

Louisville Presbyterian Theological Seminary
Course Syllabus CM 421-3
DM 621-3
Emotional Intelligence and Human Relations Skills:
Leadership Skills for Congregational Life
August 23-27, 2010

Course Description: This course is a laboratory experience designed to develop and enhance personal, interpersonal, and group process skills for church leaders. The content of the course will focus on the four areas of emotional intelligence, self awareness, self-management, social awareness, relationship management, as they promote more effective leadership. The laboratory will provide opportunities for practical theological research and reflection on leadership and group process . The teaching methodology in this one-week intensive course is experiential learning in small groups of 10 to 14 people led by two experiential educators in each group. As group life unfolds, participants are offered feedback on the impact they have on others in the group. Each participant will receive information from personality and leadership instruments and will be assisted in interpreting the information by their small groups and their group leaders.

Outcomes:

- To improve the “EQ” (emotional intelligence) of participants in areas of the four components of intra and interpersonal skills as identified by each participant in response to their survey scores and the information shared with them in groups.
- To identify, articulate and reflect on various phenomena of group process, and to practice improving skills of effective participation in groups.
- To grow in the ability to give and receive constructive behavioral information about self and others as leaders.
- To be able to identify and reflect on the presence of God’s Spirit in group life and to recognize the redemptive possibilities in group life.

Faculty: David R. Sawyer, Professor of Ministry and Director of Lifelong Learning, LPTS.
Roy M. Oswald, Center for Emotional Intelligence and Human Relations Skills,
Retired Senior Consultant with Alban Institute
Small group leaders to be named

Writing Assignments:

1. Completion online by August 15 of the Emotional Competence Indicator Survey, a comprehensive overview of emotional intelligence, including identifying up to 20 people who know you well to complete the survey. The results will be shared with you in the course and will help you identify the areas you wish to focus on during the week.
2. Book Reviews, to be turned by August 24:
 - a. A two page book review of one of Goleman’s books on the bibliography
 - b. A two page book review of Johnson and Johnson
 - c. A two page book review of Keller
 - d. One page reflection on Benne, Bradford and Lippit and Illouz.
3. A ten page paper reflecting on the laboratory experience including the following elements:
 - a. describing what the participant learned or relearned about self during the class,
 - b. Identifying concepts and practices the participant learned about group process,

- c. indicating the ways the participant experimented with new ways of relating to self and others in the group,
- d. reflecting theologically on what the participant has learned,
- e. and relating specific concrete steps the participant will take to integrate these learnings in the practice of leadership.

D.Min. Requirements for the Course (Do not include the M. Div. requirements above)

- a. Read all of the Goleman books and articles on the syllabus, not just one
- b. Reflect on the critique of Emotional Intelligence in Illouz and research other appreciative and critical voices on the topic.
- c. Based on your reading, reflect on the design of the course and include in your evaluation constructive suggestions for improving the design.
- d. Write a 15 page paper with two parts:
 - a. reflecting appreciatively and critically on your experience in the class and how you will integrate the readings and the class experience in your ministry, and
 - b. theoretical and methodological reflections on the material and experience suitable for including in your D. Min. project report.

Evaluation

This course will be graded on a pass-fail basis, with a passing grade indicated by satisfactory participation in the group process and satisfactory completion of the written assignments, and turning in the course evaluation. "Satisfactory" work will be indicated by spoken and written report of the participant of learning in each of the outcome areas.

Use of Inclusive Language

Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center and should make use of the available resources at an early date, since violations of seminary policy on academic honesty can lead to a failing grade for the course

Accessibility Issues

Any student who has issues of access, various learning abilities, or environmental sensitivities is invited to speak to the professor early in the term.

Class Attendance

Students are expected to attend all scheduled meetings of the course, except for illness or other valid reasons.

Bibliography

- Benne, Kenneth, Leland Bradford, and Ronald Lippit. "The Laboratory Method," in Leland Bradford et al., eds. *T-Group Theory and Laboratory Method*. New York: John Wiley & Sons, 1964, pp. 15-44. (Available on CAMS)
- Bahn-Henkelman, Jackie, Ed. *A Human Relations and Emotional Intelligence Resource Book*. Center for HR-EQ Skills, 2009 (available on CAMS).
- Bradberry, Travis, and Jean Greaves, *The Emotional Intelligence Quick Book*, Fireside, 2005.
- Goleman, Daniel. *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam, 1995.
- _____. "Leadership that Gets Results," *Harvard Business Review*, March-April, 2000, Reprint # R00204. (Available on CAMS)
- _____. *Social Intelligence: The New Science of Human Relationships*. New York: Bantam, 2006.
- _____. "What Makes a Leader?" *Harvard Business Review*, November-December 1998, Reprint. (Available on CAMS)
- Goleman, Daniel, Annie Mc Kee, Richard Boyatis. *Primal Leadership: Realizing the power of Emotional Intelligence*. Boston: Harvard Business School, 2002.
- Illouz, Eva. "A New Emotional Stratification?" In *Saving the Modern Soul: Therapy, Emotions, and the Culture of Self-Help*. Berkeley CA: University of California Press, 2008., Chapter 6, pp. 197-216, 235-237 (Available on CAMS)
- Johnson, David W., and Frank P. Johnson. *Joining Together: group theory and group skills*. Prentice Hall, 4th edition or later. , Chapters 1 and 2 (Available on CAMS)
- Keller, Catherine. *On the Mystery: discerning God in process*. Minneapolis: Fortress, 2008.

Daily Class Schedule

Monday, August 23

2 p.m.	Plenary Opening and orientation
3:30	Break
4—5:30	Group Time
5:30-7	Dinner Break
7-9:30	Group Time

Tuesday through Thursday

8:30-10:30	Group Time
10:30-11	Break
11-12	Plenary Theory Sessions Emotional Intelligence, Group Theory and Skills, Theological Reflection
12-1:30	Lunch
1:30-4	Group Time or Skill Sessions in mixed groups
4-7	Free Time & Dinner
7-9:30	Group Time or Plenary

Friday, August 27

8:30-10:30	Group Time
10:30-11	Break
11-12	Closing Plenary