Course Code and Title	HR- 20303, Emotional Intelligence
Credits	1.5
Term and Year	III Term, 2021-2022
Course Pre-requisite(s)	OB Course
Course Requirement(s)	-
Course Schedule (day/time of class)	Please refer to the Class schedule
Classroom # (Location)	As per Time Table or Notified otherwise
Course Instructor	
Course Instructor Email	
Course Instructor Phone (Office)	
Student Consultation Hours	As notified
Office location	

1. Course Overview

The foundation of a healthy personality, based on the science of happiness, lies in how an individual manages his and others emotions, resulting into positive interpersonal relationships. Self-awareness is the stepping stone to excel in personal and professional life. Myriads emotions when monitored and channelized in the right direction enables an individual to develop resilient, empathetic and happy personality. Individuals as well as organizations need to foster trusting and collaborative culture that is more likely to have a highly satisfied, engaged and more productive and innovative workforce, with greater employee loyalty and retention.

This course delves into emotional and social competencies that sustain positive relationships at work. It highlights the foundational and related skills of empathy and "emotional intelligence" also known as EQ, which refers to the skills of identifying and regulating our own feelings, tuning into the feelings of others and understanding their perspectives, and using this knowledge to guide individuals towards constructive social interactions and promotes physical, psychological and emotional well-being.

Core Objectives:
Emotional Intelligence course is offered as a one and half credit compulsory core course (10 sessions/15 hours) in trimester III. The sessions would have a flavor of workshop.

2. **Course Learning Outcomes (CLOs):** At the end of the course, the students will be able to-

CLO1: Comprehend the framework of Emotional Intelligence

CLO2: Apply dimensions of EI to real life situations

3. **Mapping of CLOs with Program Learning Outcomes (PLOs) / Competency Goals**

	PLO-1	PLO-2	PLO-3	PLO-4	PLO 5	PLO 6
CLO1	X					
CLO2			X*			

*To be used in writing AOL report

4. Text Book -

Goleman, D. (2013). Working with Emotional Intelligence by Daniel Goleman, Bloomsbury Publishing (I) Pvt. Ltd., India.

 Ref Book -

Cherniss, C. & Goleman, D. (2001). The Emotionally Intelligent Workplace, Jossey-Bass, John Wiley & Sons, Inc.

Additional Resource:

- Internet Resources: https://www.verywellmind.com/utilizing-emotional-intelligence-in-the-workplace-4164713
- https://www.verywellmind.com/what-is-emotional-intelligence-2795423

  YouTube videos

5. Session Plan

Session	Topic/ Sub Topic	Session Learning Outcomes	CLO	Pedagogy	Reading References/Flipped Videos
1	Introduction to Emotions, Importance and Role of Emotions in life.	Appreciate role and importance of emotions in life	CLO 1	Impact of social media on emotions: Opening exercise: FOMO (Fear of Missing Out) (Maintaining an Emotional Log)	Text, Ch.1, Pp. 3-14 Ref. Book, Ch. 1, Pp. 3-27 Video on EI

				Mood Calendar/Marbles)	
2	Introduction to Intelligence, Types of Intelligence: IQ, Social, Spiritual, Adaptability, IQ vs. EQ	Differentiate between different types of intelligence	CLO 1	Team Activity: Compass, Reflections (Down the memory lane)	Text, Ch. 2, Pp. 15-25 Instructors Notes
3	Importance of EQ at Workplace and for Career success Role of Emotional Plurality in Life	Realize the importance of EQ in life and career	CLO 1	Nav Rasa, can you understand the emotions of self and others? (Skit based on different emotions by allocating one rasa to each team)	Instructor Notes
4	Realizing Self through EI: A way to Mindfulness (Discovery, Meaning, Nature, Scope)	To discover self through mindfulness	CLO 1	Exercise: Know your Self: A Journey Within	Text, Ch. 4, 5,6 Pp. 49-105 Instructor's notes Video on Mindfulness
5	EQ competencies for Success: Dimensions/Components)	Identify the dimensions and competencies related to EQ	CLO 1	Role Plays based on Interpersonal Relationships at workplace	Text, Ch. 7,8, 9, Pp. 133-198
6	Measurement of Emotional Intelligence:	Identify emotional personality type through self-report inventory and	CLO 1	Instrument: EI Enneagram Personality Test	Ref., Ch. 5, Pp. 83-131 Instructor's notes

