

Emotional Intelligence (EI) MPA - Spring 23

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Class Schedule: April 21 -23, Fri (6-9 pm) & Sat & Sun (9 am-5 pm)

Location: Zoom: <https://evergreen.zoom.us/j/84902061067>

MPA Mission Statement:

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. ***“Be the Change.”***

Course Description and Learning Objectives:

Are you an emotionally intelligent leader? Studies reveal that leaders with higher emotional intelligence are more effective and successful. Emotional intelligence (EI) is the ability to understand and regulate own emotions, communicate effectively, empathize with others, and lead more effectively. This course helps students develop critical EI skills to improve communication, work relationships, organizational commitment, and performance. Students will gain the EI skills to become better leaders and communicators through readings, videos, writing, group activities, and a final project.

The course is delivered in a blended synchronous and asynchronous online format. The synchronous part of the instruction will be conducted via zoom.

Learning Objective. After completing this course, students will be able to:

- Explain the nature and function of emotions.
- Describe the importance of emotions in communication.
- Discuss the role of emotional intelligence in leadership effectiveness.
- Learn the significance of emotional intelligence (EI) in leadership.
- Become more emotionally competent and lead with EI.

Required Text:

Goleman, Daniel (2005). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam; 10th Anniversary edition. ISBN-13: 978-0553383713.

Assignments:

1. Read the assigned text **before the start of the course** and be prepared to engage in discussions and seminars.

2. Final Paper

For this course, students are required to write a five-page paper, including a reference page. The paper should discuss learning, takeaways, and potential actions students plan to take after completing n this course. Students can choose the formatting (i.e., APA) they are comfortable with to write the paper. The final paper is due at the end of the quarter.

Typical Class Agenda: The Agenda is Tentative and Might Change.

- Check In
- Seminar/Lecture
- Video/Article
- Group Discussions
- Activities
- Reflection and Action Planning
- Final Integrative Paper

Participation & Attendance: Students must attend the three days scheduled for this course to receive credit. Participation includes focusing on class content, active engagement in classes and seminars, listening to others, completing interactive class exercises, avoiding distractions, and listening.

Credit: Students will receive 2 graduate credits at the completion of the course if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a case-by-case basis. Refer to the MPA student handbook. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute a denial of total credit. Students will be evaluated based on their progress towards the learning goals, assessed from the classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification before the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students.

Accommodations: To request academic accommodations due to a disability, please contact the office of Access for Students with Disabilities (867-6348 or 6364). Information about a

disability or Services health conditions are regarded as confidential. Please refer to TESC's Students With Disabilities Policy here.

Holidays for Reasons of Faith or Conscience

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone the opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in the seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the social contract, the student conduct code, and the non-discrimination policies and procedures at TESC. See the college's Student Conduct webpage for more.

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, up to and including dismissal from the MPA program.

Communicating with Each Other: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

Class Activities: Please, see the course Canvas.