



Welcome to ILead

This course will transform the way you think about engineering leadership. It is part of a suite of programs offered by the Institute for Leadership Education in Engineering (ILead). Learn about other opportunities such as our certificate programs and special events at ilead.engineering.utoronto.ca. Our vision: *Engineers leading change to build a better world.*

AH PS1029 The Science of Emotional Intelligence and its Application to Leadership

*“Oh that the gods
The gift would gi’e us
To see ourselves
As others see us”*

- Robert Burns -

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Course Description:

A growing body of social science research offers clear evidence that emotional intelligence (EQ) plays a crucial role in leadership effectiveness. We know that the most successful managers are able to motivate and achieve best performances through the ability to understand others, and the key to this is to first understand yourself. In this course, you will complete the most scientifically validated EQ assessment available, *The Emotional Quotient Inventory* (EQ-i) and receive a detailed report that identifies your leadership strengths and targets areas for development. You will acquire an enhanced level of self-knowledge and a deeper awareness of your impact on others. This will form the basis of a personal development plan that will help you improve your leadership effectiveness.

In this course we will also examine evidence-based research that links leadership effectiveness to authenticity and mindfulness, both of which can be enhanced through mindfulness training programs. Simply defined, mindfulness is the awareness of one’s mental processes and the understanding of how one’s mind works. Using case studies,

we will discover why companies such as Carlsberg, Suncor, Google, Nike, Accenture and Sony have trained hundreds of employees in mindfulness.

Learning Outcomes:

On completing the course the student will be able to:

1. *Understand the concept of emotional intelligence* and its role in leadership effectiveness
2. Develop *a more complete level of self-knowledge* and an enhanced ability to influence and motivate others.
3. Use a *personal leadership development plan* with specific strategies and goals to enhance their effective management behaviours.
4. Use specific skills to *prepare for leadership events* in order to ensure success.
5. Understand the evidence-based research linking *mindfulness training* to leadership effectiveness.
6. Understand the *importance of empathy* for ourselves and for everyone around us – including our colleagues and clients.
7. Develop a *mindful coaching mindset* that will help you and your co-workers to become more focused, more resilient, and ultimately more fulfilled.

Learning Methods

- Self-assessments and journaling
- Simulations and exercises
- Case studies
- Individual & peer coaching
- Group discussions
- Interactive lectures
- Readings
- Video presentation

Course Structure:.

The course is divided into three main areas of study:

- Understanding approaches to managing, leading, motivating and influencing
- Understanding emotional intelligence and its links to leadership effectiveness
- Understanding the neuroscience of mindfulness and how mindfulness training can improve focus, attention and overall effectiveness

Course Deliverables & Evaluation:

Interim Assignment	30%
Final Assignment	70%

REQUIRED ASSIGNMENTS

1. The first assignment (3-4 pages) is to take a leadership challenge in your life – past or present – and analyze it using the tools and frameworks that will be learned in the course, and then propose how you should have tackled it, based on an analysis of the your EQ-I results. The evaluation will be based on the extent to which you can demonstrate that you understand the course concepts and can apply them to a real life situation.
2. The final written assignment (5-7 pages) requires each student to develop a personal leadership development plan. Using the results of your EQ-i Leadership Report and insights gained from the course, and your individual EQ-i debrief with the instructor, you will be asked to identify your leadership strengths and one or two areas of development. The development goal should be the area of your leadership in which you may feel uncertain or lacking the appropriate skills, capacities, knowledge or experience to perform effectively.

The final outcome will be a personal leadership plan that specifies how you will continue to leverage your strengths and develop your leadership capacities in the next several years.

