George Mason University
College of Education and Human Development
Educational Leadership
EDLE 636 Adult Motivation and Conflict Management in Education Settings: A
Case Study Approach
Section 601
Fall 2021

INSTRUCTOR   Dr. Angela
Gwynne-Atwater
301-260-5780
aatwater@gmu.edu or Office hours by
appointment or through Blackboard
Collaborate.

MEETING TIMES: **September 9th-December 9th**
4:30PM-7:30PM

LOCATION: **Hybrid Instruction**
TC Williams HS, Room A20 /In-Person &
Synchronous Sessions

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 in a hybrid format, face-to-face and 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 09, 2021.

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.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
    - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - 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. Additionally, it is expected that students keep their cameras on throughout the class sessions.
- **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*
Pink, Daniel. *Drive.*
 Kowalski, Theodore J. *Case Studies on Educational Administration.*

Recommended

Chapman, G & White, P (2012) *The 5 Languages of Appreciation in the Workplace*

Chopra, Deepak. (2010) *The Soul of Leadership*

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.

- <u>Plagiarism and the Internet:</u> 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.

<u>Academic Integrity & Inclusivity:</u> 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/

<u>Diversity, Religious Holiday:</u> 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.

<u>Student Privacy Policy:</u> 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/ .

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

<u>Core Values Commitment:</u> 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/.

<u>Other Concerns:</u> 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 Scale

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

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 and the camera on your computer must remain active. 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.

3) Be present during the online class sessions by participating in discussions and keeping your camera on.

Written assignments - 80 points

For this class, you will be asked to do a variety of written work. Papers and their descriptions are due as indicated on the class schedule.

ASSIGNMENTS

Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (30 Points)

You will begin this paper by stating your thesis statement or your position on the questions of the relative importance of extrinsic and intrinsic motivation in retaining teachers/professional staff and in leading them to increase their impact on student learning. The introduction is followed by the body of the paper which is your argument or justification for your position. The argument should be bolstered by research (with appropriate citations), by practice and by reason. Conclude with a summary of your argument.

Rubric
Position Paper on Extrinsic and Intrinsic Motivation
Assignment #1

Element	Meets/Exceeds Expectations	Approaching Expectations	Falls Below Expectations
Introduction and Thesis (15%)	The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.	The paper starts with an introduction that states the thesis of the paper, but is unclear in indicating how the position will be supported.	The paper lacks an introduction entirely, or the introduction is unrelated to the intended purpose of the paper.
Argument (50%)	The paper includes a well-developed and supported (by research, practice and reason) argument regarding the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning.	The paper includes a logical argument but lacks sufficient support.	The argument is unclear or missing.
Conclusion (15%)	The conclusion summarizes the salient points of the argument.	The conclusion summarizes the argument, but introduces additional	The conclusion is missing.

		information or omits salient points.	
Evidence (10%)	The argument is supported by detailed examples from research and/or practice.	The argument is supported by general statements of practice and/or beliefs.	The evidence is unclear or missing.
Organization/Mechanics (10%)	The paper was powerfully organized and developed. Nearly error-free and reflect thorough proofreading. It follows APA format.	Occasional grammatical errors and questionable word choices.	Frequent errors in spelling, grammar and punctuation. It does not follow APA format.

Assignment #2

Assessing Your Emotionally Intelligent Leadership Skills (20 points)

You may choose one of the assessment instruments located in Blackboard. 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 (you may choose your own scoring grid). 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 on to improve and explain why you selected these areas. Indicate what activities you will undertake to improve in those areas. (2 – 4 pages should be plenty)

EI Leadership Skills Assessment Rubric

Assignment #2

Element	Meets/Exceeds Expectations	Approaching Expectations	Falls Below Expectations
Response Grid (15 percent)	Grid was completed in a colorful and easily	Grid was completed and is clear.	Grid was not completed or was not clear.

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

Assignment #3

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 manner.

Rubric for the Personal Motivation Paper and Presentation

Assignment #3

Element	Meets/Exceeds Expectations	Approaching Expectations	Falls Below Expectations
History of personal motivation (20 %)	The history includes additional information such as timelines, pictures or other artifacts.	The history of personal motivation is comprehensive and includes descriptions of the roles of people who had major impact.	The history of personal motivation lacks depth. The people involved are not described or listed.
How motivation has been sustained over time (20%)	A comprehensive explanation of how motivation has been sustained over time includes a visual, metaphor, poem, song etc.	A comprehensive description of how motivation has been sustained over time is included.	Little or no explanation is given for how motivation has been sustained.
How motivation relates to theory (15%)	References are made to more than two theories or authors.	References are made to at least two theories or authors.	There is little reference to motivation theory.
Mechanics (such as spelling, grammar, punctuation) (10 %)	There are no mechanical errors.	There are no more than 2 mechanical errors.	There are more than three mechanical errors.
Presentation is creative/innovative (15%)	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%)	The sound and /or visuals were enhanced so as to add impact to the presentation.	The presentation was easy to hear and visuals were clear, accurate and easy to read	The presentation was hard to hear and/or visuals were hard to read.

