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PSCI 524.01: Management Skills

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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


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)

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 #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 Cisnna, “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**

*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) (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 #3. Read Covey, “Be Loyal to Those Absent” (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)

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)
(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)
(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**