

## Emotional Intelligence in the Workplace

37:575:367

**Professor:** Anne-Michelle Marsden

**To Interact:** Send a message via Canvas Inbox messaging tool

Call: (609) 545-7835

Schedule appointment to meet face-to-face 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 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 well as the course project. 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 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

### 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.

### SMLR and LSER Department Learning Objectives for this Course

#### Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts associated with emotional intelligence (Goal 1)
- Apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).

#### School of Management and Labor Relations:

- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)
- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)

### Access the Course

This course is taught 100% online using the **Canvas LMS**.

#### Canvas login:

<https://onlinelearning.rutgers.edu/canvas-login>

Once the login page opens, click “NetID Login” and enter your NetID and password. You will gain access to the course.

### 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 Teaching and Learning with Technology Department

**Email:** [help@Canvas.rutgers.edu](mailto:help@Canvas.rutgers.edu)

**Call:** 877-361-1134

24 hrs./7 days

### Specific 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”

- 2 main models of emotional intelligence and corresponding EI and ESI (Emotional/Social Intelligence) 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 writing assignments, asynchronous discussions and three unit quizzes.*

- 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 completion of the three-part course project.*

### Course Requirements

The course will include:

#### Readings

Students read textbook chapters and excerpts, journal articles and reports; watch instructor created videos and videos available on the Internet; and investigate information available on the Internet about emotional intelligence. All material is linked to the course except for the two textbooks students are required to purchase or download.

A free PDF copy of The Emotionally Intelligent Manager can be downloaded from within the course shell, but students may want a hardcopy of the book.

Soft or hardback books can be purchased for as low as \$2.00; ebooks as low as \$15.00

The Emotionally Intelligent Manager  
 Author: David R. Caruso, Peter Salovey  
 Publisher: John Wiley & Sons  
 Publish date: 2004

Emotional Intelligence at Work  
 Author: Hendrie Weisinger  
 Publisher: Jossey-Bass  
 Publish Date: 1998

These texts can be purchased at a discount from multiple locations as soft back, hardback or ebook. Any version is appropriate.

### Assignments

#### Assignments at a Glance

Item % of Grade	Assignment and Associated Points
<b>Course Project</b> 31%	<b>Part I: Emotional Intelligence: Understanding EI</b> 110 points
	<b>Part II: Developing EI Skills and Competencies</b> 100 points
	<b>Part III: EI Theory to Practice</b> 100 points

<b>Knowledge &amp; Skill Assessments</b> 26.5%	<b>Course Orientation Quiz</b> Worth 30 points <b>Four Content Quizzes</b> Worth 235 points
<b>Writing Assignments</b> 25.5%	<b>Unit I Writing Assignment</b> Worth 100 points <b>Units II or III Writing Assignment</b> Worth 155 points
<b>Discussions</b> 15%	<b>Discussion of Writing Assignment Topics</b> Three Discussions Worth 150 points (50 points per discussion)
<b>Other Course Responsibilities</b> .20%	<b>Attending to Canvas Account Information</b> Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency Worth 20 points
<b>100%</b>	<b>TOTAL 1,000 points</b>

### Quizzes (26.5% of total grade)

4 for a total of 235 points

Student knowledge is assessed on all required material.

True/false, multiple choice, multiple answer for all quizzes; short answer for 2 of 4 quizzes.

Time allowed for quizzes varies according to number and depth of questions.

All quizzes are open resource. Students have permission to access any material in the course when completing a quiz. However, students are not allowed to share answers with other students in the class.

Quiz #	Quiz addresses content in weeks	Time Available to Complete Quiz
Quiz #1	2, 3, 4	60 Minutes
Quiz #2	6, 7	30 Minutes
Quiz #3	8, 9 & 10	60 Minutes
Quiz #4	12 & 13	30 Minutes

### Course Orientation Quiz (worth 30 points)

Students study the syllabus, calendar, the Critical Tips for Successful Online Learning document and the instructor's overview video in preparation for taking a quiz on the contents of these documents week 1. True/false and multiple choice. Students can check answers immediately after finishing quiz.

