

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

EDLE 636 Section 601 Spring 2011

**Adult Motivation and Conflict Management in Educational Settings: A Case Study Approach
Fairfax 9 Cohort**

Instructor: Dr. Carol C. Robinson
Phone: 571-318-3733 (cell)
703-631-0644 (home)
Fax:
Website: <http://www.taskstream.com>
e-mail: crobin10@gmu.edu
carolc.robinson@gmail.com
Mailing address: George Mason University
4400 University Drive, MSN 4C2
Fairfax, VA 22030-4444
Office hours: by appointment

Schedule Information

Location: Fairfax HS
Room N115
Meeting times: January 20 – April 28, 2011
Thursdays
4:45 pm – 7:45 pm

Notes: *No class 3/24/11- Students will attend EDLE Conference on 3/24/11.
*No class 4/21/11- Spring Break
*Should FCPS close schools or cancel afternoon activities due to inclement weather, class will not be held. Email communication will inform students of schedule/assignment changes.
*Your instructor has the option to assign an online session or out of class assignment to ensure you meet the required contact hours for dates that you have no class.

Course Description: EDLE 636 Adult Motivation and Conflict Management in Educational Settings: A Case Study Approach (3:3:0)

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.

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,

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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

General Goals

Content

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.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of *TaskStream* and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
 - a. Start and end on time;
 - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. Agree to disagree respectfully during class discussions;
 - d. Strive to be open to new ideas and perspectives; and
 - e. Listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared to each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. engage in genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. show an awareness of each other's needs.

Learner Outcomes

Successful students will emerge from the course with the ability to:

1. Reference and apply a variety of motivational strategies with adults in the educational setting.
2. Reference and apply a variety of methods to manage conflict between adults in the educational setting.
3. Model and promote emotional intelligence, ethical leadership, and supportive coaching among adults in the educational setting.

Learning Objectives

Students taking this course will:

1. Use case study methods to demonstrate an understanding of current theories of motivation and conflict management with a focus on adults in educational settings.
2. Identify activities and actions that promote emotional intelligence and ethical leadership.
3. Identify issues and strategies relating to coaching and mentoring as an important component of leadership development, motivation, and conflict management.
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 staff members and other adults that will improve school safety and security and build an inclusive and respectful school environment, resulting in a culture of high performance expectations.

Professional Standards

The course addresses the following standards and competencies:

ELLCC: 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.

VA DOE: 1a, 2d, 3b, 3c, 5b, 6a

NCATE: Strategic Leadership (1.2); Instructional Leadership (5.3); Organizational Leadership (7.2, 7.5); Political and Community Leadership (11.6).

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials

Readings

Cullen, D. (2009). *Columbine*. NY: Hachette Book Group. (paperback)

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

Pink, Daniel (2009). *Drive: The Surprising Truth about What Motivates Us*.

(The required texts are available in the GMU Bookstore in the Johnson Center.)

Recommended

The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Fisher, R., & Ury, W. (1981). *Getting to Yes*. NY: Penguin.

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

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.

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.

Classroom Materials

Markers (different colors)

Post-Its

Outside-of-Class Resources

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. All students are now required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages with attachments. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessments, and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation: 12 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

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 that demonstrate understanding and application of course material. As part of your participation points, you will be asked to do such activities as leading a discussion based on a case study involving conflict, creating a collage reflecting your learning of *Drive*, completing a written assignment as part of our study of *Columbine*, and/or writing a reflection response following a guest speaker. 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.

Written assignments: 88 points

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

You will be notified of assignments that are program-level Performance-Based Assessments.

All assignments must be submitted electronically through *TaskStream*. *TaskStream* is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a *TaskStream* account and use *TaskStream* to submit work for courses, as well as to prepare and submit your internship portfolio.

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. In addition, students will be expected to forecast applications of their learning in their future careers as administrators.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Should there be a need for an extension, please see me as soon as possible in order to determine an alteration to the original due date. Papers due on a day when you are absent must be submitted via *TaskStream* by the due date.

Rewrites: Students may rewrite a paper and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

Grading scale:

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

College of Education and Human Development Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Weekly Schedule

The following chart provides an outline of topics and activities for the course. Every class session involves discussion and expects student participation. Students have opportunities to practice and demonstrate increasing mastery of course objectives and areas of focus. Simulations, role play activities, and sharing of real-life situations – with the accompanying analysis, synthesis and application – may require more time than anticipated pending the needs and involvement of students. In recognition of this, and allowing for needed adjustments and unique situations, updates will be provided as needed.

