

**PJSC "Higher Education Institution" INTERREGIONAL ACADEMY OF
PERSONNEL MANAGEMENT"**

Danube branch



SYLLABUS

of the academic discipline (selective)

EMOTIONAL INTELLIGENCE OF THE MANAGER

Specialty **D3 Management**

Educational level: **First (bachelor's) level**

Educational program: **Management**

General information about the academic discipline

Name of the discipline	Emotional intelligence of the manager
Code and name of specialty	D3 Management
Level of higher education	First (bachelor's) level
Discipline status	Selective
Number of credits and hours	3 credits / 90 hours. Lectures: 16 Seminars/practical classes: 14 Students' independent work : 60
Terms of study of the discipline	6 semester
Language of instruction	Ukrainian
Type of final control	Pass/fail (credit)

General information about the teacher. Contact information.

Gumennikova Tamara Rudolfivna	
Academic degree	Doctor of Pedagogical Sciences
Position	Director of the Danube Branch of PJSC "HIGHER EDUCATION INSTITUTION IAPM"
Areas of scientific research	Theoretical and methodological foundations of modern management; management psychology and conflictology in organizations; development of leadership potential and communicative competence of the manager; Technologies of Self-Management and Personal Effectiveness in the Context of Transformational Changes
Links to the registers of identifiers for scientists	Google Scholar https://scholar.google.com.ua/citations?user=yUSPlwEAAAJ&hl=uk ORCID: https://orcid.org/0000-0002-6223-7711 SCOPUS: https://www.scopus.com/authid/detail.uri?authorId=57209848474
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Instructor's portfolio on the website	https://izmail.maup.com.ua/assets/files/gumennikova-portfolio-a.pdf

Discipline's description.

The discipline "Emotional Intelligence of a Manager" is dedicated to the development of "soft" skills, which are critical for a modern leader in conditions of uncertainty. The course focuses on the study of the nature of emotions, the development of self-awareness, mastering the techniques of emotional self-regulation and the development of empathy. building trusting relationships in the team.

The subject of the discipline is the emotional processes of the manager, the mechanisms of emotional regulation and the patterns of emotional interaction in managerial activity.

The aim of the discipline is the formation of emotional competence in future managers as a key component of the manager's professional effectiveness and the development of modern managerial leadership.

The objectives of the discipline include the development of skills of emotional self-awareness and self-regulation, the formation of empathy and emotional sensitivity to personnel, the mastery of tools for managing emotions in the team, the prevention of emotional burnout and increasing the stress resistance of the manager.

As a result of studying the selective educational component "Emotional intelligence of the manager", applicants must:

Know:

- key components of the model of emotional intelligence (according to D. Goleman, R. Bar-On, J. Mayer and P. Salovey);
- physiology of emotions and the concept of "emotional abduction";
- signs of emotional burnout and methods of psychological protection of the manager;
- strategies for the development of social competence and empathy;
- the role of the emotional climate in ensuring staff loyalty and engagement.

Be able to:

- identify and name their own emotions at the time of their occurrence;
- apply self-control techniques in tense management situations;
- recognize non-verbal signals and emotional needs of the interlocutor;
- use emotional intelligence to provide constructive feedback;
- transform negative emotions of the team into productive energy and engagement.

Prerequisites for the discipline. The study of the elective discipline "Emotional Intelligence of the Manager" in the sixth semester is based on the knowledge and competencies formed during the mastering of the mandatory components of the program. The fundamental prerequisites are the courses Philosophy, key management disciplines: Management, where the foundations of people management are laid, and HR management, which gives an understanding of the behavioral aspects of working with personnel. effect in the development of soft skills of the leader.

Post-requisites for the discipline. The acquired learning outcomes are critical for further post-requisites, such as Motivational Management and Strategic Management of the Enterprise, where the emotional maturity of the manager is the key to the successful implementation of strategies and motivation of large teams.

Content of the academic discipline

№	Topic name	Teaching Methods/Assessment Methods
Topic 1	Emotional intelligence as a key factor in the success of a leader	Teaching methods: - The educational process involves a combination of lectures (review, problem, visualization lectures) and seminars using discussions, analysis of psychological situations, elements of training work, reflective exercises and case method. Assessment methods
Topic 2	Neurophysiology of emotions and self-awareness	
Topic 3	Self-regulation and emotional stability of the manager	
Topic 4	Intrinsic motivation and energy	

	of leadership	Assessment is carried out according to the cumulative system and includes: - current control: oral questioning, express testing, solving situational problems and defense of individual tasks; - modular control: written modular control work (MCR) after the completion of content blocks; - Final control: test (written work with theoretical and practical tasks).
Topic 5	Social sensitivity and empathy in management	
Topic 6	Relationship Management and Social Impact	
Topic 7	Emotional intelligence in working with a team	
Topic 8	EQ as a Burnout Prevention Tool	
Module Assessment Task		
Final assessment: pass/fail (credit)		

Technical Equipment and Software.