	Self report Inventories, Ability Tests Building the pillars of Emotional Intelligence	inculcate EQ competencies			
7	Role of EI in building Resilient and happy Personality	Identify and build competencies associated with resilient and happy personality	CLO 2	Clippings of the Ahilya Bai Serial and how she demonstrates EI Ashoka before Kalinga War (Movie), Clippings	Instructor's notes Video Clippings
8	Role of EI in developing Empathetic personality and Cross Cultural Adaptability in organisational context	Identify and build competencies associated with empathetic personality and Cross cultural adaptability	CLO 2	Guest Session	Ref., Ch.11, Pp. 254-285
9	EQ & Well-being: Physical. Emotional, Psychological	Understand the connect between EQ and well-being	CLO 2	(Movie clippings Chichore: Towards End clippings sharing of emotions) Nervous Nineties Sachin Tendulkar	Instructor's notes Movie Clippings
10	EI as a Differentiator: Life Snippets of Successful	Identify the EI competencies of effective and successful leaders.	CLO 2	Exercise: The Leader with High EI	Text, Ch.8, Pp. 163-197

	Leaders with high EI				

5. Assessment Tasks

The course- *Emotional Intelligence* will have three assessment components (NO End-Term examination). The weightage and task details are hereby provided below for a ready reference.

Assessment Item	Description	Weightage	CLOs mapped	Session/ Week Due
Emotional Log based Action Plan for Enhancing Emotional Intelligence	Students are required to maintain an emotional Log on daily basis and prepare and implement an action plan for overcoming negative emotions and develop emotional stability and EI.	40	CLO 2	
Skit based on different emotions by allocating one rasa to each team and how they have overcome failure.	Learning Team based Skit related to failure résumé where you have or could have demonstrated resilience and optimism.	20	CLO 2	
Presentation based on Movie/Serial/Series Characters	Student Teams are required to give a presentation relating it with the framework of Emotional Intelligence	40	CLO 1	

6. Assessment Task Description

Assessment 1:
Assessment Detail: Each student is supposed to maintain an Emotional Log and write about his/her emotional experiences on daily basis. They have to relate it with their take-aways of classroom learning and personal reflections about it. They also need to prepare an action plan to overcome extreme negative emotions and inculcate high emotional intelligence.
Criteria used to grade this task: Coverage of the discussion points, punctuality in writing daily log and action plan
Task Assessor: Internal Faculty
Submission Detail: Hard copy
Feedback: feedback will be given after every review (total 3), equally spread across the course.

Assessment 2:
Assessment Detail: Skit based on different emotions and rasas will be prepared by each team. They also need to demonstrate how they could have overcome failure by demonstrating resilience and optimism.. Skit will be preapproved by the course instructor before it is being presented in the class by LTs.
Study group (Learning Teams) members are required to work collaboratively in team and submit a written script and present a role-play.

Criteria used to grade this task: Team Work, application and presentation of the idea.
Task Assessor: Internal Faculty
Submission Detail: Soft Copy.
Feedback: On the spot feedback will be given after assessment/ scripts will not be returned.

Assessment Task 3:

Assessment Details: Learning teams are supposed to give a team Presentation based on /serials/series movies characters. Teams are required to relate their presentation with the framework of Emotional Intelligence.
Movie/Serial/selected will be preapproved by the course instructor before it is being presented in the class by LTs.
Criteria used to grade this task: Team Work, application of Frame work of Emotional Intelligence
Task Assessor: Internal Faculty
Submission Detail: Soft Copy
Feedback: On the spot feedback will be given after assessment/ submission will not be returned.

Rubric for CLOs

CLOs	BELOW EXPECTATION (<50%)	MEETS EXPECTATION (60-80%)	EXCEEDS EXPECTATION (>80%)
CLO 1	Not able to demonstrate basic understanding of EI Framework	Able to the identify most of the dimensions of EI	Able to relate EI framework with life situations and demonstrate good understanding
CLO 2	Able to apply only few dimension of EI framework for decision making	Able to apply most of the dimension of EI framework for decision making	Able to apply all dimension of EI framework for decision making

7. Rubrics for Assessment Task
RUBRICS FOR Emotional Log (40 Marks)

CLO2: Apply dimensions of EI to real life situation
PLO 3: Reflect on business situations applying relevant conceptual frameworks

PLO3: Apply relevant conceptual frameworks to business situations.	
Competencies	Traits/Performance Indicators (PI)
Apply knowledge of disciplinary or interdisciplinary theory and frameworks to business situations.	3.1 Gather relevant information and reflect and comprehend business situations. 3.2 Select and use relevant concepts and frameworks to business situations.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation

Gather Relevant Information and reflect on the business situation	Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. Unable to reflect and comprehend the business situation due to poor understanding of required information	Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. Able to reflect and understand the business situation because of the quality of information gathered and synthesized.	Demonstrates a sophisticated understanding of what information is needed. Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of search/selection criteria. Able to reflect and have a holistic view of the the business situation based on extensive information gathered from a variety of sources
Select and Use Relevant Concepts and Frameworks	Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks.

