

Emotional Intelligence in the Workplace

38:578:511

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To Interact: Send a message via Canvas Inbox messaging tool
Text: 609-553-1148
Schedule an appointment to meet virtually online.

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 workplace relationships.

This course requires the student to be knowledgeable in EI theory and encourages the application of EI through feedback from the **MSCEIT-2 assessment and theory-to-practice assignments**. As a result of completing this course, students will recognize and be able to apply best practices in ability and competency model emotional intelligence within a work environment.

Get Help

Need Assistance with a technical question?

It is the student's responsibility to be able to perform technically in the course. Contact helpdesk staff if you need assistance using the **Canvas** LMS. Your professor cannot assist you with technical issues – but the helpdesk staff can!

Helpdesk: Rutgers Office of Information and Technology (OIT)

Email: <https://it.rutgers.edu/help-support>

Call: 833-OIT-HELP

SMLR Learning Objectives for this Course

Learning Goal IV. Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

Identify key theoretical aspects and practical applications of EI abilities and ESI competencies as they relate to success in the workplace.

Learning Goal VI. Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance.

Learn about and engage in emotional intelligence assessments and best practices that are regularly applied for professional success in the workplace.

Course Requirements

The course includes:

Readings - Students read book chapters/excerpts, journal articles, reports and internet-based material.

Videos - Students watch professor-created videos and videos available through the Internet. *All material is linked to the course except for the textbook students purchase and others that can be downloaded.*

(1) Purchase or Download Begin using in Unit I

A free PDF copy of *The Emotionally Intelligent Manager* (Caruso and Salovey) can be downloaded from within the course shell, but students may choose to purchase a copy of the book.

The Emotionally Intelligent Manager

Author: David R. Caruso, Peter Salovey; Publisher: John Wiley & Sons; Publish date: 2004

Hardcover, paperback or ebook Cost: Can purchase for as low as \$3.00; New \$16 - 20

(2) **Purchase** - This book must be purchased. Begin using in Unit II

Atlas of the Heart

Author: Brene Brown; Publisher: Random House; Publish Date: November 30, 2021

Best if the student purchases the hardcover or the paperback. Cost: Less than \$20.00 through Amazon

(3) This book must be purchased. Begin using in Unit II

Emotional Intelligence at Work

Author: Hendrie Weisinger; Publisher: Jossey-Bass; Publish Date: 1998

Hardcover, paperback or ebook Cost: Can purchase for as low as \$5.00; New book \$20.00

Assignments

Item % of Grade	Assignment and Associated Points
Theory-to-Practice Briefings and Case Study 31%	El at Work Briefing: Special Interest Topic Worth 220 points <i>Learning Goal IV & VI: Theory and Application</i> El at Work: Case Study Worth 90 points <i>Learning Goal: VI: Application</i>
Course Project 36%	Part I: Understanding MSCEIT-2 Assessment and Scores 180 points <i>Learning Goal IV: Theory</i> Part II: Developing EI Skills and Competencies 180 points <i>Learning Goal: VI: Application</i>
EI Activity Processing & Support Discussions 20%	1. Reality Check: First Impressions of the History and Science of Emotional Intelligence Introduction to Subject Matter Discussion 2. Check-In: How We Feel App Experimentation Week for Emotional Diary Keeping and Recording Why We Feel as We Do. 3. Check-In: Emotional Vocabulary Choices and Reflections Report Atlas of the Heart Section Choices & Initial Reflections on text content. 4. Top Takeaways: Social Awareness, Empathy and Other Emotions Focus on empathy and some of the other emotions that we may use instead of empathy in the workplace. 5. Reflections: The Learning Experience Wrap-up interaction with Learning Community Best 4 of 5 Scores Count - Each is worth 50 points Original and two comments required: First Comment by Sunday. <i>Learning Goal IV & VI: Theory and Application</i>

Theory and Vocabulary Quizzes 10%	2 Test Yourself Quizzes Worth 100 points total <i>Learning Goal IV: Theory</i>
Engagement Assignments 3%	Attending to Canvas Account Information Completing: Academic/Employment and Personal bio; uploading digital image Worth 15 points Gen AI Use Questionnaire Level of Comfort Using Gen AI/Support Needed to Succeed Worth 15 points
100%	TOTAL 1,000 points

Unit III: Theory-to-Practice Briefing and Case Study

Briefing

Worth 220 points

- Students choose the topic that interests them from a list of options. See below.
 - Leadership and EI/ESI
 - Diversity, Inclusion and EI/ESI
 - Conflict and EI/ESI
 - Teams/Teamwork and EI/ESI
 - Workplace Training and EI/ESI
 - EI in a Discipline
- The Briefing focuses on four essential key concepts associated with the topic and EI/ESI. Students also state opinions about the topic. A basic outline of the four essential key concepts is submitted week 11 for review (40 points)
- Presentation style for the briefing is either a written document up to 1,000 words for **concept overview**; up to 400 words for **connection to the workplace**; and up to 400-word **opinion statements**. - or – 10 - 12 PowerPoint slides with voiceover or presentation notes pages.
- Bibliography: At least 3 of the resources are peer-reviewed articles or content from professor-approved resources.

