GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
Education Leadership
Spring 2010

EDLE 636.601 – Adult Motivation and Conflict Management in Education Settings:
A Case Study Approach

Instructor: Dr. Alan Sturrock
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Schedule Information

Class Location: Loudon Campus [L1 Room 236]

Meeting Times: Thursdays, 4:30 to 7:10pm
                             January 21 to April 29, 2010

Course Textbooks and Materials

Kosmoski, Georgia and Pollack, Dennis R., Managing Difficult, Frustrating, and Hostile Conversations (2nd. Edition),Corwin Press, 2005.

Recommended: Kowalski, Theodore J. Case Studies in Educational Administration [5th edition], Pearson Education, 2008

Other related materials will be provided by the instructor.

Course Description

This course focuses on the study of contemporary learning and motivational theories that affect schools and school systems. A case study learning approach and simulations will be utilized to examine conflict mediation and resolution skills and safety and security issues. Character and ethics education, coaching and mentoring and adult motivation strategies will be reviewed to assess their effect on positive behaviors in the workplace.

Student Outcomes

During the course, the student will:
1. demonstrate an understanding of current theories of learning and motivation with a focus on adults in education settings.
2. establish an individual theoretical perspective based on comparing and contrasting current theories.
3. examine motivational theories in real world settings.
4. identify activities that promote ethics and character education and analyze the effect of these activities in school settings.
5. identify issues and strategies relating to coaching and mentoring as an important aspect of leadership development.
6. identify and demonstrate an awareness of a variety of strategies to improve adult behavior in the educational setting.
7. identify issues that create conflict in school settings.
8. study and practice, through case studies and simulations, a variety of strategies, including effective consensus-building and negotiation skills, to reduce conflict among students, staff and parents.
9. study and develop strategies to improve school safety and security and to build an inclusive and respectful school environment where teachers can teach and students can learn.

Relationship of Student Outcomes to Program Goals

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 will apply concepts taught throughout the course to resolve "real-life" problems in the workplace and have opportunities to demonstrate the knowledge, skills and critical thinking to become an effective administrator.

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, the four following areas of educational leadership: strategic leadership, instructional leadership, organizational leadership and political and community leadership. The specific standards are as follows:

VA DOE: 1a, 2d, 3b, 3c, 5b, 6a.
ELCC [current]: 2.1a, 3.1b, 3.2a, 3.2c, 5.1a, 5.2a, 5.3a, 6.2a.
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)

Nature of Course Delivery

A variety of instructional methods will be utilized to cover the course content and create a dynamic, interactive learning environment. The methods will include large and small group instruction, cooperative learning activities, lectures, guest practitioners, group presentations, individual research, case studies, and simulations. Students are encouraged to recommend instructional methods or materials to enhance the delivery of the course content. The challenge *is to become a community of learners.*

Course Requirements and Procedures

Absence From Class
Students are expected to attend every class for its entirety. Students who need to be absent from class are expected to notify the instructor in advance by telephone or e-mail. Students who miss more than one class will lose participation points.

Late Work
Students are expected to submit their work on time. Late work <u>may</u> be accepted in extenuating circumstances, but it will be subject to a minimum of a one grade penalty.

Evaluation and Grading

<u>Attendance and Participation 25%)</u>
Students are expected to participate in class discussions and to interact with the instructor and other students. It is expected that students will arrive on time and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving on time to class or attending a class. Maximum points for class participation will be earned by students who are present for each class and who are actively engaged in class activities and interaction. Selected position papers and shorter assignments will be assigned.

<u>#1 Interview Project (25%)</u>
Students will interview a current education administrator (identity withheld) about an actual workplace conflict that he/she had to resolve. This paper (three to five pages) should include: a) a concise description of the conflict, b) what steps the administrator took to resolve the conflict, c) upon reflection, what was successful and what should have been done differently to resolve the problem and d) an analysis of what you have learned about conflict resolution from this activity (a reflective analysis).
[Scoring rubric attached]

 #2 Simulation [in-class] (25%)
Students will participate in an in-class simulation that attempts to solve a conflict in the workplace [schoolhouse]. Students will be assigned a role, research the implications of that role and, using 'best practices' from class readings, discussion, and case studies, work with peers towards the resolution of that conflict. [A special rubric will be designed by the class for this assignment]

#3 Case Study Presentation (25%)
Students will be divided into groups. Each group will select a topic or case of interest. Each group will be responsible for the presentation of the issues described in the topic or case selected, as well as promoting discussion of the key conflicts within the literature. Group members will be responsible for leading the class to develop strategies to address the described conflict(s). Additionally, they will have to describe appropriate leadership styles and skills implemented in the successful resolution of the problem.
[Scoring rubric attached]

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

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth a code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

Note: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major

life activity such as learning, working, walking, speaking, hearing, breathing and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

Session	Topic(s)	Class Assignments/readings/notes
#1 Thursday January 21	• Introductions • Review of Syllabus • How to Analyze Cases • Conflict Resolution • Motivation 101	
#2 Thursday January 28	• Conflict Resolution (continued) • Defusing the Angry Screamer • Dealing with Embarrassment or Humiliation • Motivation 102	Kosmoski, Chapter 1 and 2
#3 Thursday February 4	• Handling Legitimate Complaints • Controlling those Under the Influence • Motivation 103 [Simulation]	Kosmoski, Chapters 3 and 4
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#4 Thursday February 11	• Refusing to be Coerced • Case Study Scenarios • Motivation 104	Kosmoski, Chapter 5
#6 Thursday February 18	• Combating Charges of Discrimination • Case Study Scenarios • Motivation 105	Kosmoski, Chapter 6
#7 Thursday February 25	• Discouraging the Dependent Personality • Serving as Mediator When Friction Exists • Motivation 106	Kosmoski, Chapter 7 and 8 **Assignment #1 DUE**

