

Professor:
Anne-Michelle Marsden

To Interact:
Send a message via Canvas Inbox messaging tool
Schedule appointment to meet face-to-face online
Call: (609) 545-7835

Description

This course focuses on *emotional intelligence* (EI) and *emotional and social intelligence* (ESI) theories in relation to understanding, developing, and leveraging emotional and social intelligence in the workplace. It highlights methods that are used to create positive and productive worksite conditions and support individual employee success. Using strategies presented through both the ability and emotional-social competence models, students are taught leadership skills necessary in today's diverse organizational environment.

The EIW course is part of the SMLR Diversity and Inclusion Certificate Program.

SMLR Learning Objectives

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

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

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

Learn about and engage in assessments and best practices that are regularly applied as an organizational tool in the workplace.

Specific Course Objectives

Course material and assignments provide opportunities to:

- Recognize: the differences in the EI theories that are regularly applied in workplace initiatives.
- Understand: the basic definitions, concerns and misunderstandings associated with emotional intelligence (EI) emotional-social intelligence (ESI); how emotions work to influence thought and behavior; and how EI and ESI is learned and developed
- Identify : research based benefits of developing and leveraging EI/ESI in the workplace for the employee and the organization; training initiatives used to support development and use of employee EI/ESI.

Access the Course

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

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

Get Help Need Assistance with a technical question?

IMPORTANT! 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 instructor cannot assist you with technical issues – but the helpdesk staff can!

Helpdesk: Rutgers Teaching and Learning with Technology (TLT) Department
Email: help@Canvas.rutgers.edu
Call: 877-361-1134
24 hrs./7 days

- Learn About and Engage In: assessments that are regularly applied as an organizational tool to identify the EI abilities and ES competencies of employees and leaders.
- Learn: best practices in developing/leveraging EI abilities: awareness of self and others, using and understanding emotions, and emotional management.
- Gain: ESI skills to strengthen leadership capacity in worksite communication and relationship building.

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.
- 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 Organization

Week 1	Course Orientation
Weeks 2 – 6	Part I: EI Theory & Practice
Week 7	Research Briefing Assignment
Weeks 8 - 11	Part II: Developing & Using EI Abilities and Competencies
Weeks 12 – 14	Part III: EI Leadership at Work

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 \$5.00; 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.

Excerpts from other texts are available within the course shell, see weekly reading assignments at the end of this syllabus.

Emotional Intelligence/ Emotional and Social Intelligence Assessments

Students are required to engage in a formal EI evaluation using the MSCEIT. If desired, students are also invited to be evaluated by the ESCI.

MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)

ESCI (Emotional Social Competency Inventory)

The MSCEIT is an EI ability test that is taken in one sitting online.

The ESCI is an online competency test that involves two stages. First the student takes the online assessment. Next selected workplace representatives engage in a 360 evaluation. The ESCI scores involve not only the student’s self rating but also the evaluation by personnel at their workplace. Choosing the ESCI requires students to choose and engage at least 2 co-workers and 1 supervisor in the evaluation process.

Assignments

Item	Specifics	% of Total Grade
Writing Assignments	<p>4 Writing Assignments Addressing Topics in Course Unit I: Assignment #1 (135 points); #2 (150 points); Unit II: Assignments # 3 (115 points); Unit III: Assignment #4 (150 Points) Worth a total of 550 points (55%)</p>	55%
Forums	<p>8 Forums <i>(Must participate in 6)</i> Total points available through forum work: 300 points</p>	30%
Test Yourself Quizzes	<p>4 Short Quizzes Worth a total of 140 points</p>	14%
Misc.	<p>Attending to Canvas Account Information (10 Points) Form Completion: Forum Leadership Week (0 points); Choose EI/ESI Assessment(s) (0 points)</p>	1%
	Total	100%

Students are required to complete the following:

Writing Assignments (550 points - 55% of final grade)

Grading rubric for each writing assignment is available on the appropriate assignment page in the course.

Following writing assignment templates and instructions each student completes and submits the following:

#1 EI Theory and Assessments (135 points – due week 5)

Section I: Completion of and Reflection on EI Assessment: Students complete, examine and discuss the process of assessment; MSCEIT (and if selected, the ESCI 360); and 2 self-reports

Students apply knowledge gained in unit I when developing written responses to questions posed regarding the benefits of their EI strengths and the potential options for EI skill development.

