Emotional Intelligence in Organizations

Dr. Robert Emmerling

New Brunswick, September 2022

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# Course description / Introduction

Welcome to the Emotional Intelligence in Organizations course! I look forward to working with all of you over the Fall semester. The format of the course may by slightly different than you are used to as the goals of the course are the following, 1) that you learn about key concepts, theories, and applied practices related to emotional intelligence in organizations, and 2) to have a meaningful impact on the field of emotional intelligence through participation and support of key initiatives of the Consortium for Research on Emotional Intelligence in Organizations (CREIO).

Success in the current business environment greatly depends on our ability to understand and effectively manage emotions, in both ourselves and others. Understanding and managing emotions is key to effective communication and developing effective work relationships, cross cultural collaboration, and visionary leadership. The knowledge, skills, and abilities we now know as Emotional and Social Intelligence influence every aspect of our working lives. Now more than ever Emotional and Social Intelligence are becoming the “new yardstick” by which leaders are measured. This course is designed to introduce you the key theoretical conceptualizations of social and emotional intelligence, assessment methodologies, as well as intervention strategies to develop the emotional intelligence of individuals, teams, and organizations.

Practitioners of psychology are in a unique position to facilitate the assessment and development of emotional intelligence in organizations. Given the multifaceted nature of emotional and social intelligence, the course will focus on helping students to critically evaluate theories, assessments, coaching interventions, and training programs that focus on social and emotional intelligence.

Success in the current business environment also greatly depends on the ability to foster an environment of constant learning. Successful coaching and training interventions involve an understanding of the psychology of learning and an understanding of how and why people ***choose*** to develop. The course gives students an understanding of not only how to coach others, but also how to better engage and motivate clients toward self-directed learning.

The format of the course utilizes action learning techniques to enhance the learning experience of students, including video-based case studies, practice interviews, team simulations, team projects and other experiential activities.

# Learning objectives and competencies

**Learning Objectives:**

* Understand the historical foundations of the various streams of emotional intelligence research and application
* Gain awareness of specific theoretical orientations related to social and emotional intelligence.
* Become familiar with commonly used assessment methodologies and measures commonly associated with social and emotional intelligence
* Be able to understand and apply a theory of Self-Directed Learning to increase motivation to develop.
* Be able to conduct a Critical Incident Interview for the purposes of assessing social and emotional competences.
* Understand how to apply a theory of social motives to better align roles and tasks to enhance their motivational potential.
* Learn specific coaching and leadership techniques to motivate and develop others
* Understand how to leverage strengths and apply cutting-edge findings from positive organizational psychology
* Learn how to apply knowledge of goal setting theory to facilitate goal accomplishment.

**Competencies addressed in the course:**

* Coaching and Developing Others, Empathy, Active listening, Communication, Influence, Relationship Building, Systems Thinking, Pattern recognition, Achievement Orientation, Emotional Self Awareness, Emotional Self Control, and Teamwork

# Course format and methodological approach

Following Kolb’s (1984) approach to learning, this course has been designed under the principles of experience-based learning. The course will be focused upon exercises, self-analysis techniques, case studies and discussion to make the insights of the theories and models more meaningful and relevant to students. Exercises are designed to produce experiences that re-create realistic, assessment, coaching, teamwork, and leadership situations. Observations are introduced to facilitate understanding of these experiences. Theories and models are added to aid in forming generalizations. And finally, the intervention is structured in a way that encourages students to experiment with and test what they have learned in class, with clients, or in other areas of their lives.

Most issues, cases and problems related to social and emotional intelligence do not have one “right” answer, though some answers are likely more correct than others. Moreover, what may be the “right” way to handle a situation in one culture or organization may not generalize. Therefore, being “right” or “wrong” should not be your concern when participating. It is your viewpoint that is of interest to me. You are expected to critically listen to the contributions of your fellow students and if you disagree, explain why your viewpoint differs. Of course, you are also free to disagree with me at any point as well.