	TOPICS	READINGS	ASSIGNMENTS
Week 1 Jan 10, 2015	Managing, Leading & Motivating	John Kotter, <i>What Leaders Really Do</i>	Begin leadership development journaling
Week 2 Jan 17	Emotional Intelligence & Leadership Effectiveness	Daniel Goleman, <i>What Makes a Leader</i>	Complete <i>Emotional Quotient Inventory (EQ-i)</i>
Week 3 Jan 24	Giving and Receiving Feedback	Marshall Goldsmith, <i>The Success Delusion & Feedforward Instead of Feedback</i> , Susan Scott, <i>Fierce Conversations</i>	Identify one or two key areas for development and practice peer coaching strategies
Week 4 Jan 31	High Performing Teams	Druskat & Wolff, <i>EI in Groups</i> Art Kleiner, <i>The Thought Leader Interview: Thomas Malone</i>	Critically analyse a current or past team experience, referencing the course models and research

		Patrick Lencioni, <i>The Five Dysfunctions of Teams</i>	
Week 5 Feb 7	Diagnosing Organizational Culture	Peter Lawton, <i>Leading Change: Is the Corporate Culture Friend or Foe?</i>	Complete the <i>Organizational Culture Inventory</i>
Week 6 Feb 14	The Emotionally Intelligent Leader: A Case Study	Hill & Wetlaufer, <i>Leadership When There Is No One to Ask: An Interview with Eni's Franco Bernabe</i> Adam Grant, <i>In the Company of Givers & Takers</i>	Craft an <i>Organizational Code of Practice</i> First assignment due
Week 7 Feb 21	Managing Oneself	Peter F. Drucker, <i>Managing Oneself</i> , Cranston & Keller, <i>Increasing the 'Meaning Quotient' of Work</i>	Review and update individual <i>Leadership Development Plans</i>
Week 8 Feb 28	The Leader	Daniel Goleman, <i>The Focused Leader</i> , Hunter & Sokol, <i>Focus is Power</i>	Share leadership journals and leadership plans with partners
Week 9 March 7	The Neuroscience of Mindfulness & The Scientific Benefits of Mindfulness	Ricard, Lutz & Davidson, <i>Neuroscience: Mind of the Meditator</i> , Brown & Ryan, <i>Mindful Attention Awareness Assessment</i>	Mindfulness training and completion of the <i>Mindful Attention Awareness Assessment</i>
Week 10 March 14	Mindful Management	Setting Intentions and Clear goals Mindful Communication	Practice mindfulness training

Week 11 March 21	Mindfulness at Work	Natalia Karelaia, <i>Why Mindful Individuals Make Better Decisions</i>	Mindfulness training & mindfulness coaching
Week 12 March 28	The Mindful Organization	Jeremy Hunter, <i>Is Mindfulness Good for Business?</i> Mindfulness Training Case Studies: Nike, Accenture, and Carlsberg	Final assignment due. Peer coaching and sharing of development stories

Blackboard: Course readings and information will be posted on Blackboard. All students must have valid UTORids in order to access Blackboard.

Plagiarism

The University of Toronto treats plagiarism as a violation of the Code of Behaviour on Academic Matters. Plagiarism is a serious form of cheating in which a student makes use of someone else's ideas or words without giving appropriate attribution. In your academic work, plagiarism usually occurs in one of three ways:

- You cut and paste a piece of someone else's text or figure but do not clearly show what the source is for that material.
- You rephrase someone else's idea into your own words, but do not give credit to the source of the idea.

The University takes cheating very seriously. Penalties can include zero on the assignment, zero in the course, annotations on your transcript (which would be seen by a potential graduate school or employer), or in extreme cases expulsion from the University. If you are concerned about your use of sources, discuss your concerns with your instructor before submitting an assignment for assessment.

Instructional Materials and Copyright

Students are prohibited from recording or otherwise reproducing any copyrighted materials associated with this course unless they obtain prior permission from the copyright holder. Note that all lectures are copyright of the lecturers.

Late Policy: All assignments must be handed in or performed on the day they are due. Written assignments will receive a late penalty of 5% per day including weekends and will not be accepted after 5 days. Exceptions will only be made in case of medically certified illness (requiring a signed medical form).