

**Management 6A32**  
**(Last of spring semester)**

**The Course Objectives**

- 1. To enhance your skills for solving problems involving individuals, groups, and organizations by improving your sense-making. This will enable you to more effectively identify causes of organizational events, predict future events, and devise action plans for influencing future events.**
- 2. To develop your skills for identifying organizational leverage points from theories and strategies for exploiting them. (In this class, leverage points are a critical concept. They are causes of important organizational phenomena such attitudes, performance, and motivation. By applying the force of one's efforts to leverage points, one can maximize the probability of achieving desired results.)**
- 3. To increase your understanding of management theory and research.**
- 4. To improve your written communication skills.**

**What are the prerequisites?**

The prerequisite is graduate standing.

**How will the MANA 6A32 be taught?**

The underlying teaching philosophy is “learning by doing.” Thus, the class will minimize time spent in formal lecture and maximize time spent in exercises and other activities that promote learning. Each student will submit two work related problems which will be our class cases. We will take 30 minutes at the end of each class for case discussions. Three students will present their case problem to the entire class for analysis. Everyone else will present their case problems to a small group of fellow students. We have two written projects: the comfort zone project and career project. For the comfort zone project, you will map your comfort zones (in your mind), pick a setting which is out of your comfort zone, experience it, and reflect on your experiences. The career project is designed to help firm up your career plans and strategies for accomplishing them. In addition to stating career goals and a list of strengths and selling points, you will 1) analyze a potential employer identifying three relevant strategic issues and 2) interview someone who can assess your marketability/promotability and someone who does what you want to do.

**Who is the instructor?**

Dale Rude  
310J Melcher, 713/743-4673  
drude@uh.edu

**What are my assignments for the first day of class?**

Read materials assigned on Blackboard and attend class.

## **Comments from Bauer Student Evaluations**

**This course was an all-around knock out in terms of meeting my expectations. Dale kept the classes attention with meaningful discussions and presentation of the subject matter. The exercises both individual and group used in the class worked very well to help us all learn the material. The assignments given to us complimented the in-class content and were beneficial both educationally and professionally to go through.**

**The course was fun especially that he used videos and clips to help us understand some of the concepts**

**Went over the syllabus, as well as the grading system and due dates for assignments each week.**

**Interesting discussion, love the cases**

**One of the best instructor so far that i have had. He was engaging, had great examples, and taught the subject matter well. Gave the class a personal touch. The assignments especially the comfort zone project and career project were extremely practical and well thought of.**

**Professor Rude brings his real examples to the class, also he let student solve their own work related problems in the class with the help of other students**

**Dale was enthusiastic about the course material and made lectures engaging and entertaining. I always enjoyed going to Dale's class.**

**This is the best MBA course and instructor I've taken so far**

**Dale is a great professor who respects and knows every student and he is willing to help student to achieve their ultimate goal of getting a better job after graduation.**

**A very passionate professor and a great person and he is willing to help students.**

## **Emails Received from Students after the Class Ended**

### **Email received from a class alum seven months after taking the class**

**I wanted to reach out to you and thank you for everything you have taught me in your Organizational Behavior class last summer. When I registered for the class, I was not looking forward to it, and I even tried to substitute it with another class, now I am glad I was not able to do so. This class has been the highlight of my learning experience at UH. I have just signed an offer letter to join McKinsey & Co. one of the greatest consulting firms in the world. There were moments during the long and hard interview process where I felt that I have sealed the deal, either from the interviewer reaction or from reading their body language. These moments were ones where I quoted Feiner, or talked about organizational change, human behavior, motivation or culture, subjects that we discussed during your class, which made me sound a lot smarter than many other candidates interviewing from Ivy League schools.**

### **Email received from a class alum one week after taking the class**

**I want to update you regarding an “encore” episode of my Comfort Zone Project to gain confidence in my public speaking. For my class project, I joined the South Main Speakers division of Toastmasters and attended a meeting since I feel very uncomfortable speaking in front of people and often appear not coherent and not confident. This past Sunday was a follow-up to the meeting described in my project as I delivered my first practiced speech. Just to give you a background, per meeting, there are 3 practiced speeches and 3 impromptu speeches. The attending members will then vote for the best speaker for both categories and the winner will be announced at the end of the session. This past Sunday, the first speaker was the President, the second one is the VP of membership who was an excellent speaker (a long-time Toast Masters member) and I was the third. No pressure right? All of us have different speech topics.**

**I was nervous leading up to the speech. Anticipation made me anxious but, I realized that during the speech, it felt like things came out naturally. I was in a state of “flow”. I realized that my perception of being uncomfortable when giving speeches is not rooted from the act of giving a speech but rather the act of anticipation. I would not have understood this about myself if it wasn’t for the comfort zone project. Again, I need to know the system (how I function) in order to work the system (what are my actions to deal with this).**

**I was very appreciative of the feedback given me during formal evaluation. They mentioned that the speech, even though it was supposed to answer a simple question about myself, was inspiring, confident, relatable, advanced and outstanding. They were hooked from beginning to the end and most importantly, it made them reflect on themselves. Overall it was a great experience and I plan to sign-up for my 2<sup>nd</sup> speech in a couple of weeks.**

**By the way, I was awarded the best practiced speech of the day.**

**Again, thank you for giving us an enriching and engaging class.**

Management 6A32  
Organizational Behavior and Management  
Spring Semester, 2023

Instructor: Dale Rude, 310J Melcher  
713/743-4673  
drude@uh.edu

Office Hours: 5:15-5:45 M, T, TH, and by  
appointment.