Throughout the course, students will be asked to participate in role plays, team projects, and simulations related to different topics and are encouraged to bring their insights and thoughts on the material assigned into class discussion. Students will be encouraged to consult different sources of information as you go about your group assignments for the course.

**Reference:**

Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey: Prentice-Hall.

**Requirements:**

I expect students to:

* Be prepared for each class session, including completing assigned readings, exercises, discussion groups, and case studies
* Be an active contributor to committees that you join
* Participate in class discussions and activities
* Be on time and miss no more than 1 class
* Have your video camera on and stay engaged in the class discussion

# Course Contents

**Session 1 (Sept 12) : What is emotional intelligence and why does it matter?**

* Course requirements and overview of course
* Understand why emotional intelligence is such a “buzzword” in management?
* Defining features of “intelligence” and how this relates to emotional intelligence.
* What are the three (or four) major conceptualizations of emotional intelligence.
* Meta analytical results of emotional intelligence contribution to work-related constructs

**Required Reading To Be Done Prior to Session 1:**

Cherniss, C. (2010). Emotional Intelligence: Toward Clarification of a Concept. In *Industrial and Organizational Psychology* (Vol. 3).

Dasborough, M. T., Ashkanasy, N. M., Humphrey, R. H., Harms, P. D., Crede, M., & Wood, D. (2021). Does leadership still not need emotional intelligence? Continuing “the great ei debate”. *The Leadership Quarterly*, <https://doi.org/https://dx.doi.org/10.1016/j.leaqua.2021.101539>

Emmerling, R. J. & Goleman, D (2003). Emotional Intelligence: Issues and Common Misunderstandings. *Issues in Emotional Intelligence*

**Assignments To Be Done Prior to Session 1:**

Weekly Discussion Submission

***Optional Readings:***

Ashkanasy, N. M., & Daus, C. S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Journal of Organizational Behavior*, *26*(4), 441–452. https://doi.org/10.1002/job.320

Boyatzis, R. E. (2018). The behavioral level of emotional intelligence and its measurement. In *Frontiers in Psychology* (Vol. 9, Issue AUG). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2018.01438>.

Miao, C., Humphrey, R. H., & Qian, S. (2016). Leader emotional intelligence and subordinate job satisfaction: A meta-analysis of main, mediator, and moderator effects. *Personality and Individual Differences*, *102*, 13–24. https://doi.org/https://dx.doi.org/10.1016/j.paid.2016.06.056

O’Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, *32*(5), 788–818. https://doi.org/10.1002/job.714

**Session 2 (Sept 19): Emotions 101: What are emotions, moods, and other affective *states******and how can they be intelligent***

* Why do we have emotions?
* How do we define emotions, moods, and other affective states?
* How are emotions intelligent?
* How to organize and conceptualize emotions

**Required Reading To Be Done Prior to Session 2:**

van Kleef, G. A., & Côté, S. (2021). *The Social Effects of Emotions*. <https://doi.org/10.1146/annurev-psych-020821>

Ashkanasy, N. M., & Dorris, A. D. (2017). Emotions in the Workplace. *Annu. Rev. Organ. Psychol. Organ. Behav*, *4*, 67–90. <https://doi.org/10.1146/annurev-orgpsych>

**Assignments To Be Done Prior to Session 2:**

Weekly Discussion Submission

Submit committee preferences

***Optional Readings:***

Ekman, P. (2007). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life****.*** 2nd Edition.

**Session 3: (Oct 3) Social and Emotional Intelligence Competencies (Steve Kelner)**

* What are social motives?
* Competencies as behavioral manifestation of social motives
* Initial committee presentation of goals and deliverables

**Required Reading To Be Done Prior to Session 3:**

Schultheiss, O. C., & Kollner, M. G. (2021). Implicit Motives. In O. P. John & R. W. Robins (Eds.), *Handbook of personality: Theory and research: Vol. fourth edition* (pp. 385–410).

