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This course uses VoiceThread for sharing thoughts and opinions on course topics with fellow learning community members. Students need to 1) own a headphone and mike set ; 2) or – be able to record voice and video from one’s PC or laptop; 3) or – purchase VT minutes so that you can speak into your phone and your work will be saved to upload into a VoiceThread area.

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Description

This course focuses on emotional intelligence (EI) and emotional and social intelligence (ESI) theories in relation to understanding, developing, and leveraging EI in the workplace. It highlights methods that are used to create positive and productive worksite conditions and support individual employee success. Using strategies presented through both the ability and emotional-social competence models, students are taught leadership skills necessary in today’s diverse organizational environment.

The EIW course is part of the SMLR Diversity and Inclusion Certificate Program.

Course Objectives

Course material and assignments provide opportunities to:

- Recognize the differences in the EI theories that are regularly applied in workplace initiatives.
- Understand: the basic definitions, concerns and misunderstandings associated with emotional intelligence (EI) emotional-social intelligence (ESI); how emotions work to influence thought and behavior; and how EI and ESI is learned and developed
- Identify : research based benefits of developing and leveraging EI/ESI in the workplace for the employee and the organization; training initiatives used to support development and use of

employee EI/ESI.

- Learn about and engage in assessments that are regularly applied as an organizational tool to identify the EI abilities and ES competencies of employees and leaders.
- Learn best practices in developing/leveraging EI abilities: awareness of self and others, using and understanding emotions, and emotional management.
- Gain ESI skills to strengthen leadership capacity in worksite communication and relationship building.

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 and practical applications of EI abilities and ESI competencies as they relate to the workplace.
- Recognize and leverage one's own EI abilities and ESI competencies in the workplace for professional success and as a potential organizational leader.
- Create an actionable plan to address self and/or assessment identified abilities and competencies that could be improved.

Course Organization

Week 1 Course Orientation

Weeks 2 – 6 Part I: EI Theory & Practice

Weeks 7 - 11 Part II: Developing & Using EI Abilities and Competencies

Weeks 12 – 14 Part III: EI Leadership at Work

Requirements

The course will include:

Readings

Focusing on EI and ESI, students read textbook chapters, journal articles and reports; watch instructor created videos and interviews with leading EI/ESI theorists; and investigate material available on the Internet.

Required Texts:

Students are required to purchase the following two texts:

Caruso, D. R. and Salovey P. (2004). *The Emotionally Intelligent Manager*. Jossey-Bass, San Francisco CA.

Weisinger, H. (1998). *Emotional Intelligence at Work*. John Wiley & Sons, San Francisco, CA.

Excerpts from other texts are available within the course shell, see weekly reading assignments at the end of this syllabus.

Emotional Intelligent Assessments

Students are required to engage in a formal EI evaluation using the MSCEIT. If desired, students are also allowed to be evaluated by the ESCI.

MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)

ESCI (Emotional Social Competency Inventory)

The MSCEIT is an EI ability test that is taken in one sitting online.

The ESCI is an online competency test that involves two stages. First the student takes the online assessment. Next selected workplace representatives engage in a 360 evaluation. The ESCI scores involve not only the student's self rating but also the evaluation by personnel at their workplace. Choosing the ESCI requires students to choose and engage at least 2 co-workers and/or supervisors in the evaluation process.

Assignments

Students are required to complete the following:

- **Writing Assignments** (60% of final grade)

Following writing assignment templates and instructions each student completes and submits the following:

#1 EI Theory and Assessments (135 points – due week 6)

Section I: Completion of and Reflection on EI Assessment: Students complete, examine and discuss the process of assessment; MSCEIT (and if selected, the ESCI 360); and 2 self-reports

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.

Section II: EI Models and Assessments: Using knowledge of the EI assessments regularly used in the workplace, students discuss the differences between the assessments and the theoretical models that support the assessments.

#2 EI Research Briefing (300 points – due any time before or by 11:59 pm on the last day of week 6)

This assignment can be submitted by an individual student or a two student team.

Using a list of recommended research articles on a variety of aspects of EI theory and practice as well as locating research articles online through the Rutgers Library system, students choose 4 research articles to discuss: topic being investigated, results of the research, and the potential for use of findings in the workplace.

