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

EDLE 636, Section 001, CRN76671, Fall 2012  
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

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Education Leadership Program  
Thompson Hall Suite 1300, Office 1306  
4400 University Dr., MSN 4C2  
Fairfax, VA 22030-4444  
Office hours: By appointment

Schedule Information  
Location: Thompson Hall L028  
Meeting times: Tuesdays, 8/28/2012-12/4/2012; 7:20-10:00 p.m.

Course Description: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach
Uses case studies 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
Through readings, lectures, workshops, role-playing, discussions, case studies, and practitioner presentations, students will consider what school leaders must do to create conditions that will cause teachers to be attracted to teaching, to stay in the school and in teaching, and to improve their practice and their impact on improving learning.

Content
All of the EDLE program goals are active, to a greater or lesser extent, in this course. In considering what school leaders must do to create conditions that motivate teachers; students will apply principles drawn from original research and reviews of research regarding leadership, motivation and conflict resolution. These principles, in turn, will be applied to teacher recruitment, retention and improvement, including methods of creating a culture of continuous improvement; collaboration and professional development; distributed leadership and teacher evaluation and compensation systems.

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 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 the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this end, 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 work to maintain a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow 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.

**Student Outcomes**
Successful students will emerge from the course able to:

1. Demonstrate knowledge and ability to create conditions that will attract teachers, retain teachers and motivate teachers to improve their practice and student learning
2. Identify motivation principles and apply them to the creation of such conditions
3. Exercise leadership skills that engender and support such conditions
4. Apply conflict management skills in developing and maintaining such conditions

**Professional Standards**
The course addresses Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards dealing with information management; use of data to inform decisions; principles of research and evaluation; use of information resources/data collection and analysis; and effective communication.

Specific ELCC standards addressed include:
1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
1.3: Candidates understand and can promote continual and sustainable school improvement.
2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
3.4: Candidates understand and can develop school capacity for distributed leadership.
5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Specific VADOE standards addressed in this course include:
a1. Principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment
a7. Identification, analysis, and resolution of problems using effective problem-solving techniques
b1. Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
b7. Effective communication skills including consensus building, negotiation, and mediation skills
c2. Principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community
c3. Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models
d4. Principles of effective two-way communication, including consensus building and negotiation skills
e3. Reflective understanding of theories of leadership and their application to decision-making in the school setting
f2. Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

Relationship of Course Goals to Program Goals
Student outcomes and activities for this course are related to the following GMU/EDLE program goals:
1. Understand the complexities of change in schools.
2. Develop and demonstrate the knowledge, skills, and dispositions necessary to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice and successful achievement of all school-aged youth.

Course Materials
There is no required text, but required readings are listed on the class schedule below and may be found under resources on TaskStream.

Recommended Resource:


Additional Resources will be listed in the weekly schedule and will be available on TaskStream.

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. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
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: 15 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.

Written assignments: 85 points
Three written assignments – a position paper on intrinsic and extrinsic motivation (20 points), a paper reporting the results of a leader’s experience with conflict management (20 points) and a paper on creating conditions for teacher motivation (45 points) will be completed during the semester. A description and directions for each assignment and a rubric for assessing each assignment are included at the end of this syllabus.

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.
Late work. I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than 48 hours after a 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 (other than the final 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>95-99</td>
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<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<td>F</td>
<td>0-74</td>
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George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students are expected to exhibit professional behaviors and dispositions at all times.
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – 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/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.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/].
- **Core Values Commitment**: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### Tentative Weekly Schedule—EDLE 636 (Smith) F12.001