Boyatzis, R. E., & Kelner, S. (2010). Competencies as behavioral manifestations of social motives. In *Implicit Motives* (pp. 1–592). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195335156.001.0001

**Assignments To Be Done Prior to Session 3:**

Complete initial committee meetings with instructor

Complete Picture Story Exercise

Finalize goals and deliverables for working committees

***Optional Readings:***

Kelner, S.P. (2006). *Motivate your writing: using motivational psychology to energize your writing life*. University Press of New England: Hanover & London.

**Session 4 (Oct 10): Social and Emotional Intelligence Competencies**

* The Goleman and Boyatzis Model of Social and Emotional Competencies
* Assessing Social and Emotional Competencies
* Competency Modeling and Scaled Competencies

**Required Reading To Be Done Prior to Session 4:**

Boyatzis, R. E. (2018). The behavioral level of emotional intelligence and its measurement. In *Frontiers in Psychology* (Vol. 9, Issue AUG). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2018.01438>.

Ryan, G., Emmerling, R. J., & Spencer, L. M. (2009). Distinguishing high-performing European executives: The role of emotional, social and cognitive competencies. *Journal of Management Development*, *28*(9), 859–875. <https://doi.org/10.1108/02621710910987692>

Goleman, D. & Boyatzis, R.E. (2017). Emotional Intelligence Has 12 Elements. Which Do You Need to Work On? *Harvard Business Review – Online*. <https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on>

**Assignments To Be Done Prior to Session 4:**

Weekly Discussion Submission

***Optional Readings:***

Emmerling, R. J., & Boyatzis, R. E. (2012). Emotional and social intelligence competencies: cross cultural implications. *Cross Cultural Management: An International Journal*, *19*(1), 4–18. <https://doi.org/10.1108/13527601211195592>

Goleman. D., Boyatzis, R., & McKee, A. (2008). *Becoming a resonant leader*. Harvard Business School Press.  
  
Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books: New York.  
  
Spencer, L. & Spencer, S. (1993). *Competence at work: models for superior performance*. John Wiley and Sons: New York.

**Session 5 (Oct 17): Emotional Intelligence as an Ability**

* Understand the Mayer, Salovey and Salovey 4 Branch Model of emotional intelligence
* Review 3 measures based on the Ability model of emotional intelligence
  + Mayer, Salovey, Caruso, Emotional Intelligence Test 2.0 (MSCEIT 2.0)
  + Geneva Emotional Competence Test (GECo)
  + Wong's Emotional Intelligence Scale (WEIS)
* Applying the Ability Model to Coaching and Training
* Committee status updates

**Required Reading To Be Done Prior to Session 5:**

Wolff, C. (2018). Successful coaches influence emotions, thoughts, and behavior. In *Professional Coaching: Principles and Practices*. (pg. 163-173).

MSCEIT Resource Report (Sample)

Mayer, J. D., Salovey, P., & Caruso, D. R. (2012). The validity of the MSCEIT: Additional analyses and evidence. In *Emotion Review* (Vol. 4, Issue 4, pp. 403–408). SAGE Publications Ltd. <https://doi.org/10.1177/1754073912445815>

Schlegel, K., & Mortillaro, M. (2019). The Geneva Emotional Competence Test (GECo): An Ability Measure of Workplace Emotional Intelligence. *Journal of Applied Psychology*. <https://doi.org/10.1037/apl0000365.supp>

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences* (Vol. 25).

**Assignments To Be Done Prior to Session 5:**

Weekly Discussion Submission

Prepare and Turn in Committee Updates

***Optional Readings:***

Bracket, M. (2021). *Permission to Feel: The Power of Emotional Intelligence to Achieve Well-Being and Success*. Celadon Books: New York.

Caruso, D. & Rees, L.T. (2018). A Leader's Guide to Solving Challenges with Emotional Intelligence. EI Skills Group.

Caruso, D. & Salovey, P. (2007). *The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership.* Jossey Bass: New York.

