**George Mason University**  
**Graduate Course Approval/Inventory Form**  

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  
- ____ NEW  
- ____ MODIFY  
- ____ DELETE  

**Local Unit:** School of Management  
**Graduate Council Approval Date:**

**Course Abbreviation:** MSBM  
**Course Number:** 653

**Full Course Title:** Organizational Behavior in Bioscience Management  
**Abbreviated Course Title (24 characters max.):**

**Credit hours:** 3  
**Program of Record:** BU

Repeatable for Credit?  
- ____ D=Yes, not within same term Up to hours  
- ____ T=Yes, within the same term Up to hours  
- x N=Cannot be repeated for credit

**Activity Code** (please indicate):  
- ____ Lecture (LEC)  
- ____ Lab (LAB)  
- ____ Recitation (RCT)  
- ____ Studio (STU)  
- ____ Internship (INT)  
- ____ Independent Study (IND)  
- ____ Seminar (SEM)

**Catalog Credit Format** 3 : 3 : 0  
**Course Level:** GF(500-600)  
- x GA(700+)

**Maximum Enrollment:** 20  
**For NEW courses,** first term to be offered: 04F  
Prerequisites or corequisites: Admission to Bioscience Management Program or permission of instructor

**Catalog Description** (35 words or less)  
Please use catalog format and attach a copy of the syllabus for new courses.:

MSBM 653 Organization Behavior in Bioscience Management (3:3:0)  
*Prerequisites: Admission to the Bioscience Management Program.* Emphasizes development of conceptual tools for understanding and analyzing individual and group behavior in bioscience organizations and organizational processes. Considerable focus on development of relevant skills for working in groups and teams. Course consists of lectures, discussions, case analyses, and in-class exercises.

**For MODIFIED or DELETED courses as appropriate:**

Last term offered:  
Previous Course Abbreviation:  
Previous number:

Description of modification:

**APPROVAL SIGNATURES:**

Submitted by:  
email: 

Department/Program:  
Date: 

College Committee:  
Date: 

Graduate Council Representative:  
Date:
**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: ____________________________ Date: __________

Graduate Council representative: ______________________ Date: __________

Provost Office representative: ________________________ Date: __________
MSBM 653: Organizational Behavior  
Fall 2004

Class meets:  See Schedule for Residency and Synchronous session dates
Instructor:  Michelle A. Marks, Ph.D.
Office:  Fairfax Campus, Enterprise Hall, Room 214
Office hours:  Mondays from 10 a.m. -12 p.m. and by appointment
Contact:  mmarks@gmu.edu  
Office: 703-993-1754
WebCT:  http://webct38.gmu.edu

COURSE OBJECTIVE
To deepen your understanding of human behavior in organizations and to improve your management practice as a result of that understanding.

SPECIFIC GOALS
- Students should become familiar with the major concepts of organizational behavior.
- Students should understand that organizations are dynamic systems that interact with their environment.
- Students should understand how the structures of these systems affect human behavior.
- Students should become familiar with the kinds of issues managers encounter and with principles, practices and models that help managers deal with these issues.
- Students should examine the relationships among people within organizational systems and see how they influence organizational effectiveness
- Students should deepen their understanding of their own behavior in organizations and improve their interpersonal and managerial skills

CLASS FORMAT
Facilitating effective human behavior in organizations requires a variety of skills. For example, before one can analyze behavior--let alone knowingly change it--one must observe it. Likewise, a management or behavioral concept is of little service until one is able to link it to experience and vary behavior accordingly. Finally, understanding and skills improve with practice and feedback. Accordingly, the course design incorporates all these dimensions of learning through the use of cases, exercises, group work, self-reflection, readings, discussion, lectures, written work, and opportunities for feedback. Much work in the course will be done in your small learning teams – in class and virtually via threaded discussion.
COURSE DELIVERABLES AND EVALUATION

What you learn and how much you learn depends a great deal on how actively you approach this course. I encourage you to push yourself to make the most of the opportunities offered.

