



## 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	4 of 10
Learning module title	Models of Emotional Intelligence
Module Developer	Dr. Jane Chepngeno Sang, PhD
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 	<p><b>Welcome to module 4 (Models and Competency of Emotional Intelligence)!</b></p> <p>This module is designed to provide you with models and competencies which sharpen one to greatness if lived or practice in terms of leadership career progression. The module is self-contained for insightful understanding of the content.</p> <p>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.</p> <p>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.</p> <p>Competency key leadership ingredient!</p>
Learning module description	This module entails description of EQ models and EQ competences. They are four types of EQ models. According to Daniel Goleman's model, the competencies of emotional intelligence break down into "intra-personal" and "inter-personal", the first category dealing with a person's own emotions and the latter dealing with emotional interaction between two or more people.
Module objectives	<p>This module enables learning about;</p> <ol style="list-style-type: none"> <li>1. Definition of Competency</li> <li>2. Personal competencies in EQ</li> <li>3. Social competencies in EQ</li> <li>4. EQ models</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 Competency.</li> <li>2. Describe personal competence</li> <li>3. Explain Social Competence.</li> </ol>

	4. Evaluate EQ models
<b>Planned Learning Resources</b>	Video lectures, online textbooks, interactive simulations, online discussion forums, practice questions, quizzes and tests, wikis, webinars, YouTube videos
<p>ACTIVITY 1: INTRODUCTION VIDEO 1: Pre-recorded lecture on topic emphasizing <b>LEARNING OUTCOME 1:</b> Factual knowledge.</p> <p>Topic content is fully presented here. The lecture will deal with factual knowledge, expounding on threshold concepts, if any.</p> <p>A video should be provided to support the lecture content.</p> 	<p><b>Welcome to module 3 in Emotional Intelligence and leadership development course. Discussion will be on two key competencies!</b></p> <p><b>1)PERSONAL COMPETENCE</b></p> <p><b>Self-Awareness</b> – Knowing one’s internal states, preferences, resources and intuitions. The competencies in this category include:</p> <ul style="list-style-type: none"> <li>• Emotional Awareness – Recognizing one’s emotions and their effects</li> <li>• Accurate Self-Assessment – Knowing one’s strengths and limits</li> <li>• Self-Confidence – A strong sense of one’s self-worth and capabilities</li> </ul> <p><b>Self-Regulation</b> – Managing one’s internal states, impulses and resources. The competencies in this category include:</p> <ul style="list-style-type: none"> <li>• Self-Control – Keeping disruptive emotions and impulses in check</li> <li>• Trustworthiness – Maintaining standards of honesty and integrity</li> <li>• Conscientiousness – Taking responsibility for personal performance</li> <li>• Adaptability – Flexibility in handling change</li> <li>• Innovation – Being comfortable with novel ideas and approaches</li> </ul> <p><b>Motivation</b> – Emotional tendencies that guide or facilitate reaching goals. The competencies in this category include:</p> <ul style="list-style-type: none"> <li>• Achievement Drive – Striving to improve or meet a standard of excellence</li> <li>• Commitment – Aligning with the goals of the group or organization</li> <li>• Initiative – Readiness to act on opportunities</li> <li>• Optimism – Persistence in pursuing goals despite obstacles and setbacks</li> </ul> <p><b>2)SOCIAL COMPETENCE</b></p> <p><b>Empathy</b> – Awareness of others’ feelings, needs and concerns. The competencies in this category include:</p> <ul style="list-style-type: none"> <li>• Understanding Others – Sensing others’ feelings and perspectives</li> <li>• Developing Others – Sensing others’ development needs and bolstering their abilities</li> <li>• Service Orientation – Anticipating, recognizing and meeting customers’ needs</li> <li>• Leveraging Diversity – Cultivating opportunities through different kinds of people</li> <li>• Political Awareness – Reading a group’s emotional currents and power relationships</li> </ul> <p><b>Social Skills</b> – Adeptness at inducing desirable responses in others. The</p>

competencies in this category include:

- Influence – Wielding effective tactics for persuasion.
- Communication – Listening openly and sending convincing messages
- Conflict Management – Negotiating and resolving disagreements
- Leadership – Inspiring and guiding individuals and groups
- Change Catalyst – Initiating or managing change
- Building Bonds – Nurturing instrumental relationships
- Collaboration and Cooperation – Working with others toward shared goals
- Team Capabilities – Creating group synergy in pursuing collective goals

There is significant debate in the academic and professional communities over which model of EI is most comprehensive. However, three main model types have been proposed

### **The Ability-Based Model**

The majority of the research for this model was done by Solvey and Mayer. They defined EI as:

The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth.