**Session 6 (Oct 24): Trait-Based Models of Emotional Intelligence and Their Measurement**

* Understand the BarOn Model of Social and Emotional Intelligence
* Understand the Trait-Based EI Model of Pedrides and Furham
* Using Trait-Based Models of EI in Training and Coaching

**Required Reading To Be Done Prior to Session 6:**

Petrides, K. v., Mikolajczak, M., Mavroveli, S., Sanchez-Ruiz, M. J., Furnham, A., & Pérez-González, J. C. (2016). Developments in Trait Emotional Intelligence Research. *Emotion Review*, *8*(4), 335–341. <https://doi.org/10.1177/1754073916650493>

Boyatzis, R., Smith, M., Van Oosten, E. (2019). The heart of helping: how to really help others learn and grow. Chapter 1 in *Helping People Change*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Conversations that inspire: discovering what is most important. Chapter 2 in *Helping People Change*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Coaching with compassion: inspiring sustained, desired change. Chapter 3 in *Helping People Change*

**Assignments To Be Done Prior to Session 6:**

Weekly Discussion Submission

Select topic and turn in outline for review paper

**Optional Readings:**

Petrides, K. v., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, *98*(2), 273–289. https://doi.org/10.1348/000712606X120618

Petrides, K. v., Sanchez-Ruiz, M.-J., Siegling, A. B., Saklofske, D. H., & Mavroveli, S. (2018). *Emotional Intelligence as Personality: Measurement and Role of Trait Emotional Intelligence in Educational Contexts* (pp. 49–81). https://doi.org/10.1007/978-3-319-90633-1\_3

**Session 7: (Oct 31) Best Practices for Training and Developing Emotional Intelligence in Organizations**

* Understand an Evidenced-Based Model of Best Practices for Developing EI
* Making the business case for emotional intelligence
* The ROI of EI-Based Interventions

**Required Reading To Be Done Prior to Session 7:**

Cherniss, C., Goleman, D., Emmerling, R. J., Cowan, K., & Adler, M (1998). *Bringing Emotional Intelligence to the Workplace*. New Brunswick. NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Coaching with compassion: inspiring sustained, desired change. Chapter 4 in *Helping People Change*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Survive and thrive: the battle in your brain. Chapter 5 in *Helping People Change*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). The power of personal vision: Dreams not just goals. Chapter 6 in *Helping People Change*

**Assignments Due Prior to Session 7:**

Weekly Discussion Submission

Turn in Committee Updates

**Session 8: (Nov 7) Assessing Social and Emotional Competencies Using the Critical Incident Interview (CII)**

* Learn the specific skills and techniques for conducting effective selection and development interviews using the Critical Incident Interview technique.
* Learn to question and probe “critical incidents” that can reliably be coded for specific competencies
* Understand what is and is not “codable” from a CII
* Be able to manage common problems that occur in the interview process
* Gain skill in identifying specific competencies during the interview

**Required Reading To Be Done Prior to Session 8:**

Dipboye, R. L. (1994). *STRUCTURED AND UNSTRUCTURED SELECTION INTERVIEWS: BEYOND THE JOB-FIT MODEL* (p. 329). JAI Press.

**Assignments Due Prior to Session 8:**

Weekly Discussion Submission

Select Person to Interview Using the Critical Incident Interview (CII)

***Optional Readings:***

McClelland, D. C. (1998). Identifying Competencies with the Behavioral Event Interview. *Psychological Science.*

**Session 9: (Nov 14) Emotions, Emotional Intelligence and Leadership (Cornelia and Cary)**

* Understand the 9 Strategies That Leaders Use to be Effective
* Understand the Role That Emotions Play in Leadership and Followership

**Required Reading To Be Done Prior to Session 9:**

Cherniss, C. & Roche, C. W. (2021). Leading with feeling: Nine Strategies of Emotionally Intelligent Leaders. Chapters 1, 11, & 12.