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topics</th>
<th>Reading/Writing Assignment</th>
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<tbody>
<tr>
<td>4</td>
<td>9/18</td>
<td>Review of NGT on Herzberg Discussion of Flow&lt;br&gt;Clocking Exercise: Position Paper&lt;br&gt;Assignment #2 requirements</td>
<td>Bring to class draft of position paper on extrinsic and intrinsic motivation</td>
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<tr>
<td>---</td>
<td>9/21</td>
<td><strong>Position paper due</strong></td>
<td></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Reading #7 (One of the articles below)</td>
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<td></td>
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<td>Jones, N. &amp; Youngs, P. Attitudes and affect: Daily motions and their association with the commitment and burnout of beginning teachers. <em>Teachers College Record 114</em>, 1-36.</td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>No Class Meeting – Discussion Board</td>
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<tr>
<td>7</td>
<td>10/16</td>
<td>No Class: Attend EDLE Leadership Conference, Wednesday, Oct. 17</td>
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<tr>
<td>9</td>
<td>10/30</td>
<td>Practitioner presentation Clocking Procedure: Conflict Management Interview Paper</td>
<td>Bring to class draft of paper on interview on conflict management</td>
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<td>11/2</td>
<td>Paper on Conflict Management Interview due</td>
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<tr>
<td>10</td>
<td>11/6</td>
<td>Distributed Leadership</td>
<td>Reading #10</td>
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| Reading #11 | 11/13 | Application of Distributed Leadership and Teacher Commitment
| Reading #12 | 11/13 | Reading #12 (read one)
| Reading #13 | 11/20 | Reading #13 (read one)
| Reading #14 | 11/20 | Reading #14 (Read one report and recommendation of practice for the group investigation)
| Reading #15 | 11/27 | Bring draft of paper on creating conditions for teacher motivation to class
Reading #15 (Read one research study for discussion)


| 14 | 12/4 | Wrap-up Course Evaluation | Paper on creating conditions for teacher motivation due |
Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (20 points)

This paper will begin with an introduction that includes a thesis statement or your position on the question of the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning. The introduction is followed by the body of the paper which is your argument or justification for your position. The argument should be bolstered by research (with appropriate citations), by practice and by reason. The paper should conclude with a summary of the argument. This is a short paper (5 +/- pages).

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EDLE 636: Position Paper on Extrinsic and Intrinsic Motivation

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<td>approaches expectations (2)</td>
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<td></td>
<td>falls below expectations (1)</td>
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<tr>
<td>Introduction and Thesis (15%)</td>
<td>The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.</td>
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<tr>
<td>Argument (50%)</td>
<td>The paper includes a well developed and supported (by research, practice and reason) argument regarding the relative importance of extrinsic and intrinsic motivation in retaining teachers and in leading them to increase their impact on student learning.</td>
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<tr>
<td>Conclusion (15%)</td>
<td>The conclusion summarizes the salient points of the argument.</td>
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<tr>
<td>Evidence (10%)</td>
<td>The argument is supported by detailed examples from research and/or practice.</td>
</tr>
<tr>
<td>Organization (5%)</td>
<td>The paper is powerfully organized and fully developed.</td>
</tr>
<tr>
<td>Mechanics (5%)</td>
<td>Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.</td>
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Written Assignment #2: Interview on Conflict Management (20 points)

You will interview a current education administrator (identity withheld) about an actual workplace conflict that he or she manages. This paper should include:

a) a description of the interview procedure including at least ground rules, documentation, setting, questions and length.

b) a description of the conflict, including interviewee’s role, issues involved, how the conflict was addressed, and the result.

c) an analysis of the management of the conflict in relation to concepts of leadership and motivation,

d) a conclusion which includes reflections on the quality of the conflict management, what might have been done differently and why, and lessons learned from the interview by the interviewer.

This is a short paper (5 +/- pages).

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EDLE 636: Interview on Conflict Management

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<td>falls below expectations (1)</td>
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<tr>
<td>Interview procedure (10%)</td>
<td>Procedure is described, including at least ground rules, documentation, setting, questions and length.</td>
</tr>
<tr>
<td>Description of workplace conflict (20%)</td>
<td>Conflict is described clearly, including interviewee’s role, issues involved, how the conflict was addressed, and the result.</td>
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<tr>
<td>Analysis (40%)</td>
<td>Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation.</td>
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<tr>
<td>Conclusion (20%)</td>
<td>Conclusions are drawn regarding the quality of the conflict management, what might have been done differently and why, and lessons learned by the interviewer.</td>
</tr>
<tr>
<td>Mechanics (10%)</td>
<td>Error free; clearly &amp; professionally written.</td>
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Error free for the most part; clearly written for the most part. | Some spelling, grammar and mechanical errors. | Multiple spelling, grammar and mechanical errors.
Written assignment #3: Paper on Creating Conditions for Teacher Motivation (45 points)

