

## I. Instructor Information

### A. Contact Information:

Title: Instructor

Name: Katy Fodchuk, M.A.

Office Location: Due to distance learning format of class I will hold hours during which I have online availability (see below) via MSN Instant Web Messenger (<http://webmessenger.msn.com/>) and ODU E-mail. Phone availability (see below). In-person meeting please call to make appointment.

Office Hours: Tuesday, 2:30 – 3:30 p.m.; Wednesday, 3:30 – 5

Or by appointment

E-mail Address: [kfodchuk@odu.edu](mailto:kfodchuk@odu.edu)

Fax Number: TBA

Other

B. Contact Policy: Email is the best way to reach me (see more specific email policies below). Please do not call my phone during non-business hours (9am – 5pm, Monday through Friday)

### C. Teaching and Education Background:

- Doctoral Student Organizational Psychology, Old Dominion University, Norfolk, VA *Minor*: International Studies with a focus on Chinese culture, politics, and history.
- Master of Arts in Industrial/Organizational Psychology, California State University, Sacramento (December 2002)
- Bachelor of Science in Psychology, California Polytechnic State University, San Luis Obispo (March 1998), *Concentration*: Social Psychology, *Minor*: French

D. Research Interests: International and cross-cultural applications to organizational psychology with specific focus on China; fairness perceptions in the workplace; innovation implementation, equal employment opportunity law and diversity; organizational development and change; sustainable business models; performance evaluation; and conflict/resolution in the workplace.

## II. Teaching philosophy:

Students enter a classroom with various levels of knowledge, skills, and abilities surrounding the course content. In addition, motivation levels and critical thinking skills will vary by individual. Despite the level at which a student enters the classroom, I view my role as one that facilitates the development of students by creating an environment that motivates learning, encourages critical thinking, and rewards creative contributions to the classroom. In addition, I view learning as an interactive experience whereby interpersonal exchanges among the students and instructor create a deeper and broader level of knowledge than that which can be obtained on ones own. Therefore, I take special care to ensure that I facilitate

discussions among students that foster more advanced processing of course content from the collective group.

### III. Student Help Resources

- 1.1. Online Student Orientation: [<http://www.clt.odu.edu/oso>]
- 1.2. Blackboard Support Website: [<http://www.clt.odu.edu/bb>]
- 1.3. Technical Support Center: [<http://occs.odu.edu/ocshelp@odu.edu>, 757-683-3192]
- 1.4. MSN Instant Web Messenger: [<http://webmessenger.msn.com/>] (you can sign up for a free account here if you would like to instant message me during office hours).
- 1.5. Study Guides Strategies: [<http://www.studygs.net/>]
- 1.6. Papers Citation Styles: MLA, APA, Chicago & CBE [<http://www.dianahacker.com/resdoc/index.html>]

### IV. Course Readings

#### A. Required Materials:

- 1) Textbook: Hellriegel, D. & Slocum, J.W. (2007). *Organizational Behavior*. Mason, OH: Thomson Southwestern.
- 2) Throughout the semester various articles will be posted on Blackboard. Students will receive at least one week's advanced notification of the date by which they must be read.

#### B. Optional Materials:

- 1) Various articles will be posted on Blackboard.

### V. Course Description

#### A. ODU Catalog description

Lecture Hours: Thursday, 7 – 10pm

Location: Gornto 222; VA Beach Higher Ed Center, Peninsula, N. VA Center

Credits: 3

Official Description

- #### C. Instructor Course Description:
- Very broadly, organizational psychology is the study of human behavior in organizations. The study as a whole covers a vast range of behaviors and each section we cover introduces subfields in research on organizations that could take an entire course to cover. Therefore, this course is designed to lay a foundation of the concepts and research findings in the

numerous areas of study within organizational psychology. Content that will be covered includes:

- 1) Individual Behavior in Organizations: individual differences, diversity and cultural differences, perceptions, motivation, reward systems, stress in the workplace.
- 2) Organizational Leadership: leader-member exchange theory, fundamentals of effective leadership.
- 3) Team Dynamics: interpersonal communication, developing and leading teams, working with virtual teams.
- 4) Organizational level issues: managerial and ethical decision making, designing organizations, organization change and development.

