George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 636, Section DL1
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach
Fall 2018, 3 credit hours
August 27 – December 8

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Course Description
This course uses case studies 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.

Course Delivery Method
This is a 100% online course using a mixture of synchronous and asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal, Zoom, and Slack. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The Slack page is edle636fall18.slack.com and the Zoom invites will be sent via email. The course site will be available August 27, 2018.

Under no circumstances, may candidates/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.

Technical 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. 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 24 hours, excluding weekends.
- Students will need access to a device with a webcam and microphone that will support use with Blackboard Collaborate, Zoom, and other video conferencing tools.
- 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.
- 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/

Expectations
- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Saturday. However, please check the exact dates on each session that is posted on the class schedule as some will be shorter and other longer. Because of holidays and schedule changes, there may be some alterations to this at some point.
- **Log-in Frequency**: Students must actively check the online collaborative tools (course Blackboard site, Slack) and their GMU email for communications from the instructor, at a minimum this should be 2 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 are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course at least two times a week to read announcements, participate in the discussions, and work on course materials. Remember, **this course is not self-paced**. There are specific deadlines and due dates listed in the Schedule section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Synchronous Sessions**: Every student will need to participate in five synchronous online sessions during the course. Each of the synchronous sessions will take place twice during the week to accommodate the varied schedules of the students in the course.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

Student Outcomes

Successful students will emerge from the course able to:
1. Demonstrate knowledge and ability to create conditions that will attract teachers, retain teachers and motivate teachers to improve their practice and student learning
2. Identify motivation principles and apply them to the creation of such conditions
3. Exercise leadership skills that engender and support such conditions
4. Apply conflict management skills in developing and maintaining such conditions

Relationship of Course to Internship (EDLE 791)

Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

National Standards and Virginia Competencies

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium **(**ISLLC**)** Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

Specific ELCC standards addressed include:

1.3b   Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork,

structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

3.1a   Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency.

3.1c   Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2a   Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

5.1a   Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2a   Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3a   Candidates make and explain decisions based upon ethical and legal principles.

6.1a   Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

6.1h   Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2a   Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

Specific VDOE standards addressed include:

a7 Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques.

b1 Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models

b3 Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies

b4   Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change

b7   Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.

c2   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community

c3   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolutio adult learning and professional development models

c8   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement

d4   Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills

e2   Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich job-embedded professional learning that respects the contribution of all faculty and staff members building a diverse professional learning community

e3   Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting

e4   Knowledge, understanding and application of the purpose of education and the role professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions

f1   Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory

f2   Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

Course Materials

Required:

Kowalski, Theodore J. *Case Studies on Educational Administration [6th edition].* Boston: Pearson Education, Inc.

Whitaker, Todd (2013) *What Great Principals Do Differently: 18 Things That Matter Most [2nd Edition].* New York: Routledge.

Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time*. Penguin.

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C. American Psychological Association.

Additional Resources will be listed in the weekly schedule and will be available on Blackboard.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

General Expectations

Consistent with expectations of a Master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The ability to write in a clear, concise, and organized fashion

Additionally, a significant portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class Participation - 220 points

Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

- Case Studies Zoom Sessions - 70 points
- Journals on Slack- 80 points
- Class Discussion on Slack - 70 points

Written Assignments - 280 points

Two written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included on Blackboard.

Submitting papers: All papers must be submitted **on time, electronically via Blackboard**.

Late work: Candidates' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Grading scale:

A+	=	500 points
A	=	475 - 499
A-	=	450 - 474
B+	=	435 - 449
B	=	415 - 434
B-	=	400 - 414
C	=	375 - 399
F	=	Below 375 points

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

Class Schedule
See attached schedule. Please note that Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment
The 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/.

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 silence all sound emitting devices 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/.
- 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/students/ .

<u>Class Schedule:</u>

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

Note: *Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.*

Session	Date	Lesson	Activities/Reading /Assignments
1	8/27	Orientation	Warm up Activity, Case study review
2	9/3	Unit 1 Lesson 1: A Key Motivation Theory	Ghandi Video Maslow's Hierarchy
3	9/10	Unit 1 Lesson 2 (Part 1): Key Principals in Motivational Theory	Daniel Pink TED Talk Cognitive Evaluation Theory Self Determination Theory
4	9/17	Unit 1 Lesson 2 (Part 2): Key Principals in Motivational Theory	Extrinsic Rewards Intrinsic Motivation Incentive Plans The Ambitious Assistant Principal
5	9/24	Unit 1 Lesson 3: Employee Motivation	Dan Ariely TED Talk Herzberg's Employee Motivation Theory Finding Flow
6	10/1	Unit 1 Lesson 4: Teacher Attrition and Retention	What Makes Teachers Tick? Teacher Attrition and Retention
7	10/8	Student Work Session	**<u>Assignment 1 Due – October 14</u>**
8	10/15	Individual Feedback Conferences	

9	10/22	Unit 2 Lesson 1: The Four Dimensions Model of Conflict Management	William Ury TED Talk
10	10/29	Unit 2 Lesson 2:Kilmann Model of Conflict Management	Model of Conflict Management
11	11/5	Unit 3 Lesson 1: Distributive Leadership	Simon Sinek TED Talk Distributive Leadership Model
12	11/12	Unit 3 Lesson 2: Addressing Volatile Issues	Tan Le TED Talk Immigration English Language Learners
13	11/19	Thanksgiving Holiday	
14	11/26	Individual Feedback Conferences	
15	12/3	Student Work Session	**Assignment 2 Due – December 8**