NOTE: 40 of the 220 points for this assignment is an **outline of the four key concepts** that you'll focus on in the **overview section** as well as the **appropriate listing of at least three resources** that will be used in the overview and connection to the workplace sections of the Briefing.

Case Study

Worth 90 points

- Students create their own case study with the assistance of Gen AI.
- As part of the prompt, the case study will conclude with multiple questions. The student chooses two of the questions posed within the case study to address.

EI Activity Processing & Support Discussions

Note: The lowest discussion score is dropped. Any of what is listed below can occur.

- Students are welcome to engage in all 5 discussions – the lowest score will be dropped.
- Once students can engage in part-but-not-all of the discussion. Partial engagement will result in a lower score. Lowest score will be dropped.

3. Students can skip 1 discussion entirely.

Students share ideas, experiences, and how they think and feel about course content and assignments.

Replies connect learning community member's ideas and experiences. Students can offer opinions and experiences. Indicate if the comment changed how they understand the content and their experience with an assignment.

EI Activity Processing & Support Discussions		
Specifics	Name, Description	Weeks
Worth 50 points 23 points Original Comment 17 points for replies 10 points for participating according to engagement parameters Open Wednesday First Comment Sunday Close Tuesday	1. Reality Check: First Impressions of the History and Science of Emotional Intelligence Introduction to subject matter discussion	3
	2. Check-In: How We Feel App Experimentation week for emotional diary keeping and recording why we are feeling as we do.	5
	3. Check-In: Emotional Vocabulary Choices and Reflections Report <i>Atlas of the Heart</i> section choices & Initial reflections on text content.	7
	4. Top Takeaways: Social Awareness, Empathy and Other Emotions Focus on empathy and some of the other emotions that we may use instead of empathy in the workplace.	8
	5. Reflections: The Learning Experience Wrap-up interaction with learning community.	14

Course Project

The course project is designed and completed in two distinct sections. Sections are due at different parts of the semester.

Part I: Understanding MSCEIT-2 Assessment and Scores

Part I requires students to complete the MSCEIT-2. (Meyer, Salovey, Caruso Emotional Intelligence Test.) Once Professor Marsden has debriefed each student on the meaning of scores in the feedback report, the student can begin to develop Part I. In Part I, students develop responses to questions about their MSCEIT-2 scores; the benefits of their EI strengths and the potential options for EI skill development.

Part II: Developing EI Skills and Competencies

Part II requires students to engage in exercises and then report on these skill-building activities.

- 1- Self-awareness exercise involves emotional diary keeping where students record their emotions and causes using the revised emotion recognition app (How We Feel) from Yale University.
- 2- Emotional Vocabulary and Meaning exercise. Students identify and work with at least two areas of focus within Professor Brown's *Atlas of the Heart* text where 84 emotions are named and described.
- 3- Students experiment with several options suggested for supporting better management of emotions. Record experience and success.

Specifics for Course Project

Grading Rubric

Course project components are graded according to rubrics published in advance. Generally, students are assessed on proficiency in course content, critical thought, and meaning of EI/ESI through reflection on test results and course content.

Required Material

Students develop their projects according to specific instructions and the use of a template

Emotional Intelligence Assessment MSCEIT-2

Before beginning work on Course Project Part I, students must complete the Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT-2) when it is assigned. The assessment is *mandatory*. The assessment is taken online and requires up to 40 minutes to complete. Students are not charged extra for the assessment. The fee is paid by Professor Marsden through her SMLR Research account.

When students neglect to complete the MSCEIT assessment, they can't complete the course project and will earn no points for this vital component of the course.

Test Yourself Quizzes

2 for a total of 100 points

True/false, multiple choice, multiple answer. Several fill in the blank.

Quizzes are low point value and exist to help students recognize the extent to which foundational concepts and vocabulary of Units I and II are understood.

All quizzes are *open resource*. Quizzes can be *taken up to 2 times* (Quizzes are in a test bank.)

