

**George Mason University  
College of Education and Human Development  
Education Leadership Program**

**EDLE 636, Section 602  
Adult Motivation and Conflict Management in Education Settings: A Case Study Approach  
Spring 2021, 3 credit hours  
Thursdays from 4:30 PM – 7:10 PM  
Jan 28 – April 22**

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### **Course Description**

This course 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.

### **Course Delivery Method**

This is a 100% online course using a mixture of synchronous and asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal and Zoom. **We will meet virtually via Zoom each Thursday from 4:30 PM – 7:10 PM.** You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Zoom invites will be sent via email and the course site will be available on Monday, January 25.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. I **strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is

best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

- Students will need access to a device with a webcam and microphone that will support use with Blackboard Collaborate, Zoom, and other video conferencing tools.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### Expectations

- **Course Week:** We will meet virtually via Zoom each Thursday from 4:30 PM – 7:10 PM. However, please check the exact dates on each session that is posted on the class schedule as some will be shorter and other longer. Because of holidays and schedule changes, there may be some alterations to this at some point.
- **Log-in Frequency:** Students must actively check the online collaborative tools (course Blackboard site) and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
  
- **Workload:** Expect to log in to this course at least two times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the Schedule section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with**

**your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

## **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

### Relationship of Course to Internship (EDLE 791)

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 the internship. Students may write about embedded experiences in their internship journals and Collective Records, but they can only count over and above the minimum 320 hours required for the internship.

### National Standards and Virginia Competencies

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

#### ***Specific VDOE standards addressed include:***

- a7 Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques.
- b1 Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models
- b3 Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies
- b4 Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change
- b7 Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.
- c2 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including 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 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including 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

c8 Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement

d4 Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills

e2 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich job-embedded professional learning that respects the contribution of all faculty and staff members building a diverse professional learning community

e3 Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting

e4 Knowledge, understanding and application of the purpose of education and the role professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions

f1 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory

f2 Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

## **Course Materials**

### *Required:*

Kowalski, Theodore J. *Case Studies on Educational Administration [6<sup>th</sup> edition]*. Boston: Pearson Education, Inc.

Whitaker, Todd (2013) *What Great Principals Do Differently: 18 Things That Matter Most [2<sup>nd</sup> Edition]*. New York: Routledge.

Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time*. Penguin.

### *Recommended:*

American Psychological Association (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> edition)*. Washington, D.C. American Psychological Association.

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

## **Course Requirements, Performance-Based Assessment, and Evaluation Criteria**

### 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 embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The ability to write in a clear, concise, and organized fashion

Additionally, a significant 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. The three mini-case studies that we will complete will be a component of the class participation grade.

#### **Written Assignments [2]: 55 points**

Two written assignments will be completed during the semester. A description and directions for each assignment and a rubric for grading each assignment are included at the end of this syllabus.

#### **Group Assignment 1: 20 points**

Groups will select and present a Case Study on a current, controversial issue, highlighting both *conflict management* and *adult motivation*.

#### **Group Assignment 2: 10 points**

Groups will present on a selected article related to a contemporary issue in education leadership.

**ALL ASSIGNMENTS must be submitted electronically, through Blackboard.**

**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 Blackboard by the due date.

**Grading Scale:**

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

**Professional Dispositions**

<https://cehd.gmu.edu/students/policies-procedures/>

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/>.

**GMU Policies and Resources for Students**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu> ).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

**Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

## **Other Reminders:**

**GMU Add/Drop Policy:** The last day to drop this class without any penalty is provided on the GMU academic calendar page <http://registrar.gmu.edu/calendar/>. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

**Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

**Plagiarism and the Internet:** Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

## **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993- 8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**Class Schedule:**

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

***Note:** Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.*

Session	Date	Lesson	Assignment Due Dates
1	1/28	Orientation	
2	2/4	Unit 1 Lesson 1: A Key Motivation Theory	
3	2/11	Unit 1 Lesson 2: Key Principals in Motivational Theory	<b><u>Mini-Case Study #1 – Due Feb. 11</u></b>
4	2/18	Unit 1 Lesson 3: Employee Motivation	
5	2/25	Unit 1 Lesson 4: Teacher Attrition and Retention	<b><u>Written Assignment #1 – Due Feb. 28</u></b>
6	3/4	Examining Equity	<b><u>Mini-Case Study #2 – Due Mar. 4</u></b>
7	3/11	Living Case Studies	<b><u>Group Assignment # 1 – Due. March 11</u></b>
8	3/18	Unit 2 Lesson 1: The Four Dimensions Model of Conflict Management	
9	3/25	Unit 2 Lesson 2: Kilmann Model of Conflict Management	<b><u>Mini-Case Study #3 – Due Mar. 25</u></b>
10	4/1	Spring Break	
11	4/8	Unit 3 Lesson 1: Distributive Leadership	
12	4/15	Unit 3 Lesson 2: Addressing Volatile Issues	<b><u>Written Assignment #2 - Due April 18</u></b>
13	4/22	Contemporary Issues In Education Leadership	<b><u>Group Assignment #2 – Due April 22</u></b>



## Written Assignment #1: Position Paper on Extrinsic and Intrinsic Motivation (30 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.