### Writing Assignments (25.5% of total grade)

2 for a total of 255 points

Students develop writing assignments about EI/ESI topics; share with learning community members where contact of writing assignments are discussed.

*Writing assignment development instructions and a template are provided.*

Writing Assignments are graded on quality of overview content, critical thinking associated with opinion statements, communication quality (readability of content - grammar, sentence structure, spelling). Proper citation of resources used to develop writing assignment #2 and #3 contents is required. Grading rubrics are used and published in advance for student review.

Learning community members reflect on writing assignment contents and discuss topics/issues associated with writing assignment contents, focusing on knowledge of EI/ESI and critical thinking on writing assignment topics. *(See discussion section below.)*

#### Unit I Writing Assignment (worth 100 points)

All students must develop a Unit I writing assignment.

Part I: The Science Behind EI/ESI

Explanation of 2 EI/ESI concepts; Opinion on their EI/ESI self-ratings.

Part II: Critical Thinking about Emotional and Social Intelligence

Web search; discussion of concepts explained in the website; linking of EI/ESI concepts to the study of work – or - importance of EI/ESI to individual employees in the workforce.

**Students must upload writing assignments in two locations:** 1) Submit for grading through the Submit tab on the writing assignment page; 2) copy and paste work into the appropriate discussions area so that learning community members can review and discuss. **Students who neglect to submit their work in the two locations receive a 5-point penalty.**

Units II or III Writing Assignment (worth 155 points)

Half the class selects a topic associated with Unit II; Half the class selects a topic associated with Unit III.

Students register a request to research and submit a writing assignment that addresses either a Unit II or III topic. A listing of writing assignment topics is provided from which students select their topic no later than week 2 of the semester. If a student doesn't choose a topic to research, one will be chosen on his/her behalf.

A student submits either a writing assignment #2 – or - #3 – depending on the topic they have chosen.

Part I: Overview of Topic or Subtopic

Present basic overview of topic/subtopic 600 words

Part II: Link to the Workplace – or – Employee Success in the Workplace 250 words

Students identify connection between EI and the workplace

Part III: Opinion Statement on Topic 250 words

Students exhibit critical thinking on Part I and II contents

**Students must upload writing assignments in two locations:** 1) Submit for grading through the Submit tab on the writing assignment page; 2) copy and paste work into the appropriate discussions area so that learning community members can review and discuss. **Students who neglect to submit their work in the two locations receive a 5-point penalty.**

**Discussions: Writing Assignment and Course Content (15% of total grade)**

(3 discussions for a total of 150 points; 50 points per discussion)

All students are placed in a learning community week 3 of the semester. Learning community members review each other's writing assignment submissions and discuss the critical components/topics of the EI/ESI related material authored by peers. Students engage in discussions according to open (Thursday) and close (Tuesday) deadlines. Students must offer at least 3 comments in addition to uploading their writing assignment into the discussion area.

Students are graded according to a grading rubric published in advance and available for student review.

1 – Content - 50% accuracy of comment content; synthesis of information between what student has learned through course content in relation to content of writing assignments; critical thinking on EI/ESI topics in relation to the workplace

2 – Engagement – 45% cut and pastes writing assignment into discussion area prior to the opening of the discussion; making minimum of 3 comments; offering statements of substance on at least 2 different writing assignments; exhibiting a high level of reflection on concepts)

3 – Communication – 5% quality of content; quantity of content: offers enough content to adequately communicate concepts/ideas

**Course Project (31% of final grade)**

The project is completed in three stages that correspond to the 3 course units. Students develop their project according to specific instructions and the use of a template. All components of the course project are private; only your professor will read course project components.

Course project components are graded according to 3 distinct grading rubrics that are published in advance and available for student review. Grading rubrics are directly associated with the specific activities of each of the 3 course project components. Generally, students are assessed on proficiency in course content, critical thought, and meaning of EI/ESI through reflection on test results and course content.

