EDLE 636: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

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This course focuses on the study of contemporary learning and motivational theories that affect learning organizations. The class uses a case study learning approach and simulations to examine conflict mediation and resolution. The course includes a focus on qualities of ethical leadership and decision making.

Candidate outcomes: Students will:
- Demonstrate an understanding of motivational theory with a focus on members of educational environments
- Identify qualities of ethical behavior of educational leaders
- Determine aspects of leadership development that will be especially challenging on a personal level; determine strategies to expedite growth in identified areas
- Identify issues that create conflict in school settings; develop working strategies and processes to promote resolution
- Articulate and utilize effective consensus-building and negotiation skills that will address the challenges of modern school leadership.

This course is one of two culminating courses in the Education Leadership Masters Degree program. Students apply concepts taught throughout the Masters program to solve real-life problems in educational settings. Students will have the opportunity 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:

VA DOE: 1a, 2d, 3b, 5b, 6a.
ISLLC: 1-K1, 1-K5, 1-K6, 20K2, 2-K3, 2-K8, 2-P1, 2-P2, 2-P7, 2-P8, 20P9, 2-P10, 3-K3, 3-K4, 3-P5, 3-P15, 3-P16, 4-P5, 5-K2, 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).

A variety of instructional methods are used in this course to cover the course content and create a dynamic, interactive learning environment.
Candidates are expected to abide by the George Mason University Honor Code. Violations will be reported to the Honor Committee.

High quality work on all assignments and meaningful class participation is expected.

Grading will be based on the following:

**Shaping School Culture Paper:** The 5-7 page paper will describe and analyze the culture of the school in which the student works. The paper will rely heavily on the textual information of the book and application of the cultural markers described. The paper will also describe the current principal’s role in the propagation of the identified culture. Interviews with building administrators should form part of the data collection required for the paper. 25%

**Case Study Presentation:** Each student will choose a chapter from the book, *Conflict Resolution in the Schools* and a corresponding chapter from the book, *Case Studies in Educational Administration*. Students will be responsible for the presentation of the issues described in the chapter, as well as promoting discussion of the key conflicts within the chapter. Student will be responsible for leading the group to develop strategies to address the described conflicts. Additionally, students will have to define appropriate leadership styles and skills implemented in the successful resolution of conflict. 40%

**Interview Assignment:** Students will choose a conflict described in any of their texts. They will interview two administrators and share the conflict with them. The interview will be intent on the administrators sharing like experiences, if any, and describing courses of action and reactions they would favor in similar circumstances. From the interview, students will glean understanding of administrative style with regard to conflict management in the real world of Fairfax County Public Schools. Students will share interview assignments with the class. 25%

**Simulation: Sample Table-Top Exercise** 10%

**June 28**

Reading

**July 1**

Introductions
Housekeeping
Review of Syllabus
Current research on motivational theory
Current research on organizational theory

**July 6**

Application of theory to the workings of public education
Current issues in public education impacting motivation
School culture – what it is and how to shape it
Ethical Schools

**July 8**

*Shaping School Culture Paper* Due
Conflict Resolution
Issues of Communication and Eduspeak
Parent-Community Relations

July 10-17  Preparation of Case Study Presentation & Interviews

July 20  Guest speakers- School Security Specialist & Veteran Administrator
Case Study Presentations

July 22  Case Study Presentations
Examination of Leadership Styles

July 24  Simulations: Sample Table Top Exercises
Interview Presentations
Motivating Adults in Educational Settings
Preserving Morale in Educational Settings
Mediation: Does it work?

July 27:  Leading by Strengths
Table Top Exercises