

# Course Outline

<b>Course Code</b>	<b>RSM 463 H1 S</b>
<b>Course Name</b>	The Socially Intelligent Manager
<b>Term, Year</b>	Winter 2025
<b>Course Meets</b>	Monday 1-3 pm / RT 142
<b>Web page URL</b>	<a href="https://q.utoronto.ca/courses/383976">https://q.utoronto.ca/courses/383976</a>

## Instructor Details

<b>Name</b>	<b>Email</b>	<b>Phone</b>	<b>Office Hours</b>
Stéphane Côté	<a href="mailto:stephane.cote@rotman.utoronto.ca">stephane.cote@rotman.utoronto.ca</a>	416-978-5704	email the instructor for an appointment

## Course Scope, Mission and Learning Outcomes

This course provides students with models, skills, and tools needed to leverage social intelligence—the ability to navigate complex interpersonal interactions and environments—in organizations. First, we learn about four core facets of social intelligence: **social perception, self-awareness, self-understanding, and self-regulation**. Guest speakers describe how these capabilities are assessed, leveraged, and trained in organizations. Then, we apply this knowledge and assess and develop our capabilities through a series of experiential exercises. Finally, we interpret personal feedback from a comprehensive 360 assessment tool. The course covers topics such as:

- How good are we at knowing how we are others are feeling?
- How accurately do we perceive the impressions that we make on others?
- How well do we know our strengths and limitations?
- How do emotions influence creativity, decision-making, and performance?
- Why do we feel the emotions that we do?
- What are the most effective strategies to manage feelings?
- How do we boost positive emotions to make work more enjoyable?
- How do we apply social intelligence for purposes such as listening and coaching?

Course learnings and outcomes are:

1. Learn a model of social intelligence capabilities
2. Assess your social intelligence in various facets of the managerial role
3. Learn how to leverage your social intelligence in the workplace
4. Accelerate your career by developing additional social intelligence capabilities
5. Learn how to develop the social intelligence of people you work with and manage

## Course Prerequisites

Completion of 9.0 credits  
Completion of RSM260H1

# Course Materials

## Required Readings

Links to reading materials will be posted on Quercus.

## Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills, and learning objectives of the course.

<b>Work</b>	<b>Percentage of grade</b>	<b>Due Date</b>
Class Participation/Attendance	10%	Ongoing
Mid-Term Test	30%	February 10
Self-Assessment Analysis and Personal Development Plan	60%	April 4 at 11:59 pm

## Course Format and Expectations

### **Class Participation/Attendance**

The class activities include experiential exercises, lectures, and discussions. Classes will require students' active participation, because peer learning is an invaluable part of the course. It is expected that all students will attend every class on time and stay for the entire session. It is expected that students will have completed the assigned readings and other preparation prior to class so that they can be actively and constructively involved in class exercises and discussions.

Participation is evaluated on quality and not quantity. You will earn the maximum score if you make insightful, interesting, provocative, and thoughtful comments and contributions, and do not lose points for disruptive behavior or missed classes.

It is expected that students will use technology responsibly, with consideration for their fellow students. With the permission of the instructor, students are encouraged to use laptops for note taking during lectures. Laptops are not to be used for email, instant messaging, web browsing, and any other activity that is disruptive to other students, the instructor, or the classroom environment.

## Mid-Term Test

The mid-term test will include questions that will assess your understanding of (a) the concepts described in the first half of the course, (b) assigned readings, and (c) your individualized results of the experiential exercises done to that point. The test will be in written format and take place online (the classroom will be available if you prefer to do the test there).

## Self-Assessment Analysis and Personal Development Plan

The goals of this assignment are to a) conduct a detailed interpretation and analysis of your 360 assessment and experiential exercise results and b) develop plans to address three areas of (relative) weakness that you will have identified during the course. In this course you will receive a 360 assessment report with several pieces of feedback about your social intelligence. Further, you will take part in a series of experiential exercises where you will obtain immediate feedback about several facets of social intelligence.

**Your paper should first identify three areas of (relative) strength and three areas of (relative) weakness based on the self-assessment and experiential exercise results.** To identify three strengths and three weaknesses, consider the following questions:

- How well did I perform in each of the experiential exercises?
- Does the feedback I received indicate that I “read” others well?
- How well do I perceive my reputation (i.e., how others view me)?
- Are my self-rated capabilities higher or lower than the scores returned by objective tests?
- Do I leverage emotion regulation strategies optimally?
- What does the feedback on the 360 assessment report reveal?

