



Personal & Professional Development



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21st Century Leaders Personal and Professional Development Program Overview for Fire and EMS Leaders

The primary goal of the **Personal and Professional Development Program** provided by 21st Century Leaders is the intrapersonal and interpersonal development and improvement of the persons in the class. This program will not focus on strategic matters, such as budget, staffing, planning, incident command, but will focus on all things relative to the participant's relationships – with themselves and with others.

Program components include:

Activity	Description
Time	The program is delivered in 16 sessions over the period of 20 weeks .
Sessions and Structure	<p>The program will contain 16 sessions; each of which will each include writing assignments, self-reflection, feedback and a multiple searched on the web for the student to identify examples of course teaching. Each session will also focus on a particular set of self-improvement tools.</p> <p>Our class will be 100% distance learning. It will also be asynchronous in that we will not have any synchronous (real time) activities. Essentially students will have seven days to do their work and each session will start at 11:59 PM (EST) each Monday.</p>
Goals	<p>The goal is to have the students do some learning and application of the skills and knowledge that will allow the students to increase their Emotional Intelligence (EQ). Students will leave the class with a full toolbox of personal and professional techniques/implements AND an understanding of which one to use, when and how!</p> <p>Enhance the emotional intelligence (EQ) of the participant by:</p> <ol style="list-style-type: none"> 1. Providing the participant with a model for continuous self assessment and EQ improvement 2. Providing training and practice in the Stephen Covey 7 Habits to serve as tools to build skill sets that also enhance EQ 3. Communicating routinely and powerfully with the participant about goals, strategy, accomplishments, and on going work.
Student Learning & Performance Objectives	<ul style="list-style-type: none"> • The students shall demonstrate an understanding of Emotional Intelligence (EQ) and the Rational Emotive Behavior (A-E) model • The students shall perform an EQ self assessment, evaluate the results and devise and implement strategies to improve their EQ • The students shall monitor situations in which outcomes were not optimal and evaluate their responsibilities for improving outcomes in the future with improved personal EQ utilizing the REBT mode • The students shall demonstrate an understanding of each of the Covey 7 Habits through application of the components of the Habits to situations past, current and future that will evaluate and improve effectiveness and outcomes from a personal perspective

	<ul style="list-style-type: none"> • The students shall demonstrate an understanding of the Covey 8th Habit through application of the components of the Habit to situations past, current and future that will improve outcomes from an organizational perspective • The students will communicate with each other and the instructor in a timely, mature and effective manner • The students will complete assignments in a timely fashion and monitor their own progress • The students will commit the principles of Academic Integrity. Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. • The students will make every effort to submit quality work through the use of all resources available to them
Student Expectations/ Requirements	<ul style="list-style-type: none"> • Internet Access with the student's own e-mail account • Web Browser Compatible with Blackboard CourseSites http://kb.blackboard.com/pages/viewpage.action?pageId=72810639 • Program capable of viewing/downloading WMV or MPG video files on line • Word Processing program (Microsoft Word for PC or Mac preferred) • Ability to save work from the student's word processor as a PDF copy for submission OR ability to convert the student's work to a PDF file (several free programs are available on the internet) • Commitment to academic integrity and timely submission of work in the program • Commitment to communicate responsibly and timely with the students peers and instructor • A name of an individual in the student's organization (equal to or above their rank) to whom periodic performance assessments will be sent • Understanding that class sessions start each week at 11:59 PM (EST) each Monday • Understanding that students are given a week to complete their assignments and the instructor will take up to a week to grade assignments/course submissions • Understanding that delaying working on assignments until 11:50 PM (EST) each Monday will not yield positive results. Late submissions without previous approval will automatically receive a 1-letter grade penalty.
Things the students will do...	<ul style="list-style-type: none"> • Write papers on assigned topics that will allow them to demonstrate a link between the subject and the student's life (past, present or future)

