

MGMT 5335
LEADING WITH EMOTIONAL INTELLIGENCE
FALL 2020

INSTRUCTOR INFORMATION:

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“Business schools must also teach core management skills – interpersonal, leadership, and communication skills, which are perceived as highly valuable but which are often rated as the least effective components of business school curricula.”

AACSB, 2002, *Management Education at Risk*.

“Leaders are being judged by a new yardstick: not just by how smart they are, or by their training and expertise, but also by how well they handle themselves and others.”

Daniel Goleman, *Working with Emotional Intelligence*

RATIONALE:

Research suggests that a leader’s capacity and productivity are fundamentally dependent on three competencies: **I.Q.**, **Business/Technical Expertise**, and something known as **“Emotional Intelligence”** or **EQ for short**. In fact, the more highly placed in an organization an individual is, the more important Emotional Intelligence becomes. Studies show that **85 percent of the effectiveness of star performers is linked to their possessing a high degree of Emotional Intelligence**.

Leaders today confront daunting challenges: globalization of the economy, rapid changes in technology, shifting business models, and accelerating pace of business – all at an ever-increasing rate of change. Whether a company proves agile enough to survive and thrive will depend on the degree to which its leaders can manage their own emotions in the face of escalating change. Emotionally competent leaders think clearly under pressure, make strategic decisions, and adapt to shifting business climates with flexibility and focus. A leader exercising these capacities has a profound impact on others, serving to mitigate reactivity, building trusting relationships, and keeping the focus on what matters – delivering business results.

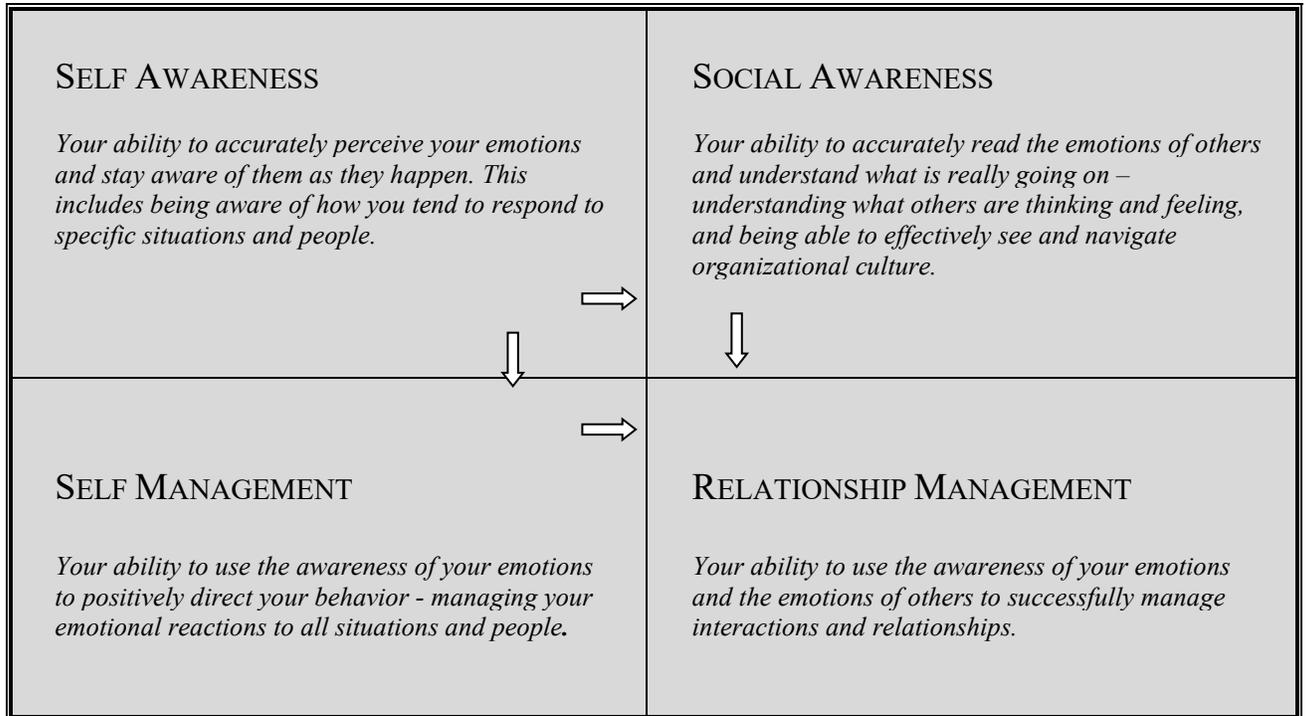
“Leadership excellence is being redefined in interpersonal terms as companies strip out layers of managers, as corporations merge across national boundaries, and as customers and suppliers redefine the web of connection.”