Section II: EI Models and Assessments: Using knowledge of the EI assessments regularly used in the workplace, students discuss the differences between the assessments and the theoretical models that support the assessments.

#2 EI Research Briefing (150 points – due week 7)

Using a list of recommended research articles on a variety of aspects of EI theory and practice as well as locating research articles online through the Rutgers Library system, students choose 2 research articles to discuss: topic being investigated, results of the research, and the potential for use of findings in the workplace.

#3 Awareness and Management of Emotions Exercises (115 points – due week 10)

Section I: Self-Awareness: students to keep a diary for a *minimum* of 5 days and reflect on thoughts/behaviors associated with emotions experienced during diary keeping period.

Connect reflections on activity noted above to awareness of emotions course content.

Section II: Managing Emotions: Conditioned Relaxation Response

Involves experimentation with conditioned relaxation techniques to gain more control of emotions. Students keep a diary that documents experimentation with the technique.

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

#4 Readiness for Change and EI Plan (150 points – due week 13)

Section I: Self Directed Learning Readiness and Change

Students provide written responses to 4 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.

Section II: Plan for Change

Reflecting on abilities and competencies identified through the assessment process (Writing Assignment #1: EI Assessment Reflection) and material discussed throughout the semester, students develop and substantiate a basic plan for: developing/strengthening needed EI skills/competencies; leveraging high quality skills/competencies that already exist.

- **Forum Discussions** (worth a total of 300 points/50 points each; 30% of final grade)

Point Worth: 25 points for original comment; 14 points for discussion; 11 points meeting technical requirements. Grading rubric is available on the discussion pages.

⇒ Students are encouraged to research, share and discuss appropriate high-quality material with their learning community to advance or support topical discussions. In addition, learning community members are encouraged to ask peers mindful questions to support critical thinking and further investigation of forum related topics.

There are 8 forum discussions in the course. Students must engage in 6. A **minimum** of 3 comments per forum discussion are required. Within minimum number of comments: an original comment and two responses to learning community member comments are required.

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 – 7.

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.**

About Participating in More than 6 Discussions – or – Skipping 2 Discussions

There’s a total of 8 regular forums. Students are required to engage in 6 of the 8 forums.

- Students can “skip” one or two discussions and will not be penalized. Initially, the student will receive a zero in their gradebook for the skipped discussion. The zero for s skipped discussion will automatically be removed after all 8 discussions are graded.
DO NOT SKIP THE DISCUSSION WHERE YOU’VE SIGNED UP TO SERVE AS A FORUM LEADER.

- Students are welcome to engage in more than the 6 required discussions. When students choose to participate in more than 6 discussions, the highest 6 forum discussion scores will automatically be chosen after all 8 forums are graded; the two lowest scores will be deleted from a student’s gradebook.

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.

Forum #	Topics	Week	Forum Leader Lead
1	(a) EI Abilities, Competencies and the Workplace (b) Reflection on Self-Assessments	1	No
2	Perspectives on the Science and History of EI/ESI	2	No
3	(a) How Emotions Work (b) Developing EI Abilities and Competencies	3	Yes
4	EI/ESI, Workforce Diversity and EI in the Workplace	5	Yes
5	(a)Workplace Leadership: Using and Understanding Emotions; (b)Empathy	9	Yes
6	(a) Managing Other People’s Emotions (b) Relationship Building at Work (c) Interpersonal Expertise Concepts	12	Yes
7	EI/ESI and Teams	13	Yes
8	The Future of EI/ESI in the Workplace	14	No

- **Test Yourself Quizzes** (4 worth 140 points – 15% of final grade)
Each quiz is worth between 30 – 40 points each

The purpose for the quizzes is to help students recognize the amount of knowledge/skills they have gained from reading/watching course materials through a low point bearing/lower stress producing activity. In addition, students should use the “Test Yourself” quizzes as a learning opportunity by checking their answers against correct answers.

- Students can take the quiz up to 2 times. The last score will be kept.
- Quizzes are open book.
- Quizzes are true/false, multiple choice, and multiple answer.
- Quizzes open Fridays and close 11:59 pm Tuesday nights. Questions are random and are taken from a bank of questions.
- Quizzes remain open for 30 minutes.

Policies and Procedures

The course begins Wednesday, January 22. **Last assignment will be submitted on** Monday, May 4. **This is an asynchronous course.**

Wednesdays are the beginning of each course week. A weekly message is provided within an announcement that becomes available 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.

