

UNCP548; MGMT5548: Capstone: Leadership and Mindfulness

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Spring 2018
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Schedule: Mondays: 1:00-3:30
Office Hours: Monday, 10:00-12:00, 3:30-4:15, and by appointment.

Course Description

No matter what your major is or where you are going in the future, you will likely participate in groups and organizations that will consistently ask or expect you to lead. The best leader is authentic, has integrity, is self- and other-aware, and acts with this awareness firmly in mind. Good leaders, that is, act mindfully with respect for the people and world around them. This course explores your development as a mindful leader today—and tomorrow—focusing inward and outward, reflecting on where you have come from and where you are going, what type of world you want to live in, what your relationships with others are like, and how you can be an effective leader. We will engage this topic through active class involvement with mindfulness practices (meditation, guided meditations, and related practices), numerous written assignments (some graded, and some for class discussion), lots of “good conversation” in which you raise issues important to you, and many in-class (and some out-of-class) activities and exercises, and exploration of the leadership of people known to you and whom you admire in the world.

Required Texts:

- Kathryn Goldman Schuyler: *Creative Social Change: Leadership for a Healthy World* (Emerald, 2016, paperback)
- Andrew J. Hoffman: *Finding Purpose: Environmental Stewardship as a Personal Calling* (Greenleaf/Routledge, 2017)
- Daniel Goleman, Richard Boyatzis, and Annie McKee: *Primal Leadership: Unleashing the Power of Emotional Intelligence* (Harvard Business Review Press, 2013)
- Other readings as assigned, posted into Canvas for your personal use.

Course Objectives:

This course integrates leadership, mindfulness, social and organizational change, and your own personal growth and sense of responsibility. Objectives:

1. Explore your own values and the ways in which you might contribute to building a better world in the future.

2. Develop understanding of what the context of today's leadership is and how mindfulness practices, emotional intelligence, and systems understanding can enhance your ability to lead in difficult times.
3. Reflect on your personal goals, relationships, commitments, and dreams as you move into the next phase of your life and begin your contribution to the world.

Instructional Philosophy:

This course is 'flipped,' which means that you are expected to come to class fully prepared by having done all the assigned readings, activities, and exercises ahead of class. Readings are used to bolster understanding of leadership activities and discussions in class, 'good conversations' and activities that raise the ethical, leadership, and mindfulness implications of different aspects of leadership and in exploring the context in which your leadership will evolve in the future. Your full participation and engagement are needed to make this approach successful as my role is one of *facilitating* your learning, not telling you what you need to learn or think.

Grading criteria for participation are:

- 'A' participation means clear, thought-provoking questions, insights, and comments that reflect excellent understanding of readings, exercises, and personal insight, raise difficult questions, good arguments, and conversations, and engage respectfully in them, supporting your ideas with relevant evidence and analysis, and adding your original insights, themes, and connections.
- 'B' participation is similar to 'A', but does not have the same consistency, frequency, or level of insight. Though contributions are good, solid, and reasonable, they do not necessarily provide new insights or raise the level of conversation/activity in ways that help engage, inspire, and inform the rest of the class.
- 'C' participation means that you talk in class but avoid critical thinking, new ideas, or a clear sense that you are bringing your original insights to the readings (or, perhaps, that you have even done all of the readings, so offerings may be superficial or merely repetitive of what was said in readings). 'C' participants offer unoriginal insights that repeat others' arguments without adding much new or interesting, or simply state 'opinions' without much evidence or support.
- 'D'/'F' participation reflects a lack of critical thinking, haphazard (or non-) reading of assigned materials, or simply lack of coherence, argument, or evidence in stated ideas. 'F' participation may be somewhat incoherent, lacking all argument and evidence, or lack of respect for your classmates or the instructor (or simply not engaging with the material in class much at all). Looking at digital devices in class is evidence such lack of engagement and puts you at risk for your participation grade.

Assignments:

All written assignments should be typed, single-spaced, double-spaced between paragraphs in 12 point Times New Roman typeface, and submitted to Canvas before the deadline. Late papers will be penalized by one grade per day late. *All* assignments must be completed to avoid failing the course. All assignments should be submitted to the appropriate place on Canvas. Do not turn in paper copies.

