

Adult Motivation and Conflict Management in Educational Settings: A Case Study Approach  
EDLE 636 Section 601  
Summer Session  
George Mason University

INSTRUCTOR

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DAYS, TIME, LOCATION

June 21 – July 28, 2010  
Mondays/Wednesdays  
4:30 – 7:30  
Forest Park High School

TEXTBOOKS

Required:

Girard, K., & Koch, S. J. (1996). *Conflict resolution in the schools: A manual for educators*. San Francisco, CA: Jossey-Bass.

Kowalski, T. J. (2008). *Case studies on educational administration* (5th ed.). NY: Pearson.

Whitaker, T., Whitaker, B., & Lumpa, D. (2009). *Motivating & inspiring teachers: The educational leader's guide for building staff morale* (2nd ed.). Larchmont, NY: Eye on Education.

Recommended:

Kosmoski, G. J., & Pollack, D. R. (2005). *Managing difficult, frustrating, and hostile conversations: Strategies for savvy administrators* (2nd ed.). Thousand Oaks, CA: Corwin.

Maxey, S. J. (2002). *Ethical school leadership*. Lanham, MD: Scarecrow Press.

COURSE DESCRIPTION

Uses case studies learning approach and simulations to examine conflict management 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 OBJECTIVES

Participants will:

1. Use case study methods to 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. Use case studies and/or simulations to apply 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 to build an inclusive and respectful school environment that promotes a culture of high performance expectations.

## 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 engage in opportunities to apply concepts taught throughout the Masters program to solve real-life problems in educational settings and 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).

## 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 instruction, cooperative learning activities, media, Internet assignments, lectures, guest practitioners, group presentations, individual research, case studies, and simulations.

## COURSE REQUIREMENTS

Access to the computer, the Internet, and GMU email are essential for this course. Candidates are expected to competently use standard computer office tools, such as word processing, spreadsheets, database, and presentation software. Students must activate and use their GMU email account.

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 in order to receive full credit (more than one week late will not receive credit), submitted electronically as an email attachment, and follow current APA format.

**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](http://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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **Grading**

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 current *Publication Manual of the American Psychological Association*.

Students' grades are based on their proficiency with respect to the student outcomes stated above. While the basic percentages for the various kinds of work required for the class are outlined below, 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.

#### **Class participation – 24%**

Participation is evident in three ways:

- 1) Attendance: Attendance in class sessions provides opportunities for students to demonstrate mastery of course objectives as they actively participate in class discussions and group activities and serve as critical friends to other students. Students are expected to attend every class for its entirety; however, emergencies sometime arise. If you need to be absent from class, you are expected to notify me in advance by telephone or email.

If you miss more than one class, you will lose participation/demonstration points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation/ demonstration points. If you are absent for an oral activity or presentation, you may not be able to receive credit for that activity.

2) Learning activities and reflection: An important component of any leader’s learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentation, and analyses of cases. You may be asked to lead a discussion of a conflict or participate in simulations of other conflicts with course participants. Your participation in various reflection activities will demonstrate your mastery of course objectives as well as your continued growth in understanding adult motivation and conflict management.

3) Synthesizing and applying information from materials and resources: A great deal of information is contained in this course. As such, it is important for students to continuously make connections between and among the materials and resources used throughout the course. Students are encouraged to include specific research and relevant references during discussions and presentations.

Written/Presentation assignments – 76%

For this class, you will be asked to do a variety of written work and presentations. Papers and presentations are due as indicated on the assignment schedule. All papers will be submitted via email attachment. Descriptions of the assignments follow.

## *PROFESSIONAL PRACTICE ASSIGNMENTS*

### I. Conflict Resolution Example (5 points)

Outline one example of a conflict from your daily experiences, following the guide in Girard and Koch (pp. 22-23) to structure your report and analysis. Use pseudonyms for names of people and places as necessary.

**Due date: June 23**

#### Rubric: Conflict Resolution Example (5 points)

Element	Poor 0-1 point	Acceptable 2-3 points	Excellent 4-5 points
Outline of one example	Outline was not submitted or incomplete.	The outline was submitted correctly and completely.	The outline was submitted correctly, completely, and provided an example of conflict that was unique and challenging, that offered insights for future applications.

