

"[T]he faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character and will. No one is compos sui [master of oneself] if he has it not. An education which should improve this faculty would be the education par excellence".

--William James
Principles of Psychology

"There are two main strategies we can adopt to improve the quality of life. The first is to try making external conditions match our goals. The second is to change how we experience conditions to make them fit our goals better."

--Mihaly Csikszentmihalyi

Flow: The Psychology of Optimal Experience

"More and more people in the workforce--and mostly knowledge workers--will have to MANAGE THEMSELVES."

--Peter F. Drucker
"Managing Oneself"
Management Challenges for the 21st Century

**The Peter F. Drucker and Masatoshi Ito
Graduate School of Management
Claremont Graduate University**

**MGT 488: THE EFFECTIVE EXECUTIVE: MANAGING
EXPERIENCE**

Spring 2005

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Course Objective:

Managing experience is about managing oneself. This course is designed to give you essential skills for effective self-management. By learning the practice of mindfulness as well as state of the art knowledge in positive psychological functioning, you will develop skills for improving the quality of your professional and personal life.

NOTICE!

This course is not for the faint of heart, nor is it for those wanting an easy grade. The amount of work demanded is considerable and personally challenging. It is only open to those with a serious intention to actively pursue the knowledge and skills it offers.

Course Description:

Because of the exercises that form the core of the class, this course requires a challenging and intense level of activity. If you are considering enrolling in this course, please read through the entire document before committing yourself.

Peter Drucker tells us that in the knowledge economy, “workers, including most knowledge workers, will have to MANAGE THEMSELVES.” Fading quickly are the structures that once governed working life — familial tradition, prescribed professional pathways and clear career tracks in stable work environments. These have been replaced by a model of free-agency, where individuals must decide for themselves how, when and where to develop and deploy their talents. They must deal with unrelenting pressures and stresses. They must interact with people from diverse backgrounds, who hold assumptions very different than their own. They must be able to effectively communicate, listen and understand. They must do this in-the-moment—NOW.

Though these social and economic changes have become quite commonplace, educational systems have been slow to catch up with this state of affairs. Managerial education heavily focuses on the *external*. In contrast to Drucker’s notion, managers are taught to manage everything *but* themselves. We have systematic domains for various aspects of managerial education, like accounting, finance, marketing, and strategy, but we lack a systematic approach to managing oneself.

As a society we pay the price for this absence when people escape stress through drugs, alcohol, over-eating, and the myriad of actions that gradually undermine their wellbeing and efficacy. We pay the price when technically brilliant associates lack the skill to communicate and relate effectively with their colleagues resulting in wasted opportunities. We pay the price when emotional over-reactions cloud business decisions that undermine a firm’s performance. We pay the price when managers who cannot see past their own narrow interests or are blind to their negative behaviors deflates the morale

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and spirit of the work group. Self-Management is not a “feel-good” alternative to “real” work. Self-Management is the *sine qua non* ingredient to making work effective.

What is vitally needed is a systematic domain of knowledge and practice that balances the equation between excellence in external knowledge and effectiveness in managing one’s internal milieu. The Practice of Self-Management provides an answer.

Drawing upon the intellectual tradition of Peter Drucker, the aim of the of course recognizes the pressing fact that “The Educated Person also will have to be far less exclusively ‘bookish’ than the Liberal Education of the Humanists. He or she will need trained perception fully as much as analysis.”¹ In other words, intellectual technical competence alone does not guarantee personal or professional effectiveness without an ordered internal state. Core to our approach to self-management is the training of an individual’s mind beyond intellectual knowledge.

The course addresses the basic human tendency to react automatically, prejudiciously and without sustained awareness to accurately guide responses to situations. In turn, the course is designed to encourage greater presence, calm and stability in the student. These qualities are cultivated by developing the **faculty of attention**. Self-management is carried down to the fundamental level of dealing with thoughts, emotions, and physical sensations, and forms the basis for effective personal action.