#### **VI. Recommendations for Success:**

- Please come to class prepared by reading text and participating in threaded dialogues **prior to** the class session during which the content will be covered.
- Please keep up with the Blackboard announcements and postings. It is essential to check Blackboard at least every 2 days as I will continuously be posting announcements, assignments, and course feedback.
- Please be proactive about your learning by asking questions and offering comments whenever possible. Learning is not a passive activity and I am better able to facilitate the process and gauge your needs if you communicate with me.

#### **VIII. Course Objectives and Expectations**

##### **A. Course Objectives:**

- Relate content to personal experience: Most people spend a majority of the waking hours of their adult life at work. You all have undoubtedly been a part of an organization at some point in your life (this includes educational organizations). If you plan on working, volunteering, or continuing your education you will (and most likely already have) experience at least some of the content presented in this course. Course content will be directly related to day to day experience allowing us to discuss topics that include, but are not limited to, your experience working in teams, with past supervisors, customers, and organization leaders, receiving performance evaluations or applying for a job.
- Understanding your place in an organization - This course can help you recognize the type of workplace in which you prefer to work, the competencies, knowledge, skills and abilities you uniquely bring to an organization, and areas of management in which you may be interested.
- Learn by doing – We will hold interactive discussions tackling real workplace challenges, analyze organizational pitfalls as well as success stories, and evaluate organizational theory and applications presented in readings. Our threaded dialogue presentations will give

each person a chance to manage their group and understand some of the challenges faced by manager and group leaders.

- Virtual Teams – A portion of our course content is devoted to team processes and group dynamics. Through the structure of this course and the presentation project we will experience what it is like to communicate and work in virtual teams.
- Development of Individual Interests – develop a research paper surrounding a topic covered during the course.

B. Course Expectations:

- Each student is expected to complete readings and participate in the threaded dialogues *prior to* the course session.
- Students are expected to generate thoughtful questions and/or comments for each course session either posed in the threaded dialogues and/or during course time itself.
- Students are expected to be respectful to the instructor and each other. Respectful and professional conduct is expected at all times.
- You are expected to take responsibility for your performance. I put forward my best efforts to assist you in developing an understanding of the course content by providing student-focused instruction and feedback. However, in the end, you are responsible for your performance in the course. If students do not assign priority to their studies, I cannot do my job as effectively and will not accept blame for failure that result from lack of effort or persistence on the part of students.

D. Course Requirements:

1) **Exams:**

- Midterm: 10/12/06, 50 question multiple choice (2 points/question), 2 essay response questions (10 points/question).
- Final: (see course catalog final schedule), Non-cumulative, 50 question multiple choice (2 points/question), 2 essay response questions (10 points/question).

2) **Threaded Dialogue:** Each week students will be presented with organization scenarios/issues and must discuss them with other student on Blackboard's discussion board. At least two entries must be made per student. Student dialogue will be evaluated on the thoughtfulness and clarity of comments and ability to integrate course concepts, readings, and other students' entries in the dialogue. Example dialogues will be presented in the first week of the course.

3) **Threaded Dialogue Presentation:** Each week 2 students will present a summary of the class dialogue and address questions and comments from other students' threaded dialogues. Presentations and question response should take about 10-15 minutes. A comprehensive rubric and evaluation guidelines will be presented within the first two weeks of class.

- 4) **Research Paper:** Students will select a topic of interest to research and write a 5-7 page research paper. A comprehensive rubric and evaluation guidelines will be presented within the first two weeks of class. Papers will be due 11/28/06.