II. Locating and Responding to Online Resources (15 points)

The internet provides a wealth of resources regarding current theories relating to Leadership and Leadership Theory. The following activities are to be completed using internet resources:

- (a) Locate and post links to at least two (2) resources in the areas of emotional intelligence, adult motivation, and conflict management. Include in each link (a) a synopsis of the material, (b) its connections with the topics and objectives of this course, and (c) an explanation of why you believe it is important for classmates to read.
- (b) Read and respond to at least 3 links posted by your classmates in each category: emotional intelligence, adult motivation, conflict management. Indicate your reactions to the selection: agree/disagree, further connections/examples with course content, connections/examples with real world experiences, etc.

**Due date: June 30**

Rubric: Internet Resources (15 points)

Element	Poor 0 - 6 points	Acceptable 7-11 points	Excellent 12-15 points
1a. 2 Resources in <u>emotional intelligence</u> , each including link, synopsis, course connections, importance	2 resources were incomplete or not posted.	2 sources were posted and met requirements.	2 sources were posted, met requirements, and extended knowledge that could be used in the future.
1b. 2 Resources in <u>adult motivation</u> , each including link, synopsis, course connections, importance	2 resources were incomplete or not posted.	2 sources were posted and met requirements.	2 sources were posted, met requirements, and extended knowledge that could be used in the future.
1c. 2 Resources in <u>conflict management</u> , each including link, synopsis, course connections, importance	2 resources were incomplete or not posted.	2 sources were posted and met requirements.	2 sources were posted, met requirements, and extended knowledge that could be used in the future.
2a. 3 links in <u>emotional intelligence</u> , each including your response and reactions.	3 links contained no, or incomplete, responses.	3 links contained your responses and reactions.	3 links contained your responses/reactions, as well as insights connecting these with future application.
2b. 3 links in <u>adult motivation</u> , each including your response and reactions.	3 links contained no, or incomplete, responses.	3 links contained your responses and reactions.	3 links contained your responses/reactions, as well as insights connecting these with future application.
2c. Respond to 3 links in <u>conflict management</u> , each including your response and reactions.	3 links contained no, or incomplete, responses.	3 links contained your responses and reactions.	3 links contained your responses/reactions, as well as insights connecting these with future application.

III. Presentation of Motivational Theory/Theorist – 15 points

Each class member or group (no more than 3 class members) will prepare a 15-30 minute presentation for the class on a motivational theory or theorist (see examples below). Each presentation will offer factual information through handouts and supporting visuals as well as a brief reflection activity. Take advantage of creativity to elevate and strengthen the material as well as connections to course objectives and practical applications.

Examples: Herzberg: motivation-hygiene theory                      Maslow: theory of hierarchy of needs  
 Deci/Ryan: self-determination theory                      Dweck: self-theories  
 Lakhani/Wolf/Csikszentmihalyi: flow theory                      (Expectancy Theory)  
 Kegan's Ways of Knowing                      Harlow/Deci: intrinsic motivation  
 Amabile: intrinsic motivation principal of creativity

**Presentation date: July 7 (finish on July 12, if needed)**

Rubric: Presentation of Motivational Theory/Theorist (15 points)

Element	Poor 0 – 1 point	Acceptable 2 points	Excellent 3 points
1 Knowledge/ Information	The information was incorrect, incomplete, and/or not organized.	The information was correct, fairly complete, and organized.	The information was correct, complete, well organized, and added to our knowledge base for future application.
2 Handouts	Handouts were not included and/or did not support the presentation.	Handouts were included and supported the presentation.	Handouts were included, supported the presentation, and strengthened our knowledge base for future application.
3 Visuals	Visuals were not included and/or did not support the presentation.	Visuals were included and supported the presentation.	Visuals were included, supported the presentation, and strengthened our knowledge base for future application.
4 Assessment	An assessment was not included and/or did not support the presentation.	An assessment was included, supported the presentation, and offered feedback reflecting knowledge and comprehension.	An assessment was included, supported the presentation, and provided opportunity to demonstrate application, analysis, and/or synthesis.
5 Communication Skills	Communication was inappropriate, one-way, and/or missed opportunities to include participants.	Communication was appropriate, varied, and included participants in the presentation.	Communication was appropriate, varied, and used enthusiasm and energy to invite participants in the presentation.

