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

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                        (Office hours by appointment)

DAYS, TIME, LOCATION Monday and Wednesday 4:30 – 7:30
                          Frederick County

TEXTBOOKS
Required:

                        Girard, Kathryn, and Susan J Koch, *Conflict
                        resolution in the Schools*

                        Whitaker, Todd. *What Great Principals Do Differently*.
                        Eye on Education, 2003.

                        Cullen, Dave. *Columbine*

                        Pink, Daniel. *Drive*

                        Other readings as required

Recommended: Feldman, Daniel A., *The Handbook of emotionally
                        intelligent leadership: Inspiring others to achieve results,*
                        Leadership Performance Solutions Press, 1999

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)

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. **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. 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. **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.

Grading

Grading Scale
A+ = 100   percent
A   = 95 - 99 percent
A - = 90 - 94 percent
B+ = 87 - 89 percent
B   = 83 - 86 percent
B - = 80 - 82 percent
C   = 75 - 79 percent
F   =   0 - 74 percent

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. The overall weights of the various performances are as follows:

Class participation   - 20 points

Participation is evident in three ways:

1) Attendance: Students are expected to actively participate in class discussions, in group activities, and in serving as critical friends to other students. Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. If you are absent for an oral activity or presentation, you will not 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 presentations, and analyses of cases. You will be responsible for leading the discussion of one case from Kowalski.

Written assignments - 80 points

For this class, you will be asked to do a variety of written work. Papers are due as indicated on the class schedule that follows. Descriptions of the assignments follow.

ASSIGNMENTS

Presentation of Motivational Theory/Theorist – 20 points

In groups of three each class member will prepare a 20 minute lesson for the class on one of the following topics. The lesson should include factual information presented in as creative a manner as possible. You should prepare handouts for the class, visuals for your presentation and some assessment activity.

Topics:

Herzberg & Porter – Need Theories
Goal Theories of Motivation
Self-Determination Theories
Expectancy Theory
Kegan's Ways of Knowing
Job Characteristics Model (JCM)
Motivation and Culture

Presentation of Motivational Theory/Theorist Rubric

Element	Below Expecations	Approaching Expectaions	Meets Expectations
Knowledge/Information (50 percent)	The information was incorrect, very incomplete or not well organized.	The information was correct, fairly complete and well organized.	The information was complete, correct, well organized and presented in a creative and interesting manner.
Handouts/ Visuals (10 percent)	Handouts and visuals were not provided and/or those that were provided were incorrect and/or poorly prepared.	Appropriate handouts and visuals were provided.	The handouts and visuals were clear, creative and added significantly to understanding of the presentation.
Communication skills (2 0 percent)	Adequate communication skills were not demonstrated.	Adequate communication skills were demonstrated	Outstanding communication skills were demonstrated.
Enthusiasm/ Energy (10 percent)	Little/no enthusiasm and/or energy was evident in the presentation	Some enthusiasm and/or energy was evident n the presentation	A high level of energy and enthusiasm was evident throughout the presentation.
Class Involvement (10 percent)	Classmates were not involved in the presentation and/or showed no interest	Classmates were somewhat involved in the presentation and/or showed a moderate level of interest	Classmates were involved in the presentation and showed a high level of interest.

Assessing Your Emotionally Intelligent Leadership Skills (20 points)
Make at least four copies of the assessment instrument which will be distributed in class. Take the assessment your self and ask at least 3 colleagues to assess you as well. Plot your responses and your colleague's responses on the scoring grid-also in the course materials section of Blackboard. Use different colors to plot each set of responses.

Write a reflection on the areas of strengths and areas of weakness that you perceive. Compare this to the areas as identified by your colleagues-what insight does this give

you. Finally, identify the areas you want to work to improve and explain why you selected these areas. Also, indicate what activities you will undertake to improve in those areas. (2 – 4 pages should be plenty)

EI Leadership Skills Assessment Rubric

Element	Below Expectations	Approaching Expectations	Meets Expectations
Response Grid (15 percent)	Grid was not completed or was not clear.	Grid was completed and is clear.	Grid was completed in a colorful and easily read manner.
Self-assessment of areas of strength and weakness (25 percent)	Areas of strength and weakness are not clearly identified.	Most areas of strengths and weaknesses are identified and discussed.	All components are identified as areas of relative strengths and weaknesses and are briefly discussed,
Comparison with colleagues assessment (15 percent)	The comparison to colleague's assessments is missing or incomplete.	The comparison deals with most areas.	The comparison with colleague's assessments is complete.
Insight gained from this comparison. (25 percent)	The paper identifies little or no insight gained from this comparison.	The paper shows some insight gained from this comparison.	The paper shows significant insight and growth from this comparison.
Plan for skills improvement (15 percent)	The plan for improvement is missing or superficial	The plan for improvement is fairly complete.	The plan for improvement is complete and provides specific examples or details.
Mechanics (such as spelling, grammar, punctuation) (5 percent)	There are more than three mechanical errors.	There are no mechanical errors	There are no mechanical errors

Personal Motivation Paper (15 points)
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.

Rubric for the Personal Motivation Paper and presentation

Element	Below Expectations	Approaching Expectations	Meets Expectations
History of personal motivation (20 percent)	The history of personal motivation lacks depth. The people involved are not described or listed.	The history of personal motivation is comprehensive and includes descriptions of the roles of people who had major impact.	The history includes additional information such as timelines, pictures or other artifacts.
How motivation has been sustained over time (20 percent)	Little or no explanation is given for how motivation has been sustained.	A comprehensive description of how motivation has been sustained over time is included.	The comprehensive explanation of how motivation has been sustained over time includes a visual, metaphor, poem, song etc.
How motivation relates to theory (15 percent)	There is little reference to motivation theory.	References are made to at least two theories or authors.	References are made to more than two theories or authors.
Mechanics (such as spelling, grammar, punctuation) 10 percent	There are more than three mechanical errors.	There are no more than 3 mechanical errors.	There are no mechanical errors
Presentation is creative/innovative (15 percent)	The presentation included no creative elements.	The presentation conveyed the message using at least one creative element.	The presentation included several creative elements.
Presentation is easily heard, visuals are clear, accurate, and easy to read (20 percent)	The presentation was hard to hear and/or visuals were hard to read.	The presentation was easy to hear and visuals were clear, accurate and easy to read	The sound and /or visuals were enhanced so as to add impact to the presentation.

Individual Case Studies (15 Points)
You are to write up one case study related to real life problems related to dealing with difficult adult behavior. You will not reveal the identity of the people involved. The case should be based on an interview with an administrator in 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- including alternatives you might have considered and what this case added to your knowledge of conflict resolution.
You should also include any definitions or policies which are related to the case.

Rubric for Individual Case Study Assignment

Element	Below Expectations	Approaching Expectations	Meets Expectations
Historical information, including the setting, individuals involved and the incident itself are included (20 percent)	One or more aspect of historical background is either missing or not adequately described.	All historical information is included in enough detail to allow for a clear understanding of the incident.	Historical information is given in great detail, including visuals, transcripts of conversations or other forms of documentation.
Outside influences, considerations, policies and definitions impacting the outcome are included. (20 percent)	One or more major outside influences, considerations, policies and definitions impacting the outcome are either missing or not adequately described.	All outside influences, considerations, policies and definitions impacting the outcome are included in enough detail for a clear understanding of the incident	The impact of the outside influences, considerations, policies and definitions on the outcome of the incident are clearly identified.
Outcome(s) and consequences of the outcome(s) of the incident are included. (20 percent)	The outcome of the incident is omitted or unclear and/or significant consequences of the outcome are omitted.	Outcome(s) and consequences of the outcome(s) of the incident are included and are detailed enough for a clear understanding of the incident.	Outcome(s) and consequences of the outcome(s) of the incident are included and show unusual insight
Reflections on the incident and outcome are included. (30 percent)	There is little, if any, meaningful reflection on the incident and outcome.	Meaningful reflections on the incident and its outcomes are included.	The reflections included are meaningful and show unusual insight.
Mechanics (such as spelling, grammar, punctuation) (10 percent)	There are more than three mechanical errors.	There are no mechanical errors	There are no mechanical errors

Additional Sources

Charvet, Shelle Rose, *Words That Change Minds: Mastering the Language of Influence.* Kendall Hunt Publishing, 1997

Ginsberg and Wlodkowski, *Creating Highly Motivating Classrooms for All Students*. Jossey-Bass. 2000.

Hogan, Kevin, *The Psychology of Persuasion: How to persuade others to your way of thinking*. Pelican Publishing. 1996.

Nothstine, William, *Influencing Others: A Handbook of Persuasive Strategies.* CrispLearning.com. 1989.

Pintrich and Schunk, *Motivation in Education: Theory, Research and Applications*. Merrill, Prentice Hall. 2002.

Sharp, W.L, et al, *Case Studies for School Leaders: Implementing the ISLLC Standards.* Scarecrow Press, 2002.

Stake, Robert, *The Art of Case Study Research.* Sage Publications. 1995.