#3 Awareness and Management of Emotions Exercises (115 points – due week 10)

Section I: Self-Awareness: students to keep a diary for a *minimum* of 5 days and reflect on thoughts/behaviors associated with emotions experienced during diary keeping period.

Connect reflections on activity noted above to awareness of emotions course content.

Section II: Managing Emotions: Conditioned Relaxation Response

Involves experimentation with conditioned relaxation techniques to gain more control of emotions. Students keep a diary that documents experimentation with the technique.

Students identify and discuss their knowledge of key concepts; present strategies of importance as strategies are associated with student's developmental needs.

#4 Readiness for Change and EI Plan (150 points – due week 13)

Section I: Self Directed Learning Readiness and Change

Students provide written responses to 4 of 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); discuss understanding of key concepts presented in document.

Section II: Plan for Change

Reflecting on abilities and competencies identified through the assessment process (Writing Assignment #1: EI Assessment Reflection) and material discussed throughout the semester, students develop and substantiate a basic plan for: developing/strengthening needed EI skills/competencies; leveraging high quality skills/competencies that already exist.

- **Voice Thread (VT) Forums** (Worth 30% of final grade)

Why Are Forums Important?

- 1) VT Forums require engagement in course material. A more engaged student will retain information and also make meaning out of the material being investigated.
- 2) Students can communicate their insights and thoughts pertaining to a particular topic, as well as learn from one another in the process.
- 3) The content of what a student chooses to share within a VT forum is a means for the instructor to identify whether or not a student comprehends required reading and /video assignments.

Forum Requirements, Topics, and Timing within Semester

There are seven VT forums that are held throughout the semester. Students must participate in 5 out of the 7 forums. See below in red: VT #1 is mandatory. Students can choose to participate in selected forums 2 – 7.

Each forum area involves multiple comment areas. Students are expected to engage in all areas of a forum during the week the forum is open.

Forums open on Thursdays (12:01 am) and close on Tuesdays (11:59 pm). Missed Forum work cannot be "made-up."

Additional information on VT forum participation and grading is available through material available in the course shell.

Mandatory Participation

VT Forum #1 Topics (week 1 – worth 50 points)

Area 1 EI Abilities, Competencies and the Workplace

(Bill, Yuki, Russell, Marcy, Jerry and the Flight Attendant)
Area 2 The Benefit and Outcome of Self Assessments

Students Must Participate in 2 of the following 3 Forums

VT Forum #2 Topics (week 2 – worth 50 points)

Area 1 Perspectives on The Science and History of EI/ESI
Area 2 The Business of Emotional Intelligence

VT Forum #3 Topics (week 3 – worth 50 points)

Area 1 How Emotions Work
Area 2 Developing EI Abilities and Competencies

VT Forum #4 Topics (week 5 – worth 50 points)

Area 1 Workforce Diversity and EI in the Workplace
Area 2 Increasing Employee Skills & Competencies

Students must participate in 2 out of the following 3 forums.

VT Forum #5 Topics (week 9 – worth 75 points)

Area 1 Workplace Leadership: Using and Understanding Emotions
Area 2 Empathy
Area 3 Moods

VT Forum #6 Topics (week 12 – 75 points)

Area 1 Managing Other People's Emotions
(Jack, Henry, Helen and Dan, Charles and Erik, Jeff and Rick)
Area 2 Relationship Building at Work
Area 3 Interpersonal Expertise Concepts

VT Forum #7 Topics (week 13 – 75 points)

Area 1 EI/ESI and Communication at Work
Area 2 EI/ESI and Teams
Area 3 The Future of EI/ESI in the Workplace

Policies and Procedures

Class Sessions and Assignment Due Date Information

- The course begins **Wednesday, September 3**. Last assignment will be submitted on **Tuesday, December 9**.
- **Wednesdays** are the beginning of each course week. A weekly message will be sent to all students Wednesday morning – by 10 am Eastern Time. 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.
- **Use the course calendar** to identify all assignment due dates and graded assignment return dates. The calendar is available as a link under course home and uploaded into document sharing.
- **Writing assignments** will be accepted up to **24 hours late (12:01 am – 11:49 pm) for a 10% penalty**. Writing assignments submitted **after the 24 hour late period will not be accepted**.

