

The Evergreen State College
Graduate Program in Public Administration
Emotional Intelligence, Winter 2017 (Course #20215)
January 20-22: Friday, 5-9 pm; Saturday and Sunday, 9 am-5 pm

Our students, faculty, and staff create learning communities to explore and implement socially just, democratic public service.

<u>Faculty</u>	<u>Email</u>	<u>Phone</u>	<u>Office hours</u>
T. S. (Steve) Marshall, Ph.D.	marshals@evergreen.edu	(206) 604-6875	By Appointment

Overview: The course focuses on how leaders, teams, and individuals can excel under pressure by practically applying emotional intelligence (EI) concepts. Students gain an understanding of leadership styles, EI competencies, and key aspects of communication, including various communication styles, verbal/nonverbal elements of communication, conflict management, and how their EI and communication style may impact their effectiveness, self-control, and personal adaptability.

Learning Objectives: As determined collaboratively, our learning objectives are:

- 1) Describe the differences between IQ and EI.
- 2) Identify the basic competencies of EI and examine the importance of EI in all aspects of life.
- 3) Analyze the use of EI concepts in leadership roles - at work, home, and socially.
- 4) Understand how filters of self, relationships, culture, gender, race, and ethnicity affect communication processes.
- 5) Describe the communication process and elements that impact effective communication.
- 6) Determine the appropriate usage of several communication tools, such as face-to-face communication, email, and telephone.

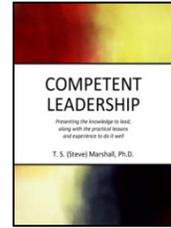
Assignments: Credit will be awarded on the following:

- 1) Attendance/active participation: The majority of the work and learning will take place during class. Students are expected to attend and be actively engaged in every session. Students are expected to do the work outside of class needed to be actively engaged in class.
- 2) Evidence of learning – homework: As the learning in a program such as this (weekend schedule) is intense and sequential, and students want to develop facility in EI and communication, a portion of the work for this course will take place through homework. Therefore, reviewing, preparing and discussing homework assignments are crucial evidence of learning.
- 3) Evidence of learning – customized plan: Students must individually write a customized plan (4-5 pages, double-spaced) on how they intend to improve at least one personal EI competency and/or aspect of communication, as well as one EI competency and/or aspect of communication of another person. In addition, students must present (5-10 minutes), in small groups (3-4 people), the results of topic research at least once during class.

Students must be prepared to research and discuss selected topics, and complete assignments that may emerge throughout the intensive weekend as a result of our studies.

Course Topics: Competence Development, Emotional Intelligence (Daniel Goleman and others), Resilience (Albert Ellis and others), Communication Styles & Approaches (Grenny, Switzler, Patterson, McMillian, Mehrabian, and others), Communication Intent vs. Impact, Active Constructive Responding (Shelly Gable and others), Thinking Traps (Reivich, Shatte, and others), Conflict Management, Leadership (French, Raven, Hersey, Blanchard, and others), and more.

Text: Marshall, T. S. *Competent Leadership: Presenting the knowledge to lead, along with the practical lessons and experience to do it well.* Chicago: Green Ivy Publishers, 2015. Print. ISBN 978-1-942901-03-7 (Books: Green Ivy Publishers / Amazon Books)



Note: Proceeds from book sales for this class will be donated to charity.

Credit: Students will receive 2 graduate credits based upon satisfactory and on-time completion of all course requirements and assignments. The faculty member makes credit denial decisions. No partial credit will be awarded. Plagiarism, failing to complete one or more assignments, completing one or more assignments late (without having made special arrangements in advance of the due date) or a non-excused absence may constitute automatic denial of credit.

Evaluation: Students are required to write a self and faculty evaluation and to post these through the web-based evaluation system during the designated Evaluation Week. All students will receive a written evaluation of their academic performance by their faculty.

Behavior Expectation: Having respect for others is fundamental to having open, educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Covenants: In furtherance of our learning community, we expect students and faculty to:

- 1) Act in accordance with the Evergreen Contract and Student Conduct code.
- 2) Promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression.
- 3) Use high standards in reading the text and preparing papers, lectures, and comments in seminar.
- 4) Handle all disputes in a spirit of goodwill.

Both students and faculty agree to discuss any problems involving others in the learning community directly with the individuals involved, with the right to support from other program members during those discussions, if that seems helpful. For example, students must first discuss any problems involving a faculty member directly with the person in question; other faculty will refrain from discussing details of any such problem except in the above format.

Schedule: Day, Date	Reading Assignment (Before Class)	Homework/ Research
Friday, January 20th Syllabus, Overview of Leadership, Influence, Reputation, Competence Development, and Emotional Intelligence (EI)	Research: EI and Communication Discuss: EI competencies	Topic Research
Saturday, January 21st EI Competencies, Resilience, Adversity-Beliefs-Consequences, Thinking Traps, Verbal vs. Non-Verbal Communication, Communication Styles & Approaches	Research: EI and Communication Discuss: Resilience; communication styles & approaches, means of communication	Topic Research
Sunday, January 22nd Communication Intent vs. Impact, "I" vs. "You" Statements, Effective Listening, Active Constructive Responding, Conflict Resolution	Research: EI and Communication Discuss: Communication processes, effective responding, conflict resolution	Topic Research, Small Group Presentations

Given the nature of this intensive weekend, read the entire text before the start of class.