# GEORGE MASON UNIVERSITY
## GRADUATE SCHOOL OF EDUCATION
### Education Leadership Program

## EDLE 636, Section 601

## Adult Motivation and Conflict Management in Education Settings: A Case Study Approach
## Fall 2023, 3 credit hours

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| **Office Hours:** | Online, Thursday 3:30 to 4:30 pm and by appointment via zoom or Blackboard Collaborate. I am also available by email or phone. |
| **Course Term:** | September 6, 2023-December 2, 2023 |
| | On Selected Wednesdays, 5-8 Westfield HS Library H 110 |

## Adult Motivation and Conflict Management in Education Settings: A Case Study Approach

This course uses case studies and simulations to examine conflict mediation, resolution skills, and safety and security issues. It focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.

## Course Delivery Method Course Delivery

This course will be delivered in a hybrid format with some in person sessions and online using synchronous and asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard course site using their Mason email name (everything before@.gmu.edu) and email password. The course site will be available on September 4, 2023. Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles.

## Course Materials

Required:
   a) Kowalski, Theodore J. *Case Studies on Educational Administration [6th Edition]*. Boston: Pearson Education, Inc.

b)  Whitaker, Todd (2020) *What Great Principals Do Differently: 20 Things That Matter Most.* [3rd Edition]. Routledge.

c)  Kosmoski, G & Pollack, D. (2005). *Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Savvy Administrators.* [2ⁿᵈ Edition]. Thousand Oaks: Corwin Press.

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

### *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
  - To get a list of supported operating systems on different devices, see: 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.
- 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 are available for free download:
  - 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/

### *Online Expectations*

- **Course Week:** During asynchronous weeks, we will mostly start on Monday and finish on Friday. However, please check the exact dates of each session mentioned in the syllabus and posted on the Blackboard under Weekly Modules, as some will be shorter and others longer. Because of holidays and schedule changes, there may be some alterations to this.
- **Login Frequency**: Students must actively check the course Blackboard site and their Mason email for communications from the instructor; at a minimum, this should be two times per week.
- **Participation**: Students are expected to attend all in person classes and engage in all course activities throughout the semester actively, including viewing 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 using all course technology. Students are expected to seek assistance if they are struggling with the technical components of the course.
- **Technical Issues**: Students should expect that they could experience 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 attend in person classes on weeks when we are fully online, 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. The student's responsibility is to keep track of the weekly course schedule of topics, readings, activities, and assignments due. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere.
- **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 and the instructor.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**Other Technology Reminders**

**Blackboard (Bb) Collaborate**: You will communicate with your colleagues and instructor using Bb Collaborate and the instructor's virtual office hours. There are ample opportunities for interaction when in person during class as well.

**Email:** All candidates are required to activate and monitor their Mason email accounts. I strongly recommend that you do not forward your Mason email to a different account because attachments are often lost that way. It is best to check email directly from your Mason account daily. In compliance with federal law, I will only communicate with candidates via their Mason email accounts per university policy. I 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 Mason email accounts. I will respond to emails within 24 hours, excluding weekends.

**Teaching and <u>Learning</u>**

Each session will include a variety of activities and exercises. Out-of-class work will rely, in part, on the use of Blackboard. Specific process goals for the class appear below.

1. Classes will reflect a balance of activities that encourage high-quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. maintain (flexibly) a written agenda reflecting objectives for each class;
   b. agree to disagree respectfully during online discussions.
   c. strive to be open to new ideas and perspectives; and
   d. listen actively to one another.
   e. The ultimate goal is to function a*s a community of learners.*

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 online 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 test each other's ideas.

3. We will endeavor to create a climate that approximates what we know about learning organizations. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to: 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.
   a. come fully prepared for each session;
   b. demonstrate appropriate respect for one another;
   c. voice concerns and opinions about the class process openly;
   d. engage in genuine inquiry;
   e. recognize and celebrate each other's ideas and accomplishments; and
   f. display an awareness of each other's needs.

## *Course Objectives:*

Students will:
1. Investigate, evaluate and apply results of research regarding motivation to adults in school settings;
2. Explore and apply the results of research regarding factors related to teacher recruitment, retention, and improvement, including methods of creating a culture of continuous improvement through professional support, collaboration, and professional development.
3. Conduct a case study of a plan for differentiated compensation by applying the results of research regarding motivation and a variety of compensation plans.
4. Review and apply models of leadership as they relate to creating conditions that recruit, retain, and lead to improvement of teaching; and
5. Investigate, evaluate, and apply to school settings research regarding conflict management models.

## *Learner Outcomes or Objectives*

This course is designed to enable students to do the following:
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 (VADOE) Competencies, Specific VADOE 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 the 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 a 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 of 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, organizational theory, motivational theory, political and social systems theory to practical situations

## Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

**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 [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.

**Simulation Case: 10 points**
Students will engage in an online case simulation and make decisions based on the course learning.

**Radcliffe HS Case Study Analysis: 10 points**
You will identify 3 conflicts that are presented in this case. Based on the readings from the course, you will discuss factors that contributed to the conflict and how you would address it as the Principal.

Group Assignment: 10 points
Groups will present on a selected article related to Collaborative Inquiry: Professional Development and Teacher Motivation

 **BOTH 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:

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| 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**

See https://cehd.gmu.edu/students/polices-procedures/

*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/.

*Mason Policies and Resources for Students*

Policies:

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/  ).

- Students must follow the university policy for Responsible Use of Computing (see https://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 university, college, school, and program communication will be sent to students **solely** through their Mason email accounts.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound-emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding the use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

I am designated as a "Non-Confidential Employee" as a faculty member. I must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/**