

# Dynamic Leadership through Improvisation: THTR 1019

## Mendy McMasters, MFA

(formerly Mendy Garcia)

### Required Text:

Shankman, Marcy, and Scott J. Allen. Emotionally Intelligent Leadership A Guide for College Students. San Francisco: Jossey-Bass, 2008.

### Suggested reading:

Fotis, Matt and Siobhan O'Hara, *The Comedy Improv Handbook: A Comprehensive Guide to University Improvisational Comedy in Theatre and Performance*. ISBN-13: 978-1138934252 (We will go over selected chapters in PowerPoint presentations)

Multiple articles on emotional intelligence, and improvisation in the workplace are on Blackboard

**Catalogue description:** The study of the art of improvisation and performance to understand expressions of the human experience. Practice in improvisation techniques to develop a lifelong commitment to personal growth with a specific focus on communication in the workplace. The study of emotional intelligence and its application to leadership and self-enrichment.

**Main Objective:** The class will examine Goleman's "Five Components of Emotional Intelligence" and practice the rules of improvisation to understand human behavior, to communicate more directly and personally, to listen more effectively, and to adapt to the changing world around us. In this process, the students will be asked to engage with a variety of readings, analyzing and writing about their growing understanding of the art of improvisation and its relationship to theatre and leadership.

### Student Learning Outcomes

Actively participate in communication to understand expressions of the human experience

- Students will participate in improvisational exercises (verbal and nonverbal)
- Students will practice interviewing techniques through improvisations and exercises
- Students will practice clarity of speech and vocal variety to communicate intent and meaning in daily warm-ups and exercises, as well as research effective communication.

Practice respect for other communicators

- Students will demonstrate active listening skills, interpret information, and respond ethically and appropriately within the give parameters of the improv exercises and evaluations.

Develop an understanding and apply the basic rules of improvisation and Goleman's Five Components.

- Students will apply all the rules of improvisation in daily exercises.
- Students will apply Goleman's Five Components of Emotional Intelligence to class exercises, work-life, and future endeavors. 1. Self-Awareness 2. Self-Regulation 3. Motivation 4. Empathy 5. Social Skills

Demonstrate analytical reading and writing skills

- Students will examine their personal habits, perceptions and fears which might limit their ability to lead, connect, collaborate, and motivate and write about them in a self-evaluation.
- Students will develop an understanding of Goleman's Five Components of Emotional Intelligence and the rules of improv through reading of the text, in-class exercises, lectures, videos and reflection questions. Students will be evaluated on the above with a midterm exam. Students will analyze articles on improv and leadership and write a paper on the connection they have to the in-class exercises and their future.

Apply what they've read and experienced to their final interview and develop strategies to take their experiences into their lives and into future artistic endeavors.

- Because all theatre is collaborative, students will develop skills that will further them in all group, committee, classroom, work.

**Possible assignments**

Two in-class presentations

Psychology Today EI Test/Evaluation

Two written self-evaluations

Reflection questions (end of each chapter)

Midterm exam (Texts and in-class discussions)

2 page paper

Production attendance

Participation (Improv exercises, class feedback, and much more)

Final interview and writing assignment