Message Checking Policies

Messages Sent to Professor’s Canvas Inbox

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

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming messages and notifications. 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.

Things happen. When you don’t have to attend a class session in person, 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 make a comment in a forum, upload a writing assignment or complete a Test yourself Quiz.

Use the Course Calendar

It is the student’s responsibility to recognize open, close, first comment and due dates for assignments/assessments. Use the course calendar to identify all assignment due dates and graded assignment return dates. An online version of the calendar is available through clicking on the Calendar tab in the navigation bar (red area to the left of the screen in the course shell.) A hard copy of the calendar is available under the Course Essentials module.

Can Not “Skip” Completing EI/ESI Assessments by Due Dates

The Course Project requires the completion of the Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) completed between established open period dates. When a student neglects to complete the MSCEIT

assessment, he/she cannot complete Writing Assignment 1 and components of Writing Assignment 4. If a student doesn't take the MSCEIT, he/she will earn no points in areas where writing assignments required MSCEIT test results.

Late Submission Policy

Writing assignments are accepted up to 48 hours from the due date for a deduction of 10% of the points attributed to the assignment. (This is a deduction of one letter grade.) Writing assignments will not be accepted after the 48-hour period.

Forum discussions occur specifically between published open and close dates. Engagement in forums can't be made up. First comment deadlines are firm. No acceptations.

Test Yourself quizzes are available to complete between specific open and close dates. Quizzes can't be made up. No acceptations.

Extra Credit

Extra credit options are described below. These options are available to all students. Up to 60 points extra credit can be earned. *No other extra credit is available at any other time – or - for individual students.*

- Each student is given the responsibility of serving as a forum leader during the semester. When a student volunteers to serve as a forum leader in more than 1 discussion, the student will, **if he/she performs the duties of a forum leader appropriately**, earn up to 20 extra credit points. See the Forum Discussion information in the Assignments section of the syllabus for information on forum leader duties.
NOTE: If a student agrees to serve as a forum leader for a second forum yet doesn't participate as a leader at the time the forum is held, points will be deducted from forum score.
- Students can earn 5 extra credit points by completing an extra assignment associated with Writing Assignment #3 (self-awareness journal keeping).
- Students who volunteer to share their MSCEIT and/or ESCI 360 feedback report will earn 10 extra credit points.
- Students who choose to engage in an extra credit forum on use of training to increase emotional intelligence in the workplace can earn up to 15 extra credit points in association with grading rubrics for all other forums.

Grading

A final grade is based on the point system. Number of points 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.)

Outstanding	Very Good	Good	Satisfactory	Poor
100 – 90% = A	89 – 87% = B+	86 – 80% = B	79 – 77 Points = C+	76 – 70% = C

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:

Refer to the Course Tools page under the Course Essentials module for written information on commonly used course tools. Course Tools page offers written instructions on:

- Updating Your Profile Information
 - Assignment Submission Instructions
 - Discussion Instructions
 - Technical Requirements
- A "Help tab" can be accessed through the navigation bar the left of the screen in the course shell.

Resources Available Outside the Course:

- Access to the Canvas help desk by using phone and email information provided on the 1st page of the syllabus as well as the course home page.
- support one-on-one learning through ongoing interaction with your professor. Professor Marsden is readily available to answer questions and/or discuss course content and assignments.

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the professor and the student. The professor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community's success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in discussions.

- Communicate clearly, authentically, and maintain a content-oriented focus when making comments.
- Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.
- Maintain a positive and respectful attitude when interacting with peers. “Flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion when there is a disagreement - has point deducting consequences.

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 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 material below represent core material for the semester. Refer to weekly topic pages in course shell for a complete listing.

Part I:

EI Theory & Practice

Developing an Accurate Perspective

Week 1

Topic: Course Orientation

Reading

1st weekly message

All material linked to course home page:

Syllabus, Calendar, Meeting Course Expectations; Assessments

Video

Welcome and Course Overview – Professor Marsden

Topic: Sampling Emotional Intelligence

Webwork:

Peruse several sections of the website Consortium for Research on Emotional Intelligence in Organizations, Rutgers University, < <http://www.eiconsortium.org/> >

Reading

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.

Mayer, J. D., & Caruso, D. R. (2002). The Effective Leader: Understanding and Applying Emotional Intelligence. *Ivey Business Journal*, 67.