**IV. Conflict Resolution Case Studies (16 points per case)**

Construct two (2) case studies related to real-life problems/conflicts dealing with difficult adult behavior. To protect the innocent, use pseudonyms for the people and places in your case studies. One case study will be based on an interview with an administrator in education while the second case study will be based on a manager or administrator outside of education. Using Girard and Koch (pp. 22-23) as a foundation, each case study must include the following elements (additional information may be included if it adds to the reader’s understanding of the case):

- \* Origins: setting; people involved
- \* Sources: incident (story of the conflict); issue; history; influences; considerations
- \* Type of conflict: communication, condition, etc.
- \* Beliefs about resolution: win/lose; relationships; cultural considerations
- \* Stance: position; interests; needs
- \* Outcome(s): how the interviewer handled the conflict; follow-up information
- \* Definitions or policies which are related to the case in order to provide clarity
- \* Your reflections on the case: include alternatives you might have considered and how this case added to your knowledge of conflict resolution.

**Due date: July 19**

Rubric: Conflict Resolution Case Studies ( 16 points per case)

Element	Poor 0 points	Acceptable 1 point	Excellent 2 points
1. Origins: setting; people involved	The information was incorrect, incomplete, and/or missing.	The information was correct and complete.	The information was correct, complete, and added to your knowledge base for future application.
2. Sources: incident (story of the conflict); issue; history; influences; considerations	The sources were incorrect, incomplete, and/or missing.	The sources were correct and complete.	The sources were correct, complete, and added to your knowledge base for future application.
3. Type of conflict: communication, condition, etc.	The type of conflict was inaccurate, incomplete, and/or missing.	The type of conflict was accurate and complete.	The type of conflict was accurate, complete, and added to your knowledge base for future application.
4. Beliefs about resolution: win/lose; relationships; cultural considerations	The information was missing and/or incomplete.	The information was correct and complete.	The information was correct, complete, and added to your knowledge base for future application.

5. Stance: position; interests; needs	The information on stance was missing and/or incomplete.	The information on stance was correct and complete.	The information was correct, complete and added to your knowledge base for future application.
6. Outcome(s): solution, and any follow-up, to the conflict given by interviewee	The outcome was missing and/or incomplete.	The outcome was correct and complete.	The outcome was correct, complete, and added to your knowledge base for future application.
7. Definitions or policies which are related to the case in order to provide clarity (if needed)	Inclusion of definitions/policies was not evident, even though needed to support clarity.	Inclusion of definitions/policies was evident.	Inclusion of definitions/policies was evident and enriched the clarity of the conflict story.
8. Your reflections on the case: alternatives; what this case added to your knowledge of conflict resolution	The reflection was missing, incorrect, and/or incomplete.	The reflection was correct, included an alternative solution, and provided some insight into your increased understanding.	The reflection offered evidence of well thought-out reactions and alternatives, with connections to course objectives and future applications for self.

V. Research Panel Presentation (9 points)

Conduct a panel presentation focused on the research presented by course literature. Students will be randomly divided into small groups to present topics based on research contained in the assigned course textbooks. Each panel presentation will be 60 minutes in length, include handouts and visuals, and include a brief period of time for class question/answer and discussion.

**Presentation dates: July 21, 26, 28**

Rubric: Panel Presentation (9 points)

Element	Poor 0 – 1 point	Acceptable 2 points	Excellent 3 points
1 Knowledge/ Information  Demonstration by panel members	The information was incorrect, incomplete, and/or did not use assigned research. Not all panel members participated.	The information was correct, complete, and included assigned research. All panel members participated.	The information was correct and complete. All panel members made connections between the assigned research and real-life situations, thus enriching our knowledge base for future applications.



2 Handouts	Handouts were not included and/or did not support the panel presentation.	Handouts were included and supported the panel presentation.	Handouts were included, supported the presentation, made connections, and strengthened our knowledge base for future applications.
3 Visuals	Visuals were not included and/or did not support the presentation.	Visuals were included and supported the presentation.	Visuals were included, supported the presentation, enhanced connections, and strengthened our knowledge base for future applications.

Resources

*Educational Leadership Policy Standards: ISLLC 2008* (2008). Washington, DC: Council of Chief State School Officers.

Feldman, D. A. (1999). *The handbook of emotionally intelligent leadership*. Leadership Performance Solutions ([www.leadershipperformance.com](http://www.leadershipperformance.com)).