George Mason University
College of Education and Human Development
Educational Leadership
EDLE 636 601 Adult Motivation and Conflict Management in Education Settings:
A Case Study Approach
Fall 2020

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appointment or through Blackboard.

MEETING TIMES: **September 14, 2020- December 14,2020**

LOCATION: **Online**

COURSE DESCRIPTION
Uses case studies learning approach and simulations to examine conflict mediation and resolution skills and safety and security issues. Focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

CANDIDATE OUTCOMES
Participants will:
1. Using the case study method, demonstrate an understanding of current theories of learning and motivation with a focus on adults in educational settings.
2. Identify activities that promote ethics and character education.
3. Identify issues and strategies relating to coaching and mentoring as an important aspect of leadership development.
4. Identify and demonstrate an awareness of a variety of strategies to improve adult behavior in the educational setting.
5. Using case studies and/or simulations, use a variety of strategies, including effective consensus-building and negotiation skills to reduce conflict among students and staff, to improve school safety and security, and build an inclusive and respectful school environment that promotes a culture of high performance expectations.
6.   Identify issues regarding contemporary intellectual movements and their impact on school contexts (e.g. feminism, post structuralism).

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

This course is one of two culminating courses in the Education Leadership Masters degree program. A case study approach examines ways to manage positive and negative adult behavior in educational settings. Students apply concepts taught throughout the program. Masters program to solve real-life problems in educational setting and have opportunities to demonstrate critical thinking and the knowledge, skills, and dispositions of aspiring administrators

In relationship to professional organization competencies, participants in this course will demonstrate proficiency in appropriate ISLLC/Endorsement Competencies. With regard to NCATE Curriculum Guidelines, students in this course will demonstrate an understanding of, and capabilities in, all four areas of education leadership: strategic leadership, instructional leadership, organizational leadership, and political and community leadership. The specific standards are listed below.
VA DOE: 1a, 2d, 3b, 3c, 5b, 6a.
ISLLC: 1-K1, 1-K5, 1-K6, 2-K2, 2-K3, 2-K8, 2-P1, 2-P2, 2-P7, 2-P8, 2-P9, 2-P10, 3-K3, 3-K4, 3-P5, 3-P15, 3-P16, 3-P20, 4-P5, 5-K2, 5-K4, 5-P2, 5-P8, 5-P13, 6-K2, 6-K5.
NCATE: Strategic Leadership (1.2); Instructional Leadership (5.3); Organizational Leadership (7.2, 7.5); Political and Community Leadership (11.6)

COURSE DELIVERY METHOD

This course will be delivered 100% fully online using a hybrid synchronous and asynchronous (not "real time") format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu") and email password. The course site will be available on September 12, 2020.

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- **Video/Screencasting Tools**: You may use Kasturi, Jing, or Camtasia to record any assignments that may utilize videos.
- **Group Work:** You may use **Google Docs or any other platform** to complete any group assignments. Blackboard Discussion Boards will be used for various learning activities throughout the semester.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player:

- o   https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- o   Apple Quick Time Player: www.apple.com/quicktime/download/

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.

On-line Expectations

- ●   **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on **Monday** and **finish** on **Sunday.**
- ●   **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- ●   **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- ●   **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- ●   **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- ●   **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- ●   **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- ●   **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- ●   **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

TEXTBOOKS
Required:
Kosmoski, Georgia and Pollack, Dennis. *Managing Difficult, Frustrating, and Hostile Conversations.*
Whitaker, Todd. *What Great Principals Do Differently.*
Cullen, Dave. *Columbine.*
Pink, Daniel. *Drive.*

Kowalski, Theodore J. *Case Studies on Educational Administration.*

Other readings as required

SUPPLEMENTAL READINGS ON MOTIVATIONAL THEORY

Set one:
Csikszentmihalyi, Mihaly. *Flow.*
Dweck, Carol. *Mindset: The New Pychology of Success.*
Gardner, Csikszentmihalyi, and Damon. *Good Work.*
Halberstam, David. *The Amateurs.*
Pressfield, Steven. *The War of Art.*

Set two:
Carse, James. *Finite and Infinite Games.*
Deci, Edward. *Why We Do What We Do.*
Parker, John. *Once a Runner.*
Semler, Ricardo. *Maverick.*
Colvin, Geoff. *Talent is Overrated.*

COURSE REQUIREMENTS

Access to a computer, the Internet, and GMU email are essential for this course. Candidates will be given access to Blackboard (blackboard.gmu.edu) for communication and resource purposes and are expected to competently use standard computer office tools, such as word processing, spreadsheets, database, and presentation software.