A. THREADED DISCUSSIONS (35% OF COURSE)

You will participate in three virtual learning team discussions with your group. These discussions center on topics covered in the course, and are informed by our course readings. Threaded discussions take place over a predetermined five-day time period, during the week before class. Group leaders post questions to instigate discussion, debate and idea exchanges among members. During the semester, you will have the opportunity to “lead” one discussion as well as participating in all three discussions. You are responsible for making several quality contributions to the discussion over the five days. The goal is to distribute your participation over the discussion period, though you are not required to participate in the discussion every day or at any particular time. Peer evaluation is used as the method of evaluation for this assignment, with the instructor reserving the right to adjust peer ratings that appear too lenient or harsh, or when there is significant disagreement among group member ratings. Criteria for threaded discussion leadership and participation and peer evaluation forms are posted to our class webct site.

Your performance in the threaded discussions counts for 35% of your course grade. Each of the three discussions is worth 10% of the course grade, and your leadership roles during the week that you lead the discussion is worth an extra 5%.

Threaded Discussion #1: 4:00 p.m. Wed. Sep. 15 – 10:00 pm Sun., Sept. 19
Threaded Discussion #2: 4:00 p.m. Wed. Oct. 13 – 10:00 pm Sun., Oct. 17
Threaded Discussion #3: 4:00 p.m. Wed. Nov. 10 – 10:00 pm Sun., Nov. 14

B. PERSONAL APPLICATION ASSIGNMENT (PAA; 30% OF COURSE)

Mastering the observational and analytic skills represented by the personal application assignment (PAA) is a central part of the course and of course evaluation. You will be asked to write a PAA, approximately seven pages in length (no longer than eight pages). The PAA allows you to reconsider professional problem(s) you have experienced in light of the concepts covered in this class. You may choose to do extra reading on topics covered in your paper, but this is neither required nor expected. The class web site contains hints for writing PAAs, the criteria on which PAAs are graded, and sample PAAs. Your PAA is due by 5:30 on Nov. 16 – either hand it to me or email it to me by then.

C. FINAL EXAM (30% OF COURSE)

While the PAA allows you to explore in depth the course materials that are particularly relevant and useful for you, the final exam tests your understanding of the central ideas of the course. Central ideas of the course will be emphasized in lecture, readings and class discussion, and will often be explored in cases and exercises. The exam will consist of three short essays (1 single spaced page or less for each question), and will focus on your understanding of key theories and concepts and how to apply them in work settings. I am not particularly interested in your memory of case details or of author names, except when the names are needed to identify a particular theory or perspective. The final exam will be held during our final course meeting period.

D. PERSONAL LEARNING NOTE (5% OF COURSE)
Finally, a **personal learning note** is due when you arrive to take the final exam. This is designed to give you an opportunity to reflect on and summarize **for yourself** the **most important information and action resolutions** you take from the course—to look at the big picture. The personal learning note should be single-spaced and no more than one page long (including your name); citation is not required. Use bullet points if you like. If you focus on writing something **useful for yourself**, it will meet my standards. This assignment is primarily for your sake—to help you identify the take-away messages that are most relevant to you. Approach it in that spirit. You may want to write the paper as a reminder to yourself of things to remember or do.

**Grading Standards:** A solid job on the PAA sections or exam questions will be evaluated at the A-/B+ border. To earn a strong A, performance must go beyond “meets expectations.”

**Summary**

<table>
<thead>
<tr>
<th>Threaded Discussions</th>
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<tbody>
<tr>
<td>PAA</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td>Personal learning note (PLN)</td>
<td>5%</td>
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The PAAs are due at the **beginning** of class on the date specified. The personal learning note is due when you take the final exam. Late PAAs and PLNs will incur a penalty of 10% for the first 24 hours and 20% thereafter. Missing deliverables will receive a grade of zero. Please bring hard copies of the deliverables to me. Please do not fax them or send them via e-mail.

Semester grades will depend on the total points you earn on the assignments described above; no extra credit will be available. The percentage cutoffs are shown below. Scores exactly at the cutoff will be assigned the higher grade; for example, 96.99% will earn an A, but 97.00% will earn an A+. There will not be a curve or any other form of score adjustment. Grades will be completely determined by the points you earn.

