Syllabus
Emotional Intelligence in the Workplace
37:575:367

Instructor
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Need Technical Assistance?
Staff members are waiting to help you.
- Using Person Learning Studio (eCollege) platform:
  Using course tools, uploading an assignment, addressing exam issues.
  Call toll free 24 hours a day, 7 days a week: 877-7RUTGER (877-778-8437)
  Email: help@ecollege.rutgers.edu
- NetID or Rutgers email problems: Call 732-445-HELP (4357)
- Problems logging into the course: Call Monday through Friday 9 am - 5 pm: 732-932-4702

Description
Emotional Intelligence (EI) - the act of intentionally using emotions in guiding thinking and behavior - is scientifically documented as a key factor in successfully leading ourselves and others in the work environment.

EI involves developing an effective level of awareness of self and others, appropriate use and management of emotions, and applying a set of personal and social competencies to interact effectively in all forms of workplace relationships.

This course requires the student to be knowledgeable in EI theory, as well as encourages the application of EI through a variety of assessments and theory to practice assignments. As a result of successfully completing this course, students will recognize and be able to apply best practices in emotional intelligence within a work environment.

Course Objectives
This course offers students the opportunity to:
- Investigate emotional intelligence theory and practice as a means for professional success.
- Engage in assessments to recognize areas for professional growth.
- Learn best practices in feeling, thinking, and behaving in an emotionally intelligent manner.
- Gain skills to apply emotional intelligence strategies to specific workplace challenges.

Association with LSER Objectives
This course relates to the overall objectives of the LSER Department. Through completing this course students should be able to demonstrate:
- An understanding of fundamental social science theories and concepts relating to work and employment relations.
- Information literacy in using online sources of information and written documents.
- Ability to apply concepts to understanding social and professional life.

Students should also be able to:
- assess and criticize academic research findings and theories, including the ability to make an argument using historical and contemporary evidence.
**Course Competencies**

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- **Identify key theoretical aspects of emotional intelligence.** Recognize and be able to communicate the following:
  - what it means to be “emotionally intelligent”
  - models of emotional intelligence and EI measuring tools
  - the six principles of emotional intelligence
  - the role and benefit of emotional intelligence in the workplace
  - areas where emotional intelligence can be developed
    - awareness of emotions in self and others
    - understanding emotions
    - use and management of emotions in ourselves and in others
  - the process by which changes are made to increase emotional intelligence
  - communicating in an emotionally intelligent way
  - building relationships using emotional intelligence skills and competencies

*Proficiency of knowledge gained in the above topics is assessed through three unit quizzes; development of blog contents and comments made on peer’s writing assignments.*

- **Assess one’s own EI competencies, recognize and use best practices in applying EI skills and competencies; address skill and competency areas that are most challenging and know how to leverage EI skills and competencies that are already strengths.**

*Skills gained to address the above areas are assessed through forum comments and completion of the three part course project.*

**Course Organization**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Orientation</th>
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<tbody>
<tr>
<td>Weeks 2 – 5</td>
<td>Unit I: Basis of EI</td>
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<tr>
<td>Weeks 6 - 11</td>
<td>Unit II: Developing EI</td>
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<tr>
<td>Weeks 12 – 14</td>
<td>Unit III: Using EI</td>
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**Requirements**

The course will include:

**Readings**

Students read textbook chapters, journal articles, and reports; watch instructor created videos and videos available on the Internet; and investigate information available on the Internet about emotional intelligence.

**Book Chapters**

Textbook ordering Information:

- The Emotionally Intelligent Manager
  - David R. Caruso, Peter Salovey
  - Publish date: 2004, Publisher: Jossey-Bass

- Emotional Intelligence at Work
  - Hendrie Weisinger
  - Publish date: 1998, Publisher: John Wiley & Sons
Other Resources
There are other reading resources used in the course: journal articles, excerpts from other books, and video/audio presentations. All resources named here will be available through links within the course shell.

Emotional Intelligent Assessment
Students are required to complete an online evaluation of their emotional intelligence prior to beginning their work on Course Project Part I. This assessment will require students to pay $7.95 online to the assessment administrator.

Assignments
Students are required to complete the following:

Quizzes (29% of total grade)
- **Unit Quizzes (3)**
  Through a study of required course text chapters and videos, material produced by The Consortium for Research on Emotional Intelligence in Organizations, popular professional articles, and high quality material available on the Internet, students gain a comprehensive understanding of emotional intelligence.
- **Course Orientation Quiz (1)**
  Students are required to study the syllabus, course grading document, and material on successful completion of this course online and take a quiz on the contents of these documents no later than the end of week 1.

