

**CBEL Code- ELO-403**

**Course Name-Emotional Intelligence**

**Duration-40 hours**

<b>Credits: 4</b>		
<b>Lecture Hours</b>	<b>Practical/Activity Hours</b>	<b>Mode</b>
<b>8</b>	<b>32</b>	<b>Blended</b>

### **Overview**

The course is aimed to improving the student behaviours and decisions -- influenced by their emotional intelligence (EI) – such as amount of study time, addiction, interpersonal relationship and involvement in social activities, often better predict ultimate graduation and success than traditional academic predictors such as CGPA / Grade do. Moreover, since emotional intelligence can be taught, we can accomplish two important goals by the end of this course- 1) enhance interest in study and graduation, and 2) achieve our mission to help students grow and improve in all phases of their work and life. By the end of the course, the students will be able to:

1. Understand what emotional intelligence is and its major components.
2. Explore why EI is important for workplace success
3. Build ability to acknowledge, understand and control your own emotion; sharpen your listening and communication skills and become better leader, mentors, negotiators and decision makers.
4. Learn how to become effective group members in order to boost your team's productivity, cooperation and creativity and at the same time understand the failure implications of EI and get motivated to start a fresh with required skills.

**Module:** Interactive sessions=8 HOURS

Assignment/ assessment/ activity/MOOC = 32 HOURS

### **Interactive sessions:**

1. EI- Introduction, Definition, Concept and various components
2. Emotions, IQ & EQ
3. Why EI MATTERS
4. EI CAN HELP YOU EXCEL AND MANAGE CHALLENGES
5. Emotional Intelligence- Lead to inspire
6. Beliefs about emotion and emotional awareness
7. Emotional knowledge and emotional expression
8. Emotional Intelligence in workplace

## **Assignment/ assessment/ activity/ MOOC [A1-A4]**

Identifying The Negative Emotions, Self-evaluation, Self-expression, Stress management  
Empathy as a daily habit, Workplace EI improvement exercise, Self-awareness exercise  
Trust exercise, Self-management exercise, EI for Leaders

- A1** Emotional Intelligence Assessment and Self-Improvement Plan (Assignment details will be provided during the session and at the end of course)
- A2** Participation via Class and Homework Exercises (Any four as per the topic discussion or activity/ exercise assigned)
- A3** Reading Responses and Questions (knowledge; communication) : To learn, you must read and then reflect about your reading. To encourage you to do so, you will be asked to **type** a 1-2 paragraph response for each assigned reading marked with a RR on the schedule. **Briefly (1-3 sentences) give a summary of the content and then comment on what you learned, challenge an opinion stated by the author, or reflect about how some scientific data affects your opinion.**
- A4** EI project/ MOOC (*shall be notified after batch commencement*)

## **Suggested Text Books**

1. *The Student EQ Edge: Emotional Intelligence and Your Academic and Personal Success* (Stein, Book & Kanoy)
2. Singh, D. (2003). *Emotional Intelligence at Work*. 2nd ed. New Delhi: Sage Publications.
3. Gardner, H. (1999). *Intelligence reframed; multiple intelligences for the 21st century*. New York: Basic Books.
4. James, CN, (1982). *Stress at work*. Introduction to medical Psychology New York; Free press.
5. Goleman, D (1996). *Emotional Intelligence- Why it can matter more than IQ*, Bloomsbury publication, Great Britain.
6. David Clark (2009). *Emotional Intelligence: The essential guide to improving your social skills, relationships & Boosting your EQ*, Create Space Publishing, N.Y.

## **Teacher References**

1. Cooper, R. (1997). "Applying emotional intelligence in the workplace", *Training and Development*, Vol. 51 No. 12, pp. 31-8.
2. Cooper, R.K. and Sawaf, A. (1997). *Executive EQ: Emotional Intelligence in Leadership and Organizations*, Grosset/Putnam, New York, NY.
3. Dearborn, K. (2002). *Studies in Emotional Intelligence Redefine Our Approach to Leadership Development*. *Public Personnel Management* 31 (4):523-530.
4. Dulewicz, Higgs, M (2000). *Emotional Intelligence, A Review and Evaluation Study*, Henley Management College, Henley-on-Thames, .
5. Ferres, N., and Connell J., (2004). *Emotional intelligence in leaders: an antidote for cynicism towards change?* *Strategic Change* 13 (2):61-71.

6. Lord, G.R., Klimoski, R.J. and Kanfer R., (2002). Emotions In The Workplace: Understanding Emotions in Organisational Behavior. San Francisco: Jossey-Bass.
7. Martin J., (2007). Now the proof: Work stress does make people mentally ill. The New Zealand Herald – News Website ([www.nzherald.co.nz/health/news/artical](http://www.nzherald.co.nz/health/news/artical).)
8. Matthews, G., Emo, A.K., Funk, G., Robert, R.D., Costa, P.T.Jr., and Sxhulze, R. (2006). Emotional intelligence, personality, and task-induced stress. Journal of experimental Psychology Applied; Vol. 12(2):96-107
9. Mayer, J.D. and Salovey, P. (1993). “The intelligence of emotional intelligence”, Intelligence, Vol. 17, pp. 443-42.

