

**Instructor**

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**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

Week 1	Course Orientation
Weeks 2 – 5	Unit I: Basis of EI
Weeks 6 - 11	Unit II: Developing EI
Weeks 12 – 14	Unit III: Using EI

## 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.

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 a quiz, submit a comment in a forum, or upload an assignment.

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 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.

1000 – 900 Points = A      799 – 760 Points = C+      599 and below = F

899 - 860 Points = B+      759 – 700 Points = C  
 859 - 800 Points = B      699 - 600 Points = D

Item	Specifics	% of Total Grade
<p align="center"><b>Writing Assignments</b></p>	<p align="center"><b>Blog Assignments</b></p> <p align="center"><b>#1: Introduction to ESI</b></p> <p>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 Worth:90 points</p> <p align="center"><b>#2 Selected ESI Topics</b></p> <p>Student will research and publish an overview on one of 3 topics:            Developing EI in Ourselves –or – Developing EI in Others at Work            Managing Emotions in the Workplace            Relationship Building at Work            Worth 120 points</p> <p align="center"><b>Course Project</b></p> <p>Divided into three parts. Course project instructions indicate point worth for each part of the project. Worth a total of 350 points (35%)            Part I: 100 points; Part II: 130; Part III: 120 points</p>	<p align="center">56%</p>
<p align="center"><b>Peer- to- Peer Commenting</b></p>	<p align="center"><b>Commenting on Blog Contents</b></p> <p>Students develop a <u>minimum</u> of 10 comments on peer writing assignments according to established due dates            See description of assignment for details. Worth 150 points (15 points apiece)</p>	<p align="center">15%</p>
<p align="center"><b>Unit Quizzes</b></p>	<p align="center"><b>Three quizzes testing material addressed in each course unit</b></p> <p>True/False; Multiple Choice; Short Answer and Essay Questions            Timed assessment taken online within the course shell.            Worth a total of <b>260 points; Quiz 1: 80 points; 2: 100 point; 3: 80 points</b></p> <p align="center"><b>1 Course Orientation Quiz</b></p> <p>True/False and Multiple Choice questions            Worth <b>30 points</b></p>	<p align="center">29%</p>
<b>Total</b>		<b>100%</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:

- 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

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:** 1<sup>st</sup> 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

1<sup>st</sup> 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)

## Unit I: The Basis for Emotional Intelligence

**Weeks 2- 5** 9/13 – 10/10

**Assignments:** 2<sup>nd</sup> – 5<sup>th</sup> Weekly Messages; Required Reading/video/audio/PowerPoint 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.

### Week 2

Topic:

What is EI? Defining and Understanding Emotional and Social Intelligence

#### Reading and Audio/Video

Reading:

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

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

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

EI at Work Case Studies:

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

Excerpt: Case study: p. 2 - 4.

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

Excerpt: Case study: p. 23 - 24.

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:

3<sup>rd</sup> 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)

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

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

PowerPoint:

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

4<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Vandervoort, Debra J. (2006). Importance of Emotional Intelligence in Higher Education, *Current Psychology Developmental, Learning, Personality, Social*, 25(1), p. 4 – 7.

Website Investigation (Recommended – Not Required)

Collaborative for Academic, Social and Emotional Learning - <http://www.casel.org/>  
(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:

Laff, Michael (2008). Emotional Notions, *T & D*, 62(2), p. 12 -13

Freedman, J. (2010). *2010 Workplace Issues Report*, Six Seconds, p. 2 -15.

PowerPoint Presentation

Keynote Presentation Slides: EI in Higher Education (2007) – Cary Cherniss  
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:

5<sup>th</sup> 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

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

Chapter 2 – Assessing Your Emotional Intelligence

Webwork:

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

Emotional Intelligence Assessment

< [http://queendom.com/tests/access\\_page/index.htm?idRegTest=1121](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

**Weeks** 6 - 11                      10/11 – 11/20

**Assignments:** 6<sup>th</sup> – 11<sup>th</sup> Weekly Messages; Required Reading/video/audio on week pages 6 - 11; Writing assignment #2 (if in group selected to develop an overview on this topic); Unit II Quiz; Course Project Part II

**Course Process Reminder:** Be proactive regarding Course Project Part II assignments:

Begin engaging in journal keeping ASAP.

Do not wait until the last minute to choose your outside evaluator.

### Week 6

Topic: Using Emotions at Work

#### Reading and Audio/Video Assignments

Reading

6<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

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

7<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

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

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

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

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

8<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

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

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

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

##### 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

9<sup>th</sup> & 10<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

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

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

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

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

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

##### 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:

11<sup>th</sup> 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

PowerPoints:

Below are instructor generated:  
Improving Self Awareness  
Developing Skills to Use Emotions at Work  
Primer to Making Changes to Increase Emotional Intelligence  
Developing Abilities to Understand Emotions – Self and Others  
Improving Skills to Manage Emotions

### Unit III: Using Emotional Intelligence Skills and Competences

**Weeks** 12 - 14                      11/21 – 12/12

**Assignments:** 12<sup>th</sup> – 14<sup>th</sup> 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 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

12<sup>th</sup> Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

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

Smith, T. L., Tague-Busler, M. (2000). *Interpersonal Communication, 2<sup>nd</sup> Ed.* Waveland Press, Prospect Heights, IL.

Excerpt: Chapter 7: Hello? Anybody Home? (Listening Skills), p. 108 – 127.

Video

Introduction to Unit III – Professor Marsden

EI and 21<sup>st</sup> 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

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

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

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:

14<sup>th</sup> (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:

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.

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)