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### PSCI 524.01: Management Skills

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P Sci 524 (3 cr)  
*Seminar in Management Skills*  
Spring 2013

Peter Koehn  
Office: LA 348 x5294  
MW 2-4 & by appointment

### **Course Description**

The seminar focuses on skills that research has shown to be important contributors to managerial effectiveness in public and not-for-profit organizations. Students will assess their current strengths and weaknesses in each behavioral area, increase their cognitive understanding of these personal and organizational skills, and begin the process of expanding and enhancing their competency by applying the behavioral principles they learn in a variety of case studies and exercises.

### **Course Objectives**

The course is organized around an integrated, comprehensive, and experiential learning model designed to improve participants' management behavior through skill assessment, learning, analysis, and practice. Specifically, we will concentrate on developing practical management skills in self-assessment, oral and written presentations, managing stress, conducting meetings, communicating supportively, gaining power and influence, motivating others, managing conflict, empowering and delegating, managing diversity, negotiating agreements in transnational organizational contexts, and participating in performance-appraisal and employee-selection interviews.

### **Course Conduct**

The practical approach followed in this seminar can be described as *application-centered*. The experiential aspects of the course are to be used for practice, not discovery. The professor's role is to facilitate student involvement by creating a learning process and an environment in which participants are motivated to find answers to their questions and to expand and sharpen their behavioral skills. Class attendance and participation are crucial.

### **Required Text**

David A. Whetten and Kim S. Cameron, *Developing Management Skills*, 7<sup>th</sup> edition (Pearson Educational, 2007).  
e-res materials (password is psci524)

### **Course Requirements and Assessment**

Class participation: 33% *Completion of assigned pre-class activities, participation in seminar discussions, involvement in exercises, role plays, the transnational negotiation, and case analyses, contributions to group activities, support for classmates' learning experience.*

Individual written and oral assignments and exercises. 33%

Group Projects. 33%

## Course Outline and Weekly Preparations

22 January **Introduction**

4 February **Developing Self-awareness**

### *Pre-class Preparation:*

Step #1. Read pp. 3-23.

Step #2. Complete step 1 of the *personal assessment of management skills* survey (pp. 24-28) and score (add) on p. 42

Step #3. Distribute and collect step 2 of the *PAMS* survey (Associates Version on e-res) to two colleagues. Score (add separately) on p. 42

Step #4. Complete *what does it take to be an effective manager* exercise (interview 2 managers) (pp. 28-29)

Step #5. Complete *SSS Software In Basket* exercise (pp. 30-41) (allocate 3 hours)

Step #6. Complete and score step 1 of *self-awareness assessment* (pp. 46-47 & 101)

Step #7. Complete and score *emotional-intelligence assessment* (pp. 47-48 & 101-103)

Step #8. Complete and score *defining-issues test* (pp. 48-51 & 103-105)

Step #9. Complete and score *learning-style inventory* (pp. 52-53 & 105)

11 Feb **Developing Self-awareness (continued)**

### *Pre-class Preparation:*

Step #1. Complete and score *locus-of-control scale* (pp. 54-56 & 105)

Step #2. Complete and score *tolerance-of-ambiguity scale* (pp. 56 & 106)

Step #3. Complete and score *core self-evaluation scale* (pp. 57 & 106-107)

Step #4. Read pp. 58-87.

Step #5. Read Finn & Jacobsen, "The Genogram & Some Adaptations" (2008) (e-res)

18 Feb Presidents' Day – no class

25 February **Managing Stress**

### *Pre-class Preparation:*

Step #1. (a) Complete and score step 1, *stress-mgt* diagnostic assessment (pp. 110-111 & 168)

(b) Complete and score *time-mgt* assessment (pp. 111-112 & 168-169)

(c) Complete and score *type-A-personality inventory* (pp. 112-113 & 169)

(d) Complete and score *social-readjustment-rating scale* (pp. 113-115 & 170)

(e) Answer *three sources of personal stress questions* (p. 115)

Step #2. Read pp. 116-158

Step #3. Read Aspinwall, "Dealing with Adversity" (e-res)

Step #4 Read Schenk, "Learn to Develop Resilience" (2011) (e-res)

Step #5 Read Jackson, "Plight of Fight or Flight" (2005) (e-res)

Step #6 Read Rhodes, "Groans Often Greet 'You've Got Mail'" (2008) (e-res)

Step #7 Read "Productivity Experts Can Help You Get Going" (2008) (e-res)

Step #8 Read Lin-Fisher, "Distractions Zap Workers" (e-res)

- Step #9 (a) Complete *small-wins-strategy exercise* (pp.159-160)  
 (b) Complete *life-balance analysis* (pp. 160-162)  
 (c) Complete (recommended) *deep-relaxation exercise* (p. 162)

4 March                    **Effective Written and Oral Presentations**

*Pre-class Preparation:*

- Step # 1. Read pp. 596-612  
 Step # 2. Read Leone, “Public Speaking Skills Enhance Sales Ability” (2004) e-res  
 Step # 3. Read M.E. Sharpe, “Style points” (e-res)  
 Step # 4. Read Germano, “Passive is Spoken Here” (e-res)  
 Step # 5. Correct *Prof. Koehn’s Favorit Mastakes* (e-res)