Richard Boyatzis, *Primal Leadership*

COURSE CONTENT:

Building on the work of authors and researchers Daniel Goleman, Richard Boyatzis, and other pioneers in the evolution of Emotional Intelligence, this special program eclipses the realm of EQ by expanding capacities and skills in the following key competencies:

THE FOUR EQ QUADRANTS



“Relationships are the very heart and soul of an organization’s ability to get any job done.”

Dr. Ron Short, Learning in Relationships

METHODOLOGY:

This special course offers a unique program comprised of multiple techniques that include experiential exercises that take leadership development beyond the bounds of the usual classroom setting into “real time” interaction and training. The goal is to engender deep and lasting insights that enable actual behavior and attitude changes to take firm root. The course will include a mix of methodologies that provide a powerful leadership development program designed to elevate the level of Emotional Intelligence among its participants, enabling individuals to know themselves and their values better; to achieve greater clarity of vision; and act in ways that are congruent with their intentions, goals and values.

In addition to a 24-hour “classroom” experience, the course includes an obligatory 2-day retreat experience.*

****Our Fall 2020 “Retreat” will be virtual and will involve online meetings and exercises on Saturday and Sunday (November 7 & 8) from 9:00 AM till 5:00 PM.***

Reasons for this important component of the program include:

- * People learn best when challenged and when placed in novel settings beyond their daily routine and activities
- * Theory becomes practice, with participants practicing new skills with their peers in a “Learning Lab” setting
- * The “skill intensive” retreat setting provides an efficient way to build lasting relationships and a learning community of bonded individuals
- * The fresh perspective gained from being on retreat with a newly formed group fosters insight into behavioral and organizational patterns

LEARNING OUTCOMES:

1. To measurably increase self-awareness and social awareness, and develop more effect self-management and relationship management skills.
2. To become more effective communicating with clients, colleagues at all levels in the organization, and prospective clients and future colleagues.
3. To learn and develop (through practice) capacity for staying in relationship (collegial, client/professional, prospective clients and colleagues) with authenticity and integrity.
4. To develop strategies and tactics for influencing the organizational culture to foster authentic data flow (communications) among members of the organization.
5. To develop and hone skills for tempering the neural limbic system (“fight or flight” response) to replace impulsive and automatic response patterns with conscious choice patterns.
6. To learn skills and strategies for “continuing education” in harnessing more effectively the neural limbic system (for example, developing skills in facilitating “T-Group” encounters and exercises to practice choosing more effective communication patterns).
7. Develop effective skills in providing feedback to colleagues and associates.
8. Develop and practice effective peer and professional coaching skills.

SCHEDULE:

Regular class meetings on Saturday from 9:30 AM – 4:30 PM

Retreat meetings on 11/7 & 11/8 from 9:00 AM – 5:00 PM

Date	Topics & Activities	Assignments For Next Meeting
10/10	Getting Acquainted Introduction to EQ "Awareness" Exercises Conviction / Connection Model Discussion of Assignments	Read and synthesize chapters in the <i>EQ Primer</i> and articles in the <i>EQ Readings Booklet</i> Complete EQ Self-Assessment Instrument
10/17	Review Intro & Conviction/Connection Coaching Primer Prep for Coaching Practice (Offsite) Select Coaching Triads MUSH Separator and SHIN Model Preparation for T-Group Frame Autobiographical Assignment	Complete Offsite Coaching Practice Complete Assignment #1 Begin Working on Autobiography
10/31	Debrief Coaching Offsite Exercise T Group Submit Assignment #1 (readings syntheses and EQ self-assessment critique): Post as a Text Entry on Canvas Preparation for Retreat	Complete and Post Autobiography to Canvas, and transmit copies to coaches by Wednesday, November 4
11/7 & 11/8	Self-Awareness – Autobiographies "T Group" and Other Practice Activities Feedback Exercises	We will meet via Zoom between 9:00 AM and 5:00 PM on both Saturday and Sunday
11/14	Debrief Retreat Experience Creating Transparency Closing Activities	Write and Submit Assignment 2 by November 21 Post as a Text Entry on Canvas

