Spring 2-1-2015

PSCI 524.01: Seminar in Management Skills

Peter Koehn
University of Montana - Missoula, peter.koehn@umontana.edu

Let us know how access to this document benefits you.
Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation
https://scholarworks.umt.edu/syllabi/5866

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
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


moodle materials

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

26 January  Introduction

2 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 moodle) to two colleagues. Score (add separately) on p. 42
Step #4. Complete what does it take to be an effective manager exercise (interview 2 mangers) (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)

9 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)

16 Feb  Presidents’ Day – no class

23 February  Managing Stress

Pre-class Preparation:
Step #1. (a) Complete and score 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” (moodle)
Step #4 Read Schenk, “Learn to Develop Resilience” (2011) (moodle)
Step #5 Read Jackson, “Plight of Fight or Flight” (2005) (moodle)
Step #6 Read “Sleep Expert Issues A Wake-up Call to Employers” (2013) (moodle)
Step #8 Read Lin-Fisher, “Distractions Zap Workers” (moodle)
Step #9 (a) Complete small-wins-strategy exercise (pp.159-160)
2 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) (moodle)
Step #3. Read M.E. Sharpe, “Style points” (moodle)
Step #4. Read Germano, “Passive is Spoken Here” (moodle)
Step #5. Correct Prof. Koehn’s Favorit Mastakes (moodle)

**Group topic proposal for management problem project due

9 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 #5. Read and prepare for class role play: Bell, “Smokin’ On Main Street” (moodle)
Step #6. Read Cisnna, “Accuracy of Interpersonal Perception,” pp. 175-179; complete p. 182 only (moodle)
Step #7. Complete one of these (recommended): assignment 1, 2, or 3 on page 278

16 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 #4. Read Szpaller, “Districts Designed to Reverse Decline” (2011) (moodle)
Step #5. Read Szpaller, “Top Finished Projects that Used MRA Funds” (2011) (moodle)
Step #6. Complete (recommended) assignment 1,2,3, or 5 on page 293
16 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 (moodle)
Step # 4. Prepare option 2 (as amended) p. 367
Step # 5. Complete (recommended) assignment 1 or 2 on page 371

23 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)

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

30 March  **Spring Break**

6 April  **Conducting Meetings**

*Pre-class Preparation:*
(a) Read pp. 497-522
(b) Read pp. 656-661
(c) Read Howe, “A Song of Meetings” (moodle)
(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

6 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
13 April  Interviewing

*Pre-class Preparation:*
(1) Read pp. 624-637.
(2) Read Kleinman, “Job Interviews Now Include Behavior, Relationship History” (moodle)
(3) Read Lindgren, “Conducting Interviews is a Job” (2004) (moodle)
(4) Prepare for role plays, pp. 641+

20 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) (moodle)

20, 27 April  **Group Transnational Negotiation**

*Pre-class preparation:*
(1) Read Phyllis Ngai, “Nonverbal Communication Behavior of Professional Administrators” (pp. 104-116) (moodle)
(2) Read Moran et al. (2007) “Tips for Doing Business & Negotiating with Chinese” (moodle)
(4) Read “Education: China’s Learning Curve” (2003) (moodle)
(5) Read Lin-Liu, “U. of Michigan Program in China Is Off to a Slow Start” (’02) (moodle)
(7) Read “Shanghai International Studies University” (2005) (moodle)

4 May  Preparation for final group presentation

**Group organizational fact sheet due**

11 May
(4:10-6:30)  **Group “management-problem” consultancy presentations**

Accessibility The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, contact me at the beginning of the semester so that proper accommodations can be provided. Please contact Disability Services for Students at http://life.umt.edu/dss/ if you have questions, or call Disability Services for Students (DSS) for voice/text at 406.243.2243. You may also fax the Lommasson Center for more information at 406.243.5330.