

**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 602**  
**Summer 2022**

**INSTRUCTOR**                      George Hewan,  
Ed.D.  
[ghewanjr@gmu.edu](mailto:ghewanjr@gmu.edu) or Office hours by  
appointment or through Blackboard  
Collaborate.

**MEETING TIMES:**                      **May 25, 2022, to July 20, 2022**  
**Certain Wednesdays from 4:30PM-7:10PM**

**LOCATION:**                                      **Hybrid Instruction**  
**Loudoun, Signal Hill 111 /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 May 25, 2022.

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](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](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:
    - 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/](http://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](http://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/policies-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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- **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](mailto: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 Scale

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

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.