Material and technical support of the educational process involves the use of specialized classrooms and library funds. Multimedia equipment (projector, computer) is used to visualize the educational material during lectures and seminars. Practical tasks and in-depth study of individual topics are provided by access to the Internet through free Wi-Fi coverage.

Forms and methods of assessment.

The system of assessment of applicants' knowledge includes current and final (semester) control.

Current assessment is carried out systematically during practical and seminar classes in order to check the level of assimilation of theoretical foundations, the formation of diagnostic and forecasting skills, as well as the ability to use specialized software for modeling and data analysis.

Forms of student participation in the educational process that are subject to ongoing control.

Students' participation in the educational process is realized through oral presentations, presentations of analytical research, reports on the results of case studies, as well as active involvement in professional discussions and brainstorming. The written component of the work includes the performance of control and test tasks, the preparation of analytical notes, abstracts and notes based on the materials of lectures and independent study.

Methods of ongoing assessment include: The methodological tools of control combine oral forms (surveys, interviews) and written types of work (reports, calculation tasks, building models). The assessment is also based on observing the activity of applicants in solving problem situations, checking the results of the presentation of individual projects, and conducting testing with open and closed types of tasks.

Grading system and requirements.
Table of distribution of points received by students*

Topics	Ongoing knowledge assessment						Final control		Total points
	Seminar 1 (Topic 1,2)	Seminar 2 (Topic 3,4)	Seminar 3 (Topic 5)	Seminar 4 (Topic 6)	Seminar 5 (Topic 7)	Seminar 6 (Topic 8)	Module assessment task	Pass /Fail	
Work in a seminar class	6	6	6	6	6	6	20	20*	100
Independent work	4	4	4	4	4	4			

*The table contains information about the maximum points for each type of academic work of a higher education applicant.

Assessment Criteria and Procedure

Assessment of students' educational achievements is carried out in accordance with the current Regulations on Assessment in a Higher Education Institution.

Modular Assessment. Modular Assessment (MA) is carried out at the final lesson of each content block in the form of written testing.

When evaluating the unit test, the volume and correctness of the tasks are taken into account:

- grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);
- grade "good" (B) is given for completing 80% of all tasks;
- grade "good" (C) is given for completing 70% of all tasks;
- the grade "satisfactory" (D) is given for the correct completion of 60% of the proposed tasks;
- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are correctly completed;
- An "unsatisfactory" (FX) rating is given if less than 50% of the tasks are completed.
- Failure to appear for the unit test - 0 points.

The above scores are converted into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester assessment in the discipline "Emotional Intelligence of the Manager" is a mandatory form of assessment of students' learning outcomes. It is carried out within the terms determined by the curriculum and covers the amount of material determined by the course program.

The final assessment is carried out in the form of a test. A student who has completed all the necessary work is admitted to the semester assessment.

The final grade is given based on the student's learning outcomes during the semester. The student's assessment consists of points accumulated from the results of the current assessment and incentive points.

Students who have completed all the required tasks and received a score of 60 points or higher receive a grade corresponding to the grade received, without additional testing.

For students who have completed all the necessary tasks, but received a score below 60 points, as well as for those who want to improve their score (result), the teacher conducts the final work in the form of a test during the last scheduled lesson in the discipline in the academic semester.

Evaluation of Additional (Individual) Educational Activities

Additional (individual) types of educational activities include the participation of applicants in the work of scientific conferences, scientific circles of applicants and problem groups, preparation of publications, participation in All-Ukrainian Olympiads and competitions and International competitions, etc., in excess of the scope of tasks that are established by the relevant work program of the academic discipline.

By the decision of the department, students who participated in research work and performed certain types of additional (individual) types of educational activities can be awarded incentive (bonus) points for a certain educational component.

Assessment of independent work (Maximum — 4 points)

The total number of points received by a student for independent work is one of the components of academic success in the discipline. Independent work on each topic, according to the course program, is evaluated in the range from 0 to 4 points using standardized and generalized criteria for assessing knowledge.

Scale for evaluating the performance of independent work (individual tasks)

Maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
4	4	3	2	0-1

Forms of assessment include: current assessment of practical work; current assessment of knowledge acquisition based on oral answers, reports, presentations and other forms of participation during practical (seminar) classes; individual or group projects that require the development of practical skills and competencies (optional format); solving situational problems; preparation of resumes on independently studied topics; testing; preparation of draft articles, conference abstracts and other publications; other forms that ensure a comprehensive assimilation of the curriculum and contribute to the gradual development of skills for effective independent professional (practical, scientific and theoretical) activities at a high level.

To assess the learning outcomes of a higher education applicant during the semester, a 100-point, national and ECTS assessment scale is used

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment	
		for exam, course project (work), internship	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C	satisfactorily	
68 – 74	D		
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of reassembly	fail unsatisfactory with the possibility of retaking
0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail with mandatory re-study of the discipline

Discipline's Policy

Successful mastering of the educational component "Emotional Intelligence of the Leader" requires high self-discipline and a responsible attitude to the educational process from students. Prerequisites are regular attendance of lectures and practical classes, active participation in classroom work, as well as timely and high-quality performance of all types of independent and control tasks provided for by the program. In case of missing classes or obtaining unsatisfactory results, the student is obliged to liquidate academic debt by working out the relevant topics.