The major tenets of this model are that emotions are a means of information that is useful in interacting in social environments and in social relationships. It is also important to understand that not all individuals have the same ability to process emotional information and then to relate that information to overall cognitive processes. The model proposes four main types of emotional abilities:

•**Emotional Perception** - an individual 's ability to recognize his own emotions and to understand the emotions expressed in faces, voices, and pictures. This is the basic skill involved in EI because unless you can perceive emotions you cannot manage them.

•**Emotional Use** - the ability to use emotions in order to perform other cognitive activities. Someone with high EI can use their emotions in order to help them think through a situation and solve problems. She is able to use her varying moods to the best advantage for completing required tasks.

•**Emotional Understanding** - The ability to perceive the shades of emotion that exist and how different emotions interact with each other. This ability also includes comprehension of how emotions may evolve across a period of time.

•**Emotional Management** - the ability to self-regulate emotions and to regulate emotions in others. The person with a high level of this ability can harness positive or negative emotions and manage them in a way that facilitates the completion of required tasks.

This model has faced some criticism because it is modeled on the IQ test. The Mayer-Salovey-Caruso Emotional Test (MSCEIT) uses problem-solving challenges that are emotionally charged in order to test the participant's ability on

each of the four abilities as well as an overall rating of EI. The test assumes that the test taker will be responsive to social norms that are in place in our society, and is scored by comparing the respondent's answers to a global sample of others who have responded.

However, the test doesn't allow for emotionally 'intelligent' answers that are unique but may still be valid. Therefore, some argue that the test does not allow for the breadth of ways in which each of the EI abilities may manifest itself. In other words, if you come up with an effective, creative new idea or solution to the problem, you would receive a low score because no one else had thought of the idea. This is a flaw in the exam which cannot always be controlled for.

### **The Trait Model of EI**

The most recent model of EI was published in 2009 by Petrides and colleagues. This model marks a break from the idea that EI is ability-based. Instead, it proposes that people have, as part of their personalities, a number of emotional self-perceptions and emotional traits. These traits aren't measured in the scientific sense, but are instead measured by the respondent's self-report. Of course, this assumes that the respondent is able to accurately describe his or her own traits.

It's important to note that this model of EI can only be viewed in conjunction with a comprehensive exploration of a person's personality. This is distinct from the other models, which posit that EI is a brain-based ability, not an environmental aspect of personality. Since this is the newest model of EI, it will take time before it can be fully examined and confirmed or rejected by the research community at large

### **Mixed Models of EI**

The mixed model was most famously described by Daniel Goleman, and is today the most widely accepted and used model for EI. It involves a range of competencies which are broken down into skill sets and which together form the picture of a person's level of EI. Figure 3 outlines Goleman's model. Each of these competencies and skills will be explored in depth in the following chapters.

#### **Goleman's EI Competencies**

##### **Self Awareness:**



Knowing how we feel in the moment and using our gut feelings to help drive decision making; having a realistic understanding of our own abilities and a strong sense of self-confidence.





Emotional Self-Awareness  
Accurate Self-Assessment  
Self-Confidence

##### **Self Management:**


Handling our own emotions so that they don't interfere but facilitate; having the ability to delay gratification in pursuit of a goal; recovering well from emotional distress; translating our deepest, truest preferences into action in order to improve and succeed.

Self-Control  
Trustworthiness  
Conscientiousness  
Adaptability

	<p>Achievement Orientation Initiative</p> <p><b>Social Awareness:</b> Sensing what others are feeling; being able to understand situations from others' perspective; cultivating relationships with a diverse range of people. Empathy Organizational Awareness Service Orientation</p> <p><b>Social Skills:</b> Handling emotions in respect to relationships with other people; able to read the intricacies of social interactions; able to interact in social situations well; able to use this skill set to influence, persuade, negotiate, and lead. Influence Leadership Developing Others Communication Change Catalyst Conflict Management Building Bonds Teamwork and Collaboration</p> <p>What is most important to recognize about Goleman's model of EI is that these competencies are not considered to be innate. Instead, they must be developed over time in order to develop and improve performance. Unlike IQ, which is believed to be 'fixed' by the time we reach adulthood, EI is not. You can continue to develop your emotional intelligence throughout your lifetime.</p> <p>"It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head -- it is the unique intersection of both." David Caruso.</p>
<p>ACTIVITY 2: READING READING MATERIAL 1</p> 	<ol style="list-style-type: none"> <li>1. Kanesan, P., &amp; Fauzan, N. (2019). Models of emotional intelligence: A review. <i>e-Bangi</i>, 16, 1-9.</li> <li>2. Moroń, M., &amp; Biolik-Moroń, M. (2021). Trait emotional intelligence and emotional experiences during the COVID-19 pandemic outbreak in Poland: A daily diary study. <i>Personality and Individual Differences</i>, 168, 110348.</li> </ol>
<p>ACTIVITY 3: Comprehension questions:</p> 	<p>Having read the material above, attempt the following questions;</p> <ol style="list-style-type: none"> <li>1) Explain EQ Models</li> <li>2) Compare and contrast Personal competence from Social competence</li> </ol>

