

HC 129 The Emotionally Intelligent Leader- Winter 2006

O'Hare Campus, Thursdays, January 5 to March 9, 2006 6:30 – 9:30 PM

Instructor: Anthony Colantoni, J.D., M.S.O.D.

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Hours: By appointment only

Course Description: Literally thousands of books and articles have been written over the last several years on virtually every aspect of leadership – personal, professional, organizational, team, situational – the list goes on. One thing stands out from all of this work – a core group of leadership competencies and skills that are essential for personal and professional success.

The Emotionally Intelligent Leader explores the body of work on emotional intelligence and compares and contrasts same to other leadership models and theories. Using case studies, simulations, role plays, and individual work experiences, we will engage in a detailed examination of the emotional intelligence competencies and their relationship to personal and professional success. Topics include self-awareness, self management, leadership behavior and ethics, working with and influencing others, managing differences and conflict, team building and collaboration, and organizational leadership. We will also develop a personal Leadership Development Action Plan that will identify and make actionable individual areas of focus and development.

As participants, you will

- Understand the theory of Emotional Intelligence and how it relates to personal and professional leadership;
- Appreciate, through reflection and application, the implications and consequences of mastering Emotional Intelligence competencies;
- Demonstrate behaviors that are consistent with and expressions of Emotional Intelligence competencies;
- Create a personal Leadership Development Plan that, if executed, will facilitate growth and development rooted in EI theory and content.

Faculty Biographical Sketch – Anthony Colantoni

I am a principal and senior consultant with The SGC Consulting Group, a Chicago-based organization development consulting firm that specializes in helping businesses and organizations through the growth and change process. I concentrate my efforts in the areas of executive coaching, team development, leadership development, and organizational change. I have experience in many settings, including manufacturing, technology, pharmaceuticals, consumer products, food, health care, higher education, human services, public agencies, and church ministries. I received my Bachelor's degree from Villanova University, my law degree from the John Marshall Law Center, and my M.S. in Organizational Development from Loyola University Chicago. I have engaged in additional professional development through the Center for Creative Leadership, the Organization Development Network, the American Society for Training and Development, the Association for Psychological Type, the American Psychological Association and the Midwest Center for Somatic Psychotherapy.

Competencies

H-2-D: Can use 2 or more organizational theories in the analysis of one's experiences in an organization;

H-2-X: Institutions and Organizations Subcategory, written by student/faculty;

H-3-C: Can use theories or models of adult growth and development to understand one's own experience;

H-3-X: Individual Development Subcategory, written by student/faculty;

F-X: Can integrate concepts of organization development into a life orientation and approach that has as its goal helping individuals and organizations to be more effective.

Learning Experience

We will explore the subject of Emotional Intelligence via the experiential learning model. That means that we will experience an event, engage in reflection, jointly articulate some theories and ideas about what took

place so as to derive some meaning, and then use this newly discovered meaning in our next experience. I will supplement our discussion with some lecturates, but generally will not lecture over extended periods or present large amounts of content. Rather, my expectation is that everyone has a responsibility to contribute to the group's learning.

Our exploration will be highlighted by experiential activities, role-plays, case studies, and your own experience to underscore and intensify the concept sought to be understood. Our dialogue will focus on how we can integrate these concepts in our work and personal lives in order to increase our effectiveness and satisfaction.

We will use two **texts** (required) for this course:

Cashman, K. (1998). Leadership from the inside out. Becoming a leader for life. Provo, UT: Executive Excellence Publishing.

Goleman, D., Boyatzis, R. and McKee, A. (2002). Primal leadership: realizing the power of emotional intelligence. Boston, MA: Harvard Business School Press.

You may also want to consider reading:

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

Our readings will be supplemented by handouts and articles.

As you can see below, **class participation** accounts for 40% of one's grade. My expectation is that those people enrolled in the course will attend class and participate. We'll talk about what participation means during our first class. I also understand that unexpected events occur that might prevent you from attending a particular session. In such cases, I request that you contact me at the earliest possible opportunity to discuss consequences.

