

Louisville Presbyterian Theological Seminary
Course Syllabus CM 421-3
DM 621-3
Emotional Intelligence and Human Relations:
Leadership Skills for Congregational Life
August 22-26, 2011

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 8-12 people led by two experiential educator-facilitators 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 submitted electronically by first day of class (it is important to read these ahead of time to be prepared for the experiential nature of the class.
 - a. A two page book review of one of Goleman’s books on the bibliography
 - b. A two page book review of Peck
 - 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.
- f. Submitted electronically on the date agreed upon by the class on the first day.

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.
 - c. Submitted electronically by date agreed upon by the class on the first day.

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) A good review of "laboratory training" which is the kind of experience provided in this seminar.
- Bahn-Henkelman, Jackie, Ed. *A Human Relations and Emotional Intelligence Resource Book*. Center for HR-EQ Skills, 2009 (available on CAMS). Short articles explaining various concepts of experiential education used in this course.
- Baldwin, Christina, and Ann Lennea, *The Circle Way: A leader in Every Chair*. San Francisco: Berett-Koehler, 2010. ISBN 978-1-60509-256-0.
- 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) A sociological and economic critique of EQ.
- Keller, Catherine. *On the Mystery: discerning God in process*. Minneapolis: Fortress, 2008. A theological perspective on human relationships and connecting our experience with God's working to help us grow and be transformed.
- *Moss, Otis, III. "The People Who Could Fly," Sermon. Posted on CAMS (read in conjunction with the Keller reading—theology of emotional intelligence).
- Peck, M. Scott. *The Different Drum: Community Making and Peace*. Touchstone Books, 1998 (0684848589), Chapters 1-7, pp. 1-168. Another description of the laboratory/experiential learning methods, with helpful information about how groups work and the stages of group development.

Daily Class Schedule

Students should expect to participate in all plenary and group times and some meal times with the whole class.

Monday, August 22

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| 2 p.m. | Plenary Opening and orientation |
| 4—6 | Human Relations Group |
| 6-7 | Dinner Break |
| 7-9:00 | Human Relations Group |

Tuesday through Thursday

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| 9-10:30 | Plenary: Centering and Theory Presentations |
| 10:30-12:30 | Human Relations Group |
| 12:30-2:30 | Lunch and free time |
| 2:30-3 | Trios |
| 3-5:30 | Human Relations Group |

5:30-7	Dinner Break
7-9:00	Human Relations Group

Friday, August 27

9-10:30	Plenary, Centering and Theory Presentation
10:30-11	Human Relations Group
11-12:30	Closing Plenary