Engagement Assignments

Attending to Canvas Account Information

Students follow instructions to update all areas of their Canvas account information area. Students earn up to 15 points when they publish a bio that addresses their academic major/goals; paid employment or internship any school or community involvement; AND something personal such as favorite activities. A digital image is also required. Students receive points upon Professor Marsden's review of individual student profiles.

Gen AI Use Questionnaire

We use Gen AI in this course. Before Professor Marsden offers resources and Gen AI training assistance it's important to understand the level of accomplishment and comfort experienced by this class. Students earn up to 15 points for completing the questionnaire. Points are automatically placed in gradebook upon completion.

Policies and Procedures

When Class is Held

This is an asynchronous course. The course week begins on **Wednesday** mornings and ends on Tuesday evenings, 11:59 pm.

Weekly Message on Wednesday

A weekly message will be uploaded into the announcements area of the course on Wednesday mornings. Reviewing the weekly message is a required activity. Weekly Messages present timely information on course activities/assignments and content.

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Assignment Policies

Quizzes may be taken anytime between the open and close day and time. Quizzes must be completed by 11:59 pm on the close date. Students are given a **7-day period** to complete a quiz. No make-up quizzes will be given.

Discussion areas are open for particular periods. Open on Wednesday. First Comment by Sunday; Close Tuesday 11:59 pm. *Once discussion areas close, they do not open again without documented excused physical or mental health reasons.*

The Course Project requires the completion of a formal emotional intelligence ability assessment. The **Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT-2)** must be completed between established open period dates. *When a student neglects to complete the MSCEIT assessment, he/she/they cannot complete Course Project Part I and will earn a zero.*

Late Submission Policy for Written Work – Course Project, Briefing and Case Study

Course Project components, the briefing and the case study can be submitted up until 11:59 pm on the stated due date. Late project components will be accepted up to 48 hours (12:01 am to 11:59 pm) from the due date for an automatic deduction of 10% of the points attributed to the assignment. (This is a deduction of one letter grade.)

Things happen. When you don't have to attend a face-to-face class session one or more times a week, it's easy to allow a situation in your personal or professional life get in the way of online coursework. 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 course project component or written assignment (briefing- case study) or participate in a discussion.

Written work will not be accepted after the 48-hour period.

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Diversity, Equity, Inclusion and Belonging Statement

Your professor is committed to fostering a learning environment that values the diverse backgrounds, perspectives, and experiences of all students enrolled in the course. Whatever intersection of identities you present, you belong in this course. Every student has the right to learn and succeed in a safe and inclusive space.

ALL Students -

- should expect to be addressed with respect, be offered instructional assistance, and have their coursework graded fairly.
- hold personal opinions that could be different than your professor or peers. Unless voiced opinions are harmful to others, students are never graded on their opinions but on their knowledge of course content and their critical thoughts on that content.
- reporting course-related or personal challenges receive equitable treatment.

There is no place for the use of stereotypes, microaggressions, gaslighting, and harassment in this course. Students are asked to approach their peers with empathy and an open mind. Students who (intentionally or unintentionally) behave in a way that doesn't reflect our inclusive class norms will privately be made

aware of why the situation was harmful and asked to consider, with assistance as needed, improving their interpersonal inclusion behaviors.

Generative AI Statement

The use of Generative AI (Gen AI) as a tool to support student learning and assignment development is allowed in this course. For one assignment within this course the use of Gen AI is required.

Gen AI Literacy Training is provided during week 1 & 2. Students receive clear Gen AI advice and examples of acceptable use along with a review of the challenges of using Gen AI apps and the conditions under which Gen AI use is prohibited. Students are also provided with best practices in prompt engineering.

Refer to the Gen AI Use page in the course for more information. Material is available from week 1 throughout the semester.

Gen AI cannot be used to plagiarize submitted content. Submitting content that is not one's own is plagiarism whether the student is copying from, for example, another student's work, a book or research article, a website, *or a chatbot*. Use of material that is not one's own is limited to brief quotes where the quote's origin is appropriately cited. See plagiarism information in Rutgers Academic Integrity Policy linked below.

Academic Integrity

Conduct yourself following the Rutgers University Academic Integrity policy.

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

Message Checking

Messages Sent to Professor's Canvas Inbox

Unless students receive advance notification, your professor will check her Canvas Inbox by 10:00 am ET on regular workdays. If a student sends a comment or question, the message will be addressed within 24 hours. **(This excludes Sundays, Spring Break, and Thanksgiving Break.)**

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming course messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her/their Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

Grading

Each assignment is worth a certain number of points as identified in the assignments section of the syllabus. The highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.) Information concerning the use of one's gradebook and assignment rubrics for each assignment is available in the course shell.