	[Simulation]	
#8 Thursday March 4	• Disabling the Backstabber • Case Study Scenarios • Group Simulation	Kosmoski, Chapter 9
#9 Thursday March 11 ----------------- #10 Thursday March 18	• Maintaining Confidentiality • • **GMU Spring** • **Conference at Fairfax Campus [NO Class Meeting]**	Kosmoski, Chapter 10 and 11
#11 Thursday March 25	• Class Simulation	• **Assignment #2 DUE**
Thursday April 1	**SPRING BREAK**	
#12 Thursday April 8	• Dealing with Difficult Parents and Parents in Difficult Situations • Presenting Case Studies [1]	**Assignment #3 DUE [part 1]**
#13 Thursday April 15	• Presenting Case Studies [2]	**Assignment #3 DUE [part 2]**
#14 Thursday April 22	• Group Simulation [2]	
#15 Thursday April 29	• What Works in All Cases	Kosmoski, Chapter 12

	• Lessons Learned	
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NOTES

1. Syllabi created in a learner vacuum are, by nature, imperfect.
2. A make-up session will be scheduled to replace any session that is cancelled by weather [or other] conditions.

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SCORING RUBRIC FOR ASSIGNMENT 1 {Interview Project}

ELCC Standards	Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Score
Demonstrates ability to describe and document workplace conflict through interview and analysis [weight 30%] [*ELCC 3.1b, 3.3a*]	**Description and documentation of workplace conflict. Interview with administrator [name changed]. Analysis provided.**	**Conflict is clearly described & documented; evidence of thoughtful interview; ongoing, insightful analysis provided**	**Conflict is described and documented; evidence of interview as support; analysis provided**	**Conflict is somewhat described/an or documented; some evidence of interview present; some analysis provided**	**Conflict is neither described or documented; little or no evidence of interview; little or no analysis provided**	
Demonstrates ability to analyze different aspects of conflict through the lenses of thoughtful reflection [weight 25%] [*ELCC 6.1h, 6.2*]	**Insightful and ongoing analysis of workplace conflict Connections made to course text, readings, class discussions**	**Proposed workplace conflict is insightfully analyzed; strong connections made to course text, readings, class discussion**	**Proposed workplace conflict is analyzed; connections made to course text, readings, class discussion**	**Proposed workplace conflict is somewhat analyzed; some connections made to course text, readings, class discussion**	**No analysis provided; little or no connections made to course text, readings, class discussions**	
Demonstrates ability to apply leadership	**Connections made clearly to leadership and lessons**	**Proposed workplace conflict is a case study for**	**Proposed workplace conflict is a case study**	**Proposed workplace conflict is somewhat**	**No connections made between**	

'lessons learned' from authentic workplace conflict [weight 35%] *ELCC 5.1, 5.2, 5.3]*	learned about leadership	thoughtful connections to leadership and lessons about leadership	for connections to leadership and lessons about same	connected to lessons learned about leadership	workplace conflict and lessons learned about leadership	
Mechanics [weight 10%]	Spelling, grammar & mechanics	Error free; clearly & professionally written	Error free for the most part; clearly written for the most part	Some spelling, grammar and mechanical errors	Multiple spelling, grammar and mechanical errors	

SCORING RUBRIC FOR ASSIGNMENT #3 {Case Study Presentation}

ELCC Standards	Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Score
Demonstrates ability to select, present and foster discussion on topic/case {weight 20%} *ELCC 1.2c, 1.5b, 2.3b, 3.2b]*	Topic/case is presented with clarity Interactive discussion on topic/case with peers	Proposed topic/case is presented thoroughly; excellent discussion is fostered on same	Proposed topic/case is presented; good discussion is fostered on same	Proposed topic/case is somewhat presented; some discussion on topic/case is evident	Presentation only; No discussion	
Demonstrates ability to lead peer discussion on multiple strategies towards problem resolution {weight 30%} *[ELCC 5.2a]*	Multiple strategies are explored leading to problem resolution	Proposed topic/case elicits multiple problem solving strategies by skillfully led discussion	Proposed topic/case elicits some problem solving strategies from peer discussion	Proposed topic/case elicits one or two problem solving strategies from peer discussion	No problem solving strategies are elicited	
Demonstrates ability to	Leadership styles and	Leadership styles and	Leadership styles and	Leadership styles and	No discussion of	

elicit appropriate leadership styles and skills from topic/case {weight 30%] *ELCC 6.1d, 6.1h, 6.2a]*	skills in evidence	skills are thoroughly explored and discussed	skills are discussed	skills are somewhat discussed	leadership styles or skills in evidence	
Group Presentation {weight 20%}		**Clearly, concisely presented; highly interactive with peers**	**Mostly clear and concise in presentation; somewhat interactive**	**Somewhat clear OR somewhat concise; Some interaction with peers**	**Unclear and lengthy presentation; no time allowed for peer interaction**	