

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

Spring 2-1-2004

### PSC 524.01: Seminar in Management Skills

Peter Koehn

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

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Koehn, Peter, "PSC 524.01: Seminar in Management Skills" (2004). *Syllabi*. 7143.

<https://scholarworks.umt.edu/syllabi/7143>

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](mailto:scholarworks@mso.umt.edu).

P Sc 524 (3 cr)  
*Seminar in Management Skills*  
Spring 2004

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 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, 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-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).  
e-res materials (password is PSC\_524)

### **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

26 January    **Introduction**

2 February    **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.

Step #3. Complete and score (add) 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*

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

*Pre-class Preparation*

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.

16 Feb            Presidents' Day – no class

23 Feb            **Effective Written and Oral Presentations**

*Pre-class Preparation:*

Step # 1. Read pp. 496-512

Step # 2. Read M.E. Sharpe, "Style points" (e-res)

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

1 March            **Managing Stress**

*Pre-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. Read Aspinwall, "Dealing with Adversity" (e-res)  
 Step # 4. (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 topic proposal for organizational problem project due**

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

*Pre-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)

**15 March      Gaining Power and Influence**

*Pre-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)

**15 March      Motivating Others**

*Pre-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)

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

**22 March      Conducting Meetings**

*Pre-class Preparation:*

- (a) Read pp. 546-553  
 (b) Prepare to hold meeting (pp. 555-556) 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

29 March      Spring Break

5 April          **Managing Conflict**

*Pre-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
- Step # 3. Read Covey, "Be Loyal to those Absent" (e-res)

5 April          **Empowering and Delegating**

*Pre-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)

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

12 April        **Diversity Management**

*Pre-class preparation:*

- (1) Review pp. 58-64
- (2) Read Koehn and Rosenau, "Transnational Competence in an Emergent Epoch" (2002) (e-res) (recommended)

19 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 "Education: China's Learning Curve" (2003) (e-res)
- (8) Read Lin-Liu, "U. of Michigan Program in China Is Off to a Slow Start" (2002) (e-res)

**\*\*Group transnational negotiation**

26 April        Preparation for final group presentation

3 May            **Interviewing**

*Pre-class Preparation:*

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

(2) Read Kleinman, "Job Interviews Now Include Behavior, Relationship History" (e-res)

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

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

psc 524-04.syl