**\*\*Group topic proposal for management problem project due**

11 March            **Coaching, Counseling, and Communicating Supportively**

*Pre-class Preparation:*

- Step #1. (a) Complete and score step 1 of *supportive-communication* diagnostic survey  
 (pp. 238-239 & 280)  
 (b) Complete and score *communication-styles* survey (pp. 239-241 & 280-281)  
 Step #2. Read pp. 242-276  
 Step #3. Read Surtees, “Building Trust in Diverse Teams”(2007) (e-res)  
 Step #4. Read and prepare for class role play: Bell, “Smokin’ On Main Street” (e-res)  
 Step #5. Read Cissna, “Accuracy of Interpersonal Perception,” pp. 175-179; complete  
 p. 182 only (e-res)  
 Step #6. Complete one of these (recommended): assignment 1, 2, or 3 on page 278

18 March            **Gaining Power and Influence**

**\*\*Group preliminary meeting agenda due**

*Pre-class Preparation:*

- Step #1. (a) Complete and score step 1 of *gaining power & influence* diagnostic survey  
 (pp. 284-285 & 323)  
 (b) Complete and score *using-influence-strategies* survey (pp. 285-286 & 324)  
 Step #2. Read pp. 287-320  
 Step #3. Read Szpaller, “Tough Agency Driving Changes” (2009) (e-res)  
 Step #4. Read Szpaller, “Districts Designed to Reverse Decline” (2011) (e-res)  
 Step #5. Read Szpaller, “Top Finished Projects that Used MRA Funds” (2011) (e-res)  
 Step #6. Complete (recommended) assignment 1,2,3, or 5 on page 293

18 March            **Motivating Others**

*Pre-class Preparation:*

- Step # 1. (a) Complete and score step 1 of *diagnosing poor performance and enhancing  
 motivation* survey (pp. 328-329 & 374)

- (b) Complete and score *work-performance-assessment* survey (pp. 329 & 375)
- Step # 2. Read pp. 330-370
- Step # 3. Read Ivancevich, "Motivation," pp. 302-316 (e-res)
- Step # 4. Prepare option 2 (as amended) p. 367
- Step # 5. Complete (recommended) assignment 1 or 2 on page 371

25 March      **Managing Conflict**

*Pre-class Preparation:*

- Step #1. (a) Complete and score step 1 of *managing-conflict* diagnostic survey (pp. 378-379 & 438)
- (b) Complete and score *strategies-for-handling-conflict* survey (pp. 379 & 439)
- Step #2. Read pp. 380-413, 423-428.
- Step #3. Read Covey, "Be Loyal to Those Absent" (e-res)
- Step #4. Read Finn & Jacobsen, "Conflict Transformation" (2008) (e-res)

*In-class: Meetings, Bloody Meetings* video (DVD03301, 35 minutes)

1 April          Spring Break

8 April          **Conducting Meetings**

*Pre-class Preparation:*

- (a) Read pp. 497-522
- (b) Read pp. 656-661
- (c) Read Howe, "A Song of Meetings" (e-res)
- (d) Prepare to hold in-class meeting (see pp. 661-663) on group projects (research objectives, assignments, and outline preparation, etc.). Groups conduct meetings according to best management practices

8 April          **Empowering and Delegating**

*Pre-class Preparation:*

- Step #1. (a) Complete and score *empowerment and delegation* diagnostic survey (pp. 444-445 & 489)
- (b) Complete and score *personal-empowerment* assessment (pp. 445-446 & 489)
- Step #2. Read pp. 447-486
- Step #3. Complete (recommended) assignment 2 or 3 on page 487

15 April          **Interviewing**

*Pre-class Preparation:*

- (1) Read pp. 624-637.
- (2) Read Kleinman, "Job Interviews Now Include Behavior, Relationship History"(e-res)

(3) Read Lindgren, "Conducting Interviews is a Job" (2004) (e-res)

22 April                      **Diversity Management**

**\*\*Group management-problem project outline due.** *At minimum, the outline should include a problem statement, your group's chosen consultancy role, your research approach, a findings section, and a recommendations section.*

*Pre-class preparation:*

- (1) Review pp. 21-22, 59-62
- (2) Read Wrench, "Diversity Management Can Be Bad for You" (2005) (e-res)
- (3) Read (recommended) Koehn and Rosenau, "Transnational Competence in an Emergent Epoch" (2002) (e-res)

22, 29 April    **Transnational Negotiation**

*Pre-class preparation:*

- (1) Read Phyllis Ngai, "Nonverbal Communication Behavior of Professional Administrators" (pp. 104-116) (e-res)
- (2) Read Moran et al.(2007) "Tips for Doing Business & Negotiating with Chinese" (e-res)
- (3) Read Moran et al.(2007) "Tips for Doing Business & Negotiating with Americans" (2007) (e-res)
- (4) Read "Education: China's Learning Curve" (2003) (e-res)
- (5) Read Lin-Liu, "U. of Michigan Program in China Is Off to a Slow Start" ('02) (e-res)
- (6) Read Mooney, "Wild, Wild East" (2006) (e-res)
- (7) Read "Shanghai International Studies University" (2005) (e-res)

**\*\*Group transnational negotiation**

6 May                      Preparation for final group presentation

**\*\*Group organizational fact sheet due**

13 May

(4:10-6:30)    **\*\*Group "management-problem" consultancy presentations**

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