Excerpt: p. 2 - 4.

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.

Assignment:

Bio Information into Profile Area

Self-Assessments (not submitted, used in a future writing assignment and discussed in Forum 1)
Forum 1: EI Abilities, ESI Competencies and the Workplace/Reflections on Self Assessments

Week 2

2nd Weekly Message

Topic: Science and History of Emotional Intelligence

Videos

The History and Use of Emotional Intelligence Part I and Part II – Professor Marsden
Understanding the Concept of Emotional Intelligence – Professor Cherniss

Reading

Cherniss C (2010). Emotional Intelligence: Toward Clarification of a Concept. *Industrial and Organizational Psychology*, 3(1), 110 – 126.

Recommended

NOTE: required week 5.

Castellano, S. (2014). Getting Sophisticated About Emotional Intelligence. *T+D*, 68(6), 58-63.

Assignment:

Forum #2: Perspectives on the Science and History of EI/ESI

Identify the tool to be used for EI assessment (Just MSCEIT - or – MSCEIT and ESCI 360 – If you choose to be evaluated by the ESCI along with the MSCEIT, list evaluators)

Week 3

3rd Weekly Message

Topic: How Emotions Work

Reading:

The Emotionally Intelligent Manager Text

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

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.

Hughes, M., Terrell, J. B (2007). *The Emotionally Intelligent Team*, Jossey-Bass, San Francisco CA.

Excerpt: What Are Emotions?, p. 20 -21.

Videos:

How Emotions Work – Professor Marsden

The Brain and ESI – Daniel Goleman (YouTube)

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

Recommended

About learning EI competencies

Kotsou, I., Nelis, D., Gregoire, J., & Mikolajczak, M. (2011). Emotional Plasticity: Conditions and Effects of Improving Emotional Competence in Adulthood. *Journal of Applied Psychology*, 96(4), 827-839.

NOTE: Introduction, Discussion and Conditions of EC Improvement sections of this article.

About learning EI on the organizational level

Lindebaum, D. (2009). Rhetoric or Remedy? A Critique on Developing Emotional Intelligence. *Academy of Management Learning & Education*, 8(2), 225-237.

About the brain and learning ESI

Goleman D, & Boyatzis R. (2008). Social Intelligence and the Biology of Leadership. *Harvard Business Review*, 86(9), 74 – 81.

Videos:

Learning EI Competencies vs Intellectual Learning – Professor Cherniss

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

Assignment:

Forum #3: How Emotions Work; Developing EI Abilities and Competencies – Forum Leader lead Complete MSCEIT/Follow Up with Assessors - ESCI

Week 4

4th Weekly Message

Topic: Assessing EI/ESI

Reading:

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

Chapter 4: Investigating the Science Behind Emotional Intelligence, p. 49 – 57.

Excerpts:

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

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

Recommended

Cote, S. (2010). Taking the "Intelligence" in Emotional Intelligence Seriously. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3(2), 127-130.

Webwork: Consortium for Research on Emotional Intelligence in Organizations, Measurements Section: MSCEIT, ESCI, EQ-I

PowerPoint:

Measuring EI – Professor Marsden

Assignments:

Review Results of MSCEIT/ESCI – Work on Writing Assignment #1

Test Yourself Quiz: Weeks 2 - 4

Week 5

5th Weekly Message

Topic: Workforce Diversity, Workplace Inclusion and EI/ESI

Reading:

EI/ESI of Use in the Workplace

Chrobot-Mason, D., & Leslie, J. B. (2012). The Role of Multicultural Competence and Emotional Intelligence in Managing Diversity. *Psychologist-Manager Journal* (Taylor & Francis Ltd), 15(4), 219-236. doi:10.1080/10887156.2012.730442

Required Reading: Excerpts identified on week page

Clark, J. M., & Polesello, D. (2017). Emotional and Cultural Intelligence in Diverse Workplaces: Getting Out of the Box. *Industrial & Commercial Training*, 49(7/8), 337-349. doi:10.1108/ICT-06-2017-0040

Required Reading: Excerpts identified on week page

Gardenswartz, L., Cherbosque, J., & Rowe, A. (2010). Emotional Intelligence and Diversity: A Model for Differences in the Workplace. *Journal of Psychological Issues in Organizational Culture*, 1(1), 74. doi:10.1002/jpoc.20002.