An integral part of education is strict adherence to the norms of academic ethics and culture of behavior. The educational process is based on the principles of academic integrity, which involves the exclusive independent performance of all written works, reports and presentations. Any borrowings of thoughts or texts of other authors should be accompanied by correct references to primary sources. Within the course of the course, any manifestations of academic dishonesty are unacceptable, including plagiarism, self-plagiarism, fabrication and falsification of data, cheating, deception, bribery or biased evaluation.

Recommended sources of information

Basic literature:

1. Leadership: teaching method. Manual. for students. economy. special. Conclusion. higher. Education / Uman State University. ped. Pavlo Tychyna University; comp. Uman, 2022. 200 p.
2. Voitko S. V. Leadership and Anti-Crisis Management: Textbook / S.V. Voitko, A.A. Melnychenko. Kyiv: KPI. Igor Sikorsky, 2021. 194 p.
3. Leadership and Communications in the Organization: Teaching. Manual. / compilers: N.Y. Mykhalitska, M.R. Yatsyk. Lviv: Lviv State University of Internal Affairs, 2024. 512 p.
4. Grebeshkova O. M. Leadership and partnership in business: Practicum / O.M. Grebeshkova, O.G. Malyarchuk, I.V. Kubareva. Kyiv: KNEU Publ., 2021. 327 p.
5. Ruchkina M. M. Self-organization and emotional self-regulation: a textbook / M.M. Ruchkina, O.O. Sychuk, N.M. Chernenko. Odesa: Ushinsky University, 2024. 130 p.
6. Fedulova S. O. Modern Strategies of Leadership: International Aspect: Textbook / S.O. Fedulova. Dnipro: University. Alfred Nobel, 2023. 80 p.

Additional literature:

1. Goleman D. Emotional Intelligence / Daniel Goleman; trans. from English. S. Humetskaya. Kh.: Vivat, 2023. 512 p.
2. Goleman D. Emotional Intelligence in Business / Daniel Goleman; trans. from English. Y. Sheket. Kh. : Vivat, 2021. 528 p.
3. Gura T. V. Training technologies as a means of developing emotional intelligence / T.V. Gura. Theory and practice of social systems management: philosophy, psychology, pedagogy, sociology. 2022. № 1. Pp. 17–29 URL: <http://tipus.khpi.edu.ua/article/view/254301>
4. Zagrai L. D. Emotional Intelligence as a Component of the Manager's Professional Competence / L.D. Zagrai. Scientific notes of the V.I. Vernadsky TNU. Series: Psychology. 2021. Vol. 32(71) No. 6. URL: https://www.psych.vernadskyjournals.in.ua/journal/6_2021/8.pdf
5. Branitska, T., Herasimova, O. & Logutina, N. The Role of Emotional Intelligence in the System of Managers' Main Competencies. Scientific Bulletin of the Vinnytsia Academy of Continuing Education. Series "Ecology. Public Administration and Administration". 2023. Vol. 3. P. 36-43. URL: https://docs.academia.vn.ua/bitstream/handle/123456789/1679/5%20%281%29_compressed.pdf?sequence=1&isAllowed=y
6. Bykova, S., Zhylin, M., Bulavina, O., Artemchuk, M. & Purhani, S. The Role of Emotional Intelligence in Making Successful Financial Decisions. Theoretical and Practical Research in Economic Fields. 2024. Volume 15, Issue 1(29). P. 145 – 154. URL: <https://journals.aserspublishing.eu/tpref/article/view/8371>
7. Zhylin, M., Mendelo, V., Cherusheva, G., Romanova, I., & Borysenko, K. Analysis of the Role of Emotional Intelligence in the Formation of Identity in Different European Cultures. Revista Amazonia Investiga. 2023. 12(62), P. 319–326. DOI: <https://doi.org/10.34069/AI/2023.62.02.32>

Information resources:

1. National Library of Ukraine named after V.I. Vernadsky. URL: <http://www.nbuv.gov.ua/>.
2. Emotional intelligence – why and how to develop it. NEW LEAF. Institute of Psychotherapy and Coaching. URL: <https://www.newleaf.ua/emotsiinii-intelekt-navishho-ta-yak-iogo-rozvivati/>.
3. Emotional intelligence. Harvard Business Review. URL: <https://hbr.org/topic/subject/emotional-intelligence>.
4. SkillsYouNeed. A platform of educational and research content about the development of professional "soft" skills. URL: <https://www.skillsyouneed.com/>.
5. Ukraine Global Faculty: Lectures from world experts to Ukrainian business leaders. URL: <https://ugf.academy/all-lectures/>.
6. Why Emotional Intelligence is Important in Leadership. Harvard Business School Online. URL: <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>.