RUTGERS
School of Management and Labor Relations

Instructor:
Anne-Michelle Marsden

To Interact:
Send a message via Canvas Inbox messaging tool
Schedule appointment to meet face-to-face online
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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;

Access the Course

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

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

Students MUST first **accept the invitation to join the course** sent to their official Rutgers email address to be able to access the course.
The course opens the 1st day of the semester.

If assistance logging in is needed, see Help box below.

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 Center for Online and Hybrid Learning and Instructional Technologies (COHLIT)

Email: help@Canvas.rutgers.edu
Call: 877-361-1134
24 hrs./7 days

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training initiatives used to support development and use of employee EI/ESI.

- 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

Focusing on EI and ESI, students read textbook chapters, journal articles and reports; watch instructor created videos and interviews with leading EI/ESI theorists; and investigate material available on the Internet.

Required Texts:

Students are required to purchase the following two texts:

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

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

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

Suggested: Check amazon - https://www.amazon.com/Emotional-Intelligence-Work-Untapped-Success/dp/0787951986

Students can scroll down via link to find both *The Emotionally Intelligent Manager* as well as *Emotional Intelligence at Work*

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 allowed to al 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/or supervisors in the evaluation process.

Assignments

Item	Specifics	% of Total Grade
Writing Assignments	**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%)	55%
Forums	**8 Forums** *(Must participate in 6)* Total points available through forum work: 300 points	30%
Quizzes	**4 Quizzes** Worth a total of 150 points	15%
	Total	**100%**

Students are required to complete the following:

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

- **Forums** (worth a total of 300 points; 30% of final grade)
There are 8 forums in the course. Students must engage in 6 of the forums. A minimum of 3 comments is required. Forums open Thursday mornings; 1st Comment by Saturdays; Forums close Tuesdays 11:59 pm. Forums are "post first." Students cannot see other learning community comments until they offer an original comment.

Why Are Forums Important?
1) Forums require engagement in course material. A more engaged student will retain information and also make meaning out of the material being investigated.
2) Students can communicate their insights and thoughts pertaining to a particular 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 the instructor to identify whether or not a student comprehends required reading and /video assignments.

Forum #	Topics	Week
1	EI Abilities, Competencies and the Workplace Reflection on Self-Assessments	1
2	Perspectives on the Science and History of EI/ESI	2
3	How Emotions Work; Developing EI Abilities and Competencies	3
4	Workforce Diversity and EI in the Workplace	5

	Increasing Employee Skills & Competencies	
5	Workplace Leadership: Using and Understanding Emotions Empathy	9
6	Managing Other People's Emotions; Relationship Building at Work; Interpersonal Expertise Concepts	12
7	EI/ESI and Teams	13
8	EI/ESI and Communication at Work/ The Future of EI/ESI in the Workplace	14

.   **Test Yourself Quizzes** (4 worth 150 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 1 – 2 times. Quizzes are open book. Students can review the answers to the questions after the quiz close date.

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 1 hour; plenty of time to answer questions.

Policies and Procedures

The *course* **begins** Wednesday, January 20**. Last assignment will be submitted on** Monday, May 2. **This is an asynchronous course**.

Wednesdays are the beginning of each course week. A weekly message is attached to a announcement 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 Instructor's Canvas Inbox
Unless students receive advance notification, the instructor 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 instructor 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 course. 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.

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 through the syllabus tab.

The Course Project requires the completion of the Meyer-Salovey-Caruso Emotional Intelligence Test (MSCEIT.) must be competed between established open period dates. When a student neglects to complete the MSCEIT assessment, he/she cannot complete 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 – Course Project and Writing Assignments

> **Writing assignments** are accepted up to 24 hours (12:01 am to 11:59 pm Wednesdays) 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 24-hour period.

> **Forums** 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 35 points extra credit can be earned. *No other extra credit is available at any other time – or - for individual students*.

- 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 volunteer to also take the ESCI 360 assessment (involves assessment from at least 3 coworkers) will earn 5 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 below. Number of points for each course assessment is detailed in the following chart. Comprehensive information about grading, including rubrics for <u>each assignment</u>, is available in the course shell.

1000 – 900 Points = A	799 – 760 Points = C+
859 - 800 Points = B	759 – 700 Points = C
899 - 860 Points = B+	

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
o 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 Home module for written information on commonly used course tools. Course Tools page offers written instructions on:

Updating Your Profile Information
Watching Online Videos
Assignment Submission Instructions
Discussion Instructions
Technical Requirements

o A "Help tab" can be accessed through the navigation bar the left of the screen in the course shell.

Resources Available Outside the Course:

o Access to the Canvas help desk by using the phone and email information provided on the 1st page of the syllabus as well as the course home page.

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.

Well designed and facilitated, online courses:
o feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement with course materials increases the likelihood of retention.

o are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a strong connection with the material.

o expand resources for study beyond the recourses in the course shell. Students are encouraged to explore a wide variety of Internet based sources of information that addresses course topics.

o foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities from peers.

o offer time for students to consider concepts and skills being addressed beyond the period one would be present in an on-the-ground classroom.

o support 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.

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 instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, <u>student involvement within their community is a critical component to the community's success</u>.
>
> When participating in this course it is an expectation that students will:

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- o Communicate clearly, authentically, and maintain a content-oriented focus when making Voice Thread comments.

- o Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their reflections on course material.

- o 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 oriented page so that students understand exactly how each assignment will be assessed. It is expected that students will be attentive to directions and the grading criteria for assignments. Paying attention is in the student's best interest.

Weekly Schedule and Content

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

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Part I:
EI Theory & Practice
Developing an Accurate Perspective

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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.
<mark>Assignment:</mark>   Enter Bio Information into Profile Area
Complete Self Assessments (not submitted, used in a future writing assignment and discussed in Forum 1
Forum 1: EI Abilities, 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
Cherniss C (2010). Emotional Intelligence: New Insights and Further Clarifications. *Industrial and Organizational Psychology*, 3(2), 183 – 191.

NOTE: Recommended week 2 – 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
                    Extra Credit Forum: Connect with Your Learning Community

                    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
Complete MSCEIT/Follow Up with Assessors - ESCI

Week 4
4th Weekly Message

Topic: Assessing 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. 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: Benefit of EI in the Workplace
Reading:

Freedman, J. & Everett, T. (2008). *The Business Case for Emotional Intelligence*, Six Seconds. p. 10 -22.

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
> Chapter Introduction, p. 253 – 255
> Recommended:
> Practical Utility of EI at Work, and Job Satisfaction p. 259 – 266.

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

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

Assignment: Forum # 4: Workforce Diversity and EI in the Workplace/ Increasing Employee Skills & Competencies
Writing Assignment #1: EI/ESI Theory and Assessments (135 Points)

Week 6
6th Weekly Message

Topic: Training for Development of EI

> 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

<mark>**Assignment:**</mark>   Writing Assignment #2: EI Research Briefing (150 points)

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Part II
Developing & Using EI Abilities and Competencies

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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

<mark>**Assignments:**</mark>   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

 Using Emotions to Your Benefit in the Workplace – Professor Marsden
 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.

 Video

 Understanding Emotions at Work – Professor Marsden

==Assignment:== Forum 5: Using and Understanding Emotions/Empathy

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 due.

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

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), 770-722.

   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
                  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