



**DePaul University | School of Continuing and Professional Studies
Program Identifier: Undergraduate Program / Graduate Programs**

Course: LLS 420-G – 201

BADM 345 801

CCH 345 801

COURSE TITLE: EMOTIONAL INTELLIGENCE AT WORK

TERM, YEAR SPRING, 2022

INSTRUCTOR INFORMATION

Name: Donna Younger, Ed.D.

Office Location: n/a

My office hours are by appointment and held on Zoom

You can reach me at dyounger@depaul.edu or dyounger810@gmail.com

Course Dates: 3/28 – 6/6

Course Location and Delivery Format: Online via D2L and Zoom

Synchronous sessions (Zoom): 4/4 and 6/6: 6:00-9:00 4/18, 5/2, 5/16 6:00 – 7:30

Individual coaching sessions by appointment

COURSE DESCRIPTION

One's IQ (intelligence quotient) alone does not predict success in the workplace or in life. Emotional intelligence (EI) plays a vital role as well. This course provides an introduction to the field of emotional intelligence, evidence of its impact on individuals and organizations, and strategies for applying it in multiple settings. Participants will deepen their understanding of EI by exploring the research literature and completing an assessment of EI provided by 6 Seconds (<http://www.6seconds.org>) Strategies for applying EI to increase one's success and satisfaction at work and other social contexts will also be explored.

There are a several models of emotional intelligence, each with a measure used by individuals to create a profile of EI abilities, used as the basis for learning and development. Some focus more directly on the workplace or on therapeutic settings. Six Seconds' model of EI is designed to have broad application and enable individuals to



draw on EI across the various dimensions of their lives.

LEARNING OUTCOMES AND, IF RELEVANT COMPETENCIES:

After this course, you will be able to:

- identify the primary models of emotional intelligence (and social emotional intelligence) and describe the features that they share
- rely on existing research on EI to recognize the impact that EI has on human relationships and organizations
- describe and interpret your current profile of EI abilities and tendencies
- Interpret the primary relationships in your life and work in terms of EI
- Identify ways to draw on EI to enhance your work as a parent, volunteer, manager, or family member.
- understand the nature and features of empathy and reasons it is central to our effectiveness and satisfaction.
- Understand the nature and features of resilience and specific ways to cultivate it.

LEARNING STRATEGIES & RESOURCES

Required Texts:

Freedman, Joshua. *At the Heart of Leadership*, 4th edition. Six Seconds Press: 2019. ISBN: 978-1935667377. (roughly \$20)

This recent edition focuses primarily on application of the Self-Science model of emotional intelligence and interpretation of the individual's profile of EI abilities reflected in the Social Intelligence Inventory (SEI).

HBR 10 Must Reads: On Emotional Intelligence. Harvard Business Review Press: 2015. ISBN: 978-1633690196. (roughly \$20)

In addition, learners will be required to register for and complete inventories of EI that will serve as the basis of personal reflection and application of EI:

SEI Inventory of social-emotional intelligence. Access and detailed cost information (\$35 maximum) provided during the first class session. The inventory and the resulting report are administered online.

ADDITIONAL READINGS AND A BIBLIOGRAPHY OF RESOURCES WILL BE PROVIDED VIA D2L TO SUPPORT LEARNERS INDIVIDUAL INQUIRY PROJECTS.



LEARNING DELIVERABLES

In addition to the deliverables described below that are related to sections of the course, learners will be required to engage in learning activities in preparation for synchronous sessions and as a part of asynchronous sessions. These assignments will comprise 25% of the final course grade and will contribute to the deliverables described below.

Distinctions between undergraduate and graduate deliverables: all students will engage in a review of scholarship regarding EI, analysis and reflection of personal EI attributes, and opportunities for application. In addition, graduate students will research movements, projects, and organizations aimed at embedding EI in education and civic engagement.

All of the course activities and assignments will focus on understanding emotional intelligence in order to use it to support your success as a leader and contributor in all aspects of your life.

There are three main assignments, some with more than one part.

Reflection Essays: These essays (500-1000 words in length) will respond to discussion in class sessions. Prompts for the essays will be provided after the class session and you will be able to choose one of the prompts offered. These are not to be research papers but reflection essays, though you are strongly encouraged to draw on course readings, activities, and discussions as well as any resources at your disposal (such as readings from previous courses). These papers will be due on 4/20 (prompts provided by 4/10) and 5/10 (prompts provided by 4/30). Each essay will be worth 10% of your final grade (100 points each)

SEI Profile: This document will provide a comprehensive portrait of your understanding of your own emotional intelligence and your intentions for using and developing it in your work and life. It will be submitted in two parts. Part 1 will focus on summarizing the information you have gathered about your EI from the 6 Seconds inventories as well as other inventories or experiences you have experienced previously. You will be given a series of questions to guide your summary for Part I that will be due on 4/15. You will receive feedback on Part I and an opportunity to revise it before you submit it as part of the final document on 6/6. Part II will focus on your understanding of how your EI has and will influence your life and work. You will be given a series of questions to guide your preparation of Part II, including questions focusing on how you will work to strengthen your EI beyond the course. Part II will be due on 6/6 and will be submitted as a full document that includes Part I. The SEI Profile will be worth 30% of your final grade. Part 1: 100 points Part II: 100 points Coaching Session: 100 points

Focused Inquiry: This assignment will give you the opportunity to dig more deeply into EI. ou



may conduct research into Empathy OR Optimism as cornerstone competences of EI. You will need to locate at least 5 scholarly sources to incorporate into your paper and will be given a series of questions to guide your research and writing, including questions to help you narrow the topic to a manageable scope. Your paper should be in the range of 1 250-1750 words. The Focused Inquiry project will be worth 25% of your final grade.