Written Assignments
- **Course Project** (35% of final grade)
  The project is completed in three stages that correspond to the 3 course units. Following course project template and instructions each student completes and submits the following:

  **Part I: Emotional Intelligence: Understanding EI**
  **Completion of and Reflecting on EI Assessments:**
  Students complete, examine and discuss the results of 3 assessments: 2 self reports; one online assessment
  
  **EI Theory to Practice**
  Students apply knowledge gained in unit I when developing written responses to questions posed regarding the benefits of their EI strengths and the potential options for EI skill development.

  **Part II: Developing EI Skills and Competencies**
  **Journal Keeping:**
  Increasing Self Awareness: Feelings
  Requires students keep a diary for a *minimum* of 5 days and reflect on thoughts/behaviors associated with feelings.

  Managing Emotions: Conditioned Relaxation Response & Behavior Patterns
  Involves experimentation with conditioned relaxation techniques to gain more control of emotions. Students keep a diary that documents experimentation with the technique. A list of behaviors is created and a coworker (or valued evaluator if student is not working) offers an assessment of how the student reacts to certain feelings.

  **EI Theory to Practice**
  Students apply knowledge gained in unit II when developing written responses to questions posed regarding developing self awareness and emotional management skills/competencies.
Part III: Using EI and Making Changes

EI Plan
Students develop and substantiate a basic plan for: 1) developing needed EI skills/competencies and 2) leveraging high quality skills/competencies that already exist.

Self Directed Learning Readiness and Change
Students provide written responses to the 9 questions posed within the appropriate section of the chapter titled “How and Why Individuals are able to Develop Emotional Intelligence.” (Challenges and Paths to Your Readiness to Change).

• Blogging Assignments
  (Authoring content 21% of final grade; Making comments on peer writing assignments 15% of final grade)

Students develop 2 writing assignments to be uploaded into their learning community’s blog area.

Students develop comments on the material peers have developed after reflecting on both the content of the blog and course material.

Assignment #1: All students must complete an Introduction to ESI (Emotional-Social Intelligence) blog according to a template provided. (due by end of week 3)

Assignment #2: Each student will investigate a subtopic associated with one the following:

1. Developing EI in Ourselves –or – Developing EI in Others at Work (due end of week 8).
2. Managing Emotions in the Workplace (due end of week 9)
3. Relationship Building at Work (due end of week 12)

Commenting: Students will make a minimum of 1 comment on a peer’s assignment #1; and a minimum of 3 comments on 3 separate writing assignments associated with each of the 3 topical areas noted under assignment #2.

All comments must be available for grading by dates noted in the course calendar.

Policies and Procedures

Class Sessions and Assignment Due Date Information

• The course begins Thursday, September 6. Last assignment will be submitted on Wednesday, December 12.

• New units (or topic areas within a unit) begins on Thursdays with the exception of Week 12, which will begin on Wednesday. A weekly message will be sent to all students Thursday morning by 10 am Eastern Time. (The week 12 message will arrive by 10:00 am Wednesday, November 21.)

Reading weekly messages is a required activity. Students are responsible for the contents of weekly messages. Messages present timely information on course activities/assignments and content.

• The Course Orientation quiz may be taken anytime week 1.

• Unit quizzes are held at the conclusion of each of the three units. Quizzes area will be open on Thursdays 12:01 am – Sundays 11:59 pm on weeks 5, 11, & 14. Check calendar for exact dates.

Students are given a 4 day period to complete the exam, therefore, no make up exam will be given. Once a student logs into the exam area, the quiz must be completed in one sitting within a 1 hour period.
Course Project Part I is due by the end of week 5, Part II is due no later than end of week 11; and Part III is due no later than the end of week 14. All course project parts must be submitted by 11:59 pm on the stated due date. Check the calendar for the exact date.

Points and grades earned are available by using your gradebook course tool. Points, grades, and evaluative comments will be available by 9:00 pm on the dates indicated on the course calendar.

Course quizzes and project components must be completed and submitted by 11:59 pm ET on the due dates stated above and on the course calendar.

No late comments in the blog will be accepted for grading.

Late project components (Parts I, II, or III) will be accepted up to 24 hours (12:01 am to 11:59 pm) from the due date for a deduction of 15% of the points attributed to the assignment. The highest grade a student can receive when submitting a late project component is a B. An assignment will not be accepted after the 24 hour period. NO EXCEPTIONS.

Extra Credit
When students feel that they need extra points to increase a final grade, there are two options by which points can be obtained.