Candidates are expected to attend each class for its entirety. Candidates who must be absent from class are expected to notify the instructor in advance by telephone or email. Candidates who miss more than one class, or who arrive late or leave early, will lose participation points.

Assignments are to be completed by the due date outlined. Assignments submitted late will have points deducted. Assignments submitted more than one week late will not receive credit. All written assignments prepared outside of class are to be completed using standard word processing or presentation tools and will be submitted electronically as an email attachment.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

See https://cehd.gmu.edu/students/polices-procedures/

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code **(see** https://catalog.gmu.edu/policies/honor-code-system/**).**

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to TK20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- **For information on student support resources on campus, see** https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/**.**

Plagiarism:
- Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; **a simple listing of books and articles is not sufficient.** Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

- Plagiarism and the Honor Code: George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (http://www.gmu.edu/facstaff/handbook/aD.html). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

- Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics.

- If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious-holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/ .

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. See http://cehd.gmu.edu/students/policies-procedures/.

Core Values Commitment: College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

Grading

Grading Scale
A+ = 100 percent
A = 95 - 99 percent
A - = 90 - 94 percent
B+ = 87 - 89 percent
B = 83 - 86 percent
B - = 80 - 82 percent
C = 75 - 79 percent
F =0 - 74 percent

Consistent with expectations of a master's level course in the Educational Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities, not on the effort you put into the assignments. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. Overall, written work will be assessed using the following broad criteria:

· Application of concepts reflected in class discussion and readings;
· Creativity and imagination;
· Organization and writing. A clear, concise, and well-organized paper will earn a better grade. Papers should be prepared using the format specified in the *Publication Manual of the American Psychological Association : Fifth Edition.*

Students' grades are based on their proficiency with respect to the student outcomes stated above. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily a judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it. The overall weights of the various performances are as follows:

Class participation   - 20 points

Participation is evident in three ways:

1) <u>Attendance</u>: Students are expected to actively participate in class discussions, in group activities, and in serving as critical friends to other students. Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. If you are absent for an oral activity or presentation, you will not receive credit for that activity.

2) <u>Learning activities and reflection</u>: An important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. You will be responsible for leading the discussion of one case from Kowalski.

Written assignments - 80 points

For this class, you will be asked to do a variety of written work. Papers are due as indicated on the class schedule that follows. Descriptions of the assignments follow.

ASSIGNMENTS

<u>Presentation of Motivational Theory/Theorist – 20 points</u>
In groups of three each class member will prepare a 20 minute lesson for the class on one of the following topics. The lesson should include factual information presented in as creative a manner as possible. You should prepare handouts for the class, visuals for your presentation and some assessment activity.

  Topics:
    Herzberg & Porter – Need Theories
    Goal Theories of Motivation
    Self-Determination Theories
    Expectancy Theory
    Kegan's Ways of Knowing
    Job Characteristics Model (JCM)
    Motivation and Culture

Presentation of Motivational Theory/Theorist Rubric

Element	Below Expecations	Approaching Expectaions	Meets Expectations
Knowledge/Information (50 percent)	The information was incorrect, very incomplete or not well organized.	The information was correct, fairly complete and well organized.	The information was complete, correct, well organized and presented in a creative and interesting manner.
Handouts/ Visuals (10 percent)	Handouts and visuals were not provided and/or those that were provided were incorrect and/or poorly prepared.	Appropriate handouts and visuals were provided.	The handouts and visuals were clear, creative and added significantly to understanding of the presentation.
Communication skills (2 0 percent)	Adequate communication skills were not demonstrated.	Adequate communication skills were demonstrated	Outstanding communication skills were demonstrated.
Enthusiasm/ Energy (10 percent)	Little/no enthusiasm and/or energy was evident in the presentation	Some enthusiasm and/or energy was evident n the presentation	A high level of energy and enthusiasm was evident throughout the presentation.
Class Involvement (10 percent)	Classmates were not involved in the presentation and/or showed no interest	Classmates were somewhat involved in the presentation and/or showed a moderate level of interest	Classmates were involved in the presentation and showed a high level of interest.