Weekly Schedule (subject to change)

Session	Topics	Reading/Writing Assignment
1 Jan. 20	Course Overview Introduction: Motivation, Conflict Kowalski Case Study #10	
2 Jan 27	Conflict Management: Personal Examples <i>Getting to Yes</i> (Fisher & Ury) Kowalski Case Study #1	Due: Conflict Management: Personal Example
3 Feb. 3	Emotional Intelligence <i>Expectancy Theory</i> Kowalski Case Study #3	
4 Feb. 10	Online Resources <i>Cultural Competencies and Courageous Conversations about Race</i>	Due: Online Resources Feb 9: Gatehouse, Room 4150
5 Feb. 17	<i>Drive</i> : Introduction Kowalski Case Study #12	
6 Feb. 24	<i>Drive</i> : Part I Presentations Kowalski Case Study #13	Due: Motivation Theory/Theorists
7 Mar 3	<i>Drive</i> : Part II Presentations Kowalski Case Study #15	Due: Motivation Theory/Theorists
8 Mar 10	<i>Columbine</i> : Introduction Building consensus, avoiding conflict: Part I Kowalski Case Study #18	
9 Mar 17	Conflict Management Interview Reports Building consensus, avoiding conflict: Part II <i>Columbine</i> : Part I Kowalski Case Study #19	Due: Conflict Management Interview Reports
10 Mar 27	Presentation group work time Attend EDLE Conference	
11 Mar 31	Coaching/Mentoring <i>Columbine</i> : Part II Kowalski Case Study #20	Due: <i>Columbine</i> reflection
12 Apr 7	Research Presentations Kowalski Case Study #22	Research presentations
13 Apr 14	Research Presentations Kowalski Case Study #6	Research presentations
14 Apr 28	Research Presentation (if needed) <i>Drive</i> collage Kowalski Case Study #8 Summary Activities	Due: <i>Drive</i> collage

COURSE ASSIGNMENTS

Course Assignment 1: Conflict Management: Personal Example (4 points) Due January 27, 2011

Overview: School leaders are expected to manage the conflicts between adults in their school that lead to effective resolutions and avoid damage to the school’s learning environment. There are times where teachers will bring their conflicts to you for advice or for mediating; other times you can anticipate conflict and be proactive; and other situations in which you are right in the middle of a conflict involving yourself.

Tasks:

1. Identify a situation in which you were one of the participants involved in a conflict with one or more adults in your educational setting.
2. Outline this conflict following the guide provided in class based on the work of Girard and Koch (pp. 22-23) to structure your report and analysis. Use pseudonyms for names of people and places as necessary.
3. Be prepared to share in class.

Rubric: Conflict Management: Personal Example (4 points)

<i>Levels:</i>	Falls Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Criteria:</i>	1	2	3	4
Outline of personal 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	The outline was submitted correctly, completely, and provided an example of conflict that was unique and challenging; insights for future applications as an administrator were included.

Note: Errors in mechanics (spelling, grammar, punctuation), questionable word choice, and/or lack of proofreading may impact intent of report and, thus, affect final score.

Course Assignment 2: Internet Resources (12 points) Due February 10, 2011

Overview: The internet provides a wealth of resources regarding current theories strategies for many of the objectives of this course, including emotional intelligence, motivation, and conflict management.

Tasks: Using the internet, locate and report on:

1. Two (2) resources in the area of emotional intelligence.
Include with each resource: internet link, synopsis of the material, connections with the topics and objectives of this course, and how this information can be applied in your future as an aspiring school leader. Maximum length: 1 page per resource.

2. Two (2) resources in the area of adult motivation.
Include with each resource: internet link, synopsis of the material, connections with the topics and objectives of this course, and how this information can be applied in your future as an aspiring school leader. Maximum length: 1 page per resource.
3. Two (2) resources in the area of conflict management.
Include with each resource: internet link, synopsis of the material, connections with the topics and objectives of this course, and how this information can be applied in your future as an aspiring school leader. Maximum length: 1 page per resource.