Select at Least 2 of the 9 Strategies and Read the Corresponding Chapter

**Assignments Due Prior to Session 9:**

Discussion submission

Turn in Audio of Practice Critical Incident Interview (CII)

**Session 10: (Nov 21) Motivating People to Develop Social and Emotional Intelligence (Boytazis)**

* Understand Intentional Change Theory and its Relevance to Coaching and Training
* Understand Key Differences Between Coaching for Compliance and Coaching with Compassion

**Required Reading To Be Done Prior to Session 10:**

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Cultivating a resonant relationship: Listen beyond what you hear. Chapter 7 in *Helping People Change.*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Creating a culture of coaching or helping: pathways to transform the organization. Chapter 8 in *Helping People Change.*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). Recognizing the coachable moment: Seize the opportunity. Chapter 9 in *Helping People Change.*

Boyatzis, R., Smith, M., Van Oosten, E. (2019). The call of compassion: An invitation to dream. Chapter 10 in *Helping People Change.*

**Assignments for Due Session 10:**

Weekly Discussion Submission

***Optional Readings:***

Rochford, K.C., Jack, A.I., Boyatzis, R.E., French, S.E. (2016). Ethical Leadership as a Balance Between Opposing Neural Networks. *Journal of Business Ethics,* DOI 10.1007/s10551-016-3264-x

Boyatzis, R., Rochford, K. and Taylor, S. (2015). The role of the positive emotional attractor in vision and shared vision: toward effective leadership, relationships, and engagement. *Frontiers in Psychology.*Boyatzis, R., Rochford, K., & Jack, A. (2014). Antagonistic neural networks underlying differentiated leadership roles. *Frontiers in Human Neuroscience*, 8(114).

**Session 11: (Nov 28) Team Emotional Intelligence**

* Understand a Model of Team Emotional Intelligence
* Understand a Theory of Social Affirmation and its Relevance to Work in Teams

**Required Reading To Be Done Prior to Session 11:**

Druskat, V. U., & Wolff, S. B. (2001). *HBR Building the Emotional Intelligence of Groups*.

Clark, M. S., Armentano, L. A., Boothby, E. J., & Hirsch, J. L. (2017). Communal relational context (or lack thereof) shapes emotional lives. In *Current Opinion in Psychology* (Vol. 17, pp. 176–183). Elsevier B.V. https://doi.org/10.1016/j.copsyc.2017.07.023

Lee Cunningham, J., Gino, F., Cable, D. M., & Staats, B. R. (2021). Seeing Oneself as a Valued Contributor: Social Worth Affirmation Improves Team Information Sharing. *Academy of Management Journal*, *64*(6), 1816–1841. <https://doi.org/10.5465/amj.2018.0790>

**Assignments Due Prior to Session 11:**

Weekly Discussion Submission

Turn in Committee Update Presentations

***Optional Readings:***

Johns, G. (2017). 2016 Decade Award Invited Article REFLECTIONS ON THE 2016 DECADE AWARD: INCORPORATING CONTEXT IN ORGANIZATIONAL RESEARCH. *Management Review*, *42*(4), 577–595. https://doi.org/10.5465/amr.2017.0044Invited

**Session 12 (Dec 5): Assessing Social and Emotional Intelligence Using Simulations**

Best Practices

**Required Reading To Be Done Prior to Session 12:**

Boyatzis, R. (1998). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Chapter 2 and Chapter 5

**Assignments Due Prior to Session 12:**

Weekly Discussion Submission

**Session 13 (Dec 12): Learning Plans and Goal Setting (Ferran)**

* What the research says about goal setting
* Personality and goal-setting – how different individuals respond to different types of goals
* Choosing developmental assignments – the role of on-the-job training and development

**Required Reading To Be Done Prior to Session 13:**

Velasco-Moreno, F., Batista-Foguet, J., Emmerling, R. (2019). Assessing goal-directed behaviors in leadership development programs. *Frontiers in Psychology*, 10:1345  
DOI: [**https://doi.org/10.3389/fpsyg.2019.01345**](https://doi.org/10.3389/fpsyg.2019.01345)

Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting Executive Overview Emblematic Examples of Goals Gone Wild. *Academy of Management – Perspectives.*

**Assignments for Due Prior to Session 13:**

Weekly Discussion Submission

Turn in Coded Team Simulation

**Session 14 (Dec 19): Final Committee Presentations**

* All Committees Make Final Summary Presentations

**Assignments for Due Prior to Session 14:**

Turn in Committee Final Presentations

# Assessment

**Assessment Breakdown**

Assessment will be based on individual and group work. In determining grades, specific assignments will be weighted as follows.