<p><b>LEARNING OUTCOME 2:</b> Conceptual knowledge</p> <p>ACTIVITY 4: Video to be used.</p>	<p>Personal Competence Key to career development; <a href="https://youtu.be/pM8lOWfrLtq">https://youtu.be/pM8lOWfrLtq</a></p> <p>Listen to the video to help you conceptualize further your understanding.</p>
<p>CASE 1:</p> 	<p>Bill Gates Social competence; <a href="https://youtu.be/c7gcaq-9y-4">https://youtu.be/c7gcaq-9y-4</a></p> <p>Critic the video.</p>
<p>ACTIVITY 5: READING MATERIAL</p> 	<ol style="list-style-type: none"> <li>1. Guerra-Bustamante, J., León-del-Barco, B., Yuste-Tosina, R., López-Ramos, V. M., &amp; Mendo-Lázaro, S. (2019). Emotional intelligence and psychological well-being in adolescents. <i>International journal of environmental research and public health</i>, 16(10), 1720.</li> <li>2. Extremera, N., Sánchez-Álvarez, N., &amp; Rey, L. (2020). Pathways between ability emotional intelligence and subjective well-being: Bridging links through cognitive emotion regulation strategies. <i>Sustainability</i>, 12(5), 2111.</li> </ol>
<p>ACTIVITY 6: ONLINE DISCUSSION</p> 	<p>After reading above reference books/journals and listening to the following questions and give answers on online chats. Ensure to comment on chats of two of your classmates.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast Interpersonal competencies and Intrapersonal competencies.</li> <li>2. Discuss usefulness of the three models</li> </ol>
<p><b>LEARNING OUTCOME 3:</b> PRACTICAL SKILLS VIDEO 3: Show video which displays practical use of knowledge acquired.</p> 	<p>Evaluate your leader Personal and social competency and give him feedback noting to write down his reaction. Record your response and share in facilitator response chat. ..</p>

<p>ACTIVITY 7: Learner practice sessions</p>	<p><a href="https://youtu.be/qPjkUh8UXO4">https://youtu.be/qPjkUh8UXO4</a></p> <p>Video on ability model</p>
<p>ASSESSMENT OF PRACTICAL SKILL:</p> <p>Learner records practiced skill and uploads video on E-Portfolio</p> <p><b>OR</b></p> <p>Learner engages in original creative/design activity to demonstrate practical application of knowledge. Assessment of tasks described.</p>	<p>Apply suggestion of the model to real life situation.</p>
<p><b>LEARNING OUTCOME 4: KEY/TRANSFERABLE SKILLS</b></p> <p>Provide reading material which emphasizes reinforcement of topic learnt. How to communicate or share acquired knowledge.</p>	<p><a href="https://youtu.be/1Oxs00WmdbI">https://youtu.be/1Oxs00WmdbI</a></p> <p>Is trait model similar to discussion of personality trait? Discuss.</p>
<p>ACTIVITY 8</p> <p>Learner to engage in communication, collaboration, problem solving, research, leadership activities. Examples, preparation of a poster to communicate new knowledge acquired,</p>	<p>From your understanding of the three model, which discussed you and why?</p>

written essay, debate, audio recording ...etc.	
<p>QUIZZ: Short questions to put knowledge to the test. Make it game like Challenge learners Questions of MCQ, T/F, short answer questions etc.</p> 	<ol style="list-style-type: none"> <li>1. Activity based model was developed by _____ <ol style="list-style-type: none"> <li>a) Peter Drucker</li> <li>b) Tom Peters</li> <li>c) Solvey And Mayer</li> <li>d) Petrides Et All</li> </ol> </li> <li>2. Which of the under listed model is widely used in the 21<sup>st</sup> century? <ol style="list-style-type: none"> <li>a) Ability Based model</li> <li>b) Traits Model of EI</li> <li>c) Mixed models of EI</li> <li>d) 5 Forces Model</li> </ol> </li> </ol>
TAKE HOME MESSAGE	Develop your take home message (s) from this module and share the message (s) with your peers using the available communication channels provided within the LMS
Reference list	<ol style="list-style-type: none"> <li>1. Goleman, D. (2021). Leadership: The power of emotional intelligence. More Than Sound LLC.</li> <li>2. Hajncl, 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>3. Mayer, J. D., Salovey, P., &amp; Caruso, D. R. (2007). Mayer-Salovey-Caruso emotional intelligence test.</li> <li>4. Issah, M. (2018). Change leadership: The role of emotional intelligence. Sage Open, 8(3), 2158244018800910.</li> <li>5. Goleman, D. (2020). Emotional intelligence. Bloomsbury Publishing.</li> <li>6. 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>