- Students can earn 5 extra credit points by completing an extra assignment in the Course Project Part II (self-awareness journal keeping).
- Students may request to submit an extra blog writing assignment to earn up to 20 extra credit points. Due date for extra credit writing assignment is week 13. Contact your instructor for details.

Email
Instructor's Email Checking Policy
Unless you receive advance notification, your instructor will check her email by 10:00 am ET on most workdays. (This excludes Saturday/Sunday and Thanksgiving Break.) If a student sends a comment or question, your instructor will answer the email within 24 hours.

Students Email Checking Policy
It is the responsibility of the student to check for incoming course related messages 2 times a week. Students receive at least 1 message a week via email. (on Thursdays.)

Email messages are ALWAYS sent to the student’s default email address for the course.

Forgetting or being unable to check your email is not an excuse.

Grading
A final grade is based on the point system below. Number of points for each course assessment is detailed in the following chart.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
</tr>
<tr>
<td>799 – 760</td>
<td>C+</td>
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<tr>
<td>599 and below</td>
<td>F</td>
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**Course Expectations**

**Self-Empowerment**

**Use of Technical Tools & Problem Solving**

It is each student’s responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

**Student Resources**

- Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

**Resources available in course:**

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within this course. (The document is linked on the left hand side of course, on the course home page, and available on the default page of document sharing.)

- Flash Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address). Links to videos are located

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<table>
<thead>
<tr>
<th>Item</th>
<th>Specifics</th>
<th>% of Total Grade</th>
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<tr>
<td><strong>Writing Assignments</strong></td>
<td><strong>Blog Assignments</strong>&lt;br&gt; #1: Introduction to ESI&lt;br&gt; Well developed paragraphs exhibiting critical thinking on the subject of emotional intelligence, high quality Internet search, completed basic introduction to peers, successfully uploaded in blog area&lt;br&gt; Worth 90 points&lt;br&gt; #2 Selected ESI Topics&lt;br&gt; Student will research and publish an overview on one of 3 topics:&lt;br&gt; Developing EI in Ourselves –or– Developing EI in Others at Work&lt;br&gt; Managing Emotions in the Workplace&lt;br&gt; Relationship Building at Work&lt;br&gt; Worth 120 points</td>
<td>56%</td>
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<tr>
<td><strong>Course Project</strong></td>
<td>Divided into three parts. Course project instructions indicate point worth for each part of the project. Worth a total of 350 points (35%)&lt;br&gt; Part I: 100 points; Part II: 130; Part III: 120 points</td>
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<td><strong>Peer- to- Peer Commenting</strong></td>
<td><strong>Commenting on Blog Contents</strong>&lt;br&gt; Students develop a minimum of 10 comments on peer writing assignments according to established due dates&lt;br&gt; See description of assignment for details. Worth 150 points (15 points apiece)</td>
<td>15%</td>
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<td><strong>Unit Quizzes</strong></td>
<td><strong>Three quizzes testing material addressed in each course unit</strong>&lt;br&gt; True/False; Multiple Choice; Short Answer and Essay Questions&lt;br&gt; Timed assessment taken online within the course shell.&lt;br&gt; Worth a total of 260 points; Quiz 1: 80 points; 2: 100 point; 3: 80 points</td>
<td>29%</td>
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<td><strong>1 Course Orientation Quiz</strong>&lt;br&gt; True/False and Multiple Choice questions&lt;br&gt; Worth 30 points</td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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on the home page of the course.

- First Steps Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Embrace the Opportunities of Online Learning

Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning.

Well designed and facilitated, online courses:
- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
- are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.
- expand resources for study beyond the resources in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.
- offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions and/or discuss course content and assignments.

Recognize Best Practices and Use Them to Achieve Success

General Information on Directions and Assignment Grading

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand exactly how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. Paying attention is in the student’s best interest.

An overview of best practices for the two most point bearing course assignments are provided below. Complete grading rubrics for these and all assignments are available under the link titled grading in the course.

Best Practices in Completing the Course Project

Completing the course project is worth 35% of a student’s final grade. There are three sets of criteria on which students are graded. Earning the highest number of points within the course project components requires following these best practices:

- **Content** (40% of points)
  Content is well developed:
  - Questions are thoroughly answered and content is appropriate for the topic of inquiry.
  - When required, citations are provided.
Knowledge gained and potential for knowledge/skills to influence future thoughts and behavior is well stated.

Reflection (40% of points)
Outstanding reflective skills:
- Answers indicate a high level of reflection and insight on topic.
- Critical thinking is evident.
- A strong desire to reflect on topics is evident.