<u>Assessing Your Emotionally Intelligent Leadership Skills (20 points)</u>
Make at least four copies of the assessment instrument which will be distributed in class. Take the assessment yourself and ask at least 3 colleagues to assess you as well. Plot your responses and your colleague's responses on the scoring grid-also in the course materials section of Blackboard. Use different colors to plot each set of responses.

Write a reflection on the areas of strengths and areas of weakness that you perceive. Compare this to the areas as identified by your colleagues-what insight does this give you. Finally, identify the areas you want to work to improve and explain why you selected these areas. Also, indicate what activities you will undertake to improve in those areas. (2 – 4 pages should be plenty)

EI Leadership Skills Assessment Rubric

Element	Below Expectations	Approaching Expectations	Meets Expectations
Response Grid (15 percent)	Grid was not completed or was not clear.	Grid was completed and is clear.	Grid was completed in a colorful and easily read manner.
Self-assessment of areas of strength and weakness (25 percent)	Areas of strength and weakness are not clearly identified.	Most areas of strengths and weaknesses are identified and discussed.	All components are identified as areas of relative strengths and
Comparison with colleagues assessment (15 percent)	The comparison to colleague's assessments is missing or incomplete.	The comparison deals with most areas.	The comparison with colleague's assessments is complete.
Insight gained from this comparison. (25 percent)	The paper identifies little or no insight gained from this comparison.	The paper shows some insight gained from this comparison.	The paper shows significant insight and growth from this comparison.
Plan for skills improvement (15 percent)	The plan for improvement is missing or superficial	The plan for improvement is fairly complete.	The plan for improvement is complete and provides specific examples or details.
Mechanics (such as spelling, grammar, punctuation) (5 percent)	There are more than three mechanical errors.	There are no mechanical errors	There are no mechanical errors

Personal Motivation Paper (15 points)
Class members will write a paper on the topic"What Motivates Me?" This paper should trace the origins of personal motivation, describe the people who have had major influence in shaping that motivation, how it has been sustained over time and how it relates to the theories we have discussed and read about.
Presentation- Each class member will present his/her primary motivators to the class in as creative a way as possible.

Rubric for the Personal Motivation Paper and presentation

Element	Below Expectations	Approaching Expectations	Meets Expectations
History of personal motivation (20 percent)	The history of personal motivation lacks depth. The people involved are not described or listed.	The history of personal motivation is comprehensive and includes descriptions of the roles of people who had major impact.	The history includes additional information such as timelines, pictures or other artifacts.
How motivation has been sustained over time (20 percent)	Little or no explanation is given for how motivation has been sustained.	A comprehensive description of how motivation has been sustained over time is included.	The comprehensive explanation of how motivation has been sustained over time includes a visual, metaphor, poem, song etc.
How motivation relates to theory (15 percent)	There is little reference to motivation theory.	References are made to at least two theories or authors.	References are made to more than two theories or authors.
Mechanics (such as spelling, grammar, punctuation) 10 percent	There are more than three mechanical errors.	There are no more than 3 mechanical errors.	There are no mechanical errors
Presentation is creative/innovative (15 percent)	The presentation included no creative elements.	The presentation conveyed the message using at least one creative element.	The presentation included several creative elements.
Presentation is easily heard, visuals are clear, accurate, and easy to read (20 percent)	The presentation was hard to hear and/or visuals were hard to read.	The presentation was easy to hear and visuals were clear, accurate and easy to read	The sound and /or visuals were enhanced so as to add impact to the presentation.

