

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program**

**EDLE 636, Section 601, fall 2014
Adult Motivation and Conflict Management in Education Settings (3 credits)**

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Schedule Information

Meeting Times: Mondays (September 8, 2014 – December 8, 2014)
(4:30 pm – 7:30 pm)

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: West Springfield HS (Room 33)

Course Description

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

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.

Additional Course Description

The course provides authentic experiences that help students to achieve a deeper understanding of the tasks typically performed by school leaders. Students are expected to participate actively in hands-on, real world-based activities, applying what they read and learn in class.

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

At the conclusion of this course, successful students should be able to:

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.

National Standards and Virginia Competencies

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- 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.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.
- 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

- 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

This course addresses the following VDOE Competencies:

- 1.b. Knowledge, understanding and application of systems and organizations, including (7) Effective communication skills including consensus building, negotiation, and mediation skills.

- 1.c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including
- (3) 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;
 - (4) Principles and issues related to fiscal operations of school management; and
 - (7) Technologies that support management functions.

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

Textbook:

Kosmoski, Georgia J and Dennis R. Pollack.
Managing Difficult, Frustrating, and Hostile Conversations, Second Edition.
Corwin Press, 2005.

Additional Resources and/or articles will be provided.

Outside-of-Class Resources:

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component.

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

| | |
|------------------------------------|------------|
| Class participation and attendance | 20 percent |
| Written communication | 80 percent |

Class participation and Attendance: 20 points

Every student is expected to be an active and contributing member in every class session and/or outside of class. Every student is also expected to contribute to TaskStream discussions as they become available. If you are absent or miss part of a class session, you may lose participation points. **If you are absent for an oral activity, there will be no alternative way to engage in the activity and you will not receive credit for it.** Such an absence will cause you to lose participation points regardless of your overall attendance record.

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. Any absence will result in two (2) points reduction in participation. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent **must be submitted via TaskStream by the due date.**

Written assignments: 80 points

There are three main writing assignments for this course: 1) reflective journal (30 points), 2) a paper reporting the results of a leader's experience with conflict management (25 points), and 3) a paper on creating conditions for teacher motivation (25 points). All written work should be **of the highest quality**. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

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.

Grading Scale

| | | |
|----|---|---------------------|
| A+ | = | 100 percent |
| A | = | 95 – 99 percent |
| A- | = | 90 – 94 percent |
| B+ | = | 86 – 89 percent |
| B | = | 83 – 85 percent |
| B- | = | 80 – 82 percent |
| C | = | 75 – 79 percent |
| F | = | 74 percent or below |

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.

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://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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/>].

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.

Proposed weekly schedule:

| DATE | TOPICS | ASSIGNMENT |
|------------------------------------|--|--|
| 9-08-2014 | <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 | |
| 9-15-2014 | 1. Defusing the Angry Screamer (Kosmoski) | |
| 9-22-2014 | 2. Dealing with Embarrassment or Humiliation | <i>Chapters 5 & 6 (Todd Whitaker)</i> |
| 9-29-2014 | 3. Handling Legitimate Complaints | <i>Chapters 7 & 8</i> Reflection Journal Due (10 points) |
| 10-06-2014 | 4. Controlling Those Under the Influence | <i>Chapters 9 & 10</i> |
| 10-20-2014 | 5. Refusing to be Coerced | <i>Chapters 11 & 12</i> |
| 10-25-14 Saturday | EDLE Leader Launch Fall Conference | |
| 10-27-2014 | 6. Combating Charges of Discrimination 7. Discouraging the Dependent Personality | Reflection Journal Due (10 points) |
| 11-03-2014 | 8. Serving as Mediator When Friction Exists | |
| 11-10-2014 | 9. Disabling the Backstabber | <i>Chapters 13 & 14</i> |
| 11-17-2014 | 10. Meeting the Challenge of Volatile Educational Issues | <i>Chapters 15 & 16</i> Interview Due (25 points) |

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| 11-24-2014 | 11. Maintaining Confidentiality | <i>Chapters 17 & 18</i> |
| 12-01-2014 | 12. What Works in All Cases | Reflection Journal Due (10 points) <i>Chapters 19 & 20</i> |
| 12-08-2014 | Wrap-up | Paper on creating conditions for teacher motivation due (25 points) |