### **Emotional Intelligence Assessment**

Prior to beginning work on Course Project Part I, students are required to complete the Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) between week 2 and 3 of the semester. The assessment is *mandatory*. The assessment is taken online and requires 45 – 50 minutes to complete.

*If a student neglects to complete the MSCEIT assessment, he/she cannot complete the course project and will earn no points for this vital component of the course.*

### **Part I: Emotional Intelligence: Understanding EI (110 points)**

#### **Section I: Completion of and Reflection on EI Assessment**

Students complete the MSCEIT (an EI ability based assessment that is taken online) and 2 self-reports on their level of EI abilities and ESI competencies. Examine and discuss the process of assessment; MSCEIT and 2 self-reports.

#### **Section II: EI Theory and Assessments**

Using knowledge of the EI assessments regularly used in the workplace, students discuss the differences between the assessments; the theoretical models that support the assessments; the benefit of EI competencies/abilities in the contemporary workplace.

Students develop responses to questions posed regarding their MSCEIT scores; the benefits of their EI strengths and the potential options for EI skill development.

### **Part II: Developing EI Skills and Competencies (100 points)**

#### **Section I: Self-Awareness**

Diary keeping for a minimum of 5 days is required using instructions and template provided; reflect on thoughts/behaviors associated with emotions experienced during diary keeping period.

Students are also required to connect reflections on activity noted above to course content.

#### **Section II: Managing Emotions: Conditioned Relaxation Response**

Experimentation with conditioned relaxation techniques to gain more control of emotions. Diary keeping that documents experimentation with the technique.

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

### **Part III: EI Theory to Practice (100 points)**

#### **Section I: EI Plan**

Reflect on MSCEIT results, abilities and competencies identified through the assessment process (Course Projects Parts I and II), and material discussed throughout the semester. Develop and substantiate a plan for: a) developing/strengthening needed EI skills/competencies; b) leveraging high quality skills/competencies that already exist.

#### **Section II: Plan for Change**

Written responses to 3 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.

## **Policies and Procedures**

This is an **asynchronous course**. The course week begins on Wednesdays.

### **Message Checking Policies**

#### **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, your professor will address the contents of the message within 24 hours. The 24 hour policy excludes Sundays and Spring 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 Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

A **weekly message** will be uploaded into the announcements area of the course Wednesday mornings by 10 am Eastern Time. Downloading the weekly message from the announcements area and reviewing the contents is a required activity. Weekly Messages present timely information on course activities/assignments and content.

#### **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. In most instances, students are given a 7 day period to complete a quiz. Once a student logs into the quiz area, the quiz must be completed in one sitting. No make-up quizzes will be given.

All students are responsible for offering **3 comments associated with learning community member writing assignments**. When a student does not participate fully or at all by 11:59 pm on the day the commenting period closes, points cannot be made up.

The Course Project requires the completion of a formal emotional intelligence ability assessment. The **Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** must be completed between established open period dates. When a student neglects to complete the MSCEIT assessment, he/she cannot complete Course Project Part I and other components of Part III. If a student doesn't take the MSCEIT, he/she will earn no points in areas where Course Project requirements are MSCEIT test result specific.

#### **Late Submission Policy – Course Project and Writing Assignments**

Course Project components and writing assignments can be submitted up until 11:59 pm on the stated due date. Late project components (Parts I and II) and writing assignments 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.) A course project component or a writing assignment will not be accepted after the 48-hour period. Course Project Part III cannot be accepted late. It is due the last day of the regular semester.

#### **Academic Integrity**

##### Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* on the course home module and are responsible for the contents of the document. Some facts from this document are assessed as part of the Course Orientation quiz.

Plagiarism will not be tolerated in this course. All material taken from another source must offer proper attribution. No component of a student's writing assignments (writing assignment or Course Project) should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment - to – earning no points for the assignment. Depending on the extent and form of plagiarism, the situation will be reported to Rutgers University.

##### Quiz Cheating

All content quizzes are part of a large test bank. No two students will have the same exam to complete. Engaging in cheating when completing a course exam is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments. Completing exams with other classmates and/or calling/emailing peers while taking course assessments will not be tolerated.