The Practice of Self-Management is the practice of mindfulness — the systematic training of attention to counteract the negative patterns of thought and action that stem from the human tendency to live in distraction. Mindfulness practice has been successfully taught in a wide range of secular contexts including to the Chicago Bulls and Los Angeles Lakers, medical, managerial and legal professionals, and the leadership group of the Los Angeles Police Department. The skills developed from mindfulness training form the heart of the course. Students will learn systematic and methodical frameworks and procedures to enhance their professional acumen and personal well-being.

Nota Bene:

This course involves learning the theory and practice of how to better relate to subjective experience. It is neither a religious practice nor therapy, but a set of skills that can help improve personal and professional well being and effectiveness.

Readings:

This course draws upon the theoretical framework and research findings of Mihaly Csikszentmihalyi, state-of-the-art research in the positive psychology movement, and ongoing work conducted by the Quality of Life Research Center. The central ideas of this course and its application to working life have been the subject of a research program conducted by Hunter and Csikszentmihalyi in collaboration with Howard Gardner at

¹ Post-Capitalist Society, “The Educated Person”, p. 194.

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Harvard University for the past 5 years. What makes The Practice of Self-Management unique is its grounding in a strong theoretical foundation drawn from empirical research.

The readings are designed to provide a theoretical core around which to **develop attentional skill**. Because the work for this course is intense, readings are purposely limited to a core set of fundamental pieces. **The aim is quality not quantity**. The bulk of this, in the words of Peter Drucker, “far less exclusively bookish” course consists of the work students will do in developing, discussing and evaluating the experiential skills we will explore. Readings will also be supplemented with handouts. The reading list is also constructed with a mind of creating for the student a useful personal library for reference after the course ends.

Texts:

**Gunaratana’s Mindfulness in Plain English (2002),
Ekman’s Emotions Revealed,
Clifton and Buckingham’s Now, Discover Your Strengths,
Chodron’s Places That Scare You,
Sapolsky’s Why Zebras Don’t Get Ulcers,
Kabat-Zinn’s Full Catastrophe Living,
Siegel’s The Developing Mind.**

Course pack:

“Too Good to Last” by Wayne Curtis in *Preservation* p.42-49 + p.112.

Selected chapters from Finding Flow (1999) by Mihaly Csikszentmihalyi.

Selected chapters from Optimal Experience (1988) by Csikszentmihalyi and Csikszentmihalyi.

Selected chapters from The Handbook of Positive Psychology (2002) edited by C.R. Snyder and Shane J. Lopez: Chapter 9: “Positive Emotions” by Barbara Fredrickson.

Selected chapters from The Art of Happiness by The Dalai Lama

Selected chapters from Emotional Intelligence and Destructive Emotions by Daniel Goleman.

Selected chapters from Kitchen Table Wisdom by Rachel Noemi Remen, MD.

Selected chapters from The Essential Drucker by Peter Drucker

“On the Unbearable Automaticity of Being” by Bargh and Chartrand.

Selected chapter from Eight Mindful Steps to Happiness by Henepola Gunaratana: Skillful Speech.

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****The Micro-Expression Training Tool is available at www.emotionsrevealed.com****

Weekly Assignments and Practice:

During the course, students are asked to practice a variety of mindfulness exercises between class sessions. Also, we will undertake structured exercises for mindfulness in daily life. These are the central feature of the course. Practice sessions will be supplemented by small writing assignments designed to deepen understanding of mindfulness and its application to working life. Students will also communicate individually with the instructor to discuss their experiences and receive guidance for optimizing their practice. The final assignment asks the student to synthesize what they have learned in the course to better cement an ongoing practice.

>>Please send your logs to the me on the TUESDAY before each session.<<

Student Responsibilities and Preparation:

Please email me your answers to the following questions one week prior to the course's start (as well as the pre-work assignment listed for the first class session)

1. What is your job and its responsibilities?
2. How long have you done this job?
3. What are the major obstacles you face in doing your job?
4. Do you enjoy your job and why?