Things happen. When you don't have to attend a class session in person, it's easy to let a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time. Because “things happen” it's a best practice not to wait until the last minute to take the quiz, submit a comment in a forum, or upload a writing assignment.

Contact the 24/7 toll free helpdesk 877-778-8437 – or - send an email to the helpdesk help@ecollege.rutgers.edu if you experience any technical problems that prohibit you from completing an assignment. Technical problems are not a valid excuse for missing a due date.

Plan ahead if you'll be unable to complete an assignment on time. You may need to submit the assignment earlier than the posted due date.

Extra Credit

When students feel that they need extra points to increase a final grade, there are three options by which points can be obtained. These options are available at specific times throughout the semester. No extra credit assignment will be offered at the end of the semester.

- Students can earn 5 extra credit points by completing an extra assignment associated with Writing Assignment #3 (self-awareness journal keeping).
- Students who volunteer to share their MSCEIT and or ESCI 360 feedback report will earn 10 extra credit points.
- Student who volunteer to also take the ESCI 360 assessment (involves assessment from at least 3 coworkers) will earn 10 extra credit points.
- Students who make more than 1 comment in each forum area within a particular forum will earn 4 points per forum. (Up to 32 extra credit points available.)

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, holidays, 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 at least 2 times a week. Students receive at least 1 message a week via email (on Wednesday mornings.)

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.

1000 – 900 Points = A	799 – 760 Points = C+	699 – 600 Points = D
859 - 800 Points = B	759 – 700 Points = C	599 Points and below = F
899 - 860 Points = B+		

Item	Specifics	% of Total Grade
Writing Assignments	<p>4 Writing Assignments Addressing Topics in Course Unit I: Assignment #1 (135 points); #2 (300 points); Unit II: Assignments # 3 (115 points); Unit III: Assignment #4 (150 Points) Worth a total of 700 points (70%)</p>	70%
Voice Thread (Forums)	<p>7 VoiceThread Forums <i>(Must participate in 5)</i> Total points available through forum work: 300 points</p>	30%
	Total	100%

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:

- Flash Videos on the Using Course Tools Page – Offer visual demonstrations of how to use each course tool (example: Voice Threads, dropbox, document sharing, and changing default email address.

Resources Available Outside the Course:

- Pearson Learning Studio platform help desk
Toll free hotline - 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)
- Local helpdesk: Rutgers Center for Online and Hybrid Learning and Instructional Technologies (COHLIT) **Email: help@college.rutgers.edu**
Call: M – F: 9:00 am – 6:00 pm 848-932-4702

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 with course materials 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 strong connection

with the material.

- expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.
- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities from peers.
- 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. Your instructor is readily available to answer questions and/or discuss course content and assignments.

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this course it is an expectation that students will:

- Communicate clearly, authentically, and maintain a content-oriented focus when making Voice Thread comments.
- Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers. “flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion when there is a disagreement - has point deducting consequences.

Recognize Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment. In addition, assignment 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.

Weekly Schedule and Content

Reading and video 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.

Part I:

EI Theory & Practice

Developing an Accurate Perspective

Week 1

Topic: Course Orientation

Reading

1st weekly message (emailed to students + in document sharing-weekly messages folder)

All material linked to course home page:

Syllabus, Calendar, and all of the "About" pages (Meeting Course Expectations; Voice Thread Forums; Assessments)

Video

Welcome and Course Overview – Professor Marsden

Topic: Sampling Emotional Intelligence

Webwork:

Peruse several sections of the website Consortium for Research on Emotional Intelligence in Organizations, Rutgers University, < <http://www.eiconsortium.org/> >

Reading

EI at Work Case Studies:

The Emotionally Intelligent Manager Text

Excerpt: Chapter 12 –Managing You: Applying Your Emotional Intelligence Skills , p. 160 – 171.

Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books, New York, NY. Excerpt: Case study: p. 23 - 24.

Mayer, J. D., & Caruso, D. R. (2002). The Effective Leader: Understanding and Applying Emotional Intelligence. *Ivey Business Journal*, 67.

