RUTGERS
School of Management and Labor Relations

Emotional Intelligence in the Workplace
38:578:511

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 **I**ntelligence **(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. In addition, course design encourages the application of EI through a variety of assessments and theory-to-practice assignments and 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
Weeks 1 - 5	Part I: EI Theory & Practice
Weeks 6 - 10	Part II: Developing & Using EI Abilities and Competencies
Week 11	Special Interest Topic Briefing Paper Development Week
Weeks 12 – 14	Part III: EI Leadership at Work

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
School of Management and Labor Relations:
- Demonstrate an understanding of relevant theories (regrading emotional intelligence) and apply them given the background context of a particular work situation. (Goal IV)
- Demonstrate an understanding of how to apply knowledge (associated with emotional intelligence) necessary for effective work performance. (Goal VI)

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 and practical applications of EI abilities and ESI competencies as they relate to the workplace.

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 Office of Information and Technology**
Email: https://it.rutgers.edu/help-support
Call: 833-OIT-HELP

- Recognize and leverage one's own EI abilities and ESI competencies in the workplace for professional success and as a potential organizational leader.

- Create an actionable plan to address self and/or assessment identified abilities and competencies that could be improved.

Course 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/emotional and social 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	Emotional Intelligence at Work
Author: David R. Caruso, Peter Salovey	Author: Hendrie Weisinger
Publisher: John Wiley & Sons	Publisher: Jossey-Bass
Publish date: 2004	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
Course Project 31%	**Part I: Emotional Intelligence: Understanding EI** 110 points **Part II: Developing EI Skills and Competencies** 100 points **Part III: EI Theory to Practice** 100 points
Knowledge & Skill Assessments 12.5%	**Test Yourself Quizzes (3)** Worth a total of 125 points
Writing Assignment 27%	**Special Interest Topic** **Writing Assignment** Worth: Outline 50 points; paper 220 points
Discussions 27.5%	**Discussion of Course Topics & Concepts** Five (out of six) Discussions Worth 275 points (55 points per discussion)
Other Course Responsibilities .20%	**Attending to Canvas Account Information** Completing: General bio; uploading digital image; choosing default email address for notifications; deciding on notification type and frequency Worth 20 points
100%	**TOTAL 1,000 points**

Critical Topic Discussions for Graduate Students
(Worth 275 points; 55 points per discussion – 27.5% of)

Why Are Discussions Important?

1) Discussions require engagement in course material. A more engaged student will retain information and make meaning out of the material being investigated.
2) Students can communicate their insights and thoughts pertaining to a topic, as well as learn from one another in the process.
3) The content of what a student chooses to share within a forum is a means for your professor to identify whether a student comprehends required reading/video assignments.

Students research, share and discuss appropriate high-quality material (originating from within or outside the course) to advance or support their perspectives/ideas.

> NOTE: Students can choose to skip 1 of the 6 forums (except for the one(s) they are leading) – or – chose to participate in all 6 forums. Either way the lowest score for the 6 discussions will be dropped. Only 5 scores will count for the final grade.

> **Point Worth:** 28 points for quality of original comment (50%); 17 points for quality of discussion with learning community members (replies 30%); 10 points meeting technical requirements (20%).

> Forums are open for 7 days that coordinate with the beginning and end of the course week (Wednesday – to – Tuesday.) First comment deadlines: Fridays for Forum Leaders; Sundays for all other learning community members.

Forum Leaders
At the beginning of the semester students choose the discussion where they will serve as a forum leader. Forum leader lead discussions occur during forums 3 – 6.
Forum Leader Responsibilities:

- **Early 1st comment deadline**. Forum leader 1st comment must be made **on or before Friday 11:59 pm**. (All other learning community members must make a 1st comment on or before Sunday, 11:59.)
- **Offer a substantive comment**. Forum leader comments should help to frame the discussion for the week. Forum leaders must be well versed in the topics being addressed in the forum. (Suggested topics and questions are offered by professor.)
- **Engage with Learning Community members.** Forum leaders follow through by engaging in a dialogue with those who respond to the leader's original comment. **Forum leaders may find that they make more than the minimum 3 comments during the week they are serving in the leadership role.**

Forum #	Topics	Week	Forum Leader Lead
1	Perspectives on the Science and History of EI/ESI	2	No
2	(a) How Emotions Work (b) Developing EI Abilities and Competencies	3	No
3	EI/ESI: Workforce Diversity and Inclusion	4	Yes

4	Empathy and Workplace Inclusion	7	Yes
5	EI/ESI: Relationship Building and Interpersonal Expertise	12	Yes
6	EI/ESI: Teams	13	Yes

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 <u>private</u>; only your professor will read course project components.

Emotional Intelligence Assessments

1: Meyer-Salovey-Caruso-Emotional Intelligence Test (MSCEIT) – Ability Model Assessment - REQUIRED

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.

2. Emotional and Social Competency Inventory (360 Component where others rate student) – Competency Model

Graduate students are encouraged to also engage in the ESCI 360 – which involves inviting 2 co-workers and a supervisor to use the ESCI 360 to rate you on social and emotional competencies.

Course Project Components

<u>Part I: Emotional Intelligence: Understanding EI</u> (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.