Do you have prior experience with a meditation practice?

(please give details)

5. Why are you interested in taking this course?
6. Do you have any active addictions (alcohol, cigarettes, etc.)?

The investment made in this course will strongly correlate with the gains received from it.

Instructor Responsibilities

I aim to create a positive, engaging and challenging learning environment in which high quality learning can take place.

Contact:

I am most easily contacted through email: jphunter@post.harvard.edu.

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Grading:

Grading for this course is keyed to one's engagement with the exercises and timely completion of weekly assignments. To receive an A in this course, you must turn in *all* assignments. They must be on time and, if specified, in the proper format. No exceptions. Bs will be given if material is not timely or not done in the appropriate format for 2 sessions. Cs will be given if assignments do not meet the above criteria for 4 sessions. Ds will be given if assignments do not meet the above criteria for 5 sessions.

Because each session introduces new material, full attendance is strongly urged. (However, 1 miss is allowed...)

About your Instructor:

Jeremy Hunter, Ph.D. is a management consultant who teaches leaders to cultivate self-awareness and develop skills that allow them to work and live at their best.

Jeremy graduated Phi Beta Kappa from Wittenberg University and holds a Masters Degree in Public Policy from Harvard University's Kennedy School of Government and a Ph.D. in Human Development from the University of Chicago.

In 1999, Jeremy co-founded the Quality of Life Research Center at the Peter F. Drucker and Masatoshi Ito School of Management with social scientist Mihaly Csikszentmihalyi (author of *Flow: The Psychology of Optimal Experience*). The center, which is on forefront of the positive psychology movement, studies creativity, flow, social responsibility, and optimal human performance.

Now working in private practice, he combines recent research into the importance and value of mindfulness training with his own extensive personal experience with mindfulness practice. Jeremy and his colleagues have crafted an effective approach to teach these skills to teach professionals how to enhance their operational efficacy, emotional intelligence, how to communicate effectively, and how to foster productive and enriching professional and personal relationships. He works with professionals to develop their capacities for positive living and effective action.

Jeremy developed the first mindfulness-based self-management class to be taught at a business school and continues to teach this popular course at the Peter F. Drucker and Masatoshi Ito School of Management in Claremont, California. Additionally, he has provided consultations and training services to executives at several corporations and organizations including Toyota Motor Sales, the Los Angeles Police Department, and First AME Church of South Central Los Angeles.

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Course Schedule

Week One: Inward Bound, A Matter of Attention

A strong stable attention is the key to any effective human action. Unfortunately, many people have bad attention habits. For example, **multitasking**—willfully splitting attention—has been shown not only to reduce effectiveness and efficiency but also gradually erodes the brain performance. Multitasking encourages distraction and with it a sense of inner instability or **psychic entropy**. Another habit is the tendency to be so preoccupied with the **external** that the internal—what we really experience—is missed. As a result people make inappropriate decisions, act blindly and miss opportunities. The course is designed to address these and other issues. It does so by developing **attention**.

Attention is rarely thought of a capacity that can be cultivated. However, just as a muscle can be strengthened through exercise, attention can be developed through practice as well. The result of developing attention is greater internal stability, deliberateness, and calm. Because attention is fundamental, almost every aspect of human action is affected by fostering it. Developing attention is the key practice of managing oneself. We will have in-class exercises exploring the role of attention and effectiveness. In the coming weeks, we will explore the various weaknesses of attention most people have and how counter them.

Pre-Work:

One week prior to the session, please send me answers to the questions mentioned under “student responsibilities” and the answers to the questions for (1), (2) and (3) below.

Reading:

(1) Meyer’s research on multitasking from Wall Street Journal by Sue Sellenberger

(2) “Too Good to Last” by Wayne Curtis in *Preservation* p.42-49 + p.112.