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RUBRICS FOR SKIT (20 Marks)

CLO2: Apply dimensions of EI to real life situations

PLO 3: Reflect on business situations applying relevant conceptual frameworks

PLO3: Apply relevant conceptual frameworks to business situations.	
Competencies	Traits/Performance Indicators (PI)
Apply knowledge of disciplinary or interdisciplinary theory and frameworks to business situations.	3.3 Gather relevant information and reflect and comprehend business situations. 3.4 Select and use relevant concepts and frameworks to business situations.

Criterion	Below Expectations	Meets Expectations	Exceeds Expectation

Gather Relevant Information and reflect on the business situation	Struggles to pinpoint the information needed. Gathers information from one source. Minimal evidence of search/selection criteria. Unable to reflect and comprehend the business situation due to poor understanding of required information	Clearly identifies the information required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. Able to reflect and understand the business situation because of the quality of information gathered and synthesized.	Demonstrates a sophisticated understanding of what information is needed. Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of search/selection criteria. Able to reflect and have a holistic view of the the business situation based on extensive information gathered from a variety of sources
Select and Use Relevant Concepts and Frameworks	Has limited knowledge on selecting and using relevant concepts and frameworks. Requires extensive assistance in selecting relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks.	Selects and uses relevant concepts and frameworks. Needs no assistance in selecting relevant concepts and frameworks.

RUBRICS FOR GROUP PRESENTATION (40 Marks)

CLO1: Comprehend the framework of Emotional Intelligence
PLO1: Communicate effectively

PO1: Communicate effectively			
Competency		**Traits/Performance Indicators (PI)**	
Be able to produce written documents and oral presentations that communicate ideas and information effectively for the intended audience and purpose.		1.1 Clarity: Explains points explicitly with specific explanatory detail; points relate to overall argument. 1.2 Organization: Presents information in a logical progression of ideas so that the main point is clear. 1.3 Content: Good command of subject matter. Provides relevant and important information and supporting arguments relating to the main claim.	
Criterion	**Below Expectations**	**Meets Expectations**	**Exceeds Expectation**

Clarity	Not able to explain points clearly. Lacks focus and points put forth do not relate to the overall/main argument or idea.	Explains points clearly; points relate to overall argument.	Explains points explicitly with specific explanatory detail backed up with relevant research/information/examples; points relate and support the overall argument.
Organization	Presents information in a cluttered manner with no logical sequencing or progression of ideas. The main point is obscured and not visible from the report.	Presents information in a logical sequence. The final point is quite clearly brought out.	Presents information in a clear and logical order supported by relevant illustrations and examples. The final point/conclusion is well supported through a well- structured set of arguments.
Content	Poor command over subject matter. Provides irrelevant and inadequate information to support arguments.	Good command over subject matter. Is able substantiate the arguments with relevant and adequate information reasonably well.	Excellent command over subject matter. Covers every dimension of the subject matter and uses relevant and comprehensive information to back up the arguments.

8. Time budgeting in course planning:
Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how *student time per course* can be budgeted:

Activity	Description	Time Budgeted
Classes	Two sessions per week across four weeks	15 hours
Reading	Prescribed readings, text	5 hours
Preparation of Quizzes/ class activity	Reading	5 hours
Emotional diary cum log	Self-preparations	5 hours
TOTAL		25 hours

9. Academic Conduct
Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation. Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

Institute's Policy Statements
It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

LMS-Moodle/Impartus
LMS-Moodle/Impartus is used to host course resources for all courses. Students can download
Lecture, additional reading materials, and tutorial notes to support class participation.

Late Submission
Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines on basis of cumulative reduction of marks per day as stated by course instructor.

Plagiarism
Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.
Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

List of PLOs
PLO1: Communicate effectively
PLO2: Demonstrate ability to work in teams to achieve desired goals
PLO3: Reflect on business situations and apply relevant conceptual frameworks
PLO4: Evaluate different ethical perspectives
PLO5: Comprehend sustainability issues
PLO6: Exhibit innovative and creative thinking