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<th>Grade</th>
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<td>A+</td>
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<td>A</td>
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<td>A-</td>
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<td>B-</td>
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<td>C</td>
<td>70-79.99</td>
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<td>F</td>
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**Honor Code**

The honor code applies to all work required for this class. You are free to confer with other people when working on your PAA, but the final decisions about the paper and the writing should be your own. You may not obtain any help from anyone on the examination. More information about the GMU honor code is given on the GMU web site at various locations, including: [http://www.gmu.edu/depts/unilife/honorcode.html](http://www.gmu.edu/depts/unilife/honorcode.html) and [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12).

**Other**

Xanedu: In addition to your readings packet, you have 24/7 digital access to your course readings through Xanedu.
WebCT: All materials needed for this class are available in the class WebCT site. To log on to the class web site, go to the address provided at the top of this syllabus. Click “Log on to myWebCT.” Your user name is your GMU user name and the password is the last four digits of your student/social security number. More information about WebCT can be obtained by clicking the “Need help” link directly below the log in link.

E-mail: I will regularly send electronic messages to the entire class. I will use the listserv formed by the MSBM program. Thus, be sure you join the listserv and arrange for mail sent to your MEMO e-mail account to be forwarded to whatever e-mail account you normally use. You are fully responsible for taking the steps listed above, for checking your e-mail regularly, and for any information communicated to the class via e-mail. You should always feel free to communicate with me via e-mail.

Disability: Students with disabilities who require special accommodation should contact the Student Disability Resource Center (http://www.gmu.edu/student/drc/ or 703-993-2474) and should inform me of their needs so I can take them into consideration. Please take care of this during the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Inclement weather: Information regarding weather related interference can be found on the university website or by calling 703-993-1000. We’ll follow the university status on course cancellations.

Cell phones & beepers: Cell phone and beepers are distracting. Please turn off all audible signals before class.

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<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Deliverables</th>
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<tr>
<td>August 27</td>
<td>Fri</td>
<td>8-5</td>
<td>Communication, Working Relationships,</td>
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<td>Decision-Making</td>
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<td>Leadership</td>
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<td>Sept. 21</td>
<td>Tue</td>
<td>5:30-7:30</td>
<td>Motivation and Rewards</td>
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<td>TD 2</td>
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<td>Managing a Virtual Workplace</td>
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<td>Oct. 19</td>
<td>Tue</td>
<td>5:30-7:30</td>
<td>Managing Stress and Emotion</td>
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<td>TD 3</td>
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<td>Organizational Culture</td>
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<tr>
<td>Nov. 16</td>
<td>Tue</td>
<td>5:30-7:30</td>
<td>Managing Diversity and Globalization</td>
<td>PAA Due</td>
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<tr>
<td>Dec. 7</td>
<td>Tue</td>
<td>5:30-7:30</td>
<td>Organizational Change</td>
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<tr>
<td>Dec. 17</td>
<td>Fri</td>
<td>8-5</td>
<td>EXAM, Simulation</td>
<td>EXAM, PLN</td>
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</tbody>
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Readings

The readings are all available in your course packets as well as through Xanedu. Simply reading the assigned papers is not sufficient. Instead, you should analyze them carefully. You should come to class prepared to
summarize the key points of the reading and to contribute to class discuss and analysis. Think about each reading from both a conceptual and a practical perspective. As you read the papers, ask yourself:

- What are the key concepts and principles?
- What are the key points being made by the paper?
- So what? Why does this matter for the organization?
- What are the implications for my professional behavior and success?
Schedule [I recommend that you read the readings in the order listed]

Xanedu Readings List
MSBM 653
ORGANIZATIONAL BEHAVIOR

Friday, August 27 – First Residency

Course overview

Communication

Building and maintaining trusting working relationships

Decision Making

Threaded Discussion #1

Leadership
The text of the ‘I have a dream’ speech by Dr. Martin Luther King Jr., on the steps of the Lincoln memorial, Aug. 28, 1964. Seattle Times; Aug. 27, 1993 [FINAL Edition]; page F1.

**Synchronous Session #1: September 21**

**Motivation and rewards**

**Threaded Discussion #2:**

**Managing a virtual workplace**

**Synchronous Session #2 – October 19**

**Managing stress and emotion at the workplace**

**Threaded Discussion #3**

**Organizational culture**

**Synchronous Session #3: November 16**

**Managing diversity and globalization**
Synchronous Session #4: December 7

Managing organizational change