



## EMOTIONAL INTELLIGENCE

<b>Course code</b>	<i>HUM 168</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits</b>	<i>3 ECTS (24 contact hours + 2 consultation hours, 2 hours of examination, 53 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Lect. Emilija Oleškevičiūtė</i>
<b>Prerequisites</b>	<i>NA</i>
<b>Language of instruction</b>	<i>English</i>

### THE AIM OF THE COURSE:

The Emotional Intelligence course aims to cultivate a profound understanding and mastery of emotional awareness, interpersonal skills, and self-regulation. Through a blend of theoretical insights and practical exercises, the course endeavors to empower students with the tools to navigate the complexities of personal and professional relationships successfully. The course introduces key concepts related to Emotional Intelligence and explores the different ways emotion is socially and discursively constructed, and how emotions manifest in everyday human interactions with technology and each other, and organizational life. Fostering empathy, effective communication, and resilience, the course strives to equip students with invaluable emotional intelligence competencies essential for personal growth, leadership, and overall well-being.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. Students understand the concept of Emotional Intelligence and related EQ skills.	BLO1.1. BLO1.2.	Individual study Case Reading and discussions	Final exam, group, and individual tasks
CLO2. Able to identify and name prevailing feelings and emotions of their own and other people, can reflect on it.	BLO4.1. BLO4.2. BLO4.3.	Individual study Reading and discussions	Final exam, group, and individual tasks
CLO3. Students understand the impact of bullying and other negative emotions on other people and can elaborate an action plan for restraining them.	BLO1.2. BLO2.1. BLO4.2. BLO4.3.	Individual study Reading and discussions	Final exam, group, and individual tasks
CLO4. Aware of tools and technics for “being” emotionally intelligent and able to grow their empathy and compassion level.	BLO1.2. BLO4.2. BLO4.3.	Individual study Discussions	Final exam, group, and individual tasks

### ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

**COURSE OUTLINE**

<b>Topic</b>	<b>In-class hours</b>	<b>Readings</b>
Emotional Intelligence: defining the concept, understanding own emotions, and learning about different ways to regulate emotions	4	Goleman, D. Chapter 3 Goleman, D. Chapter 4 Goleman, D. Chapter 5
Emotional labor and conflict solving. Empathy	4	Waldron, V. R. Chapter 3 Goleman, D. Chapter 7
Emotional abuse, workplace bullying, and defense mechanisms. Workplace diversity and cultivating psychological safety	4	Waldron, V. R. Chapter 4 Bowins, B. Waldron, V. R. Chapter 7
Role of emotional intelligence in leadership. Developing active listening skills.	4	Goleman, D. Chapter 8 Jiménez, M. Khanna, P.
Burnout and it's prevention. Learning about own boundaries and how to communicate it	4	Tracy, S. Fleuren, B. P. et al.
Group project presentations	4	
	<b>Total: 24 hours</b>	
CONSULTATIONS	2	
FINAL EXAM	2	

**FINAL GRADE COMPOSITION**

<b>Type of assignment</b>	<b>%</b>
<i>Group Components 30%</i>	
Group project presentation	30%
<i>Individual Components 70%</i>	
Personal reflection essay	30%
Final exam	40%
<b>Total:</b>	<b>100</b>

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**



1. The **final exam** will account for 40% of the final grade and will include all topics studied during the lectures and seminars throughout the course. Lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).
2. **Personal reflection essay** will account for 30% of the final grade and will be based on individual diary entries marking own emotions throughout the length of the course. Detailed guidelines for the assignment will be presented during the lecture 1.
3. **Group project presentation** will account for 30% of the final grade. Students will have to form groups of 3-4 individuals and will have to complete one of the suggested emotional regulation challenges throughout the length of the course. Options of the emotional regulation challenges will be presented and explained during the lecture 1.

### RETAKE POLICY

Re-take of the exam. Students who receive a failing final grade shall have the right to re-take the exam. Retake will account for 40 % of all evaluation and will include all topics studied during the lectures and seminars throughout the course. The lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).

### REQUIRED READINGS

1. Goleman, D. (2005). *Emotional Intelligence: 10th Anniversary Edition*. New York: Bantam
2. Waldron, V. R. (2012). *Communicating emotion at work*. Malden, MA: PolityPress
3. Tracy, S. (2009). Managing burnout and moving toward employee engagement: A critical literature review and communicative approach toward reinvigorating the study of stress at work. In P. Lutgen-Sandvik & B. Davenport Sypher (Eds.), *The destructive side of organizational communication: Processes, consequences and constructive ways of organizing* (pp. 77-98). New York: Routledge.

### ADDITIONAL READINGS

Bowins, B. (2004). Psychological defense mechanisms: A new perspective. *The American Journal of Psychoanalysis*, 64(1), 1–26. <https://doi.org/10.1023/b:tajp.0000017989.72521.26>

Fleuren, B. P., Nübold, A., Uitdewilligen, S., Verduyn, P., & Hülshager, U. R. (2023). Troubles on troubled minds: An intensive longitudinal diary study on the role of burnout in the resilience process following acute stressor exposure. *European Journal of Work and Organizational Psychology*, 32(3), 373–388. <https://doi.org/10.1080/1359432x.2022.2161369>

Jiménez, M. (2018). Leadership style, organizational performance, and change through the lens of emotional intelligence. *Foundations of Management*, 10(1), 237–250. <https://doi.org/10.2478/fman-2018-0018>

Khanna, P. (2020). Techniques and Strategies to Develop Active Listening Skills: The Armour for Effective Communication across Business Organizations. *The Achievers Journal, Journal of English Language, Literature and Culture*, 6(3), 50-60.



**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,  
Business Management and Marketing,  
Finance,  
Industrial Technology Management,  
Entrepreneurship and Innovation*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,  
Economics and Politics*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper