</p>
<p>VIDEO 2: (YouTube)</p>  <p>by Howard Gardner</p>	<p>In 1993, Howard Gardner published a ground breaking work entitled frames of the mind; The Theory of Multiple Intelligence.</p> <p>Click on this link to watch a video;</p> <p>Title: Theory of Multiple Intelligence Video Link: https://youtu.be/8N2pnYne0ZA</p> <p>Video on high IQ: https://youtu.be/Y-Cgzqs0sug</p> <p>NOTE: The video is not under the CC license.</p>
<p>ACTIVITY 2: READING READING MATERIAL 1</p> 	<p>Carry out a self-directed learning of here below reference book chapter:</p> <p>https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf</p> <p>Read Part I (pages 23-33) on 'The emotional Brain' then answer the questions that follow:</p>

<p>ACTIVITY 3: Comprehension questions:</p> 	<p>Questions are based on the lecture and reading material.</p> <ol style="list-style-type: none"> 1. State the usefulness of the nine types of theories of multiple Intelligence to a 21st century leader. 2. Compare IQ and EQ 3. Summarize Importance of Emotions 4. What does emotions do to the Brain? 5. Define Emotions.
<p>LEARNING OUTCOME 2: Conceptual knowledge</p> <p>ACTIVITY 4: Video to be used.</p>	<p>https://youtu.be/s2EdujrM0vA</p> <p>https://youtu.be/8oDrnoALnck</p> <p>Videos on Types of Intelligence.</p> <p>Share a video on Intrapersonal Intelligence</p>
<p>CASE 1:</p> 	<p>Describe Case here:</p> <p>Bill Gates IQ Video; https://youtu.be/3IA6unAF51A</p> <p>Bill Gates story; https://youtu.be/wq-gba5nMrc</p> <p>Steve Jobs definition: https://youtu.be/e46qMomIT8Y</p> <p>Steve Job on Education : https://youtu.be/Q82weiAJmaA</p>
<p>ACTIVITY 5: READING MATERIAL</p> 	<p>Material to reinforce the Learning Outcome 2 Learner writes blog. Others respond</p> <p>Chat on school life and business life of the following individuals:</p> <ol style="list-style-type: none"> 1. Bill Gates 2. Steve Jobs <ol style="list-style-type: none"> 1. Stanford, P. (2003). Multiple intelligence for every classroom. <i>Intervention in school and clinic</i>, 39(2), 80-85. 2. Chongde, L., & Tsingan, L. (2003). Multiple intelligence and the structure of thinking. <i>Theory & Psychology</i>, 13(6), 829-845.

<p>ACTIVITY 6: ONLINE DISCUSSION</p>  <p>Activities based on reading Material 5.</p> <p>Use chats, discussion forum, question/answer, message my teacher to engage others.</p> <p>Show how participation will be assessed.</p>	<p>Chat and comment on two chat in respect to concerns raised in activity 5 above, You will awarded 15 marks .</p>
<p>LEARNING OUTCOME 3: PRACTICAL SKILLS VIDEO 3:</p> 	<p>Listen to the attached video then develop your own video that describes your emotions, feelings and moods? Are you a leader then use one staff and also describe their emotion, feelings and moods?</p> <p>You tube video by Steven Barnes: Click to watch then answer the question above.</p> <p>https://youtu.be/kyxv0wZL29M</p>
<p>ACTIVITY 7: Learner practice sessions</p>	<p>Learner practices the learnt skills. Learner to be given task to demonstrate mastery of the skill.</p> <p>Winarti, A., Yuanita, L., & Nur, M. (2019). The Effectiveness of Multiple Intelligences Based Teaching Strategy in Enhancing the Multiple Intelligences and Science Process Skills of Junior High School Students. <i>Journal of Technology and Science Education</i>, 9(2), 122-135.</p> <p>Apply the recommendations in the journal.</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>Hasnidar, H., Sulihin, S., & Elihami, E. (2020). Developing of multiple intelligences in students with the two stay two strays type. <i>Edumas pul: Jurnal Pendidikan</i>, 4(2), 7-12.</p> <p>Basing on the journal , advise your community through e video</p>

<p>LEARNING OUTCOME 4: KEY/TRANSFERABLE SKILLS</p>	<p>Provide reading material which emphasizes reinforcement of topic learnt. How to communicate or share acquired knowledge</p> <ol style="list-style-type: none"> 1. https://youtu.be/9wEiys1JYdQ 2. https://youtu.be/MvT2_H4NEWo
<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>After listening to the above videos where do you rate yourself and what can you do?</p>
<p>QUIZZ:</p> 	<ol style="list-style-type: none"> 1. Mood is defined as <ol style="list-style-type: none"> a. a short-lived feeling b. being depressed for more than 1 month c. a prevailing state of feeling d. a temporary depression 2. Which of the following are NOT TRUE of motivation? <ol style="list-style-type: none"> a. it is the drive, incentive or interest to initiate, perform or maintain a behaviour b. it is independent of emotion or cognition c. it is a preparatory phase prior to action d. it may be influenced by rewards and punishments 3. What did Galton argue was the indicator of intelligence? <ol style="list-style-type: none"> a. intelligence tests b. percept–reality distinction c. sensory discrimination d. the size of the brain 4. Which of the following individuals connects to the term ‘emotional intelligence’? <ol style="list-style-type: none"> A. Goleman B. Weschler C. Sternberg

	<p>D. Ekman</p> <p>5. Emotions are:</p> <p>A. objective responses to experiences in our environment</p> <p>B. subjective responses to experiences in our environment</p> <p>C. physiological changes to experiences in our environment</p> <p>D. behavioral changes to experiences in our environment</p>
<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"> 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.