Weekly Blog: All students are expected to post a weekly blog (around 250-300 words, as needed, relevant when there is no other written assignment due) to Canvas in the designated area on assigned topics (note, if there is no specific assignment, blog about leadership or your own leadership experience). Blogs will be graded check minus (inadequate), check (good), and check plus (great) and overall grades will be summarized into a point/letter grade (for a total of 20% of the course grade). Expect ‘good’ or check for well-organized and developed, self-reflective, leadership essays that relate to relevant readings. Great blogs will be creative, truly insightful, and advance some interesting ideas about leadership, using assigned readings and other relevant citations creatively to support points and insights. *See daily schedule for specific blog assignments.*

Team Mindfulness Exercise: Students will participate in teams of three (or two) to find, develop, and implement at the start of their assigned class a mindfulness exercise for the whole class. The exercise should be no longer than 10 minutes, with 10 minutes for reflection and debrief. All exercises *need to be approved in advance* by the instructor and efforts should be made to relate to the week’s content (I can help with that). All student teams should plan to meet with the instructor at least one week before the due date to ensure that the exercise is appropriate and likely to work. *Related writing assignment:* Once your team has implemented its exercise, individually reflect in a blog-length essay about its effectiveness, your own leadership role in developing and implementing the exercise, what could have worked better and why (1-2 pages). Post to Canvas in the designated area within three days of implementing your exercise in class (please note that although Canvas give a long time period for submissions, your submission is actually due right after you implement your exercise in class...the time period is a result of the relative inflexibility of Canvas for such distributed assignments).

Autobiographical and Reflection Assignments:

1. **Week 3: Write your autobiography/history to date.** Include a life event chart that graphically illustrates high and low points, including relational highs and lows. Highly key incidents and people that shaped you, your years at BC, why you choose your major, and your hopes and dreams, as well as your leadership skills (or lack thereof). Use first person (“I”) to tell your story, unless your narrative requires another voice for some reason. Have you felt that your life to date has had a purpose? Explain why or why not, and the implications. Tell a story that includes influences that shaped you, your past leadership experiences, highs and lows and reasons for them, and the most important relationships in your life. Be prepared to discuss with the class or in groups. As long as it needs to be (at least 3 pages).
2. **Week 6: Write a personal vision statement** (your ideal future) at least from 25 years in the future. How did you get there? What values guided you? What was important—and what was not? What obstacles got in the way? What (long-term or other special) relationships mattered most to you and why? Describe your passions, interests, career highs and lows, home and family, hobbies and other interests. What purpose(s) do you have in life and how has that manifested over time? Tell us a story, write a letter or your obituary, write a play...do something creative. As long as it needs to be (at least 3 pages).

Vision Quest: Youth in Native American and some other Indigenous communities often go on a vision quest to find their purpose in life. This assignment takes you back to the direct experience of nature to see if you can find what your vision in life is in an abbreviated vision quest and picks up on the previous experiences in nature during this course that you've already blogged about. Pick a day and place that you are comfortable being alone for *between two and three hours* (minimum) *out in nature somewhere*. Do *not* bring your phone or other digital devices (except for safety, turned off). It is important to do this exercise alone. Do not take food or anything else except what you need to keep warm and be safe. Mostly bring your intention to find how you will serve in this life, what your purpose is, or what your vision in bringing about a better world is. You are seeking wisdom from nature's living and nonliving beings. Be in nature with these beings and see what you can learn from them. Ask the ones that draw your attention or to which you are drawn what they have to teach you, and be sure to thank them when they have imparted their wisdom. More instructions will be provided in class. Reflect on the experience in a paper that describes your Vision Quest, which should be at least 3-5 pages long. Due Monday, March 26.

Aim to Flourish Team Projects: The team projects for this class will use the appreciative inquiry method to find businesses whose leaders have oriented them towards Aiming to Flourish. All teams are required to follow Aim to Flourish guidelines in seeking out, interviewing, and determining the leadership style and characteristics of an enterprise that is, as part of its business model, attempting to deal with one of the UN's 17 Sustainable Development Goals (SDGs). Please go to: the Aim to Flourish website for more information about requirements, as well as the specific guidelines for how to actually undertake the project. To complete this assignment, your team must follow the directions explicitly, plus investigate the company's leadership and mindfulness practices, and submit the project to Aim to Flourish (and, with reflections on leadership included, to me via Canvas) by no later than noon on April 30, 2018. See Assignments in Canvas for more details on how to accomplish this project.

Multiple resources are available that will guide you through this project (see below and "Aim to Flourish Assignment Support" and "Aim2Flourish Story Checklist" in Readings Module for thorough project guidance.