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpt: Case Studies: The Power of Emotions in Dealing with Diversity, p. 3 – 7.

Disability

Carley, M. J. (October 26, 2014). Autism Without Fear: Is Corporate Use of 'Emotional Intelligence' Grounds for Discrimination Under the ADA? Huffington Post. Access: https://www.huffingtonpost.com/michael-john-carley/autism-without-fear-is-co_b_5697890.html

Age and Gender

Cabello, R., Sorrel, M. A., Fernández-Pinto, I., Extremera, N., & Fernández-Berrocal, P. (2016). Age and Gender Differences in Ability Emotional Intelligence in Adults: A Cross-Sectional Study. *Developmental Psychology*, 52(9), 1486-1492.

Required Reading: Excerpts identified on week page

AGE

Sliter, M., Chen, Y., Withrow, S., & Sliter, K. (2013). Older and (Emotionally) Smarter? Emotional

Intelligence as a Mediator in the Relationship between Age and Emotional Labor Strategies in Service Employees. *Experimental Aging Research*, 39(4), 466-479.
doi:10.1080/0361073X.2013.808105

Required Reading: Excerpts identified on week page

GENDER

Clarke, M., Marks, A., & Lykins, A. (2016). Bridging the Gap: The Effect of Gender Normativity on Differences in Empathy and Emotional Intelligence Preview. *Journal of Gender Studies*, 25(5), 522-539. doi:10.1080/09589236.2015.1049246

Required Reading: Excerpts identified on week page

Assignment: Forum # 4: EI/ESI, Workforce Diversity and Workplace Inclusion – Forum Leader lead Writing Assignment #1: EI/ESI Theory and Assessments (135 Points)

Week 6

6th Weekly Message

Topic: Training for Development of EI/ESI

Reading:

Cherniss, C., Goleman, D. (2001). *The Emotionally Intelligent Workplace*, Jossey-Bass, San Francisco, CA.

Excerpt: Chapter 9: Training for Emotional Intelligence, p. 209 – 233.

Zeidner, M., Matthews, G., Roberts, R.D. (2009). *What We Know About Emotional Intelligence*, Massachusetts Institute of Technology, Cambridge, MA.

Excerpt: Chapter 9: Work and Emotional Intelligence Training EI Competencies in the Workplace, p. 272 – 277.

Recommended

Ciarrocho, J. & Mayer, J. D. (2007). *Applying Emotional Intelligence*, Psychology Press, New York, NY.

Excerpt: Chapter 6: The Key Ingredients of Emotional Intelligence Interventions: Similarities and Differences, 144 – 155.

Cherniss, C., Grimm, L., & Liautaud, J. P. (2010). Process-designed training: A new approach for helping leaders develop emotional and social competence. *Journal of Management Development*, 29, 413-431.

Videos:

Update on Successful Training Initiatives in the Workplace – Professor Cherniss
The Ingredients of Effective Intervention in the Workplace – Professor Cherniss

Assignment: Extra Credit Forum: Increasing Employee Skills & Competencies

Week 7

Assignment: Writing Assignment #2: EI Research Briefing (150 points)

Part II
Developing & Using EI Abilities and Competencies

Weeks 8

8th Weekly Message

Topic: Increasing Awareness of Self and Others

Reading

Self:

Emotional Intelligence at Work Text

Part One: Increasing Your Emotional Intelligence, p. 1-2

Chapter 1: Developing High Self Awareness, p. 3 – 25

Others:

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

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpts: Intercultural Literacy-Reading Others Accurately, p. 97 – 104.

Video

Emotional Awareness – Professor Marsden

Assignments: Develop Section I of Writing Assignment #3
Test Yourself Quiz: Weeks 5 – 6, 8

Week 9

9th Weekly Message

Video

EI Topics We Usually Don't Understand – Professor Marsden

Topics: Using Emotions Effectively & Empathy

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.

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

Videos

Empathy, Emotional Abilities and Competencies – Professor Marsden

Topic: Understanding Emotions Effectively

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.

Gardenswartz, L., Cherbosque, J., Rowe, A. (2008). *Emotional Intelligence for Managing Results in a Diverse World*, Davis-Black Publishing, Mountain View, CA.

Excerpts: Intercultural Literacy- Transcending Your Own Perspective and Showing Empathy, p. 120 – 123.

