EDLE 636.601.F05: Adult Motivation and Conflict Management in Education Settings:
A Case Study Approach

INSTRUCTOR
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(Office Hours Thursday 1-3:30 and by appointment)

DAYS, TIME, LOCATION
Monday, 4:30 PM-7:30 PM
Thurgood Marshall Building, Rm 204

TEXTBOOKS
Brophy, Jere, Motivating Children to Learn, Lawrence Erlbaum Associates, 2004


Others readings as required

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, 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 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, Internet assignments, lectures, guest practitioners, group presentations, individual research, case studies, and simulations.

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) 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 may be submitted in advance electronically. All assignments should be double spaced and use a font no smaller than 10pt.
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

EVALUATION AND GRADING
Since this is a graduate-level class, high quality work on all assignments and meaningful class participation is expected. Rubrics, both professor-developed and professor- and candidate-developed, will be used in the evaluation of required course work.

Assignments and participation will be graded, A, A-, B+, B, C or F. The assigned percentages shown below are assessment guidelines only. Students’ final grades for the semester will reflect the instructor’s judgment of the students’ performances as they attempt to demonstrate the leadership behaviors outlined above. In other words, students are expected to demonstrate, in observable behavior, written and oral communication skills and progress toward attaining the required knowledge, performances, and dispositions that are needed to accept the awesome responsibility and joy that comes with a leadership position in education.

Personal Motivation Project (written assignment and oral presentation) 15%
Reflective Conflict Journal- 15%
Case Studies of real-life problem in handling difficult adult behavior (identity withheld) one within education, one outside of education 20%
LAB Profiles of 1 administrator and 3 teachers 10%
Blackboard Postings and Responses 10%
Final Group Activity 15%
Class participation and attendance 15%
(Includes Presenting a Case Study assigned by the instructor as well as other short written assignments related to class activities.

ASSIGNMENTS

Blackboard Postings- You are to locate and post at least one web resource related to adult motivation and 2 related to conflict resolution. You are to read and respond to at least 5 postings from your classmates.

Personal Motivation Paper

Class members will write a paper on the topic "What Motivates Me?" This paper should trace the origins of personal motivation, describe the people who have had major influence in shaping that motivation, how it has been sustained over time and how it relates to the theories we have discussed and read about.

Presentation- Each class member will present his/her primary motivators to the class in as creative a way as possible.

Individual Case Studies – You are to write up two cases studies related to real life problems related to dealing with difficult adult behavior. You will not reveal the identity of the people involved. One should be based on a conversation with an administrator in education. The other should be based on a manger or administrator outside of education.

Each case study must include AT LEAST the following elements. Others may be included if they add to the reader’s understanding of the case.

Setting
People Involved
The Incident
Issue-
History
Influences
Considerations
Outcome(s)
Your Reflections on the case

You should also include any definitions or policies which are related to the case.

Reflective Conflict Journal – For the duration of the class you are to keep a journal of the conflicts you observe, or participate in. (Change names to protect the innocent—or guilty.) For each conflict include the following information.

The origin of the conflict- Who is involved? What roles are they fulfilling?
What are the sources of the conflict- What is the conflict about?
What type of conflict is it-
Is it based solely or largely on misunderstanding or misperception?
Does the conflict exist objectively, in fixed conditions?
Is the conflict dependent on conditions that can be easily changed?
Is the expressed conflict the real central conflict?
Is the conflict being expressed between the right parties?
Is the real conflict submerged, not yet occurring?
What are the beliefs about the conflict - What do the parties think can happen?
What are the disputants’ stances - What positions, interests and needs are the parties trying to meet?

LAB Profiles – You are to complete LAB profiles for 3 teachers and 1 administrator. Do not include names, but do include gender, approximate age, experience and a brief description of their current position.

A list of questions and relevant information to complete the profile will be posted on Blackboard.

Final Group Activity – In self-selected groups of at least 3 and no more than 5 members, you will create a 15-20 minute, interactive presentation based on the following RFP:

Pfoutz and Upperman, noted adult board game manufacturers, are requesting proposals for a new board game – MOTIVATION. Guidelines are as follows:

a. game should be for 4-6 players
b. game should be played in a 30-45 minute time frame
c. it should be both original and creative
d. it should espouse (embedded or otherwise) notions of Motivational theories
e. it should demonstrate competition and cooperation
f. it should be connected in some way to the Internet

The presentation should creatively involve all class members.

Additional Sources


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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment DUE</th>
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<tbody>
<tr>
<td>9/12/05</td>
<td>Course Overview</td>
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<td>Why use case studies?</td>
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<td>Elements of Conflict</td>
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<td>9/19/05</td>
<td>Position Based Negotiation</td>
<td>Journal—your reaction to the word “conflict”</td>
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<td>Girard Modules 1-4</td>
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<td>9/26/05</td>
<td>Meet at Clarendon Ed. Center for new cohort info session</td>
<td>1st Blackboard posting due</td>
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<td>10/3/05</td>
<td>Interest Based Negotiation</td>
<td>Journal</td>
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<td>10/17/05</td>
<td>Crisis Planning</td>
<td>Bring your schools crisis plan</td>
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<td>Managing difficult Conversations</td>
<td>Read Kosmoski</td>
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<td>10/24/05</td>
<td>Theories of Learning and Motivation</td>
<td>Read Brophy article on Blackboard</td>
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<td>Listening</td>
<td>Brophy preface- chapter 1 and chapter12</td>
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<td>Language, conflict and motivation</td>
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<td>Assign Brophy chapters for jig-saw activity</td>
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<td>10/31/05</td>
<td>Brophy jigsaw activity</td>
<td>Brophy chapters as assigned on 10/24</td>
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<td>Character Education</td>
<td>Journal</td>
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<td>Peer Mediation</td>
<td>Bring in materials used in your school for character education</td>
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<td>Groups for Motivation Game Due</td>
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<td>11/7/05</td>
<td>Adult Learning and Motivation Trust Inventory</td>
<td>2nd &amp; 3rd Blackboard posting due</td>
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<td>11/14/05</td>
<td>Personal Motivation Presentations</td>
<td>Journal</td>
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<td>Personal Motivation Paper and Presentation Due</td>
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<td>11/21/05</td>
<td>Alfie Kohn Videos</td>
<td>LAB Reports Due</td>
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<td>11/28/05</td>
<td>TESA</td>
<td>Journal</td>
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<td>Case Studies on Difficult Situations Due</td>
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<td>12/05/05</td>
<td>Motivation Game Due</td>
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