### Point Breakdown

Activity	Points	Percentage of Grade
Midterm	120	20%
Final	120	20%
Threaded Dialogue	120	20%
Threaded Dialogue Presentation	90	15%
Research Paper	150	25%

### IX. Teaching and Learning Methods

- A. **Delivery Method:** Given the distance learning orientation of this class course content will be presented in an interactive manner to keep students involved at all points in the course. We will take full advantage of the Blackboard system and incorporate threaded dialogues, electronic course announcements and postings, and electronic submission of all course related content.
- B. **Instructional Approach:** Student involvement is essential to our work in this course. Each week students will participate in a threaded dialogue concerning a given topic covered in the text. Two to three groups per week will present on their given topic and students are invited to comment and question presenters in an educational dialogue. Questions and comments posed in threaded dialogue will be discussed as a group in class or by the instructor given time. Students who have worked and/or are currently working are expected to draw on their experience applying concepts learned in class to their workplace encounters. Students who have not held a job should apply course content through their experience in educational organizations.

### X. Course Schedule: (See Final Page)

## XI. Grading Criteria

There are 600 points possible for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The final grade will be based on the following percentage scale:

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600 - 565 =	<b>A</b>	664 - 539 =	<b>A-</b>	538 - 523 =	<b>B+</b>
522 - 510 =	<b>B</b>	509 - 480 =	<b>B-</b>	479 - 462 =	<b>C+</b>
461 - 450 =	<b>C</b>	449 - 420 =	<b>C-</b>	419 - 402 =	<b>D+</b>
401 - 390 =	<b>D</b>	<390 =	<b>F</b>		

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**Note:** A grade of “I” indicates assigned work yet to be completed in a given course or absence from the final examination. It is assigned only upon instructor approval of a student request. The “I” grade can be given only in exceptional circumstances beyond the student’s control, such as illness. In these cases, the student is responsible for notifying the faculty member. The “I” grade becomes an “F” if not removed by the last day of classes of the following term (excluding the exam period) according to the following schedule: “I” grades from the fall semester become “F”, if not removed by the last day of classes of the spring semester; “I” grades from the spring and summer sessions become “F” if not removed by the last day of classes of the fall semester. An “I” grade may not be changed to a “W” under any circumstances.

## XII. Course Policies

### A. Attendance

As per university policy, students are expected to attend Classes. Students missing more than 15% of class meetings may be failed. Therefore, students who miss more than two class meetings are subject to automatic failure.

This course is video-streamed and I have made this available for students to access after the course has been taught. However, your presence at the designated location is mandatory. If you are unable to attend class due to a legitimate reason (e.g., illness, court appearance, death in the family, etc.) you must provide me with official documentation (e.g., note/receipt from physician, official papers, etc.) for the absence to be excused.

B. My Email Policy:

- Response time for email: Please give me 48 hours to respond to your email. This turn around time pertains to work days during normal business hours (i.e., Monday – Friday, 9am to 5pm) and excludes weekends and holidays. For example, if you email me at 11pm on a Friday evening please do not expect a response until Tuesday afternoon. In most cases, I should be able to respond the same day, however, you should plan accordingly for 48 hours turn around and understand that emails are answered during normal business hours only.
- ODU Email Accounts Only: I only answer emails from ODU accounts. I receive a lot of junk mail and, unless your email is from an ODU account, it will likely be filtered from my view.
- Content of ODU Emails: Please keep email content and questions related to the course and the course only. Please use the subject line of the email to indicate your specific question or comment. It is good practice to make your emails look professional when corresponding with instructors, professors, work associates, etc. Please model all emails to me after the following example:

*[Always have a subject header that is descriptive of the email]*  
Subject: Question Concerning Performance Competency Model

*[Always have a greeting and address the person by their name]*  
Hello Mrs. Fodchuk/Katy

*[Keep message succinct and to the point]*  
I was wondering whether you could provide examples of performance competency modeling in our next class.

*[closing and your name]*  
Thank you,

Joan Smith

- C. Tests and Make-ups: Make ups for tests and assignments will only be allowed under extreme consequences (e.g., serious illness, injury, death in the family, etc.). I will need official documentation (e.g., note from the doctor, etc.) for any accommodations to be made.

