

Emotional Intelligence in the Workplace

37:575:367

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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.

SMLR Learning Objective for this Course

Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
(Goal IV)

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

Course specific: Identify key theoretical aspects and practical applications of EI abilities and EI competencies as they relate to 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 LinkedIn Learning and 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 |
|--|--|
| <p>Theory-to-Practice Discussions 37%</p> | <p>Emotional Intelligence Science and Misperceptions Worth 100 points</p> <p>EI Leadership Research-to-Practice Topics Worth 150 points</p> <p>Original Comment is a completed worksheet cut and pasted into the discussion area.</p> <p>2 Replies to peers' original comment Worth 60 points each</p> |
| <p>Course Project 35%</p> | <p>Part I: Understanding MSCEIT-2 Assessment and Scores 130 points</p> <p>Part II: Developing EI Skills and Competencies 220 points</p> |
| <p>EI Activity Processing & Support Discussions 15%</p> | <p>First Impressions of EI and EI Assessments Introduction to Subject Matter Discussion</p> <p>Check-In: How We Feel App Set Up and Experimentation Week</p> <p>Check-In: Emotional Vocabulary Choices and Reflections Report Atlas of the Heart Section Choices & Initial Reflections on text content</p> <p>Reflections: Actions I Commit to and Learning Experience Wrap-up interaction with Learning Community</p> <p>Each is worth 50 points</p> <p>Original and two comments required: first Comment by Sunday</p> <p>The lowest score is dropped: Can skip one activity processing and support discussions.</p> |
| <p>Theory and Vocabulary Quizzes 10%</p> | <p>2 Test Yourself Quizzes Worth 100 points total</p> |
| <p>Engagement Assignments 3%</p> | <p>Attending to Canvas Account Information Completing: Academic/Employment and Personal bio; uploading digital image Worth 10 points</p> <p>Gen AI Use Questionnaire Level of Comfort Using Gen AI/Support Needed to Succeed Worth 20 points</p> |
| <p>100%</p> | <p>TOTAL 1,000 points</p> |

Discussions

Two different types of discussions are held throughout the semester. In total, discussions comprise 39% of one's final grade. **Please Pay Attention:** Discussions cannot be made up. Once the discussion closes the area will not be opened again.

Academically Oriented Theory-to-Practice Discussions – The student is charged with sharing their knowledge about the topics being presented. Sources are offered, including Gen AI. Critical thought is required in original content and replies. Replies move the discussion forward.

EI Activity Processing & Support Discussions

Discussions require students to answer questions within the original comment. 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.

| Discussions | | |
|--|--|---------|
| | Name, Description | Weeks |
| Theory-to-Practice Discussions | | |
| Both discussions require the worksheet contents to be pasted into the discussion area by Tuesday (end of a content week.) At least two replies made by Saturday 11:59 pm the following course week. Discussion closes Tuesday at the end of the second week. | | |
| Worth 160 points Worksheet pasted into discussion area – 100 points; 2 comments – 60 points | Emotional Intelligence Science and Misperceptions | 2 - 3 |
| Worth 230 points Worksheet pasted into discussion area – 150 points; 2 comments – 60 points | EI Leadership Research-to-Practice Topics | 12 - 13 |
| EI Activity Processing & Support Discussions | | |
| Worth 50 points 22 points Original Comments, 16 points for replies, and 7 participated according to time requirements Open Thursday First Comment Saturday Close Tuesday | 1. First Impressions of EI and EI Assessments <i>Introduction to Subject Matter Discussion</i> | 1 -2 |
| | 2. Check-In: How We Feel App <i>Set Up and Experimentation Week</i> | 5 |
| | 3. Check-In: Emotional Vocabulary Choices and Reflections Report Atlas of the Heart Section Choices & Initial <i>Reflections on text content</i> | 7 |
| | 4. Reflections: Actions I Can Commit to and Learning Experience <i>Wrap-up interaction with Learning Community</i> | 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 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 for emailing using the revised emotion recognition app from Yale University.
- 2- Emotional Vocabulary and Meaning exercise. Students identify and work with at least two areas of focus within B Brown's Atlas of the Heart 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

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 30 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 cannot 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 20 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 comfortability experienced by this class. Students earn

up to 10 points for completing the questionnaire. Points are automatically placed in gradebook upon completion.

Policies and Procedures

Dates for the course are offered in the Course Schedule at the end of the syllabus or the associated calendar uploaded into the Course Essentials area.

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. *Once discussion areas close, they are not opened again for a student without documented excused physical or mental health reasons.*

Theory-to-Practice Discussions: Material for initial entry is due Tuesday (last day of the week) – Replies are encouraged for the next course week (Wednesday – Tuesday.)

EI Activity Processing & Support Discussions: Open on Thursday. First Comment by Sunday; Close Tuesday 11:59 pm

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/they cannot complete Course Project Part I and will earn a zero.*

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 let 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 participate in discussions of writing assignment topics.

Late Submission Policy – Course Project

Course Project components 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.) *A course project will not be accepted after the 48-hour period.*

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Diversity, Equity, Inclusion and Belonging Statement

Faculty teaching Organizational Behavior and Work are 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. In several assignments within this course the use of Gen AI is encouraged.

Gen AI Literacy Training is provided during week 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 2 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. (This excludes Sundays, Spring Break, and Thanksgiving Break.) If a student sends a comment or question, the message will be addressed within 24 hours.

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.

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|---|-------------------------------------|-----------------------------|
| Outstanding 100 – 90% = A | Very Good 89 – 87% = B+ | Good 86 – 80% = B |
| Satisfactory 79 – 77 points = C+ 76 – 70 = C | Poor 66 – 60 = D; 59% = F | |

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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
- tutoring, study groups, academic skills coaching and mentoring
- help building connections and joining Rutgers communities
- career development

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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| Topics | Assignments | Course Week Open – Close Dates |
|---|---|---|
| Week 1 | | |
| Course Orientation | Bio & Digital in Canvas Profile Area (10 points) | Wednesday, January 22 |
| AI Literacy Training | Gen AI Use Questionnaire (20 points) Complete two EI self-assessments | Tuesday, January 28 |
| Unit I The Basics of and Basis for EI | | |
| Week 2 | | |
| Part I: Foundational Concepts (History and Theory) | Discussion First Impressions of EI & EI Assessments Original comment and 2 replies (50 points) | Wednesday, January 29 |
| AI Literacy Training (continued) | Sign up for an EI Leadership Research-to-Practice Topic. | Tuesday, February 4 |
| Week 3 | | |
| Part II: Foundational Concepts (History and Theory) | EI Science and Misperceptions Worksheet pasted into Theory-to-Practice Discussion Area #1 (100 points) | Wednesday, February 5 |
| | | Tuesday, February 11 |
| Week 4 | | |
| Part III: Foundational Concepts (History and Theory) | Discussion Theory-to-Practice Discussion #1: 2 Replies (60 points) Theory and Vocabulary Quiz (50 points) | Wednesday, February 12 |
| MSCEIT-2 is available to take | Review video feedback from Professor Marsden once MSCEIT Assessment results are returned | Tuesday, February 18 |
| Unit II Developing EI Skills and Competencies | | |
| Week 5 | | |
| Emotional Self-Awareness Recognize Emotions in Self and Others | Discussion Check-In: Experiment with How We Feel app (50 points) | Wednesday, February 19 |
| Complete MSCEIT-2 by end of week | Review video feedback from Professor Marsden once MSCEIT Assessment results are returned | Tuesday, February 25 |
| Week 6 | | |
| Course Project I: Work Week | Course Project Part I: Understanding MSCEIT-2 Assessment and Scores (130 points) | Wednesday, February 26 |
| | | Tuesday, March 4 |
| Week 7 | | |
| Understanding Emotions Emotional Vocabulary and Granularity | Discussion Check-In: Emotional Vocabulary Choices and Reflections (50 points) | Wednesday, March 5 |
| | | Tuesday, March 11 |
| Week 8 INCLUDES SPRING BREAK | | |
| Matching Emotions Social Awareness: Empathy | Discussion Check-In: Top Three Takeaways on Connecting Emotions (50 points) | Wednesday, March 12 |
| | | Tuesday, March 25 |

| Week 9 | | |
|--|---|--|
| Managing Emotions Emotion Regulation Process Emotional Self-Control Strategies Part I | | Wednesday, March 26 Tuesday, April 1 |
| Week 10 | | |
| Emotional Self-Control Strategies Part II | Course Project Part II: Developing EI Skills and Competencies (220 points) Theory and Vocabulary Quiz (50 points) | Wednesday, April 2 Tuesday, April 8 |
| Unit III Using EI Skills and Competencies | | |
| Week 11 | | |
| ESI: Relationship Building at Work | | Wednesday, April 9 Tuesday, April 15 |
| Week 12 | | |
| EI Leadership Research-to- Practice Topics Assignment Development Week | EI Leadership Research-to-Practice Topics pasted into Theory-to-Practice Discussion Area #2 (150 points) | Wednesday, April 16 Tuesday, April 22 |
| Week 13 | | |
| Addressing Anger and Conflict | Discussion Theory-to-Practice Discussion #2: 2 Replies (60 points) | Wednesday, April 23 Tuesday, April 29 |
| Week 14 | | |
| Course Wrap-Up: Leveraging EI & Future Plans for Development | Discussion Reflections: Actions I Commit to and Learning Experience (50 points) | Wednesday, April 30 MONDAY, May 5 |
| | | |