Outstanding

100 – 90% = A

Satisfactory

79 – 77 points = C+

76 – 70 = C

Very Good

89 – 87% = B+

Poor

66 – 60 = D; 59% = F

Good

86 – 80% = B

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Achieving Success and Receiving Support

Success Essentials

Students are offered specific directions on how to complete each assignment within the course. In addition, specific grading rubrics are published so that students understand 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.*

It is the student's responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or engaging in forum work.

Your professor is always interested in assisting students in their assignment development process. Approach her with a draft or a request to meet virtually!

Success Assistance

Rutgers resources can serve as support for student success.

A clearinghouse "Success" website provides links to a variety of resources: <https://success.rutgers.edu/>

Visit this area when you need to know where to go for:

- financial assistance
- counseling and other wellness opportunities
- feeling safe and getting urgent needs met

SMLR Career Services

SMLR also offers career counseling and many other career-related support:

<https://smlr.rutgers.edu/career-services>

Students with Disabilities

Need a disability-based accommodation? To learn more about what the Office of Disability Services offers and to apply for a letter of accommodation: <https://success.rutgers.edu/resource/disability-services>

<https://ods.rutgers.edu/>

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Schedule

Topics	Assignments	Course Week Open – Close Dates
Week 1		
Course Orientation AI Literacy Training	Bio & Digital in Canvas Profile Area (15 points) Gen AI Use Questionnaire (15 points) Complete two EI self-assessments (<u>Not submitted</u> , completed self-assessments used within a discussion and Course Project I.)	Wednesday, September 3 Tuesday, September 9
Unit I The Basics of and Basis for EI		
Week 2		
Part I: Foundational Concepts (History and Theory)		Wednesday, September 10 Tuesday, September 16
Week 3		
Part II: Foundational Concepts (History and Theory)	Discussion 1: Reality Check: EI in the Real World and First Impressions (50 points)	Wednesday, September 17 Tuesday, September 23

Week 4		
Part III: Foundational Concepts (History and Theory)	Unit I Theory and Vocabulary Quiz (50 points) MSCEIT-2 AVAILABLE TO TAKE	Wednesday, September 24 Tuesday, September 30
Unit II Developing EI Skills and Competencies		
Week 5		
Emotional Self-Awareness Recognize Emotions in Self and Others Complete MSCEIT-2 no later than October 7	Discussion 2 Check-In: Experiment with How We Feel app (50 points) <i>Review video feedback from Professor Marsden once MSCEIT Assessment results are returned</i>	Wednesday, October 1 Tuesday, October 7
Week 6		
Course Project I: Work Week	Course Project Part I: Understanding MSCEIT-2 Assessment and Scores (180 points) <i>Review video feedback from Professor Marsden once MSCEIT Assessment results are returned</i>	Wednesday, October 8 Tuesday, October 14
Week 7		
Understanding Emotions Emotional Vocabulary and Granularity	Discussion 3 Check-In: Emotional Vocabulary Choices and Reflections (50 points)	Wednesday, October 15 Tuesday, October 21
Week 8		
Connecting Emotions Social Awareness: Empathy	Discussion 4 Check-In: Top Three Takeaways on Connecting Emotions (50 points)	Wednesday, October 22 Tuesday, October 28
Week 9		
Managing Emotions Strategies Part I		Wednesday, October 29 Tuesday, November 4
Week 10		
Managing Emotions Strategies Part II	Unit II: Theory and Vocabulary Quiz (50 points)	Wednesday, November 5 Tuesday, November 11
Week 11		
Course Project Part II Assignment – AND - Unit III Special Interest Topic Assignment	Course Project Part II: Developing EI Skills and Competencies (180 points) Briefing Outline: 4 Topics for Briefing Overview Submitted (20 points)	Wednesday, November 12 Tuesday, November 18
Unit III Using EI Skills and Competencies		
Week 12		
EI at Work: Special Topics for Leaders	EI at Work: Special Interest Topic Theory-to-Practice Assignment (200 points)	Wednesday, November 19 Tuesday, November 25
Week 13 INCLUDES THANKSGIVING BREAK		

El at Work: Work Issues and El Solutions	El at Work: Case Study (90 points)	Wednesday, November 26 Tuesday, December 2
Week 14		
Course Wrap-Up: Key Learning Content and Experiences	Discussion 5 Reflections: The Learning Experience (50 points) (First comment consists of 2 student videos of up to 2:30 minutes each)	Wednesday, December 3 Tuesday, December 9