COURSE # AND TITLE       EDLE 636: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

INSTRUCTOR        Dr. Jane McDonald, Associate Professor
                          College of Education and Human Development
                          George Mason University
                          703-993-3635
                          jmcdona6@gmu.edu
                          Office Hours: Before and after classes

TEXTBOOKS
3. Readings and research assigned by the professor

Supplemental Texts and References:

COURSE DESCRIPTION
Uses case studies, scenarios, role playing activities, group work and discussions to examine conflict mediation and resolution skills, communication knowledge and skills, and motivation in the context of ethical leadership in education.

CANDIDATE OUTCOMES
Participants in EDLE 636 will:

1. Identify and then compare and contrast theories of motivation with a focus on adults in educational settings.
2. Explore the application of motivation theories in the work place.
3. Expand their repertoire of strategies to manage and resolve conflict in the work place.
4. Learn and participate in activities to expand their understanding of and fine-tune their communication skills.

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 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.

NATURE OF COURSE DELIVERY
A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include large- and small-group instructions, cooperative learning activities, media when necessary, Internet assignments, lectures, group presentations, individual research, case studies, role playing, and scenarios.
COURSE REQUIREMENTS
Access to a computer with Internet access is essential for this course. Communicate through the GMU email is expected.

Candidates are expected to attend each class for its entirety. Because the class is highly interactive, candidates who must be absent from class are expected to (1) notify the instructor in advance by telephone or email prior to the class session., (2) check with classmates before the next class period to obtain notes, handouts, and assignments missed, (3) make up the activities from the missed course within one week of the missed class and (4) provide required assignments on the deadline date, even if absent from class on that day. Because it is not possible to make up the actual class discussions, 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 are to be completed using standard word processing. Hand-written field notes are acceptable if attached to the word-processed assignment.

ADA INFORMATION
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 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).

GMU HONOR CODE
Candidates are expected to abide by the George Mason University Honor code. Violations (cheating, attempted cheating, plagiarizing, lying, stealing) will be reported to the Honor Committee. Please refer to the University Catalog or www.gmu.edu for the full Honor Code.

GRADING
The grading scales and assigned percentages shown below are assessment guidelines only. Final grades for the semester will reflect the instructor’s judgment of the candidates’ performances as they attempt to demonstrate the leadership knowledge and skills taught during the course.

Class participation (including quizzes, if given) 30 points
Homework 15 points
Research on motivation theorists and written summaries and comparisons 20 points
Lab Profile interviews, analysis, and written summary 20 points
Written conflict situation 15 points

Total points 100 points

GRADING SCALE
A+ = 100 points
A = 95 – 99 points
A- = 90 – 94 points
B+ = 85 – 89 points
B = 80 – 84 points
B- = 75 – 79 points
C = 70 – 74 points
F = 0 – 69 points
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic(s)</th>
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| # 1     | • Introductions and activity  
          • Focus of course:  
                          Motivation  
                          Communications  
                          Conflict Management  
                          How all three relate to Leadership.  
                          • Functions of leadership and management |
| **Tuesday**  | **August 30** |
| # 2     | • Motivation assignment due and discussed  
          • Introduction of LAB Profile and practice (Motivation and work traits as meta-models) |
| **September 6** | |
| # 3     | • Motivation continued  
          • Communication concepts |
| **September 13** | |
| # 4     | • Continued discussion and interpretation of Lab Profile language and meaning  
          • Introduction of conflict  
          • Major reasons for conflict within and among cultures  
          • Case Studies and Scenarios |
| **September 20** | |
| # 5     | • Introduction and practice of a set of questions to help individuals with personal conflict management/resolution. |
| **September 27** | |
| # 6     | • Discussion of questioning technique, for conflict management/resolution.  
          • Stages of power and leadership behaviors  
          • Communication skills |
| **October 4** | |
| # 7     | • Scenarios and Strategies  
          • Scenarios/role play |
| **October 11** | |
| # 8     | • Continuation of scenarios and strategies  
          • Practice with communication skills and conflict management techniques |
<p>| <strong>October 18</strong> | |</p>
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<th>Date</th>
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<tr>
<td>#9</td>
<td>October 25</td>
<td>Continued class practice with communication techniques</td>
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<td>#10</td>
<td>November 1</td>
<td>Scenarios and case studies for motivation, conflict, and communication</td>
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<td>#11</td>
<td>November 8</td>
<td>Continued practice of skills in motivation, conflict, and communication</td>
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<td>#12</td>
<td>November 15</td>
<td>Guest presenter</td>
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<td>November 22</td>
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<td>Continued practice</td>
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<td>#14</td>
<td>November 29</td>
<td>Review of course</td>
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<td>#15</td>
<td>December 6</td>
<td>Summary of course</td>
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<td>Wrap-Up activities</td>
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<td>Evaluation</td>
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<td>Celebration of completion</td>
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