



APS1029H The Science of Emotional Intelligence and its Application to Leadership: Syllabus Winter 2020

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 Troost 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.*

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Course Description:

A growing body of social science research offers clear evidence that emotional intelligence (EI) 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 EI 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 resilience, focus and attention, all 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 exercises and case studies, we will discover why companies such as Microsoft, Google, BMO, Nike, Lego, Accenture and Cisco have trained thousands of employees in mindfulness. Students will also be introduced to mindfulness exercises that improve focus and attention.



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. Develop a series of *future career scenarios* that will align with your values and leadership strengths.

Learning Methods

- Self-assessments and journaling
- Individual coaching session with the instructor
- Peer coaching
- Simulations and exercises
- Group discussions
- Interactive lectures
- Readings
- Video presentations

Pre-requisite:

Students must have prior work experience to enrol in the course.

Course Structure:

The course is divided into three main areas of study:

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



Course Deliverables & Evaluation:

Two quizzes	20%
Interim Assignment	30%
Final Assignment	50%

REQUIRED ASSIGNMENTS

1. There will be two quizzes that will assess each student's understanding of the weekly readings and exercises.
2. The interim assignment (3-4 pages) requires students to choose a team experience that was a failure – past or present – and analyze it using the tools and frameworks that will be learned in the course. The paper should include a reflection of what you could have done differently, and what the team could have done differently that may have helped you succeed. Your report should include an analysis of your EQ-i Leadership Report. 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. **Due: February 17, 2020**
3. The final written assignment (5-6 pages) requires each student to develop a personal leadership development plan. Using the results of your EQ-i Leadership Report, the most relevant insights gained from the course models and frameworks, and your individual EQ-i debrief with the instructor, you will analyse your key leadership strengths and weaknesses, and identify one or two areas of development. Your development goals 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. As well, you will be required to identify several future career scenarios, in which you can best leverage your EI skills and your technical knowledge and expertise in an organization that aligns with your values.

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. **Due: March 25, 2020**



	TOPICS	READINGS	ASSIGNMENTS
Week 1 Jan 15, 2020 Room MY370 (TEAL)	Managing, Leading & Motivating	John Kotter, <i>What Leaders Really Do</i> , HBR, Reprint RO111F	Begin leadership development journaling Complete the <i>Emotional Quotient Inventory (EQ-i)</i>
Week 2 Jan 22, 2020	Emotional Intelligence & Leadership Effectiveness	Daniel Goleman, <i>What Makes a Leader</i> , HBR, Reprint RO401H	Analyze your EQ-i results and identify one significant strength you can leverage more effectively Begin crafting a leadership plan Quiz #1
Week 3 Jan 29, 2020	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 Schedule individual EQ-i debrief with instructor
Week 4 Feb 5, 2020	High Performing Teams	Druskat & Wolff, Building the <i>Emotional Intelligence of Groups</i> , HBR, Reprint RO103E Art Kleiner, <i>The Thought Leader Interview: Thomas Malone</i> Patrick Lencioni, <i>The Five Dysfunctions of Teams</i>	Critically analyse a current or past team experience, referencing the course models and frameworks



Week 5 Feb 12, 2020	Diagnosing Organizational Culture	Peter Lawton, <i>Leading Change: Is the Corporate Culture Friend or Foe?</i> Adam Grant, <i>In the Company of Givers & Takers</i> , HBR, Reprint R1304G	Complete the <i>Organizational Culture Inventory</i>
Week 6 Feb 19, 2020	The Neuroscience of Mindfulness & The Scientific Benefits of Mindfulness	Ricard, Lutz & Davidson, <i>Mind of the Meditator</i> , Scientific American, Nov 2014, p38-45	Complete the Mindfulness Assessment Mindfulness training Quiz #2
Week 7 Feb 26, 2020	Working with Mindfulness	Hunter & Sokol, <i>Focus is Power</i> Mindful Communication Natalia Karelaia, <i>Why Mindful Individuals Make Better Decisions</i>	Mindfulness training & mindfulness coaching
Week 8 Mar 4, 2020	Mindful Performance	Jeremy Hunter, <i>Is Mindfulness Good for Business?</i> Mindfulness Case Studies: Accenture, and Microsoft	Mindfulness training & mindfulness coaching
Week 9 Mar 11, 2020	Managing Oneself	Peter F. Drucker, <i>Managing Oneself</i> , HBR, Reprint RO501K Cranston & Keller, <i>Increasing the 'Meaning Quotient' of Work</i>	Review and update individual <i>Leadership Development Plans</i> Peer coaching



Quercus: Course readings and information will be posted on Quercus. All students must have a valid UTORid in order to access Quercus.

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).