	<ul style="list-style-type: none"> • Internet research to find and post examples of the assigned topics that add to the learning in each session • Look inside self to assess performance and identify things they can change to improve their performance • View assigned videos that will allow them to further understand the concepts discussed in class • Complete assigned readings • Post comments in the Discussion Forum as assigned that will allow them to get peer feedback • Post comments on the "What the What?" video clips that Chief Alan Brunacini gave me
Assessments	<p>There will be a total of one (1) EQ assessment completed during the class period; a self-assessment of the participant using the MHS EQi 2.0 emotional intelligence assessment which is the gold standard of the industry in EQ assessments.</p> <p>Students will also complete a pre and post course assessment intended to address continuous quality improvement of the course and identify growth and areas needing improvement from a curriculum design and delivery perspective.</p>
Emotional Intelligence	<p>Emotional Intelligence is defined as ...a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way.</p> <p>The EQi 2.0 measures a set of emotional and social skills that influence the way we:</p> <ol style="list-style-type: none"> 1. Perceive and express ourselves, 2. Develop and maintain social relationships, 3. Cope with challenges, and 4. Use emotional information in an effective and meaningful way. <p>The EQ-i 2.0 model of emotional intelligence is comprised of fifteen factors across five categories of functioning. These skills, which form the building blocks of abilities such as communication, resilience, and time management, can be mapped theoretically and empirically to job competencies, productivity, academic performance, and other measures of success to help predict and improve functioning.</p>
Ellis Model	<p>The tool used is the Albert Ellis Rational Emotive Behavior (A-E) model. This model will be used by the participant, to be processed periodically, to reflect on at least one outcome that was less than optimal and provide an opportunity for the participant to change their response to the activating event that will cause the outcome to be more optimal in the future. Again this model is the de facto personal change tool used in cognitive behavior change.</p>

<p>Stephen Covey's 7 Habits</p>	<p>The Covey 7 Habits have proven over the past 25 years to be a set of constructs that enhance an individual's growth from being dependent to becoming independent to the ultimate goal of becoming interdependent. The constructs are as follows:</p> <p>Independence or Self-Mastery The First Three Habits surround moving from dependence to independence (i.e., self-mastery):</p> <ul style="list-style-type: none"> • Habit 1: Be Proactive Take initiative in life by realizing that their decisions (and how they align with life's principles) are the primary determining factor for effectiveness in their lives. Take responsibility for their choices and the consequences that follow. • Habit 2: Begin with the End in Mind Self-discover and clarify deeply important character values and life goals. Envision the ideal characteristics for each of thier various roles and relationships in life. Create a mission statement. • Habit 3: Put First Things First Prioritize, plan, and execute their week's tasks based on importance rather than urgency. Evaluate whether their efforts exemplify their desired character values, propel students toward goals, and enrich the roles and relationships that were elaborated in Habit 2. <p>Interdependence The next three have to do with Interdependence (i.e., working with others):</p> <ul style="list-style-type: none"> • Habit 4: Think Win-Win Genuinely strive for mutually beneficial solutions or agreements in relationships. Value and respect people by understanding a "win" for all is ultimately a better long-term resolution than if only one person in the situation had gotten his or her way. • Habit 5: Seek First to Understand, Then to be Understood Use empathic listening to be genuinely influenced by a person, which compels them to reciprocate the listening and take an open mind to being influenced by the students. This creates an atmosphere of caring, and positive problem solving. • Habit 6: Synergize Combine the strengths of people through positive teamwork, so as to achieve goals no one person could have done alone. <p>Self Renewal The Last habit relates to self-rejuvenation:</p> <ul style="list-style-type: none"> • Habit 7: Sharpen the Saw Balance and renew their resources, energy, and health to create a sustainable, long-term, effective lifestyle. It primarily emphasizes exercise for physical renewal, prayer (meditation, yoga, etc.) and good reading for mental renewal. It also mentions service to society for spiritual renewal.
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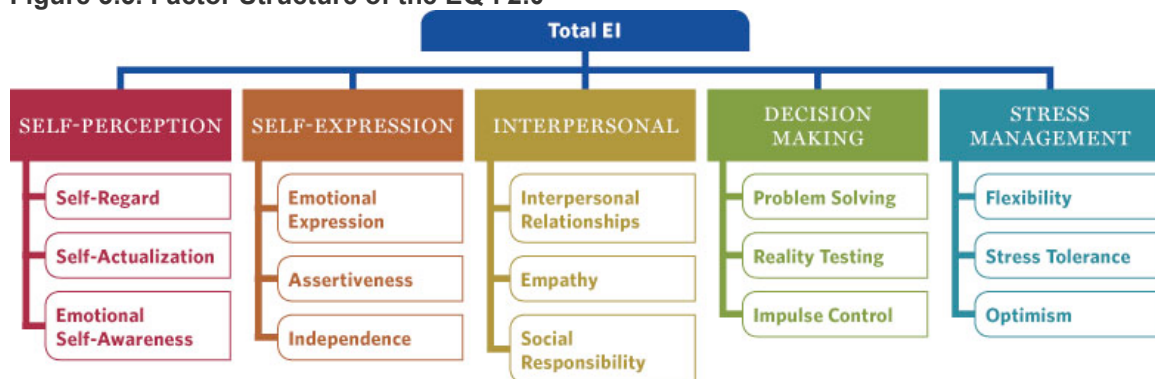
<p> Texts (All will be e-Books and delivered through the Amazon.com Whispercast system </p>	<p> Stephen Covey's <i><u>The 7 Habits of Highly Effective People</u></i> Stephen Stein and Howard Book's <i><u>The EQ Edge</u></i> Stephen Covey's <i><u>The 8th Habit</u></i> </p>