***Individual Work***

*Class Participation and Completion of pre–Class Discussions 15%  
Completion of Critical Incident Interview 10%*

*Completion of Team Simulation and Coding Exercise 10%  
Research Summary Paper 15%*

***Group Work***

*Evaluation of Work Done by Committee 1 25%*

*Evaluation of Work Done by Committee 2 25%*

**Class Participation and Completion of pre–Class Discussions:**

Includes a combination of completion of pre-class participation in discussion groups and in-class participation as outlined on the following page.

**Completion of Critical Incident Interview:**During the course each student will be required to conduct a Critical Incident Interview following the interview protocol and rules you will be taught it class. You will submit an audio recording of your interview and you will receive detailed written feedback on your interview. The interview should be approximately 1 hour in length.

**Completion of Team Simulation and Coding Exercise:**

During class you will participate in a 30-minute Team Simulation that will then be coded using Thematic Analysis to measure several team-related competencies and other constructs.

**Research Summary Paper:**

You will select one special topic in emotional intelligence from the list. So as not to have more than 1 student working in each area you will be asked to rate your top three choices from the list below. Prior to starting work on the paper an agreed upon definition and scope of the research to be reviewed in the article will be agreed with the instructor. Emphasis of the review with be research related to the **last 10 years**. ***Articles evaluated to be of suitable quality will be posted to the CREIO website and serve as an introduction to that area of applied emotional intelligence in the Reference section of the CREIO website. Expected length ~4000 words (excluding references)***

**Potential Areas for Review Summary**

* Definitions and Critiques of Emotional Intelligence
* Emotional Intelligence and Construct Validity
* Emotional Intelligence and Cross-Cultural Issues
* Emotional Intelligence and Decision Making
* Emotional Intelligence and Job Performance
* Emotional Intelligence and Leadership
* Emotional Intelligence and Neuroscience
* Emotional Intelligence and Organizational Behavior
* Emotional Intelligence and Organizational Change
* Emotional Intelligence and Stress
* Emotional Intelligence and Transformational Leadership
* Emotional Intelligence in Health Care Settings
* Emotional Intelligence in Higher Education
* Emotional Intelligence in Teachers and Administrators
* Emotional Intelligence - Program Evaluations
* Emotional Intelligence - Psychometric Issues
* Emotional Intelligence in Teams and Work Groups
* Emotional Intelligence Training and Development
* Emotional Intelligence and Well-Being in Organizations
* Emotional Intelligence and the Future of Work
* Factors Impacting Transfer of EI-Based Skills and Competencies

**Individual participation:**

**Grading criteria**

Individual participation will be assessed based on the following criteria:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Poor** | **Acceptable** | **Very good** |
| **Frequency of participation** | Doesn’t contribute or dominates discussions | Sporadically participates | Initiates comments and questions |
| **Relevance and value** | Marginal or obscure observations | Contributes to portions of the discussion | Comments add value to the discussion including applying concepts to own experience or observations |
| **Inclusion** | Does not mention the contributions of others or shows pattern of not being able to build on others’ comments. | Responds to others’ comments with a different view or interpretation. | Builds on points mentioned by others, harmonizes, summarizes, and/ or contrasts |
| **Use of vocab** | Little attempt to include terms and conceptual vocabulary | Use of terms but not well related, sporadic, or misused | Fluent vocabulary and uses learned concepts and terms in the correct context. |
| **Receptive** | Defensive, demeans others’ comments, talks over them or disregards feedback | Is respectful and listens but doesn’t make any attempt to consider using feedback constructively | Accurately listens and considers using feedback |
| **Critical thinking** | Displays little understanding of the topic under consideration | Shows some understanding of the topic under discussion or comments made. Responses are vague | Displays a clear understanding of the topic under discussion and gives it its full attention |