Organization & Mechanics (20% of points)
Organization of content and expression of ideas/thoughts is outstanding:
- Writing is fluent and lively.
- All answers are presented in a professional manor: using appropriate grammar, sentence structure, and spelling.
- All ideas/thoughts are well communicated. Answers to all questions are concise/to the point.
- Engages in a high quality Internet search (when applicable).
- All instructions are followed when completing questions.

Weekly Schedule and Content

Reading and video/audio material below represent core material for the semester. Refer to weekly topic pages in course shell for a complete listing. Assignment due dates are listed in the course calendar.

Course Orientation

Week 1 9/6 – 9/12
Assignments: 1st Weekly Message; Required Reading/Video/PowerPoint on course home page;
Course Orientation Quiz
Course Process Reminder: Respond to instructor email (by 11:59 pm 9/12); Complete Course Orientation Quiz by 9/12

Week 1
Topic: Online Course Orientation

Reading and Audio/Video

Reading
1st weekly message (emailed to students + in document sharing-weekly messages folder)
Linked to Course Home Page:
- syllabus, calendar, course grading, Tips for Successful Online Learning

PowerPoint
- Critical and Creative Thinking

Video
Welcome and Course Overview – Professor Marsden

IMPORTANT! For technical assistance:
Locate resources for technical assistance and review: Tech FAQs, instructional videos for course tools

Assignment:
Course Orientation quiz (30 points)
**Week 2**

**Topic:** What is EI? Defining and Understanding Emotional and Social Intelligence

**Reading and Audio/Video**

Reading:

2nd Weekly Message – Emailed to students and placed in the weekly messages file in document sharing


Chapter 4: Investigating the Science Behind Emotional Intelligence, p. 43 - 59

EI at Work Case Studies:


Excerpt: Case study: p. 2 - 4.


Video

Introduction to Emotional Intelligence – Professor Marsden

Understanding the Concept of Emotional Intelligence – Professor Cherniss

Video and Audio Options

(selection of researchers and theorists discuss various EI related concepts)

Richard Boyatzis, David Caruso; Daniel Goleman, Peter Salovey, Reuven Bar-On

Links available in course shell.

**Assignment:** Work on development of writing assignment #1.

**Week 3**

**Topics:** EI and Work; Measuring EI

**Reading and Audio/Video Assignments**

Reading:

3rd Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Peer Introduction Surveys uploaded into student assigned learning community folder

(Student are assigned to either groups A, B or C)


Chapter 1 - Emotions and Reasoning at Work, p. 3 – 23

PowerPoint:

- Unit I: The Basis for Emotional Intelligence
  - Weeks 2-5: 9/13 – 10/10
  - Assignments: 2nd – 5th Weekly Messages; Required Reading/video/audioPOWERPoint on week pages 2 – 5.
  - Complete Blog writing assignment #1/comment on blog contents; Unit I Quiz; Course Project Part I
  - **Course Process Reminders:** Read all directions for assignments thoroughly. Contact the instructor if you have questions! Complete EI assessments with the intention to accurately gauging EI skills and competencies.
Measuring EI – Professor Marsden

Audio/Video:
- Week 3 Content Overview – Professor Marsden

Assignment: Writing assignment #1 due; Work on appropriate components of Course Project (due end of week 5)

Week 4
Topics:
The Benefit of Learning Social-Emotional Skills: Educational System to the Workplace

Reading and Audio/Video Assignments
Students
- Reading:
  - 4th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

- Website Investigation (Recommended – Not Required)
  - (Collaborative that works to advance the science and evidence-based practice of social and emotional learning (SEL).

- Video:
  - Selling SEL: An Interview with Daniel Goleman
  - Daniel Goleman speaks on the value of social and emotional learning

Employees & Organizations
- Reading:

- PowerPoint Presentation
  - Section on researched outcomes associated with EI in the workplace

Assignment: Comment on writing assignment #1 (due this week); work on appropriate components of Course Project (due end of week 5)

Week 5
Topics: Unit I Quiz & Course Project Part I
- Reading:
  - 5th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
  - Best Practices in Preparing for and Completing a Quiz – Quiz home page in course shell

- Audio/Video:
  - Week 5 Course Process Overview – Professor Marsden

Assignments: Unit I Quiz (80 points); Course Project Part I (100 points)
- For Course Project Part I Component – used weeks 2 - 5
  - Reading:
    - Project Part I Development Instructions, Course Project home page
      - Chapter 2 – Assessing Your Emotional Intelligence

