Instructor’s biographical abstract
Melinda Orzoff is the Lower School Division Head at Roycemore School, an independent school in Evanston. She has been an adjunct instructor at other universities in the Chicago area and has taught Human Resource Development for over fifteen years, as well as courses in The Adult Learner, Educational Psychology, Human Development, The Middle School Principal, Contemporary Issues in Middle Schools, and Workplace Engagement and Motivation at DePaul. She is also on numerous advisory boards in both elementary education and educational leadership. She also serves as a member of the Evanston Early Childhood Directors Council. In her role as division head, Ms. Orzoff is considered to be an insightful motivator. Many of her teachers say they remain at the school because of her. She also has been through many strategic organizational development plans, a part of which focuses on employee engagement. She has also served on many accreditation teams for the Independent School Association of the Central States. Having gotten her masters’ degree while working and raising a family, she is always appreciative that SNL students are full time workers, parents and care givers in addition to being part time students.

COURSE PURPOSE:
This course is designed for participants to examine how organizations can motivate their employees to become fully engaged and committed to their workplace. Apart from the benefit and moral value of an altruistic approach to treating employees and colleagues with human dignity, research has shown that well motivated employees are more productive and creative.

CONCEPTUAL FRAMEWORK:
Students will gain an understanding of the roles motivation and engagement play in creating an organizational culture that is conducive to productivity.
COMPETENCIES FRAMEWORK:
L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.
1. Participates in a learning project with others.
2. Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc.
3. Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model or theory.
Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement, and challenge.
In this class you will be simulating the workforce today, as you work in teams. We will examine how teams function and motivate employees.

FX: Can develop and implement a successful motivational plan in an organization. You will be creating a motivational plan that could be implemented in an organization. This will give you a project for your portfolio that may be able to be used to attain a position.
1. Identifies and analyzes different theories and models that will apply to your plan.
2. Creates a plan, using at least two strategies, for developing the motivational plan.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.
1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict. Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice. We will discuss how this applies historically to the workforce and to the workforce today.

COURSE OUTCOMES:
Upon completion of this course, the learner will be able to:
Demonstrate knowledge of the terminology articulated with Motivation and Engagement.
Work in teams and develop an understanding of how people on teams interact as they work together and why this occurs.
Identify and understand the theories upon which the motivation is based.
Develop a fully functional motivational plan where they will identify strategies for implementing it in their workplaces. Included will be the culture of their organizations, individual differences as to what motivates different people, and barriers and opportunities within different institutions.
LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES:
The techniques employed in this course include discussion, lecture, independent study, structured experiences, research projects, creative experiences, small and large team work, instrumentation, and simulation. Each of the techniques in the course is being applied in accordance with the principles of adult learning. Each class will include diverse techniques in order to vary instruction and accommodate the various learning styles of students.

REQUIRED READING:

ATTENDANCE:
All students are expected to attend scheduled classes, complete all reading assignments and complete all written assignments and presentations. If you must be absent, it is expected that you will make arrangements to get notes from a classmate. Please note the class dates on your course outline. If work is due on the day you are absent, you should e-mail the work to the instructor postmarked before midnight on the due date. In order to gain the most from this class, you need to participate fully in class discussions and activities. For this reason, class participation and attendance are part of your overall grade. There will be discussion on D2L, which will need to be completed the week it is posted.

MOTIVATION AND ENGAGEMENT ASSIGNMENT DESCRIPTION AND SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ASSIGNMENT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14</td>
<td>Write a one-two page essay where you talk about yourself, what motivates you? When was the last time you tried something new, why did you try it, how did you feel trying it, and what was the outcome.</td>
</tr>
<tr>
<td>09/21</td>
<td>In your team, present two ideas for motivating employees, one must be fun in nature.</td>
</tr>
<tr>
<td>09/25</td>
<td>L-7 write a three- page paper, using the theory and discussion in class on the formation of a team, how a good team functions, and then apply this to how your team functioned.</td>
</tr>
<tr>
<td>10/05</td>
<td>Take the Meyers Briggs Personality Test on line at <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a></td>
</tr>
</tbody>
</table>
Based on taking the Meyer Briggs Personality Test or the David Kiersey Temperance test, write a three-four page paper on what this test says about your personality and whether you agree with it or not and why. Then discuss based on what you have learned, how your own personality meshes with your work team, or with your team in the class. Discuss the positive and negative effects on the team. Lastly discuss what you learned from this test that will help you in dealing with others on your team.

10/12 Read two case studies on D2L and answer questions that will be provided, using the theories of motivation discussed in class. Then respond to at least two other people on the discussion board.

15 points H-4 Using the case studies and research, write a three-page paper on how different groups of people work together in the workforce. You should consider race, age, ethnicity, immigrants, and other dynamics that come into play as people connect and work together in teams and other situations. Be sure to discuss the different perspectives they bring.

10/26 Select an article from an appropriate professional journal, book chapter, or a book from the bibliography, read and summarize. The topic/subject must be according to your competency, but it must be workforce motivational in nature. Please attach a copy of the article to your paper, if not a book from the bibliography.

In a four-five page paper discuss:
1. Summarize the information in the article /book chapter
2. Discuss your criteria for selecting this particular article/book
3. Evaluate the article by discussing your opinions and ideas concerning the article and how it relates to your competency.
4. Discuss how this article/ relates to what has been discussed in class.

11/09 FX- Write a three-page paper on the process you are going through to create your motivational plan. Include what criteria you used to choose the organization. Also include how you decided to use the models and theories that were discussed and why the ones you chose were pertinent to your plan.