Individual Case Studies (15 Points)
You are to write up one case study related to real life problems related to dealing with difficult adult behavior. You will not reveal the identity of the people involved. The case should be based on an interview with an administrator in education.

Each case study must include at least the following elements. Others may be included if they add to the reader's understanding of the case.
    Setting
    People Involved
    The Incident
    Issue-
        History
        Influences
        Considerations
    Outcome(s)
    Your reflections on the case- including alternatives you might have considered and what this case added to your knowledge of conflict resolution. You should also

include any definitions or policies which are related to the case.

Rubric for Individual Case Study Assignment

Element	Below Expectations	Approaching Expectations	Meets Expectations
Historical information, including the setting, individuals involved and the incident itself are included (20 percent)	One or more aspect of historical background is either missing or not adequately described.	All historical information is included in enough detail to allow for a clear understanding of the incident.	Historical information is given in great detail, including visuals, transcripts of conversations or other forms of documentation.
Outside influences, considerations, policies and definitions impacting the outcome are included. (20 percent)	One or more major outside influences, considerations, policies and definitions impacting the outcome are either missing or not adequately described.	All outside influences, considerations, policies and definitions impacting the outcome are included in enough detail for a clear understanding of the incident	The impact of the outside influences, considerations, policies and definitions on the outcome of the incident are clearly identified.
Outcome(s) and Consequences of the outcome(s) of the incident are included. (20 percent)	The outcome of the incident is omitted or unclear and/or significant consequences of the outcome are omitted.	Outcome(s) and consequences of the outcome(s) of the incident are included and are detailed enough for a clear understanding of the incident.	Outcome(s) and consequences of the outcome(s) of the incident are included and show unusual insight
Reflections on the incident and outcome are included. (30 percent)	There is little, if any, meaningful reflection on the incident and outcome.	Meaningful reflections on the incident and its outcomes are included.	The reflections included are meaningful and show unusual insight.
Mechanics (such as spelling, grammar, punctuation) (10 percent)	There are more than three mechanical errors.	There are no mechanical errors	There are no mechanical errors

<u>Additional Sources</u>

Charvet, Shelle Rose, *Words That Change Minds: Mastering the Language of Influence.* Kendall Hunt Publishing, 1997

Ginsberg and Wlodkowski, *Creating Highly Motivating Classrooms for All Students*. Jossey-Bass. 2000.

Hogan, Kevin, *The Psychology of Persuasion: How to persuade others to your way of thinking*. Pelican Publishing. 1996.

Nothstine, William, *Influencing Others: A Handbook of Persuasive Strategies.* CrispLearning.com. 1989.

Pintrich and Schunk, *Motivation in Education: Theory, Research and Applications*. Merrill, Prentice Hall. 2002.

Sharp, W.L, et al, *Case Studies for School Leaders: Implementing the ISLLC Standards.* Scarecrow Press, 2002.

Stake, Robert, *The Art of Case Study Research.* Sage Publications. 1995.

Proposed Course Schedule

9/14   Introduction to Course
       Motivation Lesson 1- (two weeks)
       Read Pink-Part 1,2 and Part 3 two chapters of your choice

9/21   Motivation Lesson 1-(continued)
       Continue with Pink

9/28   Motivation Lesson 2
       Continue with Pink

10/5   Motivation Lesson 3
       Continue with Pink

10/12   Motivation Lesson 4
       Continue with Pink

10/19   Pink Socratic Seminar-(Synchronous)

10/26   Conflict Lesson 1
       Read Cullen- Chapters 1 and 5

11/2   Conflict Resolution Lesson 2
       Emotional Intelligence Paper Due

11/9   Motivational Theory Presentations:
       Herzberg and Porter-Need Theory
       Kegan's Ways of Knowledge
       Job Characteristic Model
       Expectancy Theory

11/16   Motivational Presentations:
       Emotional Intelligent Theory
       Self-Determination Theories
       Goal Theories of Motivation

11/16   Read Motivational Reading #1
                Finish Columbine

11/23   No Class Thanksgiving

11/30   Cullen Socratic Seminar-(Synchronous)

12/7   Personal Motivation 1

12/14   Please Complete The Course Evaluation.