

<b>Course Code:</b>	LEAD-1322
<b>Short Title:</b>	Enhancing Emotional Intelligence
<b>Long Title:</b>	Enhancing Emotional Intelligence for Workplace Success
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community, and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	MGMT122 – Leading with Emotional Intelligence
<b>Course First Offered:</b>	September 2011

<b>Credits:</b>	1.0
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## Course Description

Emotional Intelligence is the capacity to recognize and effectively manage emotions in ourselves and with others. Emotional intelligence increases our capacity to make sound decisions, build mutually supportive relationships, and to handle stress effectively. In this two day experiential course, you will gain a working knowledge of Emotional Intelligence competencies and learn practical ways to enhance self-awareness, self-regard, self-regulation, assertiveness, stress tolerance and impulse control. You will receive the results of an online assessment that will help you better understand your own strengths and areas of growth.

## Course Goals

At the end of this course you will have developed a solid understanding of Emotional Intelligence competencies and practical ways to enhance your emotional intelligence for managing results and relationships.

## Learning Outcomes

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

1. Define emotional intelligence and explain how it relates to work place success
2. Understand and utilize the information from the online assessment results of the EQ-i Inventory
3. Identify emotional triggers and communicate assertively in conflict situations
4. Recognize emotions and differentiate between stimulus and cause
5. Examine the connection between emotional intelligence, IQ and problem-solving
6. Discuss how to give feedback and engage team members in the process of problem solving
7. Identify the value of empathy – understanding other people's emotions
8. Examine how emotions impact personal effectiveness, communication and performance
9. Present one's own position persuasively, in a way that shows understanding of other people's needs and experience of the issue
10. Break patterns of thinking that lead to anger and conflict

### Course Topics/Content

- Emotional Intelligence at Work
- Bar-On EQ-i Report\*, Five Composite Scales
- Self-awareness
- Self-regard
- Self-regulation
- Assertiveness
- Stress Tolerance and Impulse Control
- Empathy – why is empathy important in the workplace and potential barriers to empathy
- Self-empathy – managing emotions under pressure
- Communication that blocks connection and understanding
- Problem Solving Using Emotional Intelligence Competencies

### Text & Resource Materials

**Required:**

Bar-On Emotional Quotient Inventory by Reuven Bar-On

Online assessment arranged through certified EQ-i administrator with Multi-health Systems for a personal and confidential report.

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	14

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	

Practice Education/Internships

	<b>Total</b>
	<b>100%</b>

**Comments on Evaluation**

### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

View official versions of related JIBC academic regulations and student policies in the JIBC Calendar on the following pages of the JIBC website:

#### Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
 Academic Progression Policy  
 Admissions Policy  
 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
 Harassment Policy – Students  
 Student Records Policy  
 Student Code of Conduct Policy

### JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> <li><input type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective,</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.</li> <li><input type="checkbox"/> <b>Information literacy:</b> Recognize and analyze the extent and nature of an information</li> </ul> |
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efficient and appropriate applied learning, research and problem solving strategies.

- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.