<u>Part II: Developing EI Skills and Competencies</u> (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.

<u>Part III: EI Theory to Practice</u> (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.

Grading Rubrics
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.

Test Yourself Quizzes (12.5% of total grade)
3 for a total of 125 points
True/false, multiple choice, multiple answer for all quizzes; short answer in one test yourself quiz.

Test yourself quizzes are low point bearing opportunities for students to identify if they are understanding the concepts addressed in the course.

All Test Yourself quizzes are open resource. Students have permission to access material in the course when completing a quiz. Additionally, students can take any quiz up to two times. (Questions will differ.)

Test Yourself Number	Quiz Addresses Content within Weeks	Offered
#1	1/2, 3, 4	Week 5
#2	6, 7, 8	Week 8
#3	9, 10, 12, 13	Week 13

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
Test Yourself quizzes may be taken anytime between Wednesday and the following Tuesday (of assigned course weeks.) the open and close day and time. Quizzes must be completed by 11:59 pm on the close date.

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 competed 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 Special Interest Topic Briefing Assignments

> Any course project component and the briefing assignment can be submitted up until 11:59 pm on the stated due date. Late project components (Parts I and II) and the briefing assignment will be accepted up to 48 hours (12:01 am Wednesday to 11:59 pm Thursday) 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.)   NOTE: 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. TO help students better understand plagiarism, the PowerPoint slide set *Plagiarism: Identifying & Avoiding* is available in the Course Essentials module.
>
> 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 (Special Topic Briefing 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.

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*.

A student can sign up to serve as a forum leader for more than one discussion. When the student has successfully met the requirements of BOTH the required and the extra discussion leader requirements *up to* 25 points will be uploaded into the extra credit area of the student's gradebook.

Students who volunteer to share their MSCEIT and/or ESCI 360 feedback report will earn 20 extra credit points.

Students can earn *up to* 15 extra credit points by completing extra assignments associated with Course Project Part II and III:
- Part II: completing 2 extra days of diary keeping (7 days rather than the required 5) – self-awareness of emotions assignment – worth 5 points
- Part III: Fully developing and extra plan to improve or leverage an EI ability/ESI competency – worth 10 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. 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.)

Outstanding	Very Good	Good	Satisfactory	Poor
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 OIT 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.

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Weekly Schedule

Unit I: The Basis for Emotional Intelligence
Weeks 1 - 5

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Week 1
Topic: Online Course Orientation

Assignments:

      Address Canvas Account Information; Complete 2 Self-Assessments

Weeks 1 and 2
Topics: What is EI?

      Defining and Understanding Emotional and Social Intelligence (Part I)

Assignments:

      WEEK 2 - Forum 1: Perspectives on the Science and the History of EI/ESI

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Week 3
Topics: Defining and Understanding Emotional and Social Intelligence (Part II)

      How Emotions Work; Developing EI Abilities & Competencies; Assessing EI/ESI

Assignments:

      Forum 2: How Emotions Work; Developing EI Abilities and Competencies

      MSCEIT MUST be completed by end of week 3 or 4.

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Week 4
Topics: Diversity, Inclusion; EI and ESI

Assignments:

      Forum 3: Diversity, Inclusion, EI and ESI

      Work On: Review Feedback from Professor Marsden Regarding your MSCEIT Scores

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Week 5
Course Project Part I Development Week

Assignments:

      Course Project Part I

      Test Yourself 1 (Covers week 1 – 4 material)

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Unit II: Developing EI Skills and Competences
Weeks 6 - 10

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Week 6

Topics: Increasing Self-Awareness
      Increasing Awareness of Others

Assignments:

      Work On: Section A of Course Project Part II – Emotional JOURNAL KEEPING should begin

      Complete Form: Identify Special Interest Topic for Briefing Paper

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Week 7
Topics: Emotional Intelligence: Smarter – not "Nicer"
      Using Emotions at Work

Understanding Empathy

Assignments:

Forum 4: Empathy and Workplace Inclusion

Work On: Section A of Course Project, Part II (Involves Journal Keeping)

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Week 8 – INCLUDES SPRING BREAK – CHECK CALENDAR

Topic: Understanding Emotions at Work

Assignments:

Work On: Special Interest Topic Briefing Outline

Test Yourself 2 (Covers weeks 6, 7 and 8)

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Weeks 9 - 10

Topics: Self-Management of Emotions
Managing the Emotions of Others in the Workplace

Assignments:

WEEK 9 - Briefing Paper Outline due

WEEK 10 - Work on: Section B of Course Project, Part II
Both A and B of Course Project 2 due week 10

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Week 11

Special Interest Topic Briefing Paper Development Week

Assignment

Special Interest Briefing Paper due

Unit III: Using Emotional Intelligence Skills and Competences
Weeks 12 – 14

Week 12

Topic: EI and Communication in the Workplace

Assignment:

Forum 5: Relationship Building and Interpersonal Expertise at Work

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Week 13

Topic: Leadership, EI/ESI and Teams

Assignments:

Forum 6: Leadership: Managing Others Working in Teams

Test Yourself 3 (Covers weeks 9/10, 12 & 13)

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Week 14 (Short Week)
Course Project Part III
Emotional Intelligence and Personal Leadership Plan

Assignment:

Course Project Part III