Emotional Intelligence in the Workplace
38:578:511

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NOTE:
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.

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:


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 also 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** (70% of final grade)
  Following writing assignment templates and instructions each student completes and submits the following:

  #1 **El 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: El 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 **El 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**

*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 submit a comment in a forum or upload a writing assignment.

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

- The course begins **Wednesday, January 20.** Last assignment will be submitted on **Monday, May 2.**

- **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**.

**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 5 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+
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:

- Refer to the About Course Tools pages for written and video information on commonly used course tools.

Resources Available Outside the Course:

- Access Pearson Learning Studio platform help desk and our local Rutgers helpdesk by using the phone and email information provided on the 1st page of the syllabus.

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

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


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


*Recommended*

NOTE: Recommended week 2 – required week 5.

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

Excerpts:
The Social Brain, p. 54 – 57.
The Social Brain Online, p. 58 – 60.


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

   Excerpts:
   Developing Emotional Intelligence, p. 68 – 70.
   Social Emotional Learning, p. 71 – 73.

   Excerpt: p. 241 – 245

*Recommended*

*About learning EI competencies*


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

*About learning EI on the organizational level*


*About the brain and learning ESI*


*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:**

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

*Recommended*

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:

      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.


**Topic: Training for Development of EI**
Reading:

      Excerpt: Chapter 9: Work and Emotional Intelligence
      Training EI Competencies in the Workplace, p. 272 – 277.

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

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

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

Excerpt:
The Varieties of Empathy, p. 61 – 63.

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

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

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

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


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

Recommended

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**
  - 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**
  - 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**
  - 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)

Assignment: Writing Assignment #4: Change and EI Plan