



UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business

London Campus

**Developing Emotional Intelligence Skills
for the Workplace
BMSK6006**

MODULE CODE:	BMSK6006
TITLE:	Developing Emotional Intelligence Skills for the Workplace
DATED:	16/03/2017
LEVEL:	6
CREDITS:	20
JACS CODE:	N200

AIM(S)

- To develop students' understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- explore concepts of emotional intelligence and its relevance to the workplace;
- understand and apply of models of emotional intelligence and evaluate theorists;
- critically appraise the importance of emotional intelligence and mindfulness in the workplace.

INDICATIVE CONTENT

- Introduction to emotional intelligence and linked concepts, including Mindfulness-Based Approaches.
- The importance of emotional intelligence in the workplace.
- Workplace relationships and organisational culture – the impact of an emotionally intelligent and mindful approach on the development of empathy, improved performance and greater well-being.
- The value or otherwise of emotional intelligence within the context of workforce development and business advantage.
- Definitions of emotional intelligence.
- Emotional intelligence framework.
- Links between what we feel and what we think.
- Why how we feel affects our performance.
- Personal improvement action plan

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace.

Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment: Coursework

Essay or Report format assignment

(5,000 words or equivalent) 100%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate an understanding of the importance of developing emotional intelligence skills for the workplace. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: All students

Prepare a presentation and workshop, appropriate to your chosen workplace, to justify the introduction of an extended staff development programme focussed on emotional intelligence and mindfulness. The audience for this presentation is inherently sceptical of the value of such a programme and the organisation as a whole is subject to significant financial pressure with limited available resources.

Demonstrate an understanding of the concept and importance of developing emotional intelligence for the workplace. Focussing on an agreed specific organisational context, you should be able to demonstrate your ability to explore concepts of emotional intelligence and its relevance to the workplace; to understand and apply models of emotional intelligence and evaluate theorists; to critically appraise the importance of emotional intelligence and mindfulness in the workplace.

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
The issue of sustainability is ultimately about the sustainability of organisations. Emotional Intelligence (EI) has shown an impressive track record in efficiency and superior performance of leaders in organisations that have adapted environmental, social and economic sustainability strategies. This module aims to develop an understanding of the importance of emotional intelligence in the workplace and the wider relationship to organizational advantage and sustainability in an increasingly complex global world. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK6006	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification		Electronic*
Essential	Goleman, D. (2005) Emotional Intelligence: Why it can matter more than IQ, New York: Bantam House.	☐
Essential	Singh, D. (2006) Emotional intelligence at work : a professional guide. (Online) New Delhi ; Thousand Oaks, Calif : Response Books. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Baksh Baloch, Q, Saleem, M, Zaman, G, & Fida, A 2014, 'The Impact of Emotional Intelligence on Employees' Performance', Journal Of Managerial Sciences, 8, 2, pp. 208-227, Business Source Complete, EBSCOhost, viewed 18 July 2016.	☐
Further	Beard, A (2014), 'Mindfulness in the Age of Complexity', Harvard Business Review, 92, 3, pp. 68-73, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Carter, M., Santomauro, J., & Marino, C. (2011). Set for Success Activities for Teaching Emotional, Social and Organizational Skills. London: Jessica Kingsley.	☐
Further	Caruso, D.R. & Salovey, P. (2004). The emotionally intelligent manager. San Francisco, CA: Jossey-Bass	☐
Further	Covey, S. (2004) The 7 Habits of Highly Effective People: Powerful Lesson in Personal Change, New York: Free Press.	☐
Further	Chaskalson, M. (2011) The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations with MBSR, Chichester: Wiley-Blackwell.	☐
Further	Chaskalson, M. (2011) The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations with MBSR (Online) Malden, MA : Wiley. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Cherniss, C. and Goleman, D. (2001). The Emotionally Intelligent Workplace, San Francisco: Jossey Bass.	☐
Further	Chemiss, C and Goleman D. (2001) The emotionally intelligent workplace. (Online) San Francisco : Jossey-Bass. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Farh, C, Myeong-Gu, S, & Tesluk, P. ((2012), 'Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context', Journal Of Applied Psychology, 97, 4, pp. 890-900, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Goleman, D. (1999). Working with Emotional Intelligence. London: Bloomsbury.	☐
Further	Goleman, D. (1996). Emotional Intelligence: Why It Can Matter More than IQ. London: Bloomsbury.	☐

Further	Goleman, D., Boyzatis, R and McKee, (2004) A. Primal Leadership: Learning to Lead with Emotional Intelligence, Boston: Harvard Business School Press.	☐
Further	Karelaia, N, & Reb, J. (2014), 'Improving Decision Making through Mindfulness', INSEAD Working Papers Collection, 43, pp. 1-37, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Pereira, B. (2015), 'Mindfulness', Professional Manager', pp. 52-55, Business Source Complete, EBSCO host, viewed 18 July 2016.	☐
Further	Pickert, K. (2014), 'The Art of Being Mindful', Time, 183, 4, p. 40, Academic Search Premier, EBSCO host, viewed 18 July 2016.	☐
Further	Segal, J. The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships, London: McGraw-Hill, 2008.	☐
Further	Webb, K. (2014), 'How Managers' Emotional Intelligence Impacts Employees' Satisfaction and Commitment: A Structural Equation Model', IUP Journal Of Organizational Behaviour, 13, 2, pp. 7-24, Business Source Complete, EBSCOhost, viewed 22 September 2015	☒