

# Emotional Intelligence

## MPA Elective

### Spring Quarter 2021

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**Faculty:** Dariush Khaleghi, 425 999 0306 (message), [khaleghd@evergreen.edu](mailto:khaleghd@evergreen.edu)

**Class Schedule:** April 16 -18, Fri - Sun (6pm - 8:50PM)

**Location:** Online Zoom

#### **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:**

The course focuses on how leaders, teams, and individuals can excel under pressure by practically applying emotional intelligence (EI) concepts. Students gain an understanding of leadership styles, EI competencies, and key aspects of communication, including various communication styles, verbal/nonverbal elements of communication, conflict management, and how their EI and communication style can improve their effectiveness, self-control, and personal adaptability.

Our approach will emphasize participation in synchronous (live) sessions; however, if students find themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they can work with faculty to pursue alternate options to earn related credit.

#### **Learning Objective:**

- Discuss What Emotions Are and How They Impact Performance
- Define Emotional Intelligence and Its Components
- Articulate the Benefits of Harnessing Emotional Intelligence in Workplace
- Explore the Relationship Emotional Intelligence and Leadership Effectiveness
- Recognize and Manage Emotions in Yourself and Others
- Learn Key Emotional Intelligence to Become A More Effective Public Administrator

#### **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 and be prepared to engage in discussions and seminars.**

## 2. **Final Paper**

For this course, students are required to write a three to five-page reflective paper that discuss and share learning, takeaways, and potential actions they may take as a result of participating in 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
- Video/Article
- Student Share Insights
- Group Seminar
- Class Seminar
- Final Paper

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers.

**Credit:** Students will receive 2 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on 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 denial of total credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to 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 condition 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 opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in 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.

### **Reflective Learning Model**