Assignment: Forum 5: Using and Understanding Emotions/Empathy – Forum Leader lead

Week 10

Topic: Managing Emotions: Self

Video

Learning Managing Emotion Skills – Professor Marsden

Reading

10th Weekly Message – Emailed to student and placed in the weekly messages file in document sharing

Weisinger, H. (1998). *Emotional Intelligence at Work*. John Wiley & Sons, San Francisco, CA.

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

Caruso, D.R. and Salovey, P. (2004). *The Emotionally Intelligent Manager*, Jossey-Bass, San Francisco CA.

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

Chapter 1 - Do It With Smart Feelings: Improving Your Ability to Manage Emotions, p. 134 – 156.

Assignments: Work on Section II in Writing Assignment #3
Writing Assignment #3

Week 11

Topic: Making Changes

Reading

Boyatzis, R.E. (2001). How and Why Individuals are able to Develop Emotional Intelligence in *The Emotionally Intelligent Workplace*, Cherniss, C. and Goleman, D. (eds). Jossey-Bass, San Francisco, CA.

Excerpt: Why Would People Want to Change?; 1. Deciding Who I Am and Who I Want to Be (exploring Real Self and Ideal Self); 2. Balance between Preservation and Adaptation; 3. The Decision to Change; 4. The Decision to Act

p. 239 – 252.

Website

Consortium for Research on Emotional Intelligence in Organizations

Also authored by Boyatzis: Unleashing the Power of Self Directed Learning

Assignment: Work on Section I: Self Directed Learning Readiness and Change of writing assignment #4
Test Yourself Quiz: Weeks 9 - 11

Part III

EI Leadership at Work

Part III Overview – Professor Marsden

Week 12

12th Weekly Message

Topic: Managing Other’s Emotions

Reading

The Emotionally Intelligent Manager Text

Chapter 13 –Managing Others: Applying EI Skills with Others, p. 173 – 193

Recommended

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

Chapter 8 – Managing Other People’s Emotions, p. 111- 123

Video

Regulating the Emotions of Others – Professor Cherniss

Competencies Necessary to Regulate the Emotions of Others - Professor Cherniss

Topic: Relationship Building at Work

Reading

Emotional Intelligence at Work Text

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

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

Video

Competencies Involved in Interpersonal Expertise – Professor Marsden

Assignment: Forum 6: Managing Other People’s Emotions; Relationship Building at Work;
Interpersonal Expertise Concepts – Forum Leader lead

Week 13

13th Weekly Message

Topic: Leadership, EI and Teams

Reading

Troth, A. C., Jordan, P. J., Lawrence, S. A, Tse, H. H.M. (2012). A Multilevel Model of Emotional Skills, Communication Performance, and Task Performance in Teams. *Journal of Organizational Behavior*, 33(5), 770-772.

Sections: Introduction, Emotional Skills, Team Emotional Skills, Emotional Skills and Communication at the Individual Level, Emotional Skills and Task Performance at the Team Level, Emotional Skills and Performance Cross-Level Relationships, p. 700 – 707.

Koman, E. S., & Wolff, S. B. (2008). Emotional Intelligence Competencies in the Team and Team Leader: A multi-level examination of the impact of emotional intelligence on team performance. *Journal of Management Development*, 27(1), 55-75.

Sections: Introduction, Definitions; Defining Emotional Intelligence at the Team Level; The Relation Between Team Leader EI and Group EI; EI and Teams, p. 56 – 60.

Recommended

Zampetakis, L. A., & Moustakis, V. (2011). Managers' Trait Emotional Intelligence and Group Outcomes: The case of Group Job Satisfaction. *Small Group Research*, 42(1), 77-102.

Sections: Introduction, Theoretical Background and Hypotheses (Managers' Trait and Group JS; Group Evaluative Judgment of Managers' Trait EI, p. 77 – 83.

Assignment: Forum 7: EI/ESI and Teams – Forum Leader lead
Writing Assignment #4: Change and EI Plan Due

Week 14

14th Weekly Message

Topic: Communication at Work

Reading

Weisinger, H. (1998). *Emotional Intelligence at Work*. John Wiley & Sons, San Francisco, CA.

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

Video

Communication and EI - Professor Marsden

EI and 21st Century Communication – Professor Cherniss

Assignment: Forum 8: EI/ESI and Communication at Work/ The Future of EI/ESI in the Workplace
Test Yourself Quiz: Weeks 12 - 14