# Course Outline

| Course Code | **RSM 463 H1 S** |
|---|---|
| **Course Name** | The Socially Intelligent Manager |
| **Term, Year** | Winter 2026 |
| **Course Meets** | Monday 1-3 pm / RT 142 |
| **Web page URL** | https://q.utoronto.ca/courses/428317 |

## Instructor Details

| Name | Email | Office Hours | Virtual Office Link |
|---|---|---|---|
| Stéphane Côté | stephane.cote@rotman.utoronto.ca | email the instructor for an appointment | Zoom (link will be provided when appointment made) |

## Course Description

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 define two core facets of social intelligence: **social perception and self-awareness**. Guest speakers describe how these capabilities are assessed, leveraged, and trained in organizations. 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?
•       Do we use the most effective strategies to manage feelings?
•       How do we apply social intelligence for purposes such as listening and coaching?

## Learning Outcomes

By the end of this course, students will be able to:

1. Describe a model of social intelligence capabilities
2. Assess their social intelligence in various facets of the managerial role
3. Leverage their social intelligence in the workplace
4. Accelerate their career by developing additional social intelligence capabilities
5. Learn how to develop the social intelligence of people they 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.

| Work | Percentage of grade | Due Date |
|---|---|---|
| Class Participation/Attendance | 20% | Ongoing |
| Mid-Term Test | 25% | February 10 |
| Final Quiz | 25% | March 30 |
| Self-Assessment Analysis and Personal Development Plan | 30% | April 6 at 11:59 pm |


# Course Format and Expectations

**Class Participation/Attendance**

Classes require students' active participation because peer learning is an invaluable part of the course. It is expected that students will attend every class and stay for the entire session, and that students will be constructively involved in class exercises and discussions.

Students will be evaluated on:

- Class attendance
- Punctuality
- Participation in experiential exercises
- Quantity and quality of feedback provided to classmates in exercises
- Thoughtful questions about the material during class
- Insightful answers to instructor questions about the material and exercises
- Avoidance of disruptive behavior such as talking loudly or arriving late to class


While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

It is expected that students will use technology responsibly, with consideration for their fellow students. Students are encouraged to use laptops for note taking during lectures. Laptops are

not to be used for any 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 <u>first</u> half of the course, (b) assigned readings, and (c) your individualized results of the experiential exercises done to that point. The test will take place online (the classroom will be available if you prefer to do the test there).

**Final Quiz**

The final quiz will include questions that will assess your understanding of (a) the concepts described in the <u>second</u> half of the course, (b) assigned readings, and (c) your individualized results of the experiential exercises done during the second half. The test will take place in the classroom.

**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 two areas of (relative) weakness that you will have identified during the course. In this course, you will take part in a series of experiential exercises where you will obtain immediate feedback about several facets of social intelligence. Further, you will receive a 360 assessment report with several pieces of feedback about your social intelligence.

**Your paper should first identify two areas of (relative) strength and two areas of (relative) weakness.** One strength must be primarily based on your 360 assessment report, and the other strength must be primarily based on the experiential exercise results. Further, one weakness must be primarily based on your 360 assessment report, and the other weakness must be primarily based on the experiential exercise results. To identify strengths and weaknesses, consider how well you performed in each of the experiential exercises, and what the feedback on the 360 assessment report reveals.

Your analysis should be **evidence-based**. In identifying and reporting on your areas of strength and weakness, draw explicit connections between the numbers in the experiential exercise feedback and 360 assessment report and your conclusions. 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 two areas of (relative) weakness that you identified.** The simplest structure for this section of the paper consists of identifying the first area of weakness from the previous section, describe a strategy to improve in this area, and explain why this strategy will help you improve. Then, repeat this structure for the other area of (relative) weakness. You cannot prove with certainty that you will enhance your level of capabilities, but you should nonetheless provide logical reasons why your strategy might 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 **4 double-spaced pages with 12-point Times New Roman font** plus any tables, appendices, and figures. The 4-page maximum is a strict upper limit, not a required length. Marks will be deducted if your paper is too long.

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. 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

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing. CPS offers both individual and group appointments with trained writing instructors who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help. You can book an appointment with a writing coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the Writing and Presentation Coaching academic support page.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

**Rotman Commerce Attendance Policy**

Rotman Commerce students are expected to make every effort to attend each class. Infrequently, students may miss term work, e.g., quizzes, assignments, etc., due to unplanned and extenuating circumstances and must follow the Request for Special Consideration process as outlined in their course outlines. However, Rotman Commerce will not approve any Request for Special Consideration for participation marks for missed classes. Any such request will be denied.

## *Missed Tests and Assignments*
Students who miss a term test or assignment for reasons entirely beyond their control (e.g., illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

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, Verifcation of Illness Form, etc.)

**Please note:** 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 days may receive a grade of 0 (zero) on the missed course deliverable.

Students who miss the mid-term test or the final quiz will have all other components of the grade re-weighted. For instance, if a student misses the mid-term test (worth 25% of the final grade), the weight for Class Participation/Attendance will be 26.67%, the weight for the Final Quiz will be 33.33%, and the weight for the Self-Assessment Analysis and Personal Development Plan will be 40%.

*Late Assignments*

All assignments are due on the date and at the time specified in this syllabus. 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.

# 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
Normally, 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 excepted. 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 |
|---------|------|-------|----------|
| Part 1: Knowing Others (Social Perception) |||| 
| 1 | January 5 | Social intelligence fundamentals Identifying emotions | *Enhancing Managerial Effectiveness via Four Core Facets of Emotional Intelligence* by Stéphane Côté |
| 2 | January 12 | Detecting trustworthiness | *Reading Lies: Nonverbal Communication and Deception* by Aldert Vrij, Maria Hartwig, and Pär Anders Granhag |
| 3 | January 19 | Mindful listening | *The Power of Listening at Work* by Avraham Kluger and Guy Itzchakov |
| 4 | January 26 | Asking questions | *The Surprising Power of Questions* by Alison Wood Brooks and Leslie John |
| 5 | February 2 | Coaching | |
| 6 | February 9 | Mid-Term Exam (online) | |
| | | **Reading Week: No Class** | |
| | | **Part 2: Knowing Ourselves (Self-Awareness)** | |
| 7 | February 23 | Self-insight | *Others Sometimes Know Us Better Than We Know Ourselves* by Simine Vazire and Erika Carlson |
| 8 | March 2 | Engaging with oppositive viewpoints | |
| 9 | March 9 | Emotion regulation (part 1) | *Emotion in Organizational Judgment and Decision Making* by Charles Dorison and colleagues |
| 10 | March 16 | Emotion regulation (part 2) Personal 360 Report Diagnosis | |
| 11 | March 23 | Self-Awareness in Action | |
| 12 | March 30 | Final Quiz (in class) Answering difficult questions | |

**The last day you can drop this course without academic penalty is March 16, 2026**

# Other Useful Links

- Become a volunteer note taker
- Accessibility Services Note Taking Support
- Credit / No-Credit in RSM courses
- Rotman Commerce Academic Support
- Where to find teaching assistant opportunities

# URL links for print

- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: 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