Assignment #4

Individual Case Studies (**15 Points**)

You are to write up one case study related to real life problems when 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
> 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	Meets Expectations	Approaching Expectations	Below Expectations
Historical information, including the setting, individuals involved and the incident itself are included (20 percent)	Historical information is given in great detail, including visuals, transcripts of conversations or other forms of documentation.	All historical information is included in enough detail to allow for a clear understanding of the incident.	One or more aspect of historical background is either missing or not adequately described.
Outside influences, considerations, policies and definitions impacting the outcome are included. (20 percent)	The impact of the outside influences, considerations, policies and definitions on the outcome of the incident are clearly identified.	All outside influences, considerations, policies and definitions impacting the outcome are included in enough detail for a clear understanding of the incident	One or more major outside influences, considerations, policies and definitions impacting the outcome are either missing or not adequately described.
Outcome(s) and Consequences of the outcome(s) of the incident are included. (20 percent)	Outcome(s) and consequences of the outcome(s) of the incident are included and show unusual insight	Outcome(s) and consequences of the outcome(s) of the incident are included and are detailed enough for a clear understanding of the incident.	The outcome of the incident is omitted or unclear and/or significant consequences of the outcome are omitted.
Reflections on the incident and outcome are included. (30 percent)	The reflections included are meaningful and show unusual insight.	Meaningful reflections on the incident and its outcomes are included.	There is little, if any, meaningful reflection on the incident and outcome.

Mechanics (such as spelling, grammar, punctuation) (10 percent)	There are no mechanical errors	There are no mechanical errors	There are more than three mechanical errors.

Additional Sources

Chapman, Gary and White, Paul, *The 5 Languages of Appreciation in the Workplace.* Northfield Publishing, 2012

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

Chopak, Deepak, *The Soul of Leadership.* Harmony Books, 2010

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

Session	Date	Lesson	Activity
1 In-person	9/9/21	**Introduction to the class**	Review of syllabus & Black Board Develop class norms Read Abraham Maslow's Hierarchy of Needs and Assessment of Needs in Community Development Motivation Lesson in preparation for **9/16 class**. *The document can be found on the Black Board site.* Students will divide into teams of two and share their understanding via a "jigsaw" activity.
2 In-Person	9/16	**Maslow's Hierarchy of Needs** **Theories of Motivation**	Teams will share their understanding of Maslow's Hierarchy of Needs Chapter 5: Theories pf Motivation We will "jigsaw" this document and teams will present during class Teams will present the Learning Outcomes, Discussion Questions and Key Takeaways. This document is posted on Black Board. **Team 1:** Chapter 5, Theories of Motivation *5.2 Need-Based Theories of Motivation* *& National Culture* ***Team 2:*** *5.3 Process-based* **Team 3:** *5.4 The Role of Ethics and National Culture* *5.5 Motivation in Action* *5.6 Conclusion* *5.7 Exercises*
3 In-Person	9/23	**Chapter 5** **Theories of Motivation**	Read Herzberg's Motivators and Hygiene Factors This document is located on the class Black Board site. Be prepared to discuss the key points as well as how you might apply these factors in your future role as an administrator. Read Pink, Drive: Chapters 1 & 2 in preparation for the **9/30 class** *Assignment #1 Due next week*
4 In-person	9/30	**Pink Class Discussion**	Class discussion of Pink: Chapter 1, The Rise and Fall of Motivation Chapter 2: Seven Reasons Carrots and Sticks (Often) Don't Work

			We will also discuss the Seven Deadly Flaws at the end of Chapter 2
			Assignment #1
			Position Paper on Extrinsic and Intrinsic Motivation Due.
5 Online	**10/7**	**Whitaker & Pink**	**Readings:**
			Whitaker Chapter 21, Leadership is Not an Event
			Pink Video: The Puzzle of Motivation (to be viewed in class)
6 Online	**10/14**	**Kowalski discussions**	**Readings:**
			Kowalski, Case Studies on Educational Administration
			Chapter 13, The Ambitious Assistant Principal
			Chapter 18, A Disillusioned Assistant Principal
			Whitaker, Chapters 4 & 6
			Use this time to prepare writing assignment #2- *Assessing Your Emotionally Intelligent Leadership Skills (Due 10/21)*
7 In-Person	**10/21**	**Kowalski & Kosmoski Discussions**	**Assignment #2**
			Assessing Your Emotionally Intelligent Leadership Skills assignment is due.
			Readings:
			Kowalski, Chapter 3, A Bully's Threat
			Kosmoski & Pollack, Chapter 10, A Matter of Honor
			Pink, Chapter 4 & 5
			Discussion points will be posted on the class Black Board site
8 Online	**10/28**	**Volatile Educational Issues**	**Reading:**
			Kosmoski & Pollack Chapter 10, Meeting the Challenges of Volatile Educational Issues
9 In-Person	**11/4**	**The 5 Languages of Appreciation in the Workplace**	**Assignment #3**
			Personal Motivation Paper
			We will discuss the importance of building and maintaining a positive school culture.
10 Online	**11/11**	**Asynchronous Class** Use this time to prepare assignment #4	**Assignment #4**
			Individual Case Studies
11 In-Person	**11/18**	**Current Issues in Education**	**Written Assignment #4 Due**
			Individual Case Studies
			Current Issues in education.

12	**11/25**	**Thanksgiving Break**	**No Class**
13 **In-Person**	**12/2**		**Reading** Kosmoski & Pollack, Chapter 12. What Works in All Cases Simon Sinek Video: How Great Leaders Inspire
14 **Online**	**12/9**	**Last Class**	Review of class and discussion of content **Please complete the class evaluation**