Rubric: Internet Resources (12 points)

<i>Levels:</i>	Falls below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Criteria</i>	1	2	3	4
2 Resources in <u>emotional intelligence</u> , each including link, synopsis, course connections, application	2 resources were not reported	1 source was reported and included minimal information covering criteria	2 sources were reported, contained synopses, made minimal connections with current course learning	2 sources were reported, contained thorough synopses, made pertinent connections with current course learning, and extended knowledge that could be applied in the future.
2 sources in <u>adult motivation</u> , each including link, synopsis, course connections, application	2 resources were not reported	1 source was reported and included minimal information covering criteria	2 sources were reported, contained synopses, made minimal connections with current course learning	2 sources were reported, contained thorough synopses, made pertinent connections with current course learning, and extended knowledge that could be applied in the future
2 Resources in <u>conflict management</u> , each including link, synopsis, course connections, application	2 resources were not reported	1 source was reported and included minimal information covering criteria	2 sources were reported, contained synopses, made minimal connections with current course learning	2 sources were reported, contained thorough synopses, made pertinent connections with current course learning, and extended knowledge that could be applied in the future

Note: Errors in mechanics (spelling, grammar, punctuation), questionable word choice, and/or lack of proofreading may impact intent of report and, thus, affect final score.

Course Assignment 3: Presentation of Motivational Theory/Theorist (16 points)
Due February 24/March 3, 2011

Overview: Many school leaders ask, “What can I do to motivate my staff other than food?” Ideas and suggestions can be found in the many theories on motivation. Knowing different theories, from the intrinsic to extrinsic, helps leaders match the best form of motivation to those he/she is leading. While most of the research has been conducted in the world of business, educators can translate and apply those theories to the world of education. These presentations will provide information on some of the theorists and theories with connections to the world of education.

Tasks:

1. Each class member or group (no more than 3 class members) will prepare a 30-minute presentation for the class on a motivational theory or theorist (see below).
2. Each presentation will offer factual information through handouts and supporting visuals as well as a brief reflection activity.

3. Take advantage of creativity to elevate and strengthen the material as well as connections to course objectives and practical applications.
4. Address the question: How can this knowledge be applied to my future role as a school leader?

Rubric: Presentation of Motivational Theory/Theorist (16 points)

<i>Levels</i>	Falls Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Criteria</i>	1	2	3	4
Knowledge/ Information	The information was incorrect, incomplete, and/or not organized.	The information was correct, fairly complete, and somewhat organized.	The information was correct, complete, well organized	The information was correct, complete, well organized, and added to our knowledge base for future application.
Handouts Visuals	Handouts/ visuals were not included and/or did not support the presentation.	A few handouts/ visuals were included and weakly supported the presentation.	Handouts/ visuals were included and supported the presentation.	Handouts/ visuals were included, enhanced the presentation, and strengthened our knowledge base for future application.
Assessment/ Reflection	An assessment/ reflection was not included and/or did not support the presentation.	An assessment/ reflection was included that minimally supported the presentation.	An assessment/ reflection supported the presentation and provided an opportunity to demonstrate knowledge and/or comprehension.	An assessment/ reflection enhanced the presentation and provided an opportunity to demonstrate application, analysis, and/or synthesis.
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading

February 24

Maslow: theory of hierarchy of needs
 Herzberg: motivation-hygiene theory
 Harry Harlow: intrinsic motivation
 C. Alderfer (1972): hierarchy of needs
 Leonard, Beauvais, & Scholl (1995): 5 factors
 Behavioral Theory

March 3

Douglas McGregor: Theory X and Theory Y
 Edward Deci/Richard Ryan: self-determination theory
 Dweck: self-theories
 Martin Seligman: positive psychology
 Teresa Amabile: intrinsic motivation principle of creativity
 Csikszentmihalyi: flow theory

Course Assignment 4: Conflict Management Interviews (28 points)
Due March 17, 2011

Overview:

Conflicts are natural occurrences in schools and come in various forms: teacher vs. teacher, administrator vs. teacher, teacher/administrator vs. parent, principal vs. community member, etc. Experiences of current supervisors add reality to the study of conflict management, whether they be from the world of education or the world of business. This assignment provides a platform for interviewing two leaders to learn about their processes in managing conflicts with the adults they supervise.

Tasks:

1. Conduct two (2) interviews, each focusing on the process used by the interviewee to manage a real-life conflict involving adults under his/her supervision. Please use pseudonyms for the people and places in your reports.
2. One interview and report will be conducted with an administrator in education.
3. The second interview and report will be conducted with a manager or supervisor outside of education (such as business, government, nonprofit).
4. Using the outline provided from Girard and Koch (pp. 22-23) as a foundation, each report must include the following elements (additional information may be included if it adds to the reader's understanding of the case):
 - * Introduction: name, position, and location of person interviewed; your relationship to the interviewee
 - * Origins: people involved; setting; story of the conflict
 - * Sources: issue(s); 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 interviewee handled the conflict; follow-up information
 - * Definitions or policies which are related to the conflict 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 management. How can you use this information in your future as an aspiring leader?
5. The report of these interviews is a formal paper and, as such, will be written following current APA style.
6. Email a copy to the instructor **and** bring a copy to class. Be prepared to share your interviews with classmates and to describe similarities and differences between the interviews.