D. Course Disclaimer

Every attempt is made to offer a complete syllabus that provides an accurate overview of the courses. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

### XIII. University Policies

- A. **College Classroom Conduct:** The following standards are intended to define acceptable classroom behavior that preserves academic integrity and ensures that students have optimum environmental conditions for effective learning.
1. Students must turn off cell phones and pagers during class or have them set to vibrate mode.
  2. Classes are expected to begin on time, and students will respect the time boundaries established by the professor. If classroom doors are locked, students may not knock or seek entrance in other ways.
  3. Students should notify instructors in advance when a class will be missed. In the event of an emergency that causes a class to be missed, instructors must be notified as soon as possible.
  4. Instructors may require that cell phones and other electronic devices be left on their desks during tests or examinations.
  5. Students must not engage in extraneous conversations during classes. Such acts are considered to be violations of the Code of Student Conduct.
  6. Students will activate their Old Dominion e-mail accounts and check them before each class. If the student chooses to have his/her messages forwarded to another account, it is the student's responsibility to take the necessary steps to have them forwarded.
  7. Consumption of food and drink during class is prohibited, except when the professor has specifically approved it.
  8. Offensive language, gestures and the like are disrespectful and disruptive to the teaching-learning process.  
[\[http://studentservices.odu.edu/osja/ccc\\_pamphlet.pdf\]](http://studentservices.odu.edu/osja/ccc_pamphlet.pdf)

**a. Honor Pledge**

*"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."* By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors. Refer to Student Honor Council. [\[http://studentservices.odu.edu/hc/\]](http://studentservices.odu.edu/hc/)

**b. Special Needs**

In compliance with PL94-142 and more recent federal legislation affirming the rights of disabled individuals, provisions will be made for students with special needs on an individual basis. The student must be identified, as

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(updated 8/31/06)

"special needs" by the university and provide a letter from the Disability Services Office, located at 1525 Webb Center. Any accommodations will be based upon written guidelines from the Disability Services Office. All students are expected to fulfill all course requirements.

**c. University Email Policy**

The Old Dominion University e-mail system is the official electronic mail system for distributing course-related communications, policies, announcements and other information. A University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (Blackboard, faculty websites, etc.) NOTE: Effective August 23, 2004, all student accounts will utilize MIDAS passwords.

[<https://midas.odu.edu>]

[<http://occs.odu.edu/accounts/studemail/index.shtml>]

**d. Withdrawal**

A syllabus constitutes a contract between the student and the course instructor. Participation in this course indicates your acceptance of its content, requirements and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations (amount of work involved, class meetings, assignment deadlines, course policies, etc.), you should drop the class by the drop/add deadline, given in the ODU Schedule of Classes.

[<http://www.odu.edu/ao/registrar/calendars/academic>]

**e. Student Acknowledgement**

“I, \_\_\_\_\_, have completely read this syllabus and understand and agree to the course requirements”.

**Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment(s) Due</b>
<b>8/31/06</b>	<p align="center"><b>Course Introduction</b></p> <ul style="list-style-type: none"> <li>• Introductions, syllabus, assignments, virtual teams, Blackboard Training</li> </ul>	--	--
<b>9/7/06</b>	<p><b>Organizational Behavior and Competencies</b></p> <ul style="list-style-type: none"> <li>• Discussion of competencies and diversity</li> <li>• Threaded Dialogue and Power Point Training</li> </ul>	<b>H &amp;S, Ch. 1</b>	Threaded Dialogues (TD): Due <b>Tues., 9/5</b>
<b>9/14/06</b>	<p align="center"><b>Individual Differences:</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Q&amp;A</li> <li>• Personality, Big Five, Attitudes, etc.</li> <li>• Presentation on personalities and attitudes; how individual differences impact orgs.</li> </ul>	<b>H &amp;S, Ch. 2</b>	TD due <b>Tues., 9/12</b>
<b>9/21/06</b>	<p align="center"><b>Perception:</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Q&amp;A</li> <li>• Perceptual selection, errors, attribution</li> <li>• Instructor Supplement: Fairness perceptions in orgs - Organizational Justice</li> </ul>	<b>H&amp;S, Ch. 3</b>	TD due <b>Tues., 9/19</b>
<b>9/28/06</b>	<p align="center"><b>Learning and Reinforcement</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Classical and operant condition, reinforcement contingencies and schedule and relationship to organizational behavior, social learning theory.</li> <li>• Instructor Supplement: The Learning Organization</li> </ul>	<b>H&amp;S, Ch. 4</b>	<b>Paper Topic and Annotated Bibliography Due</b> TD due <b>9/26</b>
<b>10/05/06</b>	<p align="center"><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Motivation fundamentals; goal setting and rewards;</li> <li>• Instructor Supplement: Rewards in China</li> </ul>	<b>H&amp;S, Ch. 5 and 6</b>	TD due <b>10/3</b>
<b>10/12/06</b>	<p align="center"><b>Stress and Aggression in the Workplace</b></p> <p align="center"><b>Motivation:</b></p> <ul style="list-style-type: none"> <li>• <b>MIDTERM – first hour of class</b></li> <li>• Stress, personality and stress, diversity and stress</li> <li>• Instructor supplement: work/family conflict, counterproductive work behaviors and organizational citizenship behaviors.</li> </ul>	<b>H&amp;S, Ch. 7</b>	MIDTERM

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Date	Topic	Reading	Assignment(s) Due
10/19/06	<p style="text-align: center;"><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Leadership styles, contingency, Vroom model, types of leaders</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch. 8 and 9</b></p>	TD due 10/17
10/26/06	<p style="text-align: center;"><b>Teams</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Groups, Work teams, virtual teams, stages of development, predictors for team effectiveness.</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch .10</b></p>	<p><b>Last Day</b> to turn in paper draft for feedback Presenters: Lakesha Thomas and Coni Spalenka</p>
11/02/06	<p style="text-align: center;"><b>Conflict and Negotiating</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Levels of conflict, Negotiation in conflict, teams and conflict</li> <li>• Instructor supplement: Mediation as a means to resolving conflict</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch. 11</b></p>	TD due 10/31 Presenters: Paul Dearman and Regina Rapp
11/09/06	<p style="text-align: center;"><b>Communication and Ethics</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Interpersonal communication, active listening, cultural barriers to communication, ethics case examples and discussions</li> </ul>	<p style="text-align: center;"><b>H&amp;S, 13</b></p>	TD due 11/07 Presenters: Colleen Regan and Nicole Thompson
11/16/06	<p style="text-align: center;"><b>Designing Organizations</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Environmental and strategic factors, organization forms and structures</li> <li>• Instructor supplement: designs for international, multinational, and global organizations</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch. 14</b></p>	TD due 11/14 Presenters: April Ward and Norma Owens
11/23/06	<b>NO CLASS: HAPPY THANKSGIVING</b>		
11/30/06	<p style="text-align: center;"><b>Organizational Culture</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Types of organizational culture, organizational culture and change, organizational socialization.</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch. 15</b></p>	<p><b>Term Papers Due</b> TD due 11/28 Presenters: Sharon Reyes and Susan Hundley</p>
12/07/06	<p style="text-align: center;"><b>Organizational Change and Development</b></p> <ul style="list-style-type: none"> <li>• Threaded Dialogue Present and Q&amp;A</li> <li>• Change approaches, organization resistance, steps of organizational change process (e.g., diagnosis, intervention, evaluation)</li> <li>• Instructor supplement: implementing change in sustainable business</li> </ul>	<p style="text-align: center;"><b>H&amp;S, Ch. 16</b></p>	TD due 12/05 Presenters: Veronica Vaughn and Shelly Washington
12/14/06	<b>FINAL EXAM: 7:00 – 8:30pm</b>	--	--