

GEORGE MASON UNIVERSITY
Graduate School of Education
Education Leadership Program

Spring Term
January 23, 2006 – May 8, 2006

**EDLE 636 – Adult Motivation and Conflict Management in Education Settings:
A Case Study Approach**

Instructor: Fred S. Evans
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Schedule Information

Class Location: Krug Hall, Room 205
Meeting Time: Monday, 4:30 pm – 7:10 pm

Course Textbooks and Materials

Girard, Kathryn and Koch, Susan J., Conflict Resolution in the Schools: A Manual for Educators, Jossey-Bass, 1996.

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

Kowalski, Theodore J., Case Studies in Educational Administration, 4th edition, Allyn and Bacon, 2005.

Course Description

This course focuses on the study of contemporary learning and motivational theories that affect schools and school systems. A case study learning approach and simulations will be utilized to examine conflict mediation and resolution skills and safety and security issues. Character and ethics education, coaching and mentoring and adult motivation strategies will be reviewed to assess their effect on positive behaviors in the workplace.

Student Outcomes

During the course, the student will:

1. demonstrate an understanding of current theories of learning and motivation with a focus on adults in education settings.
2. establish an individual theoretical perspective based on comparing and contrasting current theories.
3. examine motivational theories in real world settings.
4. identify activities that promote ethics and character education and analyze the effect of these activities in school settings.
5. identify issues and strategies relating to coaching and mentoring as an important aspect of leadership development.
6. identify and demonstrate an awareness of a variety of strategies to improve adult behavior in educational settings.
7. identify issues that create conflict in school settings.
8. study and practice, through case studies and simulations, a variety of strategies, including effective consensus-building and negotiation skills, to reduce conflict among students, staff and parents.
9. study and develop strategies to improve school safety and security and to build an inclusive and respectful school environment where teachers can teach and students can learn.

Relationship of Student Outcomes to Program Goals

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 will apply concepts taught throughout the course to resolve “real-life” problems in the workplace and have opportunities to demonstrate the knowledge, skills and critical thinking to become an effective administrator.

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, the four following areas of educational leadership: strategic leadership, instructional leadership, organizational leadership and political and community leadership. The specific standards are as follows:

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 will be utilized to cover the course content and create a dynamic, interactive learning environment. The methods will include large and small group instruction, cooperative learning activities, lectures, guest practitioners, group presentations, individual research, case studies, and simulations. Students are encouraged to recommend instructional methods or materials to enhance the delivery of the course content.

Course Requirements and Procedures

Absence From Class

Students are expected to attend every class for its entirety. Students who need to be absent from class are expected to notify the instructor in advance by telephone or e-mail. Students who miss more than one class will lose participation points.

Late Work

Students are expected to submit their work on time. Late work may be accepted in extenuating circumstances, but it will be subject to a minimum of a one grade penalty.

Evaluation and Grading

Attendance and Participation (30%)

Students are expected to participate in class discussions and to interact with the instructor and other students. It is expected that students will arrive on time and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving on time to class or attending a class. Maximum credit for class participation will be earned by students who are present for each class and who are actively engaged in class activities and interaction. Selected position papers and shorter assignments will be assigned.

Interview Project (20%)

The student will interview a current education administrator (identity withheld) about an actual workplace conflict that he/she had to resolve. This paper (four to five pages) should include: a) a concise description of the conflict, b) what steps the administrator took to resolve the conflict, c) upon reflection, what was successful and what should have been done differently to resolve the problem and d) an analysis of what you have learned about conflict resolution from this activity (a reflective analysis). A scoring rubric is attached

Shaping School Culture (30%)

This paper (five to six pages) will describe and analyze the culture of the school/office in which the student works. The paper should rely heavily on the textbook information and the application of the cultural markers described. The analysis should include the principal's role in the development and maintenance of the school culture. Interviews

with building administrators, and other staff, should be a part of the data collection required for the paper. A scoring rubric is attached.

Case Study Presentation (20%)

Two person teams will choose a chapter of interest from the text, Case Studies in Educational Administration. Each team will be responsible for the presentation of the issues described in the chapter, as well as promoting discussion of the key conflicts within the chapter. The team will be responsible for leading the class to develop strategies to address the described conflict(s). Additionally, the team will have to describe appropriate leadership strategies, styles and skills that may be necessary for the successful resolution of the problem. A scoring rubric is attached.

Grading Scale

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

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth a code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.

Note: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).

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COURSE SCHEDULE

<u>Session</u>	<u>Date</u>	<u>Content</u>
1	1/23	Introductions, course overview & review of syllabus. Topics: Conflict in Public Education Using Case Studies – Current Issues Assignment: Module One (pp. 1-25), Girard & Koch
2	1/30	Topics: The Nature of Conflict Assignment: Kosmoski & Pollack, Chapter 1
3	2/6	Topic: How Do School Leaders Manage Conflict? Assignment: Module Two, (pp. 27-54), Girard & Koch
4	2/13	Topic: Developing a Positive School Climate – A Panel of Principals Assignment: Kosmoski & Pollack, Chapter 2
5	2/20	Topic: Personal Motivation – Group Exercise and Analysis Assignment: Module Two (pp. 55-76), Girard & Koch **Interview Project Due - Compare and Contrast Conflict Situations
6	2/27	Topic: Conflict Resolution – Effective Strategies in Schools Assignment: Kosmoski & Pollack, Chapter 3 Girard & Koch, pp. 83-92
7	3/6	Topics: Mediation & Consensus Building Assignment: Bring local school security plan to class Kosmoski & Pollack, Chapter 4
8	3/20	Topic: School Security: Prevention & Intervention Strategies What have we learned since Columbine? Presenter: Local School System Safety and Security Supervisor Assignment: Girard and Koch, pp. 89-107

- 9 3/27 Topic: Effective Communication Strategies/Alternative Dispute Resolution
Assignment: TBD
- 10 4/3 Topic: Resolving Student Conflicts Effectively
Assignment: Kosmoski & Pollack, Chapter 5
- 11 4/10 Topics: Issues in Motivation, Ethics & Character Education
Prepare for Group Work on Personal Motivation
**Shaping School Culture Assignment Due
Assignment: TBD
- 12 4/17 Topic: Establishing Effective Community Relations to Reduce Parent Conflict in Schools
/The Role of the School Board
Assignment: Kosmoski & Pollack, Chapter 6
**Case Study Presentations
- 13 4/24 Topic: Coaching and Mentoring- Career Development in Education –
A Panel of Assistant Principals
Assignment: Kosmoski & Pollack, Chapter 7
- 14 5/1 Topics: Leadership Style and Resolving Conflicts
Assignment: Kosmoski & Pollack, Chapter 8
**Case Study Presentations
- 15 5/8 Topic: Case Study Presentations
Summary and Evaluation of Course