The Emotional Intelligence 2.0 Inventory

Components and Sub-Components

The following section expands on the operational definition of EI that provides the foundation for the EQ-i 2.0, including a description of the five composite factors and their respective subscales. The composite scales are designed to provide a 'macro' perspective on one's level of emotional and social functioning by giving insight into the individual's perception of his or her inner self; the outward expression of this perception; and his or her ability to establish and maintain relationships, apply emotional information, and cope with and manage stress. Each composite scale is comprised of a subset of skills that provide the functional utility of the EQ-i 2.0 (Figure 3.5).

Figure 3.5. Factor Structure of the EQ-i 2.0



The 15 subscales provide the EQ-i 2.0 with the functional utility that coaches, counselors, HR professionals, and corporate executives have come to expect. Emotional skills and emotional intelligence develop over time, with experience, and in direct relation to deliberate practice. Each of the subscales of the EQ-i 2.0 sheds light onto the many emotional facets related to well-being and performance; as a result, both well-being and performance can be enhanced when an individual learns how to leverage his or her natural strengths while gaining a greater understanding of — and developing the skills to evolve — the areas of emotional intelligence that are underutilized (Figure 3.6)

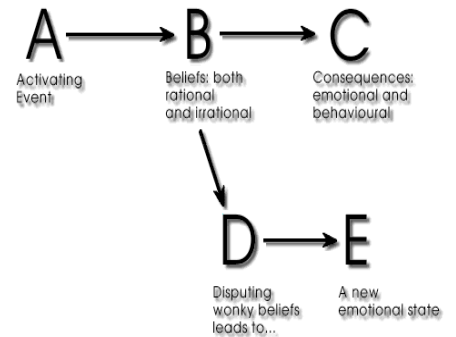


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Figure 3.6. EQ-i 2.0 Model of Emotional Intelligence

Changing The Student's Emotional Intelligence with a Simple Model

This process uses an adapted model for changing and improving the student's Emotional Intelligence. The model used will be the one presented in Stein and Book's The EQ Edge. Their model is one that adds to Albert Ellis' *Rational-Emotive Behavior* model (the ABC – Action – Belief – Consequence), a D and E component (Debate, Dispute and Discard and Effect).



Your Investment Cost!

The most important component of any program is, to many, COST. For \$500 an individual or organization can make one of the best investments they can make in thier own and other's futures!



The cost is all inclusive and covers:

- All e-Texts and handouts
- On-line Learning Management System course access (individuals are responsible for thier own internet access)
- The EQi assessment
- The processing and interpretation of the EQi assessment
- And of course, 20 weeks of awesome learning
- That's it, everything is covered



Think about what \$500 can buy AND ask this question, “...***Am we willing to make this small investment in our futures, one that will so profoundly affect an individual, their family and their work?***”

Join the others who have answered, “YES!!!”