Excerpt: p. 2 - 4.

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:

Submit biographical information to instructor

Learn how to use VT Forums; VT Forum #1

Week 2

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

Topic: Science and History of Emotional Intelligence

Videos

The History and Use of Emotional Intelligence Part I and Part II – Professor Marsden

Understanding the Concept of Emotional Intelligence – Professor Cherniss

Reading

Cherniss C (2010). Emotional Intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology*, 3(1), 110 – 126.

Recommended

Cherniss C (2010). Emotional Intelligence: New Insights and Further Clarifications. *Industrial and Organizational Psychology*, 3(2), 183 – 191.

Webwork:

2 EI Organizational consulting/workplace training/EI Assessment service websites.

Recommended: Six Seconds, Hay Group, MHS (links provided in course shell)

Assignment:

VT Forum #2

Identify the tool to be used for EI assessment (Just MSCEIT - or – MSCEIT and ESCI 360 – If you choose to be evaluated by the ESCI along with the MSCEIT, list evaluators)

Begin Writing Assignment #2

Week 3

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

Topic: How Emotions Work

Reading:

The Emotionally Intelligent Manager Text

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

Goleman, D. (2011). *The Brain and Emotional Intelligence: New Insights*. More Than Sound, Northampton, MA.

Excerpts:

The Social Brain, p. 54 – 57.

The Social Brain Online, p. 58 – 60.

Hughes, M., Terrell, J. B (2007). *The Emotionally Intelligent Team*, Jossey-Bass, San Francisco CA.

Excerpt: What Are Emotions?, p. 20 -21.

Videos:

How Emotions Work – Professor Marsden

The Brain and ESI – Daniel Goleman (YouTube)

Topic: Developing EI Abilities & Competencies

Reading:

The Emotionally Intelligent Manager Text

Chapter 2 – An Emotional Blueprint, p.24 - 30

Goleman, D. (2011). *The Brain and Emotional Intelligence: New Insights*. More Than Sound, Northampton, MA.

Excerpts:

Developing Emotional Intelligence, p. 68 – 70.

Social Emotional Learning, p. 71 – 73.

Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books, New York, NY.

Excerpt: p. 241 – 245

Recommended

About learning EI competencies

Kotsou, I., Nelis, D., Gregoire, J., & Mikolajczak, M. (2011). Emotional plasticity: Conditions and Effects of Improving Emotional Competence in Adulthood. *Journal of Applied Psychology*, 96(4), 827-839.

NOTE: Introduction, Discussion and Conditions of EC Improvement sections of this article.

About learning EI on the organizational level

Lindebaum, D. (2009). Rhetoric or Remedy? A Critique on Developing Emotional Intelligence. *Academy of Management Learning & Education*, 8(2), 225-237.

About the brain and learning ESI

Goleman D, & Boyatzis R. (2008). Social Intelligence and the Biology of Leadership. *Harvard Business Review*, 86(9), 74 – 81.

Videos:

Learning EI Competencies vs Intellectual Learning – Professor Cherniss

Making Change: How to Improve Your EI (4:30 minutes) - Daniel Goleman

Assignment: VT Forum #3

Week 4

4th Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Topic: Assessing EI

Reading:

Stein, S. J. (2009). *Emotional Intelligence for Dummies*, John Wiley & Sons, Mississauga, Ontario, Canada.

Chapter 4: Investigating the Science Behind Emotional Intelligence, p. 49 – 57.

Excerpts:

Understand How EQ Tests Work, p. 49 – 54.

Understand How EQ Tests Work Compared to Personality Tests, p. 54 – 55.

Recommended

Cote, S. (2010). Taking the "Intelligence" in Emotional Intelligence Seriously. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(2), 127-130.

Webwork: Consortium for Research on Emotional Intelligence in Organizations, Measurements
Section: MSCEIT, ESCI, EQ-I

PowerPoint:

Measuring EI – Professor Marsden

Assignments:

Complete chosen EI assessments and Review Results; Extra Credit VT Forum
Begin Writing Assignment #1

Week 5.

5th Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Topic: Benefit of EI in the Workplace

Reading:

Freedman, J. & Everett, T. (2008). *The Business Case for Emotional Intelligence*, Six Seconds.
p. 10 -22.

