

Louisville Presbyterian Theological Seminary
Course Syllabus 3 Credit Hours
Emotional Intelligence and Human Relations Skills:
Leadership Skills for Congregational Life
July 21 to 25, 2008

*This online syllabus should be used to gain a better understanding of the content and focus of a course.
The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.*

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 June 30 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. A three page book review of one of Goleman’s books on the bibliography
3. A three page book review of Johnson and Johnson
4. A three page book review of Keller
5. 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.

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

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

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

Every student and writer recognizes the risk in including the words or ideas of another writer in a paper or report without properly citing the source. In fact it is important to guard against two kinds of plagiarism: blatant dishonesty and unintentional or careless use of sources. See Turabian (*A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th Edition, University of Chicago Press, 2007, 7.9) for fuller information. Plagiarism extends to the use of free materials found on the internet.

To guard against inadvertent plagiarism, Turabian suggests these practices:

- "Signal every quotation, even when you cite its source"
- "Don't paraphrase too closely"
- "Usually cite a source for ideas that are not your own"
- "Don't plead ignorance, misunderstanding, or innocent intentions."

If you are not sure whether you are at risk for a particular practice, check with the professor or the Academic Support Center.

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 Blackboard)

Bradberry, Travis, and Jean Greaves, *The Emotional Intelligence Quick Book*, Fireside, 2005.

- Bush, Trudy. "Emotional Intelligence, a Book Review," *The Christian Century*, December 6, 1995, p. 1187.
(Available on Blackboard)
- 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 Blackboard)
- _____. "What Makes a Leader?" *Harvard Business Review*, November-December 1998, Reprint.
(Available on Blackboard)
- Goleman, Daniel, Annie Mc Kee, Richard Boyatis. *Primal Leadership: Realizing the power of Emotional Intelligence*. Boston: Harvard Business School, 2002.
- Johnson, David W., and Frank P. Johnson. *Joining Together: group theory and group skills*. Prentice Hall,
4th edition or later.
- Keller, Catherine. *On the Mystery: discerning God in process*. Minneapolis: Fortress, 2008.

Daily Class Schedule

Monday, July 21

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| 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

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| 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, July 25

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