Written Assignment: Interview on Conflict Management (25 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

| Dimensions | Criteria Levels | | | |
|--|---|---|--|---|
| | exceeds expectations (4) | meets expectations (3) | approaches expectations (2) | falls below expectations (1) |
| Interview procedure (10%) | Procedure is described, including at least ground rules, documentation, setting, questions and length. | Procedure is described but at least one of the elements (ground rules, documentation, setting, questions or length) is unclear. | Procedure is described, but at least two of the elements (ground rules, documentation, setting, questions and length) are unclear. | Procedure is entirely unclear or missing. |
| Description of workplace conflict (20%) | Conflict is described clearly, including interviewee's role, issues involved, how the conflict was addressed, and the result. | Conflict is described with one of the elements (interviewee's role, issues, how addressed or result) unclear. | Conflict is described with two of the elements unclear. | Conflict is described with all of the elements unclear or the description is missing. |
| Analysis (40%) | Management of the conflict is analyzed clearly and insightfully in relation to concepts of leadership and motivation. | Management of the conflict is analyzed, but the relationship to leadership <i>or</i> motivation is unclear. | Management of the conflict is analyzed, but the relationship to leadership <i>and</i> motivation is unclear. | Analysis is missing or unrelated to the conflict as described. |
| Conclusion (20%) | Conclusions are drawn regarding the quality of the conflict | Conclusions are drawn, but one of the elements is unclear (quality, | Conclusions are drawn, but two of the elements are unclear. | Conclusions drawn are unclear, unrelated to the |

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| | management, what might have been done differently and why, and lessons learned by the interviewer. | different approach or lessons learned). | | management of the conflict or missing. |
| Mechanics (10%) | Error free; clearly & professionally written. | 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: Paper on Creating Conditions for Teacher Motivation (25 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.

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

RUBRIC
EDLE 636: Creating Conditions for Teacher Motivation
(25 points)

| Dimensions | Criteria Levels | | | |
|--|---|--|---|--|
| | exceeds expectations (4) | meets expectations (3) | approaches expectations (2) | falls below expectations (1) |
| Introduction (10%) | 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. | The proposal begins with a statement of purpose which relates generally to a condition that affects teacher motivation and how it will be addressed. A brief description of the proposed how the change will be addressed is provided. | The statement of purpose is vague or worded in such a way that the meaning is unclear. | The statement of purpose and/or description is missing or wholly inadequate. |
| Rationale: Context (10%) | 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. | The rationale omits the description of school context, the proposed change or how the proposed change builds on, corrects or supplies a missing condition in the school. | The rationale's statement of the proposed change omits two of the three required elements. | The rationale is wholly inadequate or missing. |
| Rationale: Theory of action (25%) | 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 | The rationale describes why the condition to be addressed is important to teacher motivation, but provides inadequate research support and/or reasoning regarding why the proposed change will have the desired effect; or provides adequate research support on the | The rationale inadequately presents both the importance of the proposed change and the research support regarding | The rationale is wholly inadequate or missing. |

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| | change will have the desired effect. | desired effect, but fails to address adequately the importance of the proposed change to teacher motivation and student learning. | expected results. | |
| Expected Results: (10%) | 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). | The expected results are included, but two or more of them are unclear in their intent and/or relation to the condition to be changed. | Either process or substantive results are missing. | Expected results are missing, unclear or unrelated to the condition to be changed. |
| Action Plan (20%) | 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. | The action plan includes the required descriptions, but some of the descriptions are unclear in their intent or in their relation to the proposed change. | The action plan omits one or more of the required descriptions . | The action plan is wholly inadequate or missing. |
| Evaluation Plan (10%) | The evaluation plan captures the process and substantive results and specifies how the data will be gathered and analyzed. | The evaluation plan captures most of the process and substantive results and specifies how the data will be gathered and analyzed. | The evaluation plan omits process or substantive results and/or how the data will be gathered and analyzed. | The evaluation plan is wholly inadequate or missing. |
| Conclusion (5%) | The paper ends with a summary of the proposed change, and why it is important | The paper ends with a summary of the proposed change but is unclear on importance | The conclusion is unclear or unrelated | The conclusion is unclear or |

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| | and believed to be effective. | and effectiveness, or is clear regarding importance and effectiveness but fails to summarize the proposed change clearly. | to the proposed change. | unrelated to the proposed change. |
| Organization (5%) | The paper is powerfully organized and fully developed. | The paper includes a logical progression of ideas aided by clear transitions. | The paper lacks effective transitions. | The paper lacks logical progression of ideas. |
| Mechanics (5%) | Nearly error-free, reflecting clear understanding and thorough proofreading. It follows APA format. | Occasional grammatical errors and questionable word choice. It follows, in the main, APA format. | Errors in grammar and punctuation, but spelling largely correct. It does not follow APA format. | Frequent errors in spelling, grammar, and punctuation. It does not follow APA format. |