Rubric: Conflict Management Interviews (28 points)

<i>Levels</i>	Falls Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Criteria:</i>	1	2	3	4
Origins: setting; people involved; story	Origins were incomplete, or missing.	Minimal information was included regarding origins	Complete information was included regarding origins.	Origins were complete, and included future application.
Sources: issue; history; influences; considerations	The sources were incomplete or missing.	Minimal information was included regarding sources.	Complete information was included regarding sources.	Information was complete, and added to your knowledge base for future application.
Type of conflict: communication, condition, etc.	The type of conflict was inaccurate, incomplete, and/or missing.	Minimal information was included regarding the type of conflict.	Complete information was included regarding beliefs about the type of conflict.	Information was accurate, complete, and added to your knowledge base for future application.
Beliefs (win/lose; relationships; cultural considerations) and Stance (position; interests; needs)	The information on beliefs and stance were missing and/or incomplete.	Minimal information on beliefs and stance was included regarding beliefs and stance.	Complete information on beliefs and stance was included regarding beliefs and stance.	Complete information on beliefs and stance was included regarding beliefs and stance, and added to your knowledge base for future application.
Outcome(s): solution, follow-up	The outcome was missing and/or incomplete.	The outcome included the solution to the conflict.	The outcome included the solution to the conflict as well as any follow-up by the interviewee.	The outcome included the solution to the conflict & any follow-up by the interviewee, and added to your knowledge base for future application.
Analysis and reflection; alternatives; added to your knowledge of conflict management	The analysis and reflection was missing, incorrect, and/or incomplete.	Minimal analysis and reflection was provided; an alternative solution was included.	The analysis and reflection was correct, included an alternative solution, and provided some insight into your increased understanding.	The analysis and reflection offered evidence of well thought-out reactions and alternatives, with connections to course objectives and future applications for self.
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading

**Course Assignment 5: Research Presentation (28 points)
Due April 7/14, 2011**

Overview:

While this course provides a great deal of information in motivation, conflict management, emotional intelligences, etc., there are also areas of specific interest for aspiring leaders which will add to their own knowledge base and/or assist in dealing with specific situations in their own work places. This assignment enables class participants to select an area of interest and work in small groups to research and present their findings to the class.

Tasks:

1. Determine members of your small group.
2. Identify topic of interest related to adult motivation and conflict management.
3. Work with your group to research the selected topic.
4. Develop a presentation that will be 60 minutes in length, includes handouts and visuals, provides insights into connections with course learning, and addresses the question: how will this help me in my future as an aspiring leader?

Rubric: Research Presentation (28 points)

<i>Levels:</i>	Falls Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
<i>Criteria:</i>	1	2	3	4
Topic	Topic was not related or appropriate	Topic appropriate	Topic extended current course foci	Topic generated new connections to course foci, encouraging future research and future applications
Knowledge/ Information	The information was incorrect, incomplete, and/or did not use research.	The information was correct, complete, and referenced research.	The information was correct and complete, and applied research.	Information was correct and complete, made connections between research and real-life situations, and enriched our knowledge base for future applications.
Participation in presentation	Did not participate.	Participation was minimal.	Participated during a designated section.	Actively presented, made connections, and offered future applications for aspiring school leaders
Handouts	Handouts were not included and/or did not support the panel presentation.	Handouts were included and supported the presentation.	Handouts supported the presentation and made connections.	Handouts enhanced the presentation, made connections, and strengthened our knowledge base for future applications.
Activities	Activities were not included and/or did not support the panel presentation.	Activities were included and supported the presentation.	Activities supported the presentation and enabled connections.	Activities enhanced the presentation, made connections, and strengthened our knowledge base for future applications.
Visuals	Visuals were not included and/or did not support the presentation.	Visuals were included and supported the presentation.	Visuals supported the presentation and made connections.	Visuals enriched the presentation, enhanced connections, and strengthened our knowledge base for future applications.
Mechanics (oral and written)	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading