Emotional Intelligence in the Workplace
37:575:367

Instructor	**Teaching Aid**
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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, as well as encourages the application of EI through a variety of assessments and theory-to-practice assignments. As a result of successfully completing this course, students will recognize and be able to apply best practices in emotional intelligence within a work environment.

Course 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

Course Objectives
This course offers students the opportunity to:
• Investigate emotional intelligence theory and practice as a means for professional success.
• Engage in assessments to recognize areas for professional growth.
• Learn best practices in feeling, thinking, and behaving in an emotionally intelligent manner.
• Gain skills to apply emotional intelligence strategies to specific workplace challenges.

Association with LSER Department Learning Objective
1. Demonstrate an understanding of perspectives, theories, and concepts
2. Apply those concepts, along with substantive institutional knowledge, to contemporary developments.

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

- o communicating in an emotionally intelligent way
- o building relationships using emotional intelligence skills and competencies

Proficiency of knowledge gained in the above topics is assessed through blog writing assignments and blog commenting activities as well as 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 blog writing assignments and blog commenting activities as well as 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 with the exception of the two (2) textbooks students are required to purchase.

Textbook ordering Information

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

Assignments

Quizzes (30% of total grade)
IMPORTANT: Course Orientation Quiz and Exam Use Proctortrack
The course orientation quiz and two of the three quizzes are given using Proctortrack for student verification and monitoring. Please see information about Proctortrack under the Policies and Procedures section of the syllabus as well as the Quiz and Exam homepage in the course shell. **Students must be able to use Proctortrack to complete the course orientation quiz and the final exam. If a student can't use Proctortrack, the student can't complete the assessments.** *No alternative is offered.*

Unit Quizzes (3 for a total of 270 points)
Unit I: 90 points; Unit II: 100 points; Unit III: 80 points
Student knowledge is assessed on all required material.
True/false, multiple choice and short answer (possible essay)

Course Orientation Quiz (worth 30 points)
Students study the syllabus, calendar, and the Critical Tips for Successful Online Learning document and take a quiz on the contents of these documents week 1. True/false and multiple choice

Blog Posts and Commenting on Learning Community's Blog Posts (39% of total grade)
Students develop blog contents about EI/ESI topics; share with learning community members.
Blog development instructions and a template are provided.

Blog posts 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 blog #2 and #3 contents is required.

Peers reflect on blog contents and make comments, focusing on their knowledge of EI/ESI and critical thinking on blog topics.

Unit I Blog Post (worth 100 points)
All students must develop a Unit I blog.
Part I: General Information
Student introduction; including any prior knowledge of emotional intelligence.

Part II: The Science Behind EI/ESI

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

Part III: 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.

Units II or III Blog Post (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 blog post that addresses either a Unit II or III topic. A listing of blog topics is provided from which students select their topic week 1 of the semester. Deadlines: October 28 (Unit II topic – blog #2); December 2 (Unit III topic – blog #3)

Part I: Overview of Topic or Subtopic

>Present basic overview of topic/subtopic — 600 word limit

Part II: Link to the Workplace – or – Employee Success in the Workplace — 250 word limit

>Students identify connection between EI and the workplace

Part III: Opinion Statement on Topic — 250 word limit

>Students exhibit critical thinking on overview contents

Commenting on Blog Contents

Worth 135 points (15 points apiece)

All students comment on blogs 1, 2, and 3.

Develop a minimum of 9 comments; 3 comments per blog #1, #2, and #3 according to established due dates.

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; uploaded into dropbox where only the instructor and TA can download assignments.

Emotional Intelligence Assessment

Prior to beginning their 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.

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

Section I: Completion of and Reflection on EI Assessment

>Students complete, 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

Class Sessions and Assignment Due Date Information
The course begins Wednesday, January 20. Last assignment will be submitted on Monday, May 2 (last day of classes for Rutgers University.)

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

- A weekly message will be sent to all students Wednesday mornings by 10 am Eastern Time. Reading weekly messages is a required activity. Students are responsible for the contents of weekly messages. Messages present timely information on course activities/assignments and content.

- Quizzes: Quizzes may be taken anytime between the open and close day and time. Exams must be completed by 11:59 pm on the close date.   Students are given a 4 day period to complete the exam. No make-up exam will be given.   Once a student logs into the exam area, the quiz must be completed in one sitting.
Course Orientation Quiz: 1/20 – 1/26; Unit I Quiz: 2/19 – 2/21; Unit II Quiz: 4/8 – 4/10; Unit III Quiz: 4/29 – 4/30.

- Students are required to engage in a formal emotional intelligence ability assessment. The Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) must be competed between 1/29 – 2/9.   The results of the EI assessment are used when completing Part I of the course project, due 2/23. Part II and III of the course project are due by 11:59 4/12 and 5/2.

- There are two blog assignments: Blog #1, which all students must complete, is due 2/9; students will either be required to submit blog #2, due 3/22; or blog assignment #3, due 4/26.

  All students are responsible for making a minimum of 3 comments on learning community bogs for blog #1, 2, and 3. Deadlines: Blog #1 comments: no later than 2/16; Blog #2 3/29; Blog #3 5/2.

> 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 course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.
>
> Because "things happen" it's a best practice not to wait until the last minute to take a quiz, submit a course project component, blog assignment, or make a blog comment.
>
> Plan ahead if you'll be unable to complete an assignment on time. You may need to submit the assignment earlier that the posted due date. Contact your instructor in advance if you perceive a challenge with any deadline.

Late Submission Policy
Late project components (Parts I, II, or III) and blog posts will be accepted up to 24 hours (12:01 am to 11:59 pm) from the due date for a deduction of 10% of the points attributed to the assignment. (This is a deduction of one letter grade.)   A course project component or a blog assignment will not be accepted after the 24 hour period. Neither blog comments nor quizzes can be made up.

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

page and are responsible for the contents of the document. Some facts 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 assignment 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.

Exam Cheating

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.

See below section on use of Proctortrack in this course. In addition, students should be aware that all tests are developed using a large test bank. No two tests are the same.

The three quizzes are open book. Students are allowed to access material to assist them when completing the assessment.

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.

Use of Proctortrack

The course orientation quiz and two of the three quizzes use Proctortrack for 1) verification of student identity and 2) for monitoring student activities while completing the quiz/exam. Proctortrack videotapes student identification activities prior to and monitors student behavior during the exam period. Instructors review all behaviors which have been flagged as suspicious.

Students must own a video camera associated with their laptop or PC.to use Proctortrack. Specific instructions regarding the use of Proctortrack are offered on the Quiz and Exam homepage in the course. Proctortrack offers technical assistance via a helpdesk. Content information on page 1 of syllabus.

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

There are several ways extra credit can be obtained. All extra work is graded using criteria for the assignment.

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 – 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

Email Policies
Instructor's Email

Unless students receive advance notification, the instructor will check her email by 10:00 am ET on regular workdays. (This excludes Sundays and Spring Break.) If a student sends a comment or question, the instructor or TA will answer the email within 24 hours.

Students Email
It is the responsibility of the student to check for incoming course related messages 2 times a week.
Students receive at least 1 message a week from the instructor via email (weekly message Wednesday mornings)

Email messages are ALWAYS sent to the student's default email address for the course. It is the student's responsibility to recognize what address serves as the student's "default email address" for the course and change the default email address, if desired.

Forgetting or being unable to check for email messages is not an excuse.

Grading
A final grade is based on the point system below. Number of points for each course assessment is identified next to the listing of the assignment on page 2 – 4. Comprehensive information about grading, including rubrics for each assignment, is available in the course shell.

Points to Letter Grade

1000 – 900 Points = A	779 – 700 Points = C
899 – 880 Points = B+	699 – 600 Points = D
879 – 800 Points = B	599 Points and below = F
799 – 780 Points = C+	

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 pages – provide information and instructions that address technical performance within this course. The Course Tools pages offer visual demonstrations of how to use each course tool (example: document sharing, dropbox and changing default email address).

External Sources of Support
- Student can get help regarding technical issues through both university based help staff – or – by contacting the Pearson help desk. All contact information is highlighted on pg 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 instructor. Your instructor is readily available to answer questions and/or discuss course content and assignments. All you need to do is send her an email message or call her via Skype.

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 the "About" pages (About the Blog assignment, About Course Project, About Quizzes and About Assessments pages) In addition, specific grading rubrics are linked to the "About" pages 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 in course shell 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 (emailed to students + in document sharing-weekly messages folder)
> All material on or linked to course home page.

Video

> Welcome and Course Overview – Professor Marsden
> About Your Instructor (optional)

Assignments:

> Course Orientation quiz (30 points)
> Choose topic for blog #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 – Emailed to students and placed in the weekly messages file in document sharing

> EI at Work Case Studies:
> > The Emotionally Intelligent Manager Text
> > > Excerpt: Chapter 12 –Managing You: Applying Your Emotional Intelligence Skills, p. 160 – 171.

> > Mayer, J. D., & Caruso, D. R. (2002). The Effective Leader: Understanding and Applying Emotional Intelligence. *Ivey Business Journal*, 67. Excerpt: Case study: p. 2 - 4.

> > Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books, New York, NY. Excerpt: Case study: p. 23 - 24.

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

Videos

Introduction to Emotional Intelligence (Part I and II)   – Professor Marsden

Understanding the Concept of Emotional Intelligence – Professor Cherniss

Video and Audio Options
(selection of researchers and theorists discuss various EI related concepts)
Richard Boyatzis, David Caruso; Daniel Goleman, Peter Salovey, Reuven Bar-On
Links available in course shell.

Assignments:
Work on developing blog assignment #1.
Blog area becomes available by end of week 2.

MSCEIT Assessment testing area available on Friday, September 12.
(MSCEIT MUST be completed by end of week 3)

Week 3
Reading and Video
Overview
3rd Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

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
PowerPoint
          Measuring EI – Professor Marsden

Assignments:
Blog assignment #1 due
MSCEIT MUST be completed

Week 4
Reading and Video
Overview
Reading
4th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

Goleman, D. (1998). *Working with Emotional Intelligence*, Bantam Books, New York, NY.
Excerpt: p. 241 – 245

Video

Learning EI Competencies vs Intellectual Learning – Professor Cherniss

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

Topic: The Benefit of Learning Social-Emotional Skills: Educational System to the Workplace

<u>Students</u>
Reading

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

Selling SEL: An Interview with Daniel Goleman
Daniel Goleman speaks on the value of social and emotional learning.

<u>Employees & Organizations</u>
Reading

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

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

Video

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

Assignments:

Comments on blog 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 – Emailed to student and placed in the weekly messages file in document sharing

Assignments:

Unit I Quiz
Course Project Part I

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

Week 6
Reading and Video

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

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

Assignment:
> Work on Section I of Course Project Part 2
> Work on blog assignment #2
> (if you are part of the group who is developing a blog presentation on Unit II topics)

Week 7
Overview
Reading
> 7th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

Video
> Using Emotions to Your Benefit in the Workplace – Professor Marsden
>
> EI Topics We Usually Don't Understand – Professor Marsden

Assignment:
> Work on blog assignment #2
> (if you are part of the group who is developing a blog presentation on Unit II topics)

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

Video
> Understanding Emotions at Work – Professor Marsden

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
> Empathy, Emotional Abilities and Competencies – Professor Marsden

Assignment:
> Blog assignment #2 Due
> (if you are part of the group who is developing a blog presentation on Unit II topics)

Weeks 9 - 10
Reading and Video
Overview
Reading
> 9th & 10th Weekly Message – Emailed to student and placed in the weekly messages file in document

sharing

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:
        Make comments in blog #2; (week 10)
        Work on Section B of Course Project, Part II (due week 11)

Week 11
Unit II Quiz & Course Project Part II
Reading
        11th Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Assignments
        Unit II Quiz
        Course Project Part II

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

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Week 12
Reading and Video
Overview
Reading
        12th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

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

Communication and EI – Professor Marsden
EI and 21st Century Communication – Professor Cherniss

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

Week 13
Reading and Video
13th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing
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:
Blog assignment #3 Due
(if you are part of the group who is developing a blog presentation on Unit III topics)

Work on Course Project Part III

Week 14
Unit III Quiz & Course Project Part III
Reading
14th (and last!) Weekly Message – Emailed to students and placed in the weekly messages file in document sharing

Assignments:
Unit III Quiz
Course Project Part III
Blog Assignment #3 Comments