Textbooks

Feiner, Michael. 2005. The Feiner points of leadership: The 50 basic laws that will make people want to perform better for you. Publisher: Warner Business Books. ISBN-10: 0446695750.

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3. To increase your understanding of management theory and research.
4. To improve your written communication skills.

The Secrets to Success in this Course

1. If you miss class, read the related text carefully in addition to studying your notes.
2. Class examples. When examples are presented in class, jot some of the details down in your notes to aid you when reviewing for the exams.
3. Problems. When problems are assigned, work through them in preparation for class. The problems are excellent practice for exam questions.
4. Put forth a strong effort as you prepare for the exam. Know the learning objectives forwards/backwards/inside/out for exams. Be able to apply concepts and theories to new situations. When preparing, make up new problems and apply the course concepts. Study with other members of the class.

### Some Administrative Details

1. A tentative grading scale is presented below. The final grading scale will be no higher than this, but may be lower.

93+ A	80-82.99 B-	69.99 and below F
90-92.99 A-	77-79.99 C+	
87-89.99 B+	73-75.99 C	
83-86.99 B	70-72.99 C-	

2. Tentative point allocations

Problem/puzzle assignment	2 points
Exam 1	90 points
Feiner Quiz	6 points
The “Extending My Comfort Zone” Project	15 points
<u>The Career Project</u>	<u>17 points</u>
	130 points

3. The most efficient way to communicate with me is by email (I check for email messages several times per day). If convenient, summarize your questions or problem in an email to me. Please put the class number (MANA 6332) in the heading of emails you send to me. If I receive an email from an unknown source, I frequently delete it without reading it.

4. If you miss the exam, a deadline will be established for completing the makeup exam. Once set, there will be no deadline extensions. Failure to complete the makeup exam by the specified deadline will result in a grade of zero for the exam.

5. The Center for Students with Disabilities (743-5400) provides a wide variety of academic support services to all currently-enrolled UH students who have any type of mental or physical disability of either a temporary or permanent nature. These services include assistance with course accommodations, adaptive equipment, individualized exam administration, taped textbooks, wheelchair repair, library needs, registration, handicapped parking, accessible housing and transportation, as well as many other needs. To receive accommodation on exams or assignments, students with disabilities must make arrangements prior to the exam or prior to the assignment due date.

6. The Bauer College has a policy that requires all of its instructors to be evaluated by their students. The results of these student evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment, and other important decisions. We openly encourage students to provide feedback to the instructors and to the Bauer College through the evaluation process.

### Ways to Earn Points

1. The Problem/puzzle Assignment. Submit two work related problems for potential use in class discussion.

1. The “Extending My Comfort Zone” Project. After visiting a social setting which is outside of your current comfort zone, you will describe your thoughts and emotions and identify ways to navigate the social setting in the future.

2. The Career Project. You will describe your career objectives, summarize your job relevant accomplishments, research a potential employer, interview someone who has a job you would like to hold, and interview someone who will assess your promotability/employability.

3. Quiz/Reaction Paper. A short quiz will be given on the days that the book is discussed. No makeup quizzes will be given. Students who miss the quiz can earn associated points by writing reaction papers. The topic of reaction paper will be the student's observations and reactions regarding the reading material. Reaction papers that only summarize the content of the reading

will receive no more than one half of the allotted points. Reaction papers should show that all of the assigned material has been read. Minimum length for the reaction papers will be three full pages (66 lines of double spaced text) plus the title page. Maximum length is five pages plus the title page. Grades will be based upon meeting the guidelines for format of the assignment. Reaction papers are due one week after the quiz has been administered and will not be accepted after that due date. See the course website for sample reaction papers.

4. Exam. The exam will consist of essay and short answer questions. A list of learning objectives for each exam can be found in the packet of course notes. The purpose of these objectives is to help you focus your attention on the material which the instructor believes is most important. Over 90% of the exam points will come from exam questions based upon the learning objectives. The remaining points, if any, will come from questions concerning material not covered by the learning objectives.

5. Feedback Memo for Extra Credit. Students can earn from zero to three extra credit points by submitting a feedback memo regarding the structure, conduct, and/or content of the course. Number of points earned will depend upon meeting minimum length requirements. Memos that focus only on positive aspects of the course will receive no more than 1 point.