This paper will address at least one condition in your school that affects teachers’ motivation to stay in the profession and in the school and to improve their impact on student learning. It may be a condition that is missing, that needs to be altered or that should be elaborated in some way. The paper should include:

   a. an introduction that describes the condition to be addressed and how it will be addressed
   b. a statement of rationale that includes a description of the school context that makes the proposed change in condition important and appropriate, including a clear statement of the problem that will be solved by the change in condition and how the proposed change in condition builds on, corrects or supplies a missing condition in the school
   c. an additional statement of rationale that indicates why the proposed change in condition is important to teacher motivation and student learning and on what bases, supported by research, practice and reason, you believe the proposed change will exert the desired impact
   d. a statement of expected results from the change, including process and substantive outcomes
   e. an action plan, including a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired
   f. an evaluation plan that captures the process and substantive results and specifies how the data will be gathered and analyzed, and
   g. a conclusion summarizing the proposed change, and why it is important and believed to be effective.

The paper should follow APA format and be of moderate length (10+-).
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EDLE 636: Creating Conditions for Teacher Motivation
(45 points)

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<tr>
<td></td>
<td>approaches expectations (2)</td>
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<tr>
<td></td>
<td>falls below expectations (1)</td>
</tr>
<tr>
<td><strong>Introduction</strong> (10%)</td>
<td>The paper begins with a succinct statement of purpose which describes briefly the school condition to be addressed that affects teacher motivation and how it will be addressed.</td>
</tr>
<tr>
<td><strong>Rationale: Context</strong> (10%)</td>
<td>The rationale includes a concise description of the school context and why it makes the proposed change in condition important and appropriate. It includes a clear statement of the problem to be solved by the change in condition and how the proposed change builds on, corrects or supplies a missing condition in the school.</td>
</tr>
<tr>
<td><strong>Rationale: Theory of action</strong> (25%)</td>
<td>The rationale includes a concise and well supported description of why the condition to be addressed is important to teacher motivation and student learning, and on what bases (research, practice and reasoning) the writer believes the proposed change will have the desired effect.</td>
</tr>
<tr>
<td><strong>Expected Results:</strong> (10%)</td>
<td>Expected results include specific process outcomes to monitor and evaluate the implementation of the change, as well as substantive outcomes to measure the attainment of the desired effect(s).</td>
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<tr>
<td><strong>Action Plan (20%)</strong></td>
<td>The action plan includes a description of each action to be taken, when it will be completed, who will be responsible for completing it, what resources will be required to complete it, and what evidence will be accepted that it has been accomplished as desired.</td>
</tr>
<tr>
<td><strong>Evaluation Plan (10%)</strong></td>
<td>The evaluation plan captures the process and substantive results and specifies how the data will be gathered and analyzed.</td>
</tr>
<tr>
<td><strong>Conclusion (5%)</strong></td>
<td>The paper ends with a summary of the proposed change, and why it is important and believed to be effective.</td>
</tr>
<tr>
<td><strong>Organization (5%)</strong></td>
<td>The paper is powerfully organized and fully developed.</td>
</tr>
<tr>
<td><strong>Mechanics (5%)</strong></td>
<td>Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format.</td>
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## Rubric
### EDLE 636: Class Participation
(15 Points)

<table>
<thead>
<tr>
<th>Dimensions</th>
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<tbody>
<tr>
<td></td>
<td>exceeds expectations (4)</td>
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<tr>
<td><strong>Attendance (30%)</strong></td>
<td>Exemplary attendance, no tardies</td>
</tr>
<tr>
<td><strong>Quality of Questions, Interaction (20%)</strong></td>
<td>Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.</td>
</tr>
<tr>
<td><strong>Effort (20%)</strong></td>
<td>Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others.</td>
</tr>
<tr>
<td><strong>Demonstration of preparation for class (30%)</strong></td>
<td>Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion and is prepared for each and every class.</td>
</tr>
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</table>