

# Leadership Through Understanding Emotional Intelligence and Human Behavior

## Instructors: Don Haley

Professor Don V. Haley runs the Criminal Justice program at Tidewater Community College's Virginia Beach Campus. Professor Haley's ability to combine theory with practicality arises from his vast educational and work experience in the areas of law enforcement. Professor Haley's educational background consists of a BA in Criminology (Cum Laude) from Saint Leo College, an MPA in Justice Administration (4.0 GPA) from Troy State University, as well as other post graduate research methods courses. Don Haley is a veteran of the United States Marine Corps. He also served as a correctional officer at Saint Brides Correctional Institute, a Virginia Beach deputy sheriff, Chesapeake and Virginia Beach police officer, and Virginia Beach police detective. In 1995, Don received the "Detective of the Year Award" for the 4th precinct, with the Virginia Beach Police Department. Don served as an adjunct professor at Virginia Wesleyan College from 1997-2008 in their criminal justice program. Don was "Voorhies" as an expert witness on a capital murder case in the 34th Judicial District Court in El Paso, Texas in 2008. Professor Haley's law enforcement recognitions include the "Chamber of Commerce" award, Drug Enforcement Incentive Award, two Class Act awards, two Star Performer awards, and others. Professor Haley works contractually with the Distance Education Accrediting Commission, serving as a subject matter expert in criminal justice. Professor Haley has researched and taught college students, law enforcement agencies, military personnel, business corporations, NCAA college athletes, and medical personnel in the latest advancements in the areas of neuroscience, brain chemistry, and psychology. Professor Haley reveals significant insight into the brain and its impact on behavior and cognitive functions in human beings.

## Course Objectives:

Due to the nature, visibility, and impact of law enforcement services on society, the occupation is highly scrutinized regarding its tough demands on personnel and leadership to meet increasing public expectations. As a result of this complex and dynamic landscape, modern officers need more than tactical expertise and an old, autocratic style to succeed. Because of the rapid and ever-changing landscape of the profession, law enforcement officers may require more than just task competencies or technical know-how. Officers possessing a blend of skills, competencies, and traits are more likely to be successful. Law enforcement officers need to develop healthy relationships and manage conflict while achieving productive goals. To achieve their goals, law enforcement officers need skills to build, maintain, and strengthen alliances and partnerships, both within and outside an organization. Effective law enforcement officers need to maintain the respect and support of not only the rank and file but also the community at large, to do this they need EMOTIONAL INTELLIGENCE.

## Course Objectives:

- Explain the importance of developing emotional intelligence in order to create change and enhance leadership
- Explain the four basic components of emotional intelligence
- Explain and compare the competencies that make up emotional intelligence
- Articulate the emotional intelligence competencies common to star performers in law enforcement leadership
- Analyze and discuss the EQ-i reports

- Practice emotional intelligence skills development

### Participant Requirements:

Participants must be prepared to participate in interactive classroom exercises. In addition to lecture and discussion, participants are expected to record key information on the participant handout materials and take personal notes. Throughout the program participants will be involved in individual and group activities where they apply the concepts being presented in class and share their findings by presenting their individual or group's ideas and applications to the rest of the class. Thus, all participants will derive the added benefits of learning from each other and enhance their understanding and appreciation of each other. Participants should also be prepared for group work in Problem-Based Learning (PBL) where they solve problems and resolve issues using a PBL methodology. With PBL, the participants select or are given "problems" (or issues) to resolve; they must discuss and/or search out the facts and information.

#### Day 1

8:00 a.m. – 8:30 a.m.	<b>Registration</b>
8:30 a.m. – 10:00 a.m.	Introduction
10:00 a.m. – 12:00 p.m.	Behavior Change
12:00 p.m. – 1:00 p.m.	<b>Lunch (On Your Own)</b>
1:00 p.m. – 3:00 p.m.	Practical Exercise; Analyzing EQ-I Reports
3:00 p.m. – 4:30 p.m.	Basic components of EI

#### Day 2

8:00 a.m. – 10:00 a.m.	Competencies that make up EI
10:00 a.m. – 12:00 p.m.	Star Performer Profiling
12:00 p.m. – 1:00 p.m.	<b>Lunch (On Your Own)</b>
1:00 p.m. – 3:00 p.m.	EI Skills Development
3:00 p.m. – 4:30 p.m.	Closing
4:30 p.m.	<b>Certification Presentation</b>