Topics covered might include (but need not be restricted to) any of the following:

- a) your experience in the class-how useful, interesting and/or appropriate the course was for you, what you learned.
- b) assignments-number, structure, timing, fairness of grading
- c) exams-format, coverage, fairness
- d) conduct of class sessions-pace, level, activities
- e) readings-number, usefulness
- f) class notes and sample assignments,
- g) course theories and concepts-number, appropriateness, omissions, usefulness
- h) motivational strategies used by the instructor-appropriateness, effectiveness, and
- i) overall structure of class-clarity, usefulness.

Length: Minimum length is three full pages (66 lines of double spaced text) plus title page. Maximum length is five pages plus title page.

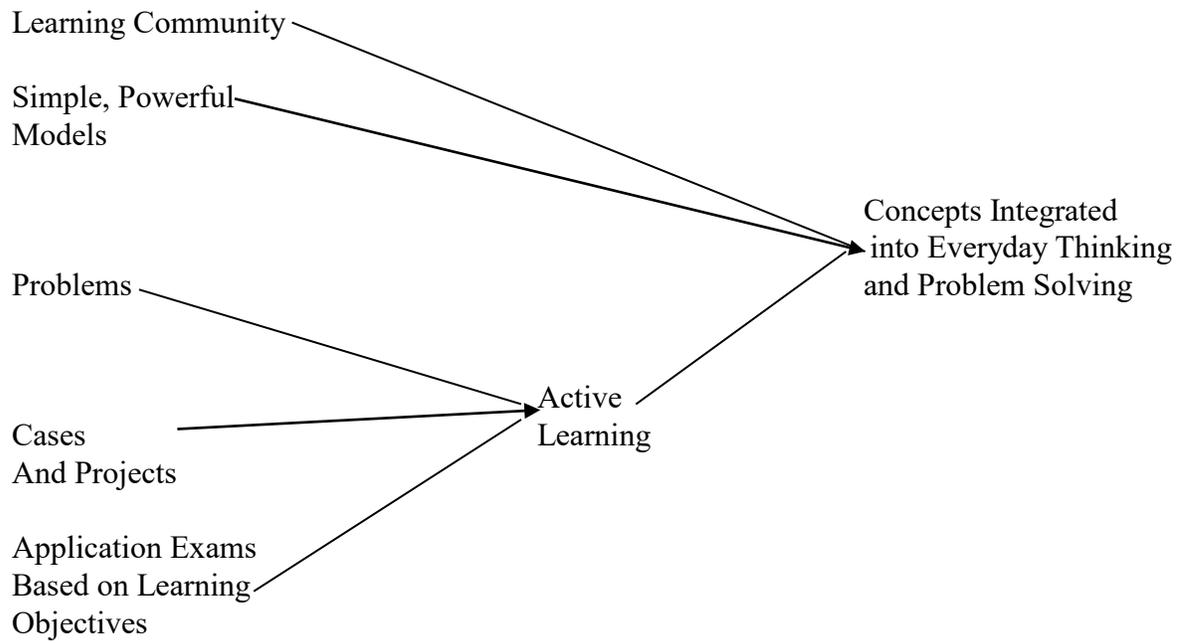
Due date: to be determined (probably will be due several days after the final class meeting).

Hint: follow the guidelines for giving good feedback found in the notes.

### Behavioral Norms

1. Please call me Dale.
2. Cheating is prohibited.
3. Please do not read newspapers or carry on discussions with the person next to you during class. These activities are disruptive to the people around you and me. Also, please turn off your cell phone or put it on "stun" during class.
4. In some countries, students occasionally give instructors presents. This is not a U.S. custom. Please do not give me any gifts.

## Learning Model Which Underlies MANA 6A32



In a learning community, people feel comfortable encountering and experimenting with new ideas and concepts. Cases include both the written cases and the student cases we analyze in class.

Tentative Schedule for Management 6A32

<u>Class Day</u>	<u>Topic</u>	<u>Assignment</u>
March 20	Introduction to Class Decision Making (Creativity)	
March 27	Power Leadership Feiner quiz.	Feiner 1-116
April 3	Teams Change Organization Theory	
April 10	Organization Theory continued Perception Comfort Zone Project due.	
April 17	Motivation	
April 24	Motivation continued Personality Career Project due. Individual and cultural differences	
May 1	<b>Exam</b>	

*Last day of classes: Monday, May 1*

*Due date for feedback memo: 11:59 p.m., Sunday, May 7.*

## Relevant University Policies

COVID-19 Information Students are encouraged to visit the University's COVID-19 website for important information including diagnosis and symptom protocols, testing, vaccine information, and post-exposure guidance. Please check the website throughout the semester for updates. Consult the (select: Undergraduate Excused Absence Policy or Graduate Excused Absence Policy) for information regarding excused absences due to medical reasons.

Reasonable Academic Adjustments/Auxiliary Aids The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the Justin Dart Jr. Student Accessibility Center (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

Excused Absence Policy Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Undergraduate Excused Absence Policy and Graduate Excused Absence Policy for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

Recording of Class Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes Please note that the instructor may need to make modifications to the course syllabus. Notice of such changes will be announced as quickly as possible through (specify how students will be notified of changes).