- Webwork:
  - Consortium for Research on Emotional Intelligence in Organizations
  - Explore emotional Intelligence Assessments: MSCEIT, ECII/ECII 360, and EQ-i
    - http://www.eiconsortium.org/measures/measures.html

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Emotional Intelligence Assessment
< http://queendom.com/tests/access_page/index.htm?idRegTest=1121 >

PowerPoint:
Below are instructor generated:
Best Practices in Completing Course Project Part I
Taking EI Assessment

Unit II: Developing EI Skills and Competences

**Week 6**
Topic: Using Emotions at Work

**Reading and Audio/Video Assignments**

Reading
6th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
Chapter 4 – Get in the Mood, Using Emotions, p. 41 – 51

Video
Introduction to Unit II – Professor Marsden
EI Topics We Usually Don’t Understand – Professor Marsden

**Assignment:** Work on appropriate sections of Course Project, Part II (due week 11)

**Week 7**
Topic: Increasing Self Awareness

**Reading and Audio/Video Assignments**

Reading
7th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
Part One: Increasing Your Emotional Intelligence, p. 1-2
Chapter 1: Developing High Self Awareness, p. 3 – 25
Chapter 3 – Read People: Identifying Emotions, p. 33 – 40

PowerPoint
Methods for Increasing Awareness of Self and Others
Assignment: Work on appropriate sections of Course Project, Part II (due week 11); Writing assignment #2 if in group selected to develop an overview on this topic (due week 8)

Week 8
Topic: Increasing Awareness of Others

Reading and Audio/Video Assignments

Reading
8th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
Excerpt of Chapter 7 – Understanding Empathy, p. 95 - 99

Video
Is Emotional Intelligence Universal Across Cultures? – Daniel Goleman (Hay Group website)

Assignments: Writing assignment due; Work on appropriate sections of Course Project, Part II (due week 11)

Weeks 9 - 10
Topic: Managing Emotions

Reading and Audio/Video Assignments

Reading
9th & 10th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
Chapter 2 – Managing Your Emotions, p. 27 – 60
Chapter 6 – Helping Others Help Themselves, p. 183 - 212
Chapter 8 – Managing Other People’s Emotions, p. 111- 123
Chapter 6 – Do It with Feeling: Managing Emotions, p. 62 - 73

Video
Regulating the Emotions of Others – Professor Cherniss
Competencies Necessary to Regulate the Emotions of Others - Professor Cherniss

Assignments: Make comments on writing assignment;(week 10) Work on appropriate sections of Course Project, Part II (due week 11)

Week 11
Topics: Unit II Quiz & Course Project Part II
Reading:
11th Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Assignments: Unit II Quiz (100 points); Course Project Part II (130 points)

For Course Project Part II Component – used weeks 6 - 11
Reading:
Project Part II Development Instructions, Course Project home page
Unit III: Using Emotional Intelligence Skills and Competences

Weeks 12 - 14 11/21 – 12/12
Assignments: 12th – 14th Weekly Messages; Required Reading/video/audio on week pages 12 - 14; Writing assignment #2 (if in group selected to develop an overview on this topic), commenting on writing assignment content; Unit III Quiz; Course Project Part III
Course Process Reminder: Week 12 is split by Thanksgiving break; Week 14 is an abbreviated week.

Week 12
Topic: Communication at Work
CHECK CALENDAR! This week begins one day early and is split by Thanksgiving break.

Reading and Audio/Video Assignments

Reading
12th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Chapter 4 – Developing Effective Communication Skills, p. 107 – 150


Video
Introduction to Unit III – Professor Marsden
EI and 21st Century Communication – Professor Cherniss

Assignment: Writing assignment #2 due; Work on appropriate sections of Course Project, Part III (due week 14)

Week 13
Topic: Relationship Building at Work

Reading and Audio/Video Assignments

Reading
13th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Chapter 5 – Developing Interpersonal Expertise, p. 151 – 182

Assignments: Make comments on writing assignments; Work on appropriate sections of Course Project, Part III (due week 14 – Monday, December 13)

Week 14
Topics: Unit III Quiz & Course Project Part III

Reading:
14th (and last!) Weekly Message – Emailed to students and placed in the weekly messages file in document sharing
For Course Project Part III Component –used weeks 12 - 14

Reading:

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PowerPoints:
- Primer to Making Changes to Increase Emotional Intelligence (companion piece to Boyatzis reading)
- Best Practices in Creating an EI Development Plan
- Revisiting EI Change Making Strategies

**Assignments**: Unit III Quiz (80 points); Course Project Part III (120 points)