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction and Thesis (15%)</b>	The paper starts with an introduction that states succinctly the thesis or position of the paper and how it will be supported.	The paper starts with an introduction that states the thesis of the paper, but is unclear in indicating how the position will be supported	The thesis is unclear.	The paper lacks an introduction entirely, or the introduction is unrelated to the intended purpose of the paper.
<b>Argument (50%)</b>	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.	The paper includes a logical argument that lacks sufficient support.	The paper includes an argument that is poorly developed and supported.	The argument is unclear or missing.
<b>Conclusion (15%)</b>	The conclusion summarizes the salient points of the argument.	The conclusion summarizes the argument, but introduces additional information or	The conclusion is included but is unclear or unrelated to the argument.	The conclusion is missing.

		omits salient points.		
<b>Evidence (10%)</b>	The argument is supported by detailed examples from research and/or practice.	The argument is supported by general statements of practice and or beliefs.	The evidence fails to bolster the argument.	The evidence is unclear or missing.
<b>Organization (5%)</b>	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 a logical progression of ideas.
<b>Mechanics (5%)</b>	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.

## Written Assignment #2: 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 description of the interview procedure including at least ground rules, documentation, setting, questions and length.
- a description of the conflict, including interviewee's role, issues involved, how the conflict was addressed, and the result.
- an analysis of the management of the conflict in relation to concepts of leadership and motivation,
- 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.

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Interview procedure (10%)</b>	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.
<b>Description of workplace conflict (20%)</b>	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.
<b>Analysis (40%)</b>	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.

<b>Conclusion (20%)</b>	Conclusions are drawn regarding the quality of the conflict management, what might have been done differently and why, and lessons learned by the interviewer.	Conclusions are drawn, but one of the elements is unclear (quality, different approach or lessons learned).	Conclusions are drawn, but two of the elements are unclear.	Conclusions drawn are unclear, unrelated to the management of the conflict or missing.
<b>Mechanics (10%)</b>	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.

### Assignment #3: Group Case Study Presentation (20 points)

In instructor-selected groups, choose a current controversial issue that resonates with all group members. Either [i] research and find a Case Study, or [ii] create a Case Study [using class Case Study format] that attempts to touch on the following:

- [a] Leadership Styles
- [b] Adult Motivational Theories
- [c] Conflict Management & Resolution.

Groups will present their Case Study, ensuring that it is both interactive and engages peers in discussion of possible solutions. Ample reference should be made to class text, class readings and discussions, and outside research for same.

Dimensions	Criteria Levels			
	exceeds expectations (4)	meets expectations (3)	approaches expectations (2)	falls below expectations (1)
<b>Introduction (25%)</b>	The Case Study topic is presented with clarity, and clearly connects to [i] conflict management/resolution; and [ii] adult motivation. Includes interactive activities & discussion with peers.	The Case Study is clearly presented; good discussion is fostered on same touching on both conflict resolution and adult motivation.	The Case Study is presented only in didactic terms. No peer interaction.	The Case Study Presentation is vaguely hinted at; no interaction with peers.
<b>Conflict Management &amp; Resolution follows Case Study method (35%)</b>	Multiple strategies are explored leading to problem resolution	Some [either, or] strategies are explored leading to problem resolution	One problem solving strategy is presented and discussed	No problem solving strategies are elicited
<b>Leadership, Motivation examined (30%)</b>	Multiple leadership styles and adult motivation theories are thoroughly explored and discussed	Two [minimally] leadership styles and motivation theories are discussed	One leadership style and/or one motivation theory is discussed	No leadership styles or motivation theories discussed
<b>Presentation (10%)</b>	Clearly and concisely presented; occasions excellent discussion.	Mostly clear and concise on presentation; somewhat interactive.	Clearly <b>or</b> concisely presented, but not both.	Unclear presentation; no time allowed for interaction or discussion.

### Class Participation

	Criteria Levels
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<b>Dimensions</b>	<b>exceeds expectations (4)</b>	<b>meets expectations (3)</b>	<b>approaches expectations (2)</b>	<b>falls below expectations (1)</b>
<b>Attendance (40%)</b>	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
<b>Quality of Questions, Interaction (20%)</b>	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
<b>Effort (20%)</b>	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
<b>Engagement (20%)</b>	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.