

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM
EDLE 636, SECTION A01, SUMMER 2011
ADULT MOTIVATION AND CONFLICT MANAGEMENT IN EDUCATION SETTINGS

Instructor: Roberto Pamas, Ed.D.
Phone: (703) 658-5900 (O)
Fax: (703) 658-5997
Website : <http://www.taskstream.com>
E-mail: Roberto.Pamas@fcps.edu
Mailing address : George Mason University
4400 University Drive, MSN 4C2
Fairfax, VA 22030-4444

Schedule Information

Location: GMU Main Campus
Fine Arts Building, Room B112

Meeting Times: M, W, F (7:00 pm – 10:00 pm)
May 23, 2011 – June 24, 2011

Course Description: EDLE 636 Adult Motivation and Conflict Management in Educational Settings

This course uses case studies learning approach and simulations to examine conflict mediation and resolution skills, and safety and security issues. It also 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

Class sessions will be flexible in approach in order to maximize their value for students. A variety of instructional methods will be used in this course to cover the course content and create a dynamic, interactive learning environment. These methods include large- and small-group instructions/discussions, cooperative learning activities, media, Internet assignments, mini-lectures, guest practitioners, group presentations, individual research, case studies, and simulations. It is expected that all members of the class will enthusiastically participate in class activities.

National Standards and Virginia Competencies

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).

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.

Classroom Climate:

Our classroom must be a place in which we can try out new ideas and take risks free from the fear of embarrassment. We must be able to look at each other's work critically so that we may all receive valuable feedback that will help us to do our jobs better in the future. Therefore, I expect a commitment from all of us to:

- be fully prepared for each class session;
- respect and care about one another as human beings;
- work toward a common purpose;
- persevere through common challenges; and
- affirm one another's successes and help one another overcome weaknesses.

Professional Development:

I see this course in a context larger than the boundaries of its content. Therefore, it is important to keep in mind goals for each student's administrative career. This course is part of a larger picture of administrator training that seeks to develop the student to be:

- a thoughtful, wise administrator;
- a careful, decisive decision maker;
- the kind of person who can understand detail and the big picture simultaneously;
- a supervisor, an assistant principal, a principal, and/or a superintendent capable of visionary school leadership; and
- a strong colleague who will be a valued member of any team.

Course Materials

Textbooks

Kosmoski, Georgia J and Dennis R. Pollack.

Managing Difficult, Frustrating, and Hostile Conversations, Second Edition. Corwin Press, 2005.

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

Recommended

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

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 Assessment, 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:

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.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

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/>].

EVALUATION AND GRADING

Since this is a graduate-level class, high quality work on all assignments and meaningful class participation is expected. Students should come to class motivated to expand their knowledge; be willing to complete work outside of class appropriate for graduate level study; come to class ready to enjoy the course and to learn from one another; complete class assignments on time and with a high level of scholarship; model excellent professional behaviors.

- Reflective Journal - 30%**
Written summaries and responses to required reading, including ethical considerations; each summary should include the most important points made by the authors and a brief explanation of how this material could relate to the job of principal. Class discussion will revolve around these summaries.
- Interview and Essay - 15%**
Students will interview a leader and write an **essay** [2 to 3 pages] which [a] shows evidence of reading and thought on the topic; [b] connects to research/thought/ examples in practice; and [c] which analyses the prevailing issue(s).
- Class Presentation 20%**
- Case Study Analysis (Final Exam) - 10%**
- Class participation and attendance - 25%**
Students are expected to actively participate in class discussions, in group activities, and in serving as critical colleagues 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.

PROPOSED COURSE SCHEDULE

DATE	TOPICS	ASSIGNMENT
May 23, 2011	<ul style="list-style-type: none"> • Introductions to the course and one another • What do you know about adult motivation and conflict management? • Review of Syllabus 	Chapter 1 - Whitaker
May 25, 2011	1. Defusing the Angry Screamer (Kosmoski)	Chapter 2 - Chapter 3 -
May 27, 2011	• Research	
June 1, 2011	2. Dealing with Embarrassment or Humiliation	Chapter 4 -
June 3, 2011	3. Handling Legitimate Complaints 4. Controlling Those Under the Influence	Chapter 5 JOURNAL DUE
June 6, 2011	5. Refusing to be Coerced	Chapter 6 – Chapter 7 –
June 8, 2011	6. Combating Charges of Discrimination 7. Discouraging the Dependent Personality	Chapter 8 – Chapter 9 -
June 10, 2011	8. Serving as Mediator When Friction Exists	Chapter 10 – Chapter 11 – JOURNAL DUE
June 13, 2011	9. Disabling the Backstabber	Chapter 12 – Chapter 13 -
June 15, 2011	10. Meeting the Challenge of Volatile Educational Issues	Chapter 14 – Chapter 15 -

June 17, 2011	11. Maintaining Confidentiality	Chapter 16 – Chapter 17 – JOURNAL DUE
June 20, 2011	Interview/Essay Writing Study for Final Exam	
June 22, 2011	12. What Works in All Cases FINAL EXAM	INTERVIEW DUE
June 24, 2011	Wrap-up	

