

1-2002

## PSC 524.01: Seminar in Organizational Behavior

Peter Koehn

*University of Montana - Missoula*, [peter.koehn@umontana.edu](mailto:peter.koehn@umontana.edu)

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P Sc 524 (3 cr)  
*Seminar in Organizational Behavior*  
Spring 2002

Peter Koehn  
Office: LA 416 x5294  
M 2-4; W 12-12:30, 2-3:30;  
and by appointment

### **Course Description**

The seminar focuses on behavioral skills that research has shown to be important contributors to managerial effectiveness. 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 to a variety of case studies and exercises.

### **Course Objectives**

The course is organized around an integrated, comprehensive learning model designed to change learners' individual and organizational behavior through skill assessment, learning, analysis, and practice. Specifically, we will concentrate on developing practical management skills in self-awareness, oral and written presentations, managing stress, conducting meetings, communicating supportively, gaining power and influence, motivating, managing conflict, empowering and delegating, interacting in multicultural-organizational contexts, and conducting interviews.

### **Course Conduct**

The approach to this seminar can be described as application-oriented education. 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*, 5<sup>th</sup> edition (Prentice Hall, 2002).

### **Course Requirements and Assessment**

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

Individual written and oral assignments and exercises. **33%**

Group Projects. **33%**

## Course Outline and Weekly Preparations

28 Jan            **Introduction**

4 February      **Developing Self-awareness**

*Class Preparation:*

Step #1. Read pp. 1-22.

Step #2. Complete and score step 1 of the *personal assessment of management skills* survey.

Step #3. Complete and score step 2 of the *PAMS* survey (see special instructions)

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

Step #5. Complete *SSS Software* exercise (allocate 3 hours)

Step #6. Complete and score step 1 of *self-awareness diagnostic survey*

Step #7. Complete and score *defining-issues test*

Step #8. Complete and score *learning-style inventory*

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

*Class Preparation*

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Step #1. Complete and score *locus-of-control scale*

Step #2. Complete and score *tolerance-of-ambiguity scale*

Step #3. Complete and score *fundamental interpersonal relations orientation-behavior scale*

Step #4. Read pp. 56-83.

18 Feb            Presidents' Day – no class

25 Feb            **Making Oral and Written Presentations**

*Class Preparation:*

Step # 1. Read pp. 496-512

Step # 2. Read "Style points" (e-res)

Step # 3. Correct *Prof. Koehn's Favorit Mastakes*

4 March          **Managing Stress**

*Class Preparation:*

Step #1. (a) Complete and score step 1 of *stress-mgt* diagnostic survey

(b) Complete and score *time-mgt* survey

(c) Complete and score *type-A-personality inventory*

(d) Complete and score *social-readjustment-rating scale*

(e) Answer *three sources of personal stress questions*

Step # 2. Read pp. 104-146.

Step # 3. (a) Complete *small-wins-strategy exercise*

(b) Complete *life-balance analysis* (recommended)

(c) Complete *deep-relaxation exercise* (recommended)

(d) Complete assignments 5 & 6 on page 153 (recommended)

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

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

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

*Class Preparation:*

Step #1. (a) Complete and score step 1 of *supportive-communication* diagnostic survey

(b) Complete and score *communication-styles* survey

Step #2. Read pp. 216-245

Step #3. Complete one of these: assignment 1, 2, or 3 on page 248 (recommended)

Step #4. Initiate a *PMI system* at your workplace and evaluate results (recommended)

18 March      Spring Break

25 March      **Conducting Meetings**

*Class Preparation:*

(a) Read pp. 546-553

(b) Prepare to hold meeting (pp. 555-556) on group projects

1 April      **Gaining Power and Influence**

*Class Preparation:*

Step #1. (a) Complete and score step 1 of *gaining power & influence* diagnostic survey

(b) Complete and score *using-influence-strategies* survey

Step #2. Read pp. 255-294

Step #3. Complete assignment 1,2,3, or 5 on page 271 (recommended)

**\*\*Group organizational-problem-project outline due**

8 April      **Motivating Others**

*Class Preparation:*

Step # 1. (a) Complete and score step 1 of *diagnosing poor performance and enhancing motivation* survey

(b) Complete and score *work-performance-assessment* survey

Step # 2. Read pp. 304-341

Step # 3. Prepare option 2 (as amended) p. 340

Step # 4. Complete assignment 1 or 2 on page 344 (recommended)

15 April      **Managing Conflict**

*Class Preparation:*

Step # 1. (a) Complete and score step 1 of *managing-conflict* diagnostic survey  
(b) Complete and score *strategies-for-handling-conflict* survey

Step # 2. Read pp. 351-388

15 April      **Empowering and Delegating**

*Class Preparation:*

Step #1. (a) Complete and score *empowerment and delegation* diagnostic survey  
(b) Complete and score *personal-empowerment* assessment

Step #2. Read pp. 409-448

Step #3. Complete assignment 2 or 3 on page 449 (recommended)

22 April      **Intercultural and Transnational Interaction**

*Class preparation:*

(1) Review pp. 63-64

(2) Conner, “Developing the Global Leaders of Tomorrow” (e-res)

(3) Read Schermerhorn, *et al.*, *Organizational Behavior*, pp. 24-34 (e-res)

(4) Read Phyllis Ngai & Peter Koehn, “The Pitfalls of Unspoken Signals” (e-res)

(5) Read Phyllis Ngai, “Nonverbal Communication Behavior of Professional Administrators” (pp. 104-116) (e-res)

(6) Koehn and Rosenau, “Dimensions of Transnational Competence” (2002)

**\*\*Group “intercultural interaction” presentation, role play, & negotiation**

29 April      Preparation for final group presentation

6 May      **Interviewing**

*Class Preparation:*

(1) Read pp. 524-537, 542-543

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

13 May      **\*\*Group “organizational problem” presentations**