

MNGT402: Seminar in Leadership II - Leadership Styles and EQ

College of Graduate and Continuing Studies, Norwich University

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Course Description

This seminar is broad based and will focus on differentiating the conceptual and theoretical aspects and models of Emotional Intelligence (EQ). This course will provide students the opportunity to explore the key EQ skills that contribute to a leader's success. Through this course, students will build a foundational understanding of EQ by exploring emotions, behavior, and EQ history. Students will learn about the skills, attitudes, and behaviors of people with high (or varying degrees) of EQ, as well as how individuals can cultivate those skills. (6 credits)

Course Outcomes

Upon the completion of this course, students will be able to:

1. Explore EQ history and how emotions influence behavior.

This outcome will be met when students:

- Describe emotions and explore the role of emotions on behavior
- Outline the ramifications of ignoring emotions in the workplace
- Analyze how emotions are viewed in his or her organization
- Discuss the history of emotional intelligence and its relevancy for leaders today

2. Analyze his or her EQ skills & leadership traits.

This outcome will be met when students:

- Apply an EQ measurement tool
- Analyze his or her EQ assessment results
- Evaluate the ramifications of not understanding one's emotional self awareness
- Discuss assertiveness and its role in his or her job
- Compare and contrast his or her EQ assessment results to his or her leadership style
- Evaluate the relevance of his or her EQ assessment results in relation to his or her role as a leader
- Analyze the importance of independence and self-regard for leaders

3. Analyze EQ in relation to various social aspects.

This outcome will be met when students:

- Discuss the implications of empathy for communication and interpersonal relationships
- Defend empathetic leadership and the value of trust in organizations
- Describe how individual Trust Survey results relate to performance on the job and effectiveness as a current or potential leader
- Outline the process for rebuilding broken trust
- Analyze the role of emotional intelligence as it relates to social responsibility

4. Examine resilience & renewal as emotionally intelligent leadership behaviors.

This outcome will be met when students:

- Evaluate personal Stress Tolerance
- Describe impulsivity control and its impact on him or her as a leader
- Summarize the relevancy of high resilience to individual and organizational success
- Compare and contrast approaches to renewal
- Analyze renewal as a developmental aspect of leadership
- Discuss how optimism and happiness impact personal and professional aspects of life

5. Explore flexibility and adaptability as emotionally intelligent leadership traits.

This outcome will be met when students:

- Defend EQ elements as relevant assets for problem solving
- Compare and contrast decisions made with logical reason and decisions made with intuition
- Describe what promotes or prevents a leader from using intuition
- Analyze the role of flexibility and adaptability with EQ and effective leadership
- Discuss reality testing and its application to his or her job

6. Examine the benefit of using your EQ skills during times of professional and team problem solving.

This outcome will be met when students:

- Discuss how leaders can promote and ensure emotional intelligent behaviors in the workplace
- Describe various EQ behaviors and how they impact the problem-solving and decision-making process in the workplace

7. Synthesize the concepts of emotional intelligence and apply to the workplace.

This outcome will be met when students:

- Evaluate the role of EQ in negotiations
- Explore the aspects of EQ that relate to effective teams
- Apply EQ concepts to his or her workplace/department
- Summarize and evaluate EQ assessment results
- Create a personal EQ Leadership Development Plan

8. Synthesize the concepts of emotional intelligence and apply to the workplace.

This outcome will be met when students:

- Discuss the correlation of emotionally intelligent behaviors to a healthy work environment within the framework of an organization’s leadership process or even the organization’s policies
- Analyze various real-life experiences by reflecting on current or past work experiences, where utilizing emotional intelligence could have made, or did make, a positive impact upon yourself as a leader, others as team members or on the productivity of the organization

Weekly Outline

Every week has a prescribed checklist of activities required to successfully complete the lesson. Follow this checklist, in the specified order, to complete each lesson.

Week	Topic	Requirements
Week 01	Emotions and EQ History	discussion, assignment

Week 02	Social Intelligence	discussion
Week 03	Leader Behavior and Emotional Control	discussion
Week 04	Resilience and Renewal	discussion, assignment
Week 05	Flexibility and Adaptability	discussion
Week 06	EQ and Problem Solving	discussion, assignment
Week 07	EQ In the Workplace	discussion
Week 08	EQ and Organizational Success	discussion

Required Textbooks

The textbooks for this course are:

- Freedman, J. (2019). *At the heart of leadership: How to get results with emotional intelligence*, 4th edition. San Mateo, CA: Six Seconds.
- Stein, S. & Book, H. (2011). *The EQ edge: Emotional intelligence and your success*, 3rd edition. John Wiley & Sons Publishing Company.

For complete textbook information for this course, see the [Norwich University Booklist](#).

See **Required Reading** list for additional seminar readings.

Grades

The following table shows the graded assessment types contained within this course and the assigned weighting to determine the final course grade.

Graded Assessment Types	Points	Weights (%)
Summary Paper for EQ Assessment	240	24%
Essay 1 - Emotional Intelligence Assessment	240	24%
Essay 2 - Emotionally Intelligent Leader	240	24%
Discussions (8 x 35 points)	280	28%
Course Total	1,000	100%

Letter grades for the course will be based on the following grading scale:

Letter Grade	Percentage	Grade Point
A	93-100%	4.0
A -	90-92.9%	3.7
B +	87-89.9%	3.3
B	83-86.9%	3.0

B -	80-82.9%	2.7
C +	77-79.9%	2.3
C	75-76.9%	2.0
C -	73-74.9%	1.7
D +	70-72.9%	1.3
D	67-69.9%	1.0
D-	63-66.9%	0.7
F	0-62.9%	0.0

For complete information on the Grading Policy, please refer to the [CGCS Online Catalog](#).

[Discussion Groups](#)

Before submitting your first discussion post, please review the [Grading Guidelines and Rubrics](#) for more information about what is expected in regard to discussion postings and online etiquette.

[Late Work](#)

It is important that writing assignments and discussion posts be completed on time. Extensions of deadlines will be given only for serious extenuating circumstances. In the absence of such extensions, assignments may be downgraded for lateness at the discretion of the instructor. You must contact your instructor ahead of time to request an extension.

[Academic Honesty and the Norwich University Honor Code](#)

A student must submit work that represents the student's own original analysis and writing. Copying another's work is not appropriate. If the student relies on the research or writing of others, the student must cite those sources. Words or ideas that require citations include, but are not limited to all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. While students are encouraged to seek editing feedback, extensive revisions of one's work by another person is considered a lack of academic honesty, as it is representing another student's work as one's own.

For more information see:

[Academic Dishonesty](#)

[Academic Integrity](#)

[Norwich University Honor Code](#)

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[Section 504 of the Rehabilitation Act of 1973/ADA](#)

Please consult [Appendix H: University Policy - Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act \(ADA\)](#) for instructions on obtaining an accommodation.

Disclaimer: Please note the specifics of this Course Syllabus are subject to change. Students are responsible for abiding by any such changes. Your instructor will notify you of any changes.

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