EDLE 636 Adult Motivation and Conflict Management in Education Settings:  
A Case Study Approach  
Spring 2014

INSTRUCTOR  Dr. John Banbury  
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(Office hours by appointment)

MEETING TIMES:  4:30-7:10

LOCATION:  Innovation Hall 131

TEXTBOOKS  
Required:  
Girard, Kathryn, and Susan J Koch, Conflict resolution in the Schools.  
Whitaker, Todd. What Great Principals Do Differently.  
Cullen, Dave. Columbine.  
Pink, Daniel. Drive.

Other readings as required

SUPPLEMENTAL READINGS ON MOTIVATIONAL THEORY

Set one:  
Csikszentmihalyi, Mihaly. Flow.  
Gardner, Csikszentmihalyi, and Damon. Good Work.  
Halberstam, David. The Amateurs.  
Pressfield, Steven. The War of Art.

Set two:  
Carse, James. Finite and Infinite Games.  
Deci, Edward. Why We Do What We Do.  
Parker, John. Once a Runner.  
Semler, Ricardo. Maverick.  
Colvin, Geoff. Talent is Overrated.

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.

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.

**George Mason University Policies and Resources for Students**

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]
- 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.
- 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/].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/].

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.
**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 [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/)

**Grading**

Grading Scale

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

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**

<table>
<thead>
<tr>
<th>Element</th>
<th>Below Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Information (50 percent)</td>
<td>The information was incorrect, very incomplete or not well organized.</td>
<td>The information was correct, fairly complete and well organized.</td>
<td>The information was complete, correct, well organized and presented in a creative and interesting manner.</td>
</tr>
<tr>
<td>Handouts/Visuals (10)</td>
<td>Handouts and visuals</td>
<td>Appropriate handouts</td>
<td>The handouts and</td>
</tr>
</tbody>
</table>
percent) were not provided and/or those that were provided were incorrect and/or poorly prepared. and visuals were provided. visuals were clear, creative and added significantly to understanding of the presentation.

Communication skills (20 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 in 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

<table>
<thead>
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<tbody>
<tr>
<td>Response Grid (15 percent)</td>
<td>Grid was not completed or was not clear.</td>
<td>Grid was completed and is clear.</td>
<td>Grid was completed in a colorful and easily read manner.</td>
</tr>
<tr>
<td>Self-assessment of areas of strength and weakness (25 percent)</td>
<td>Areas of strength and weakness are not clearly identified.</td>
<td>Most areas of strengths and weaknesses are identified and discussed.</td>
<td>All components are identified as areas of relative strengths and weaknesses and are briefly discussed.</td>
</tr>
<tr>
<td>Comparison with colleagues assessment (15 percent)</td>
<td>The comparison to colleague’s assessments is missing or incomplete.</td>
<td>The comparison deals with most areas.</td>
<td>The comparison with colleague’s assessments is complete.</td>
</tr>
<tr>
<td>Insight gained from this</td>
<td>The paper identifies</td>
<td>The paper shows some</td>
<td>The paper shows</td>
</tr>
</tbody>
</table>
Comparison. (25 percent)  | Little or no insight gained from this comparison. | Insight gained from this comparison. | 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**

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

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Historical information, including the setting, individuals involved and the incident itself are included (20 percent)</td>
<td>One or more aspect of historical background is either missing or not adequately described.</td>
<td>All historical information is included in enough detail to allow for a clear understanding of the incident.</td>
<td>Historical information is given in great detail, including visuals, transcripts of conversations or other forms of documentation.</td>
</tr>
<tr>
<td>Outside influences, considerations, policies and definitions impacting the outcome are included. (20 percent)</td>
<td>One or more major outside influences, considerations, policies and definitions impacting the outcome are either missing or not adequately described.</td>
<td>All outside influences, considerations, policies and definitions impacting the outcome are included in enough detail for a clear understanding of the incident.</td>
<td>The impact of the outside influences, considerations, policies and definitions on the outcome of the incident are clearly identified.</td>
</tr>
<tr>
<td>Outcome(s) and consequences of the outcome(s) of the incident are included. (20 percent)</td>
<td>The outcome of the incident is omitted or unclear and/or significant consequences of the outcome are omitted.</td>
<td>Outcome(s) and consequences of the outcome(s) of the incident are included and are detailed enough for a clear understanding of the incident.</td>
<td>Outcome(s) and consequences of the outcome(s) of the incident are included and show unusual insight</td>
</tr>
<tr>
<td>Reflections on the incident and outcome are included. (30 percent)</td>
<td>There is little, if any, meaningful reflection on the incident and outcome.</td>
<td>Meaningful reflections on the incident and its outcomes are included.</td>
<td>The reflections included are meaningful and show unusual insight.</td>
</tr>
</tbody>
</table>
**Additional Sources**


**Proposed Course Schedule**

1/21  Introduction to Course
      Read Whitaker 1-10

1/28  What Great Principals Do Differently
      Chapters 1 – 10
      Read Whitaker 11-20

2/4   What do Great Principals Do Differently
      Chapters 11 – 20
      Read Case Studies Set 1

2/11  Case Studies Set 1
      Personal Motivation Presentations

2/18  Motivational Theory
      Group Presentations Planning
Read Pink

2/25  Drive Discussion
      Read Columbine

3/4   Herzberg and Porter – Need Theory
      Kegan’s Ways of Knowledge
      Job Characteristic Model
      Expectancy Theory

3/11  Emotional Intelligent Theory
      Self-Determination Theories
      Goal Theories of Motivation
      Read Motivational Reading #2 and finish Columbine

3/18  Spring Break

3/25  Emotional Intelligence Leadership Papers Due
      Case Studies Set 2
      Motivation Theory Reading 1 Jig Saw

4/1   Personal Motivation Presentation

4/8   Spring Break

4/15  School Security
      Table Top Exercise
      Columbine

4/22  Conflict resolution Presentations

4/29  Course Wrap-up
      Individual Case Study Due