Note that you may have different answers to these questions for different dimensions of behavior. For example, you might perceive your reputation on the “optimism” dimension quite well, but might not accurately perceive your reputation on the “frustrated” dimension. Therefore, in identifying your strengths and weaknesses, consider the questions above for each of the dimensions of behavior that are included in the assessment and exercise feedback.

You must draw from both the 360 assessment report and experiential exercises to identify strengths and weaknesses. At least one strength and at least one limitation must be based on your 360 assessment report. Further, at least one strength and at least one limitation must be based on experiential exercise results.

Your analysis of strengths and weaknesses should be **evidence-based**. In identifying and reporting on your areas of strength and weakness, draw explicit connections between the numbers in the 360 assessment report and experiential exercise feedback and your conclusions in your paper. Marks will be deducted when conclusions differ from the numerical results, or when students do not comment explicitly on the connections between the numerical results and their conclusions.

**Your paper should then outline a plan to improve in the three areas of (relative) weakness that you identified.** To develop your plan, consider the following guidance:

The simplest structure for this section of the paper consists of identifying the first area of weakness from the previous section, establish one or more goal in order to improve in this area, and explain why this goal will help you improve. Then, repeat this structure for the other two areas of (relative) weakness from the previous section. Note that you cannot prove with certainty that your goals will succeed in enhancing your level of capabilities, but you should

nonetheless provide logical reasons why reaching the goal will have long-term positive impact on your capabilities. Marks will be deducted when students provide weak logic for why the goals will help enhance capabilities in the long-term.

Format of the paper:

Papers should be no longer than **6 double-spaced pages with 12-point Times New Roman font** plus any tables, appendices, and figures. The 6-page maximum is an upper limit, not a required length.

Note on the paper:

Self-assessment analysis and personal development plan submissions must be original work, giving credit to others' work where appropriate. Students should not seek access to past student papers from prior course offerings; by the same token, students agree to keep their own papers for personal use, not to be distributed to other students for future use. Students who violate these rules may be subject to disciplinary action under the University of Toronto Code of Behaviour on Academic Matters. A copy of the Code may be found at: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

### *Missed Mid-Term Test*

Students who miss the mid-term test for reasons entirely beyond their control (e.g., illness) may request special consideration **within 2 business days** of the missed test. In these cases, students who miss the mid-term test will do a make-up test.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request (e.g., Absence Declaration from [ACORN](#), medical note, etc.)

As of September 2023, students may use the Absence Declaration on ACORN \*one time per term\* to report an absence and request consideration. Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.

Students who do not submit their requests and documentation within 2 business days may receive a grade of 0 (zero) on the test.

### *Late Assignment*

All assignments are due on the date and at the time specified in Quercus. Late submissions will be penalized by 5% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

## Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

## Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

## Plagiarism Detection

Students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

## Generative AI / ChatGPT

Students may use AI tools as learning aids or to help produce assignments. Students are ultimately accountable for the work they submit.

## Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

#### On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

#### Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

## Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

## Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

## Weekly Schedule

Session	Date	Topic	Readings
1	January 6	Social intelligence Fundamentals Social Perception: Identifying emotions	<i>Enhancing Managerial Effectiveness via Four Core Facets of Emotional Intelligence</i> by Stéphane Côté
2	January 13	Social Perception: Detecting trustworthiness	<i>Reading Lies: Nonverbal Communication and Deception</i> by Aldert Vrij, Maria Hartwig, and Pär Anders Granhag
3	January 20	Social Perception: Mindful listening	<i>The Power of Listening at Work</i> by Avraham Kluger and Guy Itzchakov
4	January 27	Social Perception: Asking questions	<i>The Surprising Power of Questions</i> by Alison Wood Brooks and Leslie John
5	February 3	Social Perception: Coaching	
6	February 10	Mid-Term Exam (online)	
<b>Reading Week: No Class</b>			
7	February 24	Self-Awareness: Knowing ourselves	<i>Others Sometimes Know Us Better Than We Know Ourselves</i> by Simine Vazire and Erika Carlson
8	March 3	Self-Awareness in Action	
9	March 10	Self-Awareness and Influence	
10	March 17	Self-Understanding Self-Regulation: Emotions and decisions	<i>Emotion in Organizational Judgment and Decision Making</i> by Charles Dorison and colleagues
11	March 24	Self-Regulation: Answering questions Personal 360 Report Diagnosis	
12	March 31	Self-Regulation: Regulation styles	<i>Emotion Regulation in Adulthood: Timing is Everything</i> by James Gross.

**Please note that the last day you can drop this course without academic penalty is March 10, 2025.**



## Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

## URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca)
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>