Final: TED Talk "My Leadership Moment." Each student will deliver a five minute TED style talk during the final exam period (partially peer evaluated, and we may need to set a different day than the scheduled day). The topic involves you describing a time when you actually took (or tried to take) a leadership role and what happened, and how that experience shapes your view of leadership. For instructions on how to construct a TED-style talk, please see: <http://speakupforsuccess.com/how-are-ted-talks-and-business-presentations-different/>. Other helpful websites include: <http://www.duarte.com/blog/10-ways-to-prepare-for-a-ted-format-talk/>, and <https://www.ethos3.com/2015/03/the-ted-staff-answers-what-makes-a-great-ted-talk/>. Review all of these as you plan your talk, remembering that the idea is to engage, surprise, and, yes, entertain, your audience (me and the rest of the class). NOTE: Your powerpoints for the TED talk (final) need to be submitted to me by noon of the day before the final so that I can consolidate them into a single powerpoint deck and we will be able to work through and evaluate them all in a timely way.)

The Leadership Experience: Note that team members will be asked to evaluate the leadership in the enterprise studied for Aim to Flourish and, importantly, their own leadership within the context of the team, as well as the leadership evidenced (or not) by other members of the team. Required. Non graded. Submit before final TED Talk.

Approximate Grade Weightings

<u>Criterion</u>	<u>%</u>	<u>Points</u>
Participation	15%	150
Blogs (8 required)	20%	200
Team mindfulness exercise	5%	50
Autobiography to date	10%	100
Personal vision statement	10%	100
Vision quest	10%	100
Aim to Flourish team projects	20%	200
Final (TED Talk, during exam period)	<u>10%</u>	<u>100</u>
Total	100%	1000

Readings, Assignments, and Exercises Schedule

#1: Monday, January 22

No advance readings

#2: Monday, January 29: Leaders and Mindfulness

Readings and Videos

- Hoffman: Life's Work as Personal Vocation , Chs. 1-6
- Goleman et al.: Ch. 1 (Primal Leadership)
- Goldman Schuyler: Ch. 1 (The Ground for Thought Leaders)
- Rockström: Bounding the Planetary Future: Why We Need a Great Transition (Canvas under Readings Module)

To do:

- Take the leadership assessment CARL ([Competency Assessment of Responsible Leadership](#)). Print out results and bring to class for discussion.
- Blog #1: discuss the results of your CARL assessment. What surprised you? What do you still need to learn? Implications?
- Team Progress report: Aim to Flourish teams: What have you done to date?

#3: Monday, February 5: Who Are You to Lead?

Readings and Videos:

- Hoffman: Green Business as a Calling, Chs. 7-11
- Goleman et al.: Ch. 2 (Resonant Leadership)
- Goldman Schuyler: Ch. 2 (Visions of a Healthy World)
- Raworth: Pick your paradigm (<https://www.kateraworth.com/2017/07/14/for-21st-century-progress-pick-your-paradigm/>), Please also watch [Doughnut Economics](#), ‘[Why It’s Time for Doughnut Economics](#)’ and ‘[Kate Raworth on Growth](#)’ and listen to Episode 2: Kate Raworth on Doughnut Economics, https://thenextsystem.org/learn/stories/episode-2-kate-raworth-doughnut-economics?mc_cid=ec024a8f47&mc_eid=5120cbd4dc
- Raworth: Watch all seven ‘[Ways to Think Like a 21st-Century Economist](#)’ (they are short)
- Bateson: Composing a Life Story (Canvas under Readings Module)

To do:

- Team Mindfulness activity, Team #1
- Write your autobiography to date (see description above), and create a life event chart to highlight key (transformative incidents). Be sure to read the Bateson chapter before beginning and make a deliberate (artistic) choice about how you choose to present your life. Think about why you are presenting it in that manner.
- Blog #2: Blog about what an integral practice means to you. Do you have/want one? Why/why not? (Short. One or two paragraphs only).

#4: Monday, February 12: Change the Story, Change the World

Readings and Videos:

- Hoffman: Changing Culture and Values , Chs. 15-17
- Goleman et al.: Ch. 3 (Neuroanatomy of Leadership)
- Korten video: [Change the Story, Change the Future](#)
- Goldman Schuyler: Part II (Air and Water) and Ch. 3 (Reframing Org and Social Change)
- Csikzentmihaly: If We’re So Rich... (Canvas)

To do:

- Team Mindfulness Exercise, Team #2

- Spend one hour alone in nature and think about what makes you truly happy.
- Blog #3: Blog about your time in nature and what you learned.
- Progress report: Aim to Flourish teams.