# Materials

**Required Texts:**

|  |  |
| --- | --- |
|  | Boyatzis, R., Smith, M., Van Oosten, E. (2019). *Helping people change: Coaching with compassion for life-long learning and growth.* Harvard Business School Publishing. Boston: MA. |
|  |  |
| *Text  Description automatically generated* | Cherniss, C. & Roche, C.W. (2020). *Leading with feeling: Nine strategies of emotionally intelligent leadership*. Oxford University Press: New York. |
|  |  |

*All other required and optional texts will be made available via the class website*

# Committee Descriptions

As part of the course, you will be asked to join and participate in two committees. You will be asked to provide you ranking in terms of preference of the committees you want to participate in by rating them 1 – 5 (1 = Most Preferred, 5 = Least Preferred). I will make my best effort to try to see that you are put on the committees that correspond to your preferences. The description of suggested tasks below are provided to give a degree of orientation to the needs served by each committee and can be amended as seen fit by the committee.

**Conference Committee**

Contribute to the organization and execution of CREIOs first international conference (Target Date February / March 2023). A description of potential tasks needed to support the successful implementation of the conference are as follows:

* Decide on conference format (i.e., physical conference, 100% online, hybrid). In case of hybrid format, what will be the ideal ratio of participants in-person versus virtual.
* Decide target location for the conference if it has a physical component. Current potential locations include Barcelona or Mumbai.
* Make recommendations on conference format and agenda
* Recruit CREIO members to present and attend
* Design exercises and potential initiatives to increase member engagement from that region
* Present updates and recommendations to the class

**Social Media Committee**

Contribute to CREIO’s social media presence by designing and implementing a social media strategy to support the mission of CREIO. A description of potential tasks is listed below:

* Develop and implement a strategy to increase visibility of CREIO through social media outlets such as Twitter, Facebook, Instagram, etc.
* Work to further develop and improve CREIO’s monthly newsletter by contributing ideas and content to the newsletter.
* Develop content for social media posts
* Present updates and recommendations to the class

**CREIO Membership Committee**

Contribute to increasing CREIO membership engagement and diversity. A description of potential tasks is listed below:

* Design and implement a membership survey to solicit input and engage CREIO members and report findings and recommendations
* Develop and implement a communication strategy to increase awareness of CREIO initiatives and conferences among CREIO members worldwide
* Develop and help implement a strategy to support diversity and inclusion within CREIO
* Assist in the recruitment of Organizational members of CREIO
* Present updates and recommendations to the class

**CREIO Mentorship Committee**

Contribute to the development and implementation of a mentorship program for early career academics interested in researching emotional intelligence in organizations. A description of potential tasks is listed below:

* Establish specific eligibility criteria for participation in the program for both mentors and mentees
* Use program planning and evaluation methodology to plan and evaluate the program
* Design materials to build awareness among mentors and mentees about program goals, expectations and mentoring best practices.
* Present updates and recommendations to the class

**EI Measurement Committee**

Review the current measures of emotional intelligence featured on the CREIO website and work to update measure descriptions and review recent articles that highlight the reliability and / or validity of specific measures of emotional intelligence. A description of potential tasks is listed below:

* Review current CREIO web content related to measures currently posted on the [www.eiconsortium.org](http://www.eiconsortium.org)
* Contact test publishers for updated information regarding certification processes and academic requirements to administer EI-Based assessments
* Interview test authors to learn more about recent developments related to research and application of specific measures.
* Present updates and recommendations to the class

**CREIO Website Committee**

Work to improve and update content for the CREIO website and increase visitation and search engine rankings of the site as well as mechanisms for greater user interaction. A description of potential tasks is listed below:

* Review current CREIO web content and identify areas in need of updating and revision.
* Review site structure and make recommendations related to making the site more accessible and user friendly.
* Develop and implement a strategy to increase site traffic to [www.eiconsortium.org](http://www.eiconsortium.org) and increase search engine rankings
* Develop a strategy to make the site more interactive (e.g. discussion forum).
* Present updates and recommendations to the class

It is recommended that committees meet either in-person of virtually as a group to discuss and distribute tasks related to meeting agreed upon goals. I will facilitate the first meeting of each committee but then will leave it up to each committee to organize themselves. I will be available to offer advice and support to any group that asks. For example, I would be willing to help various committees to contact and get agreement from CREIO members or test publishers to interviewed.