Evidence the Students will Submit

I've designed the following assignments with their weight relative to the final grade with a view toward helping you to demonstrate that you have achieved the competencies listed above. Since the competencies are closely related, I see that each of these assignments is important to each competency. I am open to other views.

Learning Papers	30%
Class Participation and Personal Leadership Development Plan	40%
Individual Paper	30%

Learning papers: You will maintain a journal of course learnings with an emphasis on the practical application of course content in non-classroom settings. From these journals you will be required to submit nine "personal learning papers." They are due January 12, 19 and 26, February 2, 9, 16 and 23, and March 2 and 9. I will read, comment upon the learning papers and return them at the next class so that you may incorporate my comments as appropriate into your next entry. The learning papers are a one to two page typed summary of your deepening awareness of yourself, using knowledge from class and applying in your everyday life. These papers focus on awareness of "how I do myself" in one-on-one and group settings. Stated another way – how do I react in conflict situations, situations where I'm uncomfortable or have a hard time communicating with someone? When I try out new behavior, what are the results? What do I notice in myself? About the situation? What am I learning about myself and my effectiveness as it relates to EI? Given my reflections, what seems to work better for me when I practice the techniques I've learned in class? The focus of the learning papers is on reporting the transfer of your learning from the course.

The papers submitted for January 12 and 19 are for practice only; the papers submitted from January 26 through March 9 will contribute to your grade.

Class Participation and Personal Leadership Development Plan: Experience and discussion in this class will be a key source of learning. As such, your participation will be an essential element of your final grade. Grading criteria include your level of insight in discussions, willingness to experiment with new behaviors and/or processes, and contribution to the learning of the class.

Part of class participation also includes your personal Leadership Development Plan. You will develop this action plan throughout our time together. Part of your plan will come from your own awareness, reflections, and learnings. Part may come from individual one-on-one coaching sessions you and I will have during the course of the quarter. Part may also come from insights you may receive from your colleagues during class discussion.

Individual Paper: You are expected to submit a final paper that focuses on one or more aspects of EI and leadership. This paper is a learning vehicle that helps you to do a deeper exploration of EI concepts that have captured your interest and imagination. This also is an opportunity to integrate and internalize your class learnings and awarenesses. The length of the paper should be no less than 15 pages. I also expect you to give me your views relative to how you think you have fulfilled your competencies.

Your paper must be received in my office listed above no later than the close of business on March 17, 2006. I will not accept papers transmitted via facsimile or electronic mail. If you would like to receive a copy of your paper with written comments, please provide a self-addressed, stamped envelope.

I support and uphold the University's guidelines on academic integrity as found in the **Academic Integrity Policy** in the Student Handbook.

Criteria for Assessment

Key criteria in grading written assignments include your ability to demonstrate critical thinking skills, the acquisition of professional skills and the level of professional and personal insight evident in your class participation and written assignments. Your work needs to demonstrate your ability to evaluate material presented in class or in the assigned reading from a critical point of view and not simply summarize or repeat back what you have read or heard in lectures.

All written work is expected to be of a level of quality consistent with undergraduate study. Effective organization and presentation of your ideas, correct grammar and appropriate documentation of source materials are key elements in evaluating the quality of your work. Papers that not double-spaced will not be graded and will be returned for re-formatting. Assignments are due on the date indicated. If a paper is going to be late, please telephone so we can negotiate the consequence to your grade.

Course Schedule and Agenda

Session 1: January 5, 2006

- Overview orientation/syllabus/schedule
- Introductions
- Goals and Expectations

Session 2: January 12, 2006

- Cashman, pp. 1-31
- Goleman, pp. 1-18
- Handout: "Emotional Intelligence: Issues and Common Misunderstandings"

Session 3: January 19, 2006

- To be assigned

Session 4: January 26, 2006

- To be assigned

Session 5: February 2, 2006

➤ To be assigned

Sessions 6: February 9, 2006

➤ To be assigned

Session 7: February 16, 2006

➤ To be assigned

Session 8: February 23, 2006

➤ To be assigned

Session 9: March 2, 2006

➤ To be assigned

Session 10: March 9, 2006

➤ To be assigned