Graduate Students: You may choose one of two avenues for the project. First, you may conduct a close analysis of the *State of the Heart Report* we will read as a class and will be given a series of questions to guide your exploration and analysis. The analysis will be followed by recommendations for the advancement of EI in one of the following with either a national or global emphasis: Birth-grade 12 education, higher education, military, governance, economic development. You will need to use a minimum of 10 scholarly sources, 5 of which may be web-based. Your paper should be in the range of 1500-2000 words.

The second assignment will examine ways that organizations are using EI as a guiding framework for the work to achieve immediate organizational goals and for their contribution to global and/or American culture. You will identify an organization (profit or nonprofit) and explore its intentional use of EI, either a specific EI model or an array of competences associated with EI.. Your choice of an organization must be approved at the outset of your work. Ideas for organizations may be gathered by scanning websites: 6 Seconds (6seconds.org), the Emotional Intelligence Consortium (eiconsortium.org). or comparable sources. Your paper should be in the range of 1500-2000 words.

ASSESSMENT OF STUDENT LEARNING

Specific assignments for deliverables will be provided via D2L and will include assessment criteria tailored to the evidence of learning.

In general, learners' work will be evaluated in terms of its responsiveness to the guidelines and criteria linked to specific assignments. Assignments that are submitted after the due date without consultation with the instructor may incur a grade deduction.

Attendance at synchronous sessions (10 .5 contact hours) is required. Missing 20% or more of this time will result in a 10% deduction in the final grade.



GRADING CRITERIA & SCALE

Deliverables will be graded according to the criteria provided and the grade for each assignment and for the final grade will use the following scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

PASS/FAIL GRADE POLICY

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.



INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

A general course schedule is indicated at the head of the syllabus and the following chart provides an overview of general topics, activities and assignments. The schedule may change to a limited degree after the beginning of the course, based on needs of the group. Greater detail regarding assignments will be provided via D2L. A link for all Zoom sessions will be provided on the course Home Page on D2L. A link for my Personal Meeting room also will be provided for coaching sessions and other one-on-one meetings.

Session, Dates	Topics and General Activities	Weekly Assignments	Notes
Week 1 3/28-4/3 Via D2L	Starting Points re EI Introductions Syllabus Review Taking the SEI	For class on 4/4: Watch video Read HOL CH 1-3	



Week 2 4/4 – 4/10 Zoom: 4/4 6:00-9:00	EI Fundamentals The Field of EI Major Models Research on Impact of EI	Take SEI Schedule Coaching Session Read HBR, (2 chapters by Goleman)	Instructions provided In class
Week 3 4/11-17 D2L	Self-Science Model KCG Competences Focus on Know Yourself Self-Awareness Practice	Read HOL CH 4 -5 Watch video Complete Journal Exercise Begin Response Paper	
Week 4 4/18 – 4/24 Zoom 4/18 6:00 – 7:30	Focus on Choose Yourself Actions following feelings Close-up: Optimism	Submit Response Paper Choose Topic for FIP Read HBR, “Emotional Agility”	
Week 5 4/25 – 5/1 D2L	Choosing Your Role in Social Issues, using KCG	Watch video Post response to video Read HOL CH 6	
Week 6 5/2 – 5/8 Zoom 5/2 6:00 – 7:30	Focus on Give Yourself Purpose as the driver for what we choose	Draft a Noble Goal and post Write Response Paper 2 Read HBR, “Building the Emotional Intelligence of Groups”	
Week 7 5/9 – 5/15 D2L	State of the Heart Report EI and Global Issues	Read SOH using Reading and Study Guide Watch video and post response Read Chapters on D2L	
Week 8 5/16 – 5/22 Zoom 5 /16 6:00 – 7:30	Empathy Misconceptions Types of Empathy	Draft scenario(s) that relies on specific EI competences using guide provided	
Week 9 5/23 – 5/29	EI Workshop: Responding to	Review submitted scenarios; small groups address 1 and post analysis	



D2L	Specific Situations	and recommendatioiesns Read HBR, “The Young and the Clueless”	
Week 10 5/30 - 6/6 Zoom 6/6 6:00 – 9:00	Advancing EI Personally Locally Culturally	Post a response to the class discussion, focusing on how and where you can advance EI	

COURSE POLICIES

D2L will provide the means of communicating adjustments to learning resources or activities and updates following synchronous sessions.

The impact of attendance on the final course grade was described above. “Attendance” is defined as presence during the scheduled sessions that permits complete engagement and interaction during the session. Login or dial-in participation from a setting that restricts the learner’s ability to view shared materials, engage with other learners, or contribute to discussions will be considered nonattendance.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Research Involving Human Subjects](#)



OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

INSTRUCTOR BRIEF BIO

Donna Younger served on the resident faculty of School for New Learning from 1991-2002 and as an adjunct professor from 2002-present. She holds an Ed.D. in adult higher education from the University of Memphis and has been certified to use emotional intelligence inventories by 6 Seconds and the Bar-on Emotional Quotient Inventory. Donna has taught a variety of courses that address emotional intelligence directly (e.g., The Emotionally Intelligent Leader) and others that focus on application of EI (e.g., Teamwork for Personal and Professional Growth). Beyond this, she provides training for profit and not-for-profit organizations in EI and related areas.

ADDITIONAL CONSIDERATIONS

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.