<b>ASSESSMENT SCHEME</b>				
<ul style="list-style-type: none"> <li>• Interim Formative Assessment [A1-A2-A3: 6 Hours]</li> <li>• Course-end Summative Assessment [A4: 26 Hours]</li> </ul>				
<b>Formative Assessment - X</b>				
<b>Sl No.</b>	<b>Hours</b>	<b>Content / Topic</b>	<b>Assessment Type</b>	<b>Marks</b>
A1	2	Content / Topics covered in L1-L2	Theory	20
A2	2	Content / Topics covered in L1 - L4	Practical	40
A3	2	Content / Topics covered in L5 – L7	Practical	40
<b>Total [A1 + A2 + A3]</b>				<b>100</b>
<b>Summative Assessment - Y</b>				
A4	26	Content / Topics covered in L1 – L8	Project	<b>100</b>

**Computation of Final Score: [X + Y]**

- **X** : 20% of total marks obtained out of total marks 100 in Interim Formative Assessment cumulatively (A1+A2+A3)
- **Y** : 80% of marks obtained out of total marks 100 in Course-end Summative Assessment (A4)

**Gradation Scheme:**

- 90 – 100 : O : Outstanding
- 80 – 89 : A : Excellent
- 70 – 79 : B : Very Good
- 60 – 69 : C : Good
- 50 - 59 : D : Pass

**Eligibility for Certification:**

- Attendance & active participation in class lectures/interactions [L1-L8]
- Successful completion of the campaign of all the three activities/assignments as part of Formative Assessment [A1, A2 & A3]
- Obtaining minimum Grade D as per the formula for computation of Final Score stated above

NB: A candidate must satisfy all the criteria mentioned in order to receive the course completion certificate

### Self-Perception Composite

	<b>Definition of Skill</b>	<b>Application to Students</b>
<b>1. Self-Regard</b>	The ability to respect and accept oneself as basically good; understanding strengths and limitations, leads to confidence	A lack of confidence could hinder performance, accurate awareness of limitations creates a desire to improve, knowledge of strengths allows a student to leverage those in challenging situations
<b>2. Emotional Self-Awareness</b>	The ability to recognize one's feelings and what causes those feelings	Understanding of what triggers an emotion allows a student to respond proactively or intentionally when an emotion is triggered, likely resulting in better outcomes
<b>3. Self-Actualization</b>	The ability to realize one's potential capacities	Students perform better with clear goals, a desire to achieve, and when they have passion for their work or field of study

### Self-Expression Composite EQi SKILL

	<b>Definition of Skill</b>	<b>Application to Students</b>
<b>4. Emotional Self-Expression</b>	The ability to express emotions verbally and non-verbally and to be congruent with expression	Students need to know how to effectively and appropriately express emotions so they can resolve situations that may be detracting from success
<b>5. Assertiveness</b>	The ability to express feelings, beliefs, and thoughts and to defend one's rights in a constructive manner	A base level of assertiveness is necessary to approach a teacher for help, confront a teammate, or just to speak up in class
<b>6. Independence</b>	The ability to be self-directed and self-controlled in one's thinking and actions and to be free of too much emotional dependency	Students need enough independence to separate effectively from parents and function autonomously but not so much they don't seek help when needed

**Interpersonal Composite  
EQi SKILL**

**7. Empathy**

**Definition of Skill**

The ability to be aware of, to understand, and to appreciate the feelings of others.

**Application to Students**

Getting along with others and being open to people different from yourself first requires a student to understand that person's perspective

**8. Social Responsibility**

The ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group

Students with developed social responsibility skills understand, accept and act upon their responsibility to the group whether it's the school, team, club or a classmate on a group project

**9. Interpersonal Relationship**

The ability to establish and maintain mutually satisfying relationships characterized by openness and trust

Making new friends and becoming integrated into social groups is part of social/emotional wellbeing; however, too much focus on relationships can hinder academic performance

**Decision-Making Composite  
EQi SKILL**

**Definition of Skill**

**Application to Students**

**10. Reality Testing**

The ability to assess the correspondence between what is experienced and what really exists

Students with good reality testing skills can accurately judge academic (how long will my homework take?) and social (is this environment safe?) situations

**11. Problem Solving**

The ability to identify and define problems as well as to generate and implement potentially effective solutions

Many students do not realize a problem exists until it is too late to effectively solve it; identifying (or knowing a problem exists and accurately assessing the cause) a problem is a prerequisite to solving it.

**12. Impulse Control**

The ability to resist or delay an impulse, drive or temptation to act

The ability to resist temptations to overindulge in food, drink, spending, etc. and the ability to control one's anger protect a student from making bad choices that often lead to greater stress

**Stress Management Composite  
EQi SKILL**

**Definition of Skill**

**Application to Students**

**13. Stress Tolerance**

The ability to withstand adverse events and stressful situations

Stress is created by both positive and negative events such as tests, games, EC activities, family life and much more; if someone becomes too reactive to stress, cognitive disorganization occurs, work suffers and health can suffer

**14. Flexibility**

The ability to adjust one's emotions, thoughts, and behavior to changing situations

Transitions involve many adjustments; those who do not adapt well to change or who cannot shift priorities easily will not fare as well

**15. Optimism**

The ability to look at the brighter side of life (highly correlated with success in police leadership for increased morale, retention and productivity).

Optimism is predictive of many beneficial outcomes throughout life such as better health; students will face adversity at some point and the ability to stay positive while also persisting to overcome the obstacle is a key to success