You will also notice that all the committees have interrelated goals and tasks. For example, the Conference Committee would likely benefit from interaction with various other committees, such as the Social Media Committee, Membership Committee, and Website Committee. It is recommended that at least one representative from each committee meet to discuss specific ways that Committees can be mutually supportive.

# Faculty leading the course

 Dr. Robert Emmerling is a leading expert in the assessment and development of competencies and emotional intelligence in the workplace, and has spent his career as a consultant, researcher and lecturer specializing in this area. Through his work as a member of the Consortium for Research on Emotional Intelligence in Organizations, a group he co-chairs with Dr. Daniel Goleman, he has been involved in some of the most influential work in the field of competencies and emotional intelligence, including the development of best practice guidelines for training and developing emotional intelligence and the identification and evaluation of model programs that significantly enhance social and emotional competencies in the workplace.

In addition to competencies and emotional intelligence, he also specializes in the areas of leadership assessment and development, executive coaching, 360-degree feedback, career change, organizational development, and instructional design. He is a principal consultant at Competency International a research and HR consulting group dedicated to the application of scientifically validated techniques to the management of human capital in organizations and committed to advancing the science of motive and emotional intelligence competency assessment, application, and development. He has provided consultation on a range of human resource related issues to companies in North, Central and South America, Europe and Asia, including Johnson & Johnson, Siemens, Estee Lauder, Amcor, Novartis, Volkswagen, PriceWaterhouseCoopers, LSG Sky Chefs, Brocade Communications, Ameriprise Financial Advisors, InnoEnergy, Maybank (Malaysia), Hess Corporation, Hindustan Petroleum, OIL India, and the TATA Group in India.

Robert is the author of articles published in journals such as *Cross Cultural Management: An International Journal, Journal of Management Development, Journal of Career Assessment,* *Innovations in Education and Teaching International*, *Frontiers in Organizational Psychology* and *Leadership Excellence*. He is a visiting professor in the Department of People Management and Organisation at ESADE – Business School (Ramon Llull University, Barcelona, Spain) and conducts applied research on leadership and entrepreneurship within the Leadership Development Research Centre (GLEAD) also at ESADE. In addition, he is a guest lecturer in the Master Program of Emotional Intelligence in Organizations at the University of Barcelona and is the creator and webmaster of one of the world’s most visited website related to emotional intelligence ([www.eiconsortium.org](http://www.eiconsortium.org)) which has received over 20 million visitors since being launched. Robert holds a Doctorate in Organizational Psychology from Rutgers University and is a founding member of the Indian Forum for Emotional Intelligence Learning ([www.ifeil.org](http://www.ifeil.org)).

**Email:** [Robert.Emmerling@rutgers.edu](mailto:Robert.Emmerling@rutgers.edu)

**LinkedIn:** <https://www.linkedin.com/in/dr-robert-emmerling-8240ab5>

# Course Schedule

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| --- | --- | --- | --- |
| **Day** | **Date** | **Month** | **Time** |
| Monday | 12 | September | 3:35 - 6:05 |
| Monday | 19 | September | 3:35 - 6:05 |
| Monday | 3 | October | 3:35 - 6:05 |
| Monday | 10 | October | 3:35 - 6:05 |
| Monday | 17 | October | 3:35 - 6:05 |
| Monday | 24 | October | 3:35 - 6:05 |
| Monday | 31 | October | 3:35 - 6:05 |
| **Tuesday** | **8** | **November** | **TBA** |
| Monday | 14 | November | 3:35 - 6:05 |
| Monday | 21 | November | 3:35 - 6:05 |
| Monday | 28 | November | 3:35 - 6:05 |
| Monday | 5 | December | 3:35 - 6:05 |
| Monday | 12 | December | 3:35 - 6:05 |
| Monday | 19 | December | 3:35 - 6:05 |