Zeidner, M., Matthews, G., Roberts, R.D. (2009). What We Know About Emotional Intelligence, Massachusetts Institute of Technology, Cambridge, MA.

Excerpt: Chapter 9: Work and Emotional Intelligence

Chapter Introduction, p. 253 – 255

Recommended:

Practical Utility of EI at Work, and Job Satisfaction p. 259 – 266.

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpt: The Power of Emotions in Dealing with Diversity, p. 3 – 7.

Topic: Training for Development of EI

Reading:

Cherniss, C., Goleman, D. (2001). *The Emotionally Intelligent Workplace*, Jossey-Bass, San Francisco, CA.

Excerpt: Chapter 9: Training for Emotional Intelligence, p. 209 – 233.

Zeidner, M., Matthews, G., Roberts, R.D. (2009). What We Know About Emotional Intelligence, Massachusetts Institute of Technology, Cambridge, MA.

Excerpt: Chapter 9: Work and Emotional Intelligence

Training EI Competencies in the Workplace, p. 272 – 277.

Recommended

Ciarrocho, J. & Mayer, J. D. (2007). *Applying Emotional Intelligence*, Psychology Press, New York, NY.

Excerpt: Chapter 6: The Key Ingredients of Emotional Intelligence Interventions: Similarities and Differences, 144 – 155.

Cherniss, C., Grimm, L., & Liautaud, J. P. (2010). Process-designed training: A new approach for helping leaders develop emotional and social competence. *Journal of Management Development*, 29, 413-431.

Videos:

Update on Successful Training Initiatives in the Workplace – Professor Cherniss
The Ingredients of Effective Intervention in the Workplace – Professor Cherniss

Assignment:

VT Forum # 4

Work on Writing Assignment #1 and #2

Week 6

Assignment: DUE: Written Assignment #1: EI/ESI Theory and Assessments (135 Points); Writing Assignment #2: EI Research Briefing (300 points)

Part II

Developing & Using EI Abilities and Competencies

Weeks 7 - 8

7th – 8th Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Topic: Increasing Awareness of Self and Others

Reading

Self:

Emotional Intelligence at Work Text

Part One: Increasing Your Emotional Intelligence, p. 1-2

Chapter 1: Developing High Self Awareness, p. 3 – 25

Others:

The Emotionally Intelligent Manager Text

Chapter 3 – Read People: Identifying Emotions, p. 33 – 40

Chapter 8 – Read People Correctly: Improving Your Ability to Identify Emotions, p. 83 – 99

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpts: Intercultural Literacy-Reading Others Accurately, p. 97 – 104.

Video

Emotional Awareness – Professor Marsden

Assignments: Develop section I of Writing Assignment #3

Week 9

9th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Video

EI Topics We Usually Don't Understand – Professor Marsden

Topics: Using Emotions Effectively & Empathy

Reading

The Emotionally Intelligent Manager Text

Chapter 4 – Get in the Mood, Using Emotions, p. 41 – 51

Chapter 9 – Get in the Right Mood: Improving Your Ability to Use Emotions, p. 100 – 114.

Goleman, D. (2011). *The Brain and Emotional Intelligence: New Insights*. More Than Sound, Northampton, MA.

Excerpt:

The Varieties of Empathy, p. 61 – 63.

Stein, S. J. (2009). *Emotional Intelligence for Dummies*, John Wiley & Sons, Mississauga, Ontario, Canada.

Excerpt of Chapter 7 – Understanding Empathy, p. 95 – 99

Videos

Using Emotions to Your Benefit in the Workplace – Professor Marsden

Empathy, Emotional Abilities and Competencies – Professor Marsden

Topic: Understanding Emotions Effectively

Reading

The Emotionally Intelligent Manager Text

Chapter 5 – Predict the Emotional Future: Understanding Emotions, p. 52 – 61.

Chapter 10 – Predict the Emotional Future Accurately: Improving Your Ability to Understand Emotions, p. 115 – 133.

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpts: Intercultural Literacy- Transcending Your Own Perspective and Showing Empathy, p. 120 – 123.