COURSE MATERIALS

(ALL OF THESE MATERIALS ARE PROVIDED AT OUR FIRST CLASS MEETING OR ONLINE – NOTHING TO PURCHASE) :

The EQ Primer by Lux, Weis & Bohan

EQ Self-Assessment by Lux, Weis & Bohan

EQ Course Readings Booklet

STUDENT RESPONSIBILITIES AND EVALUATION :

ASSIGNMENT 1 (EQ SELF-ASSESSMENT CRITIQUE AND READINGS SYNTHESSES)

(20% of grade): After taking and scoring your EQ Assessment instrument, prepare an "executive summary" statement that offers a self-critique of your current levels of EQ in each of the four quadrants: self-awareness, self-management, social awareness, relationship management. This is the starting point for your personal work toward enhancing each dimension of your EQ. Also, prepare a brief synthesis for each of the readings in the readings book, as well as for each chapter in the *EQ Primer*. Post both your EQ self-assessment critique and your readings syntheses together as Assignment 1

on the Canvas site. This combined document should be 4 - 6 pages in length (single-spaced) – at least one-half page for each dimension of your EQ. Post as a Text Entry on Canvas.

ASSIGNMENT 2 (REFLECTION ON COLLEAGUES' CONTRIBUTIONS TO YOUR LEARNING AND ACTION PLAN)

(30% of grade): The first part of this assignment is an important reflective exercise that focuses on the roles and behaviors of your class colleagues in your EQ learning milieu. Begin by identifying five class colleagues who were most influential in contributing to the enhancement of your own EQ skills and awareness. What did each colleague do to help expand your understanding of EQ and inform your own path toward improving your EQ behaviors? You can include additional examples if you want to cite more colleagues in your set of people who inspired you. After you have reflected on these positive influences, identify colleagues who served as a counterweight to these positive examples, and discuss why that was the case (e.g., were there individuals around whom you felt uncomfortable, or unsafe, in being transparent?). This section should be limited to four pages of reflection. *We encourage you to share your reflections with the colleagues from who you gained EQ skills and awareness.*

The second part of this assignment, the Action Plan, is your primary tool for moving forward, documenting how you plan to build upon any learning, insights or new skills that you have acquired as a result of the course experience. Your plan should include the people with whom you will be working over the next six months to consciously enhance your effective EQ behaviors, as well as the formats (e.g., peer-coaching model, T-group follow-up sessions, etc.) you will be utilizing in this developmental plan. You should think about the entire course experience (on-campus meetings, expedition, interactions with your class colleagues via e-mail and out of class, etc.) in formulating this plan, and engage your class colleagues in your planning process.

Post as a Text Entry on Canvas.

ATTENDANCE AND PARTICIPATION

50% of grade) Attendance means prompt arrival at all scheduled class sessions and activities. In this course, participation means: visible engagement in your personal learning process as well as that of other students, completing the assigned readings and actively contributing to group discussions, to the off-site coaching practice, and to the entire retreat experience. If you have concerns about attendance or participation, please let me know.

Participation also includes full engagement in our autobiography exercise. One critical component of developing emotional intelligence involves the ability to increase awareness of how our cultural and family backgrounds affect our current relationships. Our personal histories will often have a significant impact on when or with whom we become stuck in relationships, or become “hijacked” and ineffective in personal encounters, and can serve as a window into deeper understanding of self and increased emotional intelligence. As such, we would like you to compose a brief autobiography that identifies key events and key people in your life that have served to shape how you currently interact in relationships and social/workplace encounters. In essence, we would like you to write your “story” as it informs your current EQ.

Your autobiography should be no more than four pages in length (single-spaced).

This assignment is due on Wednesday, November 4. Transmit a copy to each of your coaches and post the autobiography on Canvas. PLEASE have a copy handy during our retreat afternoons.

"You will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

- Mark Twain

UNIVERSITY RESOURCES AND POLICIES

ACADEMIC RESOURCES

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial *(found on Angel and SU Online)*

ACADEMIC POLICIES ON REGISTRAR WEBSITE

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy *(only for those professional programs to which it applies)*

NOTICE FOR STUDENTS CONCERNING DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity
(**email:** oie@seattleu.edu; **phone:** 206.296.2824)

NOTICE REGARDING RELIGIOUS ACCOMMODATIONS

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious

Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-onReligious-Accommodations-for-Students---FINAL.PDF>).”

Last Update: 8/4/20