When a student is caught cheating, no points will be earned for the quiz. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.

## Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information regarding the process of applying for a letter of accommodation:

<https://ods.rutgers.edu/students/documentation-guidelines>

<https://ods.rutgers.edu/students/registration-form>

## Extra Credit

Extra credit options are described below. These options are available to all students. *No other extra credit is available at any other time – or - for individual students.*

Students can earn *up to* 10 extra credit points by completing two extra assignments in the Course Project Part II:

- completing 2 extra days of diary keeping (7 days rather than the required 5) – self-awareness of emotions assignment – worth 5 points;
- completing 5 rather than 4 examples of applying relaxation response – worth 5 points.

Students can earn *up to* 10 extra credit points by completing 2 extra assignments in the Course Project Part III:

- Fully developing 4 rather than 3 plans to improve or leverage an EI ability/ESI competency – worth 5 points
- Identifying readiness to change and answering questions about readiness to change for 5 rather than 4 “signposts” identified by Dr. Boyatzis – worth 5 points

## Grading

A final grade is based on the point system. Point worth for each course assignment/quiz is detailed within an overview of each assignment/quiz. Highest number of points a student can earn over the course of the semester is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

<b>Outstanding</b>	<b>Very Good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
100 – 90% = A	89 – 87% = B	86 – 80% = B	79 – 77 Points = C+	66 – 60 = D; 59% = F

Comprehensive information about grading, including rubrics for each assignment, is available in the course shell.

## 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*

- Course Tools page – offers written instructions on:
  - Updating Your Profile Information
  - Assignment Submission Instructions
  - Discussion Instructions
  - Technical Requirements

#### *External Sources of Support*

- Student can get help regarding technical issues through the TLT (Teaching and Learning with Technology) help desk staff. All contact information is highlighted on page 1 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.

A well designed and facilitated online course like Emotional Intelligence in the Workplace:

- features 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 motivated to make a personal connection with the material.
- expands 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.
- offers time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.
- supports one-on-one learning through ongoing interaction with the professor. Your professor is readily available to answer questions and/or discuss course content and assignments. All you need to do is send a message to her Canvas Inbox or schedule a synchronous GotoMeeting session with her.

### **Recognize Best Practices and Use Them to Achieve Success**

Students are offered specific directions on how to complete each assignment within the course shell. Students should refer to assignment pages to understand how to complete assignments. In addition, specific grading rubrics are linked to each assignment oriented page so that students understand exactly how each assignment will be assessed. 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/audio material below represent core material for the semester. Refer to weekly topic pages located within the Modules area of the course for a complete listing. Assignment due dates are listed in the course calendar.

#### **Course Orientation**

##### **Week 1**

##### **Reading and Video**

##### **Topic: Online Course Orientation**

##### **Reading**

1st weekly message (uploaded into the *Announcements* area of the course.)  
All material within the Course Orientation & Week 1 Module.

##### **Video**

Welcome and Course Overview – Professor Marsden

##### **Assignments:**

Course Orientation Quiz (30 points)  
Complete 2 Self-Assessments  
Address Canvas Account Information  
Choose topic for writing assignment #2 – or - #3

### **Unit I: The Basis for Emotional Intelligence Weeks 2 - 5**

##### **Week 2**

##### **Topic: What is EI?**

##### **Defining and Understanding Emotional and Social Intelligence (Part I)**

##### **Reading and Video**

##### **Reading**



2nd Weekly Message – (uploaded into the *Announcements* area of the course.)

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.

Website: Consortium for Research on Emotional Intelligence in Organizations  
Investigate Contents of Website

Videos

Introduction to Emotional Intelligence (Parts I through IV) – Professor Marsden

Understanding the Concept of Emotional Intelligence – Professor Cherniss

### Assignments:

Choose topic for writing assignment #2 – or - #3

Work on developing writing assignment #1.

### Week 3

#### Reading and Video

##### Overview

3rd Weekly Message – (uploaded into the *Announcements* area of the course.)