Video

Understanding Emotions at Work – Professor Marsden

Assignment: VT Forum 5

Week 10

Topic: Managing Emotions: Self

Video

Learning Managing Emotion Skills – Professor Marsden

Reading

10th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Self:

Weisinger, H. (1998). *Emotional Intelligence at Work*. John Wiley & Sons, San Francisco, CA.

Chapter 2 – Managing Your Emotions, p. 27 – 60

Caruso, D.R. and Salovey, P. (2004). *The Emotionally Intelligent Manager*, Jossey-Bass, San Francisco CA.

Chapter 6 – Do It with Feeling: Managing Emotions, p. 62 – 73

Chapter 1 - Do It With Smart Feelings: Improving Your Ability to Manage Emotions, p. 134 – 156.

Assignments: Work on section II in Writing Assignment #3. Writing Assignment #3 due.

Week 11

Topic: Making Changes

Reading

Boyatzis, R.E. (2001). How and Why Individuals are able to Develop Emotional Intelligence in *The Emotionally Intelligent Workplace*, Cherniss, C. and Goleman, D. (eds). Jossey-Bass, San Francisco, CA.

Excerpt: Why Would People Want to Change?; 1. Deciding Who I Am and Who I Want to Be (exploring Real Self and Ideal Self); 2. Balance between Preservation and Adaptation; 3. The Decision to Change; 4. The Decision to Act
p. 239 – 252.

Website

Consortium for Research on Emotional Intelligence in Organizations

Also authored by Boyatzis: Unleashing the Power of Self Directed Learning

Assignment: Work on Section I: Self Directed Learning Readiness and Change of writing assignment #4

Part III
EI Leadership at Work

Video – Part III Overview – Professor Marsden

Week 12

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

Topic: Managing Other's Emotions

Reading

The Emotionally Intelligent Manager Text
Chapter 13 –Managing Others: Applying EI Skills with Others, p. 173 – 193

Recommended

Stein, S. J. (2009). *Emotional Intelligence for Dummies*, John Wiley & Sons, Mississauga, Ontario, Canada.

Chapter 8 – Managing Other People’s Emotions, p. 111- 123

Video

Regulating the Emotions of Others – Professor Cherniss

Competencies Necessary to Regulate the Emotions of Others - Professor Cherniss

Topic: Relationship Building at Work

Reading

Emotional Intelligence at Work Text

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

Chapter 6 – Helping Others Help Themselves, p. 183 - 212

Video

Competencies Involved in Interpersonal Expertise – Professor Marsden

Assignment: VT Forum #6

Week 13

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

Topic: Leadership, EI and Teams

Reading

Troth, A. C., Jordan, P. J., Lawrence, S. A, Tse, H. H.M. (2012). A Multilevel Model of Emotional Skills, Communication Performance, and Task Performance in Teams. *Journal of Organizational Behavior*, 33(5), 770-722.

Sections: Introduction, Emotional Skills, Team Emotional Skills, Emotional Skills and Communication at the Individual Level, Emotional Skills and Task Performance at the Team Level, Emotional Skills and Performance Cross-Level Relationships, p. 700 – 707.

Koman, E. S., & Wolff, S. B. (2008). Emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on team performance. *Journal of Management Development*, 27(1), 55-75.

Sections: Introduction, Definitions; Defining Emotional Intelligence at the Team Level; The Relation Between Team Leader EI and Group EI; EI and Teams, p. 56 – 60.

Recommended

Zampetakis, L. A., & Moustakis, V. (2011). Managers' Trait Emotional Intelligence and Group Outcomes: The case of Group Job Satisfaction. *Small Group Research*, 42(1), 77-102.

Sections: Introduction, Theoretical Background and Hypotheses (Managers' Trait and Group JS; Group Evaluative Judgment of Managers' Trait EI, p. 77 – 83.

Topic: Communication at Work

Reading

Weisinger, H. (1998). *Emotional Intelligence at Work*. John Wiley & Sons, San Francisco, CA.

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

Video

Communication and EI - Professor Marsden

EI and 21st Century Communication – Professor Cherniss

Assignment: VT Forum # 7; Writing Assignment #4: Change and EI Plan

Week 14

14th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing (last day of classes)