11/16 Written Motivational Plan (See at the end of the syllabus) 30 points Oral presentations will also be given on 11/09 and/or 11/16

REQUIREMENTS FOR COMPLETION OF THE COURSE:

GRADING POLICY: Student evaluation is based on a mastery learning system. Grades will depend on the total point value of the assignments you turn in. Every student
in the class is evaluated individually, but will be held to the criteria described in the assignment sheets. The overall grade will be calculated according to the following guidelines:

1. Assignments 60 points
2. Final Project 30 points
3. Class Participation/Attendance/Tardy 10 points

Written assignments will be evaluated on all of the following:

1. Organization of information
2. Comprehensiveness
3. Writing Skills
4. Relevance of information and justification
5. Evidence of understanding and application of course content.

ACADEMIC INTEGRITY
You will abide by the University’s guidelines on academic integrity.

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit http://studentaffairs.depaul.edu/homehandbook.html for further details.

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

Loop Campus - Lewis Center #1420 - (312) 362-8002  
Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

**Late assignments (acceptable within one week) will receive lesser point values.**

Please talk to the instructor.

Your final grade will be the result of the number of points you accumulate as you complete class assignments, attendance, and participation. Your final project and presentation is your final exam.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

**DePaul University Incomplete Policy**

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

**COURSE SCHEDULE**
WEEK # TOPIC AND OBJECTIVE
READINGS  Where just chapters are listed, please use Bruce, Anne and Pepitone, James S. *Motivating Employees.*

#1    INTRODUCTION AND COURSE OVERVIEW          Syllabus
09/07 Meet & Identify classmates
       Course Overview
       Course Routine
       Course Outline
       Course Requirements
       Building Effective Team Simulation

#2    INTRODUCTION TO A Team of Leaders          Chapters 1 & 2
09/14 Strategies for building trust and managing conflict
       Instruments and activities dealing with
       personalities and skills of team members
       Meyer’s Briggs, David Keirsey, Thomas-Kilmann

#3    CONTINUATION of a Team of Leaders          Chapters 4-6
09/21 How teams are formed and function

#4
09/28 USING THEORIES OF MOTIVATION TO BUILD COMMITMENT Chapter 1-3
       Identify motivational theories,
       and their application to organizational success
       Introduction and guidelines for developing a motivational plan

#5
10/05 GOOD LEADERSHIP MEANS BEING A GOOD MOTIVATOR.
       BUILDING A COLLABORATIVE WORKPLACE!
       Using case studies to see how to motivate others
       Examining the roles of employee and manager

#6
10/12 NO CLASS, YOM KIPPUR: SEE D2L ASSIGNMENT

#7
10/19 RESPONSIBILITY IN MOTIVATION          Chapter 5
       Is motivation only the responsibility of management?
       How to get employees to accept their responsibility.
       MOTIVATING EMPLOYEES/HOW TO MEASURE AND MANAGE Chapter 4
       MOTIVATION/
       Applying theories of motivation… how are people motivated in real life.
       How do you measure this?
Performance appraisal: moving it from evaluation to coaching

#8
10/26 EMOTIONAL INTELLIGENCE
How does knowing your own emotional intelligence impact how teams come together to improve organizational growth.
Daniel Goleman, Working With Emotional Intelligence
Please make sure you have read Daniel Goleman Emotional Intelligence

#9
11/02 GEERT HOFSTEDE’S DIMENSION OF CULTURE
How to motivate people with cross cultures, both country and company
How different generations respond to motivation.

#10
11/09 ROI of Engagement
Presentation of Motivational Plans to Class

Final
11/16 Presentation of Motivational Plans to Class

BIBLIOGRAPHY
Motivating Employees. By Anne Bruce and James S. Pepitone McGraw Hill  2003


Motivation in the Workplace by Barbara Fiedler, Skill Path Productions, 1996
ISBN 1-878542-83-4

Motivating People: by Kurt Hanks Crisp Publications 1991
ISBN 1-56052-070-1


Motivating & Rewarding Employees by Alexander Hiam Adams Media Corporation 1999 ISBN 1-58062-130-9

The Engagement Equation by Christopher Rice, Fraser Marlow, MaryAnn Masarech, John Willey & Sons, 2012 ISBN 978-1-118-30835-6

ISBN 0787976377
MOTIVATIONAL PLAN

The major project in this class is an analysis of an organization and how they engage their workforce. You are responsible for gathering information to report about your chosen organization.

Your final project will contain information about the structure of the organization you choose. If you know the organization, you should try to include how their workforce feels about the organization. If you are doing an organization of which you have no first hand experience, look to see if that information is available. You will assume in each instance that the organization needs to develop a plan to more fully engage their employees.

The report should consist of background information about the organization, such as:

1. Purpose of the organization
2. History of the organization
3. Philosophy of the organization/mission statement etc.
4. Physical impressions of the organization: size, location, # of employees
5. Structure of the organization (organizational chart, etc.)
6. Problems and concerns of the organization
7. Future plans of the organization

You will then create a motivational plan to engage the organization’s workforce.

Discuss:
- The behaviors of engaged and non-engaged employees
- The motivational theories that you deem relevant to your plan.
- Develop measureable goals.
- What incentives will you use to achieve your goals.
- What strategies will you use to implement your plan?
- The core behaviors that leaders need in order to engage and motivate their employees.
- What are the responsibilites of the employees?
- What are the outcomes of an engaged workforce?
- Other information you deem important based on what we discuss in class, your reading, and research.

This project includes two parts:
1. A written report consisting of the above.
2. A presentation to the class which should include PowerPoint or another presentational media. It should be around 15 minutes in length.
   Be creative in your presentation.

Grade: 30 points
20 points: written report
10 points: presentation