(3) *Finding Flow*: (Read only pages 17-28)

Chapter 2: “The Content of Experience”

(4) *Optimal Experience*:

Chapter 2: “The Flow Experience and its Significance for Human Psychology”

As you read through the Curtis article, ask yourself when people move to one of these “best places to live”, what do you think they’re looking for? How have they chosen to manage their experience? What are they trying to leave behind? Psychologically, what do these people *want*? What do they find? Why do you think they eventually leave? What consequence does this hold for the town?

With the last two readings, it’s important to understand the basic model of consciousness Csikszentmihalyi proposes. For example, why does attention play a central role in determining quality of experience? Likewise, why is the development of concentration so important? These are fundamental concepts that build the foundation for the rest of the course. Also, understand what Csikszentmihalyi means by “**psychic entropy**” and its threat to well being.

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Relating to your work life, what role does multitasking play in your working life? What does multitasking feel like?

Exercise:

I. Task One: Automatic Responses: Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

Email your responses to these questions one week before class starts.

Week Two: Living in the Here and Now: Being in Attention.

This session builds on the previous. One expression of untrained attention is automaticity, not really paying full attention to what we are doing from moment-to-moment. We are often not aware of what and why we are doing.

This session will explore (1) how automatic behavior works by exploring the Cycle of Automatic Reactivity--the architecture that describes it--and (2) methods for subverting it to become more fully in control of ourselves. These are the basic elements of the course, the tools for breaking down the force of automatic behavior.

Reading:

(1) "On the Unbearable Automaticity of Being" by Bargh and Chartrand.

(2) Langer, *Handbook of Positive Psychology*:
Chapter 16: "Well-Being"

(Focus only on the pages where she is addressing the problem of automaticity.)

For Discussion:

While reading, develop an understanding of what automatic behavior is, how it functions, how it is both useful and detrimental? This is a central concept of the course: please know this material.

What is the relationship between automatic behavior and mindfulness?

How might the notion of "being in the present moment" apply to your working life?
How might inattention affect your effectiveness?

Exercises For Week Two

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I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Attention Development

Listen to track 1 of the CD. (about a half hour.)

Keep a daily log of your experience and submit them by Tuesday night.

Week Three: The Emotional Brain

In previous sessions, attention was introduced as the “main character”. In a sense, a de-automatized attention is the “hero”. Week Two addressed the basic nature of automaticity--how attention functions automatically and often out of awareness. One key arena where it operates is with emotions. If attention is the hero, to extend the metaphor, the villain is emotional reactivity.

The role emotions play in work and life is something we all experience, but often misunderstand and mismanage. While it may be accepted that being emotionally intelligent is important or useful, we are not told how to develop this quality.

Developing attention better addresses emotional reactivity. We will study how reactivity works in the brain and how it operates in your daily life and how we can use attention to change it.

Reading:

(1) *Emotional Intelligence:*

Chapter 1 “What are Emotions For?”

Chapter 2 “The Anatomy of an Emotional Hijacking”

“

(2) *The Developing Mind:*

Chapter 7: “Self-Regulation”

For Discussion:

Key concepts to take away from the readings are the notion of “emotional hijacking”, dysfunctional patterns in self-regulation, and “windows of tolerance”. Why is emotional hijacking too simple a concept to describe Siegel’s example, what are other relevant

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factors. Most importantly, what is the relationship between Siegel's notion and the cycle of reactivity?

Exercises:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Attention Development

Listen to track 1 of the CD. (about a half hour.)

Week Four: Being in Balance: Cultivating Equanimity

Strong emotional reactions cause imbalances. This session introduces explore more deeply the windows of tolerance, or the concept and practice of equanimity. Equanimity is not resignation, cynicism or apathy. It is meeting experience with an even-mind, not getting distracted by the strong emotions. It is a nonjudgmental stance that keeps balance maintains internal order. Equanimity makes attention "hijack-proof". We will explore the basic psychological processes that inhibit equanimity in daily life including the three root expressions of non-equanimity.

Reading:

(1) *Finding