##### Topic: What is EI?

##### Defining and Understanding Emotional and Social Intelligence (Part II)

Reading

The Emotionally Intelligent Manager text

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

Video

Emotional Intelligence at Work – Professor Marsden

##### Topic: Measuring 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. 43 – 59

Excerpts:

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

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

Website: Consortium for Research on Emotional Intelligence in Organizations

Measurements Section: MSCEIT, ESCI, EQ-I

Sample Assessment Reports:

MSCEIT - Mayer, Salovey, Caruso Emotional Intelligence ABILITY based assessment

ESCI - Emotional and Social Competency Inventory (Goleman and Boyatzis) COMPETANCY based assessment

PowerPoint

Measuring EI – Professor Marsden

### Assignments:

Writing assignment #1 due:

**Students must upload writing assignments in two locations:** 1) Submit for grading through the Submit tab on the writing assignment page; 2) copy and paste work into the appropriate discussions area so that learning community members can review and discuss. **Students who neglect to submit their work in the two locations will receive a 5-point penalty.**

(MSCEIT MUST be completed by end of week 4) The earlier one completes the assessment, the earlier one receives a feedback report and can begin to work on Part I of the Course Project. *If a student waits until the last day the assessment is available, one's feedback report will be returned only days before Course Project Part I is due.*

## Week 4

### Reading and Video

#### Overview

#### Reading

4th Weekly Message – (uploaded into the *Announcements* area of the course.)

#### 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

#### Video

Learning EI Competencies vs Intellectual Learning – Professor Cherniss

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

#### Topic: Social-Emotional Skills: Educational System to the Workplace

#### Students

#### Reading

Brooks, D. (January 17, 2019). Students Learn from People They Love. *New York Times*.

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 –(Collaborative that works to advance the science and evidence-based practice of social and emotional learning (SEL).

#### Video

What is the Social Brain?; 2018

Patricia Kuhl, Institute for Learning & Brain Sciences, University of Washington

Selling SEL: An Interview with Daniel Goleman

Daniel Goleman speaks on the value of social and emotional learning

#### Employees & Organizations

#### Reading

Brackett, M., Rivers, S., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5(1), 88-103.

Workplace Success section, p. 97 - 98. (All other areas recommended)

#### Video

Emotional Intelligence and Leadership (19:38 minutes) - Peter Salovey

#### Assignments:

**MSCEIT MUST be completed**

Comments on writing assignment #1

Work on section A of Course Project, Part I (due end of week 5)

## Week 5

### Unit I Quiz & Course Project Part I

Reading

5th Weekly Message – (uploaded into the *Announcements* area of the course.)

**Assignments:**

Quiz I

Course Project Part I

**Unit II: Developing EI Skills and Competences**  
**Weeks 6 - 11**

**Week 6**

**Reading and Video**

6th Weekly Message – (uploaded into the *Announcements* area of the course.)

**Topic: Increasing Self-Awareness**

Reading

Emotional Intelligence at Work Text

Part One: Increasing Your Emotional Intelligence, p. 1-2  
Chapter 1: Developing High Self Awareness, p. 3 – 25

Video Emotional Awareness – Professor Marsden

**Topic: Increasing Awareness of Others**

Reading

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

Video

EI Recognize Basic Emotions – YouTube Presentation

**Assignments:**

Work on Section A of Course Project Part 2

Work on writing assignment #2 (if you are developing a writing assignment #2 on Unit II topics)

**Week 7**

**Overview**

Reading

7th Weekly Message – (uploaded into the *Announcements* area of the course.)

**Topic: Emotional Intelligence: Smarter – not “Nicer”**

Video

EI Topics We Usually Don’t Understand – Professor Marsden

Graphic

EI Abilities and Dark-Side Tactics  
Kilduff, M., Chiaburu, D. S., & Menges, J. I. (2010). Strategic Use of Emotional Intelligence in Organizational Settings: Exploring the Dark Side. *Research in Organizational Behavior*, p, 133.

