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PSC 524.01: Seminar in Management Skills

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P Sc 524 (3 cr)

Seminar in Management Skills
Spring 2006

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 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 to a variety of case studies and exercises.

Course Objectives

The course is organized around an integrated, comprehensive, and experiential learning model designed to change 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 interviews.

Course Conduct

The approach to 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*, 6th edition (Pearson Educational, 2005).
e-res materials (password is psc524)

Course Requirements and Assessment

Class participation: *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.*

33%

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

Group Projects. **33%**

Course Outline and Weekly Preparations

23 January **Introduction**

30 January **Developing Self-awareness**

Pre-class Preparation:

Step #1. Read pp. 1-22.

Step #2. Complete and score (add) step 1 of the *personal assessment of management skills* survey (pp. 22-27)

Step #3. Distribute (and collect) step 2 of the *PAMS* survey (handout) to two colleagues. Complete and score (add)

Step #4. Complete *what does it take to be an effective manager* exercise (interview 2 managers) (pp. 27-28)

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

Step #6. Complete and score step 1 of *self-awareness diagnostic survey* (pp. 42-43)

Step #7. Complete and score *defining-issues test* (pp. 43-46)

Step #8. Complete and score *learning-style inventory* (pp. 46-48)

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

Pre-class Preparation

Step #1. Complete and score *locus-of-control scale* (pp. 48-50)

Step #2. Complete and score *tolerance-of-ambiguity scale* (pp. 50-51)

Step #3. Complete and score *fundamental interpersonal relations orientation-behavior Scale* (pp. 51-53)

Step #4. Read pp. 54-80.

13 February **Managing Stress**

Pre-class Preparation:

Step #1. (a) Complete and score step 1 of *stress-mgt* diagnostic survey (pp. 96-97)

(b) Complete and score *time-mgt* survey (pp.97-98)

(c) Complete and score *type-A-personality inventory* (pp.98-99)

(d) Complete and score *social-readjustment-rating scale* (pp. 100-101)

(e) Answer *three sources of personal stress questions* (p. 101)

Step #2. Read pp. 102-144.

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

Step #4 Read Jackson, "Plight of Fight or Flight" (2005) (e-res)

Step # 5. (a) Complete *small-wins-strategy exercise* (pp.145-146)

(b) Complete *life-balance analysis* (pp. 146-148)

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

20 Feb Presidents' Day – no class

27 Feb

Effective Written and Oral Presentations

Pre-class Preparation:

- Step # 1. Read pp. 536-552
- Step # 2. Read M.E. Sharpe, "Style points" (e-res)
- Step # 3. Correct *Prof. Koehn's Favorit Mastakes*

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

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

Pre-class Preparation:

- Step #1. (a) Complete and score step 1 of *supportive-communication* diagnostic survey (pp. 208-209)
(b) Complete and score *communication-styles* survey (pp. 209-211)
- Step #2. Read pp. 212-242
- Step #3. Read Cissna, "Accuracy of Interpersonal Perception," pp. 175-179; complete p. 182 (e-res)
- Step #4. Complete one of these: assignment 1, 2, or 3 on page 245 (recommended)
- Step #5. Initiate a *PMI system* at your workplace and evaluate results (recommended)

13 March **Gaining Power and Influence**

Pre-class Preparation:

- Step #1. (a) Complete and score step 1 of *gaining power & influence* diagnostic survey (pp. 248-249)
(b) Complete and score *using-influence-strategies* survey (pp. 249-250)
- Step #2. Read pp. 251-292
- Step #3. Read Ivancevich, "Organizational Politics," pp. 256-261 (2006) (e-res)
- Step #4. Complete assignment 1,2,3, or 5 on page 293 (recommended)

13 March **Motivating Others**

****Group meeting agenda due**

Pre-class Preparation:

- Step # 1. (a) Complete and score step 1 of *diagnosing poor performance and enhancing motivation* survey (pp. 296-297)
(b) Complete and score *work-performance-assessment* survey (pp. 297-298)
- Step # 2. Read pp. 299-338
- Step # 3. Prepare option 2 (as amended) p. 335
- Step # 4. Complete assignment 1 or 2 on page 339 (recommended)

20 March **Managing Conflict**

Pre-class Preparation:

- Step # 1. (a) Complete and score step 1 of *managing-conflict* diagnostic survey (pp. 342-343)
(b) Complete and score *strategies-for-handling-conflict* survey (pp. 343-344)
Step # 2. Read pp. 345-380.
Step # 3 Read Covey, "Be Loyal to Those Absent" (e-res)

20 March **Empowering and Delegating**

Pre-class Preparation:

- Step #1. (a) Complete and score *empowerment and delegation* diagnostic survey (pp. 398-399)
(b) Complete and score *personal-empowerment* assessment (pp. 399-400)
Step #2. Read pp. 401-440
Step #3. Complete assignment 2 or 3 on page 441 (recommended)

27 March Spring Break

3 April **Conducting Meetings**

Pre-class Preparation:

- (a) Read pp. 584-591
(b) Read Sauer, "Who Hates Meetings?" (e-res)
(c) Read Howe, "A Song of Meetings" (e-res)
(d) Prepare to hold meeting (see pp. 593-594) on group projects

In-class: Meetings, Bloody Meetings video (VT04246, 35 minutes)

Groups conduct meetings according to best management practices
Group project research objectives, assignments, and outline preparation

11 April **Diversity Management**

****Group organizational-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. 55-62
(2) Read Wrench, "Diversity Management Can Be Bad for You" (2005) (e-res)
(2) Read Koehn and Rosenau, "Transnational Competence in an Emergent Epoch" (2002) (e-res) (recommended)
(3) Read Black, *Global Explorers* (1999) (e-res) (recommended)

10, 17 April **Transnational Negotiation**

Pre-class preparation:

- (1) Read Schermerhorn, *et al.*, *Organizational Behavior*, pp. 24-34 (e-res)
- (2) Read Phyllis Ngai & Peter Koehn, "The Pitfalls of Unspoken Signals" (e-res)
- (3) Read Phyllis Ngai, "Nonverbal Communication Behavior of Professional Administrators" (pp. 104-116) (e-res)
- (4) Read Cai, "Comparing Networks in U.S. and China" (e-res)
- (5) Read Jackson, *International HRM* (2002), pp. 172-173 (e-res)
- (6) Read Nowak and Dong, "Intercultural Differences between Chinese and Americans in Business" (1997) (e-res)
- (7) Read Adler, "Strategy Implementation" (1992) (e-res)
- (8) Read "Education: China's Learning Curve" (2003) (e-res)
- (9) Read Lin-Liu, "U. of Michigan Program in China Is Off to a Slow Start" (2002) (e-res)

****Group transnational negotiation**

24 April Preparation for final group presentation

1 May **Interviewing**

****Group organizational fact sheet due**

Pre-class Preparation:

- (1) Read pp. 562-581.
- (2) Read Kleinman, "Job Interviews Now Include Behavior, Relationship History" (e-res)
- (3) Read Lindgren, "Conducting Interviews is a Job" (2004) (e-res)

8 May ****Group "organizational problem" consultancy presentations**
(4:10-6:30)

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