

## FA 202 Emotional Competence for Adults- Spring 2006

Location: O'Hare Campus                      Tuesdays, 6:30-9:30  
Instructor: Donna Younger, Ed.D.; [dyounger@oakton.edu](mailto:dyounger@oakton.edu) ; 847 635 1655 ; fax: 847 635 1604

### Competences

- A3X    Understands the physical, psychological, and spiritual dimensions of emotion and their contributions to human nature.
- H2X    Employs an understanding of emotion and human nature in practicing communication skills to cultivate interpersonal relationships.
- L7      -
- FX     Understands and applies emotional intelligence skills and knowledge to actual workplace situations and problems.

### Course Overview

In order to be fully human and cultivate our potential, we need to bring our abilities to think and to feel into harmony with each other. Unacknowledged feelings can compromise thinking and performance in the workplace, in school, in relationships and other dimensions of life. This course is designed to explore the relationship between thinking and feeling; the impact of emotions on performance; the role of emotion in collaboration; frameworks of emotional competence, and strategies for facilitating emotional competence in oneself and others.

To a great extent, we will draw on the literature of emotional intelligence and leadership to support learning. Beyond that, we will include literature and film to explore the human experience of emotion. Participants in the course will be encouraged to contribute readings and artifacts from a variety of disciplines to enrich classroom learning.

### Evidence of Competence

- A3X    These competences will be demonstrated through a project pursuing
- H2X    a topic related to emotional competence that is of particular interest to individual students. Students may present their findings in a paper in sessions 9 or 10 (10 min. presentations plus accompanying outline).
- L7      Students will keep a collaboration journal that track the development of skills and knowledge in collaboration developed through class exercises, readings, and assignments.
- FX     Students will identify one or two emotional intelligence capabilities and use to diagnose a workplace environment. Guidelines for the assessment will be distributed in class.
- All     A series of exercises, some performed in class, will address this competence. These include: application of skills to video, *Broadcast News*; self-assessment; presentation focusing on development of one skills of emotional intelligence. Exercises will be due throughout the quarter..

### Learning Resources

#### Required Text:

Stein, Steven J. and Howard E. Book, M.D. *The EQ Edge: Emotional Intelligence and Your Success*. MHS, 2004. ISBN 0 7737 3233 0 \$14.95  
BarOn Emotional Quotient Inventory (BarOn EQ-I). An inventory of emotional intelligence that will be administered in class. Fee: \$34 (paid with tuition)

#### Readings from the following and others will be distributed in class:

Goleman, Daniel. *Working with Emotional Intelligence*. Bantam, 1998.  
ISBN: 0-553-10462-4. Paperback version acceptable.  
Cherniss, Cary and Daniel Goleman. *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations.* Jossey-Bass, 2001.

Damasio, Antonio. *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*. Kegan, Robert and Lisa Laskow Lahey. *How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation*. Jossey-Bass, 2000.

### Class Schedule

- 3/28 Introduction to the course and each other  
Thinking, feeling, and human nature
- 4/4 History of Emotional Intelligence
- 4/11 EQ Models: Mayer & Salovey; Bar-On
- 4/18 EQ Models: Goleman;; Corporate Competence Models
- 4/25 Administration of the EQ-I
- 5/2 Interpreting the Development Report
- 5/9 Seeing EQ in others: Video TBA
- 5/16 Strategies for improving EQ
- 5/23 Presentations
- 5/30 Presentations

### **Ground Rules**

Attendance: The nature of the course depends on participation of group members, so attendance is central to learning of individuals as well as the group. Several in-class exercises will provide evidence of competence and must be completed. Students who miss these exercises will need to make them up in some way. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance to make up the work you will miss. If you miss class due to an emergency, contact me as soon as possible. While missing any class time might make it difficult for you to earn the grade you wish, missing more than two classes may lead to a significant grade reduction or a grade of "Incomplete."

Academic Seriousness: Advanced Elective Seminar is designed for students who have demonstrated academic skills in previous courses and have already earned competences in critical thinking, writing, and research. It is expected that students will incorporate these skills into their work in the course and will demonstrate their academic maturity by: honoring the Academic Integrity policy, participating actively in class activities, interacting respectfully but honestly with group members, preparing for each class session, seeking connections between course content and other experiences, and assuming responsibility for their own learning.

Incompletes: Students may request a grade of "Incomplete" if a significant change in circumstance prevents their timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from IN to F. Students who do not submit work by the end of the quarter and who have not requested an IN, will be awarded an appropriate letter grade and not an Incomplete.