**Topic: Using Emotions at Work**

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

**Topic: Understanding Empathy**

Reading

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

Video

Understanding Empathy– Professor Marsden

**Assignment:**

Writing assignment #2 Due

(if you are part of the group who is developing a writing assignment #2 on Unit II topics)

**Students must upload writing assignments in two locations:** 1) Submit for grading through the Submit tab on the writing assignment page; 2) copy and paste work into the appropriate discussions area so that learning community members can review and discuss. **Students who neglect to submit their work in the two locations will receive a 5-point penalty.**

**Week 8 – INCLUDES SPRING BREAK – CHECK CALENDAR**

**Reading and Video**

**Topic: Understanding Emotions at Work**

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

**Assignments:**

Make comments in writing assignment #2

Quiz II (Covers weeks 6 and 7 – Increasing the Emotions of Self and Others; Empathy and Using Emotions)

**Weeks 9 - 10**

**Reading and Video**

**Overview**

Reading

9th & 10th Weekly Message – (uploaded into the *Announcements* area of the course.)

**Topic: Self-Management of Emotions**

Reading

Emotional Intelligence at Work text

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

The Emotionally Intelligent Manager text

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

Chapter 11 – Do It with Smart Feelings: Improving Your Ability to Manage Emotions

Video Learning a Managing Emotions Skill – Professor Marsden

**Topic: Managing the Emotions of Others in the Workplace**

Reading

Emotional Intelligence at Work text

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

The Emotionally Intelligent Manager text

Chapter 13 – Managing Others: Applying EI Skills with Others, p. 173 – 185

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

Chapter 8 – Managing Other People’s Emotions, p. 114- 120.

Video

Regulating the Emotions of Others – Professor Cherniss

## Competencies Necessary to Regulate the Emotions of Others - Professor Cherniss

### Assignments:

Work on Section B of Course Project, Part II (due week 11)

Work on writing assignment #3 (if you are part of the group who is developing a writing assignment #3 on Unit III topics)

### Week 11

#### Quiz III & Course Project Part II

#### Reading

11th Weekly Message – (uploaded into the *Announcements* area of the course.)

### Assignments

Quiz III (Covers Weeks 8, 9 and 10 – Understanding Emotions, Managing the Emotions of Self and Others)

Course Project Part II

Work on writing assignment #3

(if you are developing a writing assignment #3 on Unit III topics)

## Unit III: Using Emotional Intelligence Skills and Competences

### Weeks 12 – 14

### Week 12

#### Reading and Video

#### Overview

#### Reading

12th Weekly Message – (uploaded into the *Announcements* area of the course.)

#### Topic: EI and Communication in the Workplace

#### Reading

Emotional Intelligence at Work text

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

Smith, T. L., Tague-Busler, M. (2000). *Interpersonal Communication, 2nd Ed.* Waveland Press, Prospect Heights, IL.  
Excerpt: Chapter 7: Hello? Anybody Home? (Listening Skills), p. 108 – 112.

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

#### Video

EI and 21st Century Communication – Professor Cherniss

Social Brain Online and What You Need to Know - Daniel Goleman

### Assignment:

Writing assignment #3 due

(if you are part of the group who is developing a writing assignment #3 on Unit III topics)

**Students must upload writing assignments in two locations:** 1) Submit for grading through the Submit tab on the writing assignment page; 2) copy and paste work into the appropriate discussions area so that learning community members can review and discuss. **Students who neglect to submit their work in the two locations will receive a 5-point penalty.**

### Week 13

#### Reading and Video

13th Weekly Message – (uploaded into the *Announcements* area of the course.)

#### Topic: Relationship Building at Work

#### Reading

Emotional Intelligence at Work Text

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

Video Competencies involved in Interpersonal Expertise – Professor Marsden

**Assignments:**

Writing assignment #3 discussion (all students)

**Week 14**

**Quiz IV & Course Project Part III**

Reading

14th (and last!) Weekly Message – (uploaded into the *Announcements* area of the course.)

**Assignments:**

Quiz IV (Covers weeks 12 & 13 - Communication & Relationship Building content)

Course Project Part III