#5: Monday, February 19

Readings and Videos:

- Hoffman: A Call to a Calling (Chs. 18-21)
- Goleman et al.: Ch. 4 (Leadership Repertoire)
- Goleman et al.: Appendix B (Emotional Intelligence Competencies)
- Goldman Schuyler: Ch. 4 (Ecological Consciousness)

To do:

- Team Mindfulness Exercise, Team #3.
- Take this Emotional Intelligence Quotient (EQ) assessment and bring the results to class for discussion purposes: <http://globalleadershipfoundation.com/geit/eitest.html>
- Ethical leadership: Watch video, [Giving Voice to Values](#).
- Watch GVV: [Introduction](#) plus seven values videos.
- Blog #4: Blog about an ethical dilemma you have faced in the past. Apply the GVV framework to think about how you might have handled it better once you know what you wanted to do.
- Bring a one sentence statement of your purpose/calling in life that answers the question: How do you serve?
- ADDED: Take the following assessment for Emotional Intelligence: <http://globalleadershipfoundation.com/geit/eitest.html>, Print out your results and bring to class for discussion purposes.

#6 Monday, February 26

Readings and Videos:

- Goleman et al.: Ch. 5 (Dissonant Styles)
- Goleman et al.: Appendix A (EI Versus IQ)

- Waddock: [Shaping the Shift](#) (Canvas)
- Goldman Schuyler: Ch. 6 (Use it or Lose It)
- Watch: Think Resilience Video 6: [Political and Economic Management](#)

To do:

- Personal Vision Statement/Ideal Future due.

Monday March 5 (Spring Break, no class)

#7: Monday, March 12

Readings and Videos:

- Goleman et al.: Ch. 6 (Becoming a Resonant Leader)
- Goldman Schuyler: Ch. 6 (leadership for the Greater Good)

To do:

- Blog #5: Blog about the company your team has selected for the Aim to Flourish submission. Why this company? What SDG is it dealing with? What have you learned so far about the company's leadership? (Progress report)
- Go to SDGs [website](#) and understand what the SDGs are trying to accomplish by clicking through each goal and reading targets and (scanning) indicators for all 17 goals.

#8: Monday, March 19

Readings and Videos:

- Goleman et al.: Ch. 7 (Motivation to Change)
- Goleman et al.: Ch. 8 (Metamorphosis: Sustaining L Change)
- Goldman Schuyler: Ch. 7 (Developing Relational...)

To do:

- Team Mindfulness Exercise, Team #4
- Spend two hours alone in nature
- Blog #6 about the experience of being alone in nature a second time. What did you learn, if anything?

#9: Monday, March 26

Readings and Videos:

- Goleman et al: Ch. 9 (Emotional Reality of Teams)

- Goldman Schuyler: Part III, Ch. 8 (Seeds and Plants...; Inner Practice...)

To do:

- Team Mindfulness exercise, Team #5
- Undertake your three hour Vision Quest. See assignment.
- Assignment due: Reflect on the vision quest (Note that this is a longer and fully graded assignment, 3-5 pages. Post into Canvas on Vision Quest)

Monday, April 2 (Easter Break, no class)

#10: Monday, April 9

Readings and Videos:

- Goleman et al.: Ch. 10 (Reality and Ideal Vision)
- Goldman Schuyler: Chs. 9 and 10 (Sumak Kawsay...; and Kiwi Ways of Leading)

To do:

- Team Mindfulness Exercise, Team #6
- Undertake your vision quest. See instructions on Canvas/handed out in class.
- Describe and reflect on your vision quest (see assignment) using relevant readings to enhance and support insights. Note that this is a longer and formally graded assignment. Post into Canvas (3-5 pages),

Monday, April 16 (Patriot's Day, no class)

#11: Monday, April 23

Readings and Videos:

- Goldman Schuyler: Chs. 11 The arts...
- Goldman Schuyler: Ch. 12, Strengthening Community...
- Goldman Schuyler: 13, Women and Leadership...
- Waddock: Wisdom and Responsible Leadership (Canvas)

To do:

- Take [CARL](#) again. Print out results and compare to your original results.

- Blog #7: blog about what has/has not changed in your CARL leadership assessment. Why do you think that is? Implications? What do you still need to learn? Where have you improved?

#12: Monday, April 30*Readings and Videos:*

- Goleman et al.: Ch. 11 (Creating Sustainable Change)
- Goldman Schuyler: Ch. 14 (Living, Healthy World)

To do:

- AIM TO FLOURISH Project DUE today. Be prepared for a formal 15 minute group presentation about your project.
- Blog #8: Reflection on the leadership experience in assessing your Aim to Flourish company and on your own and others' leadership in your team.

May 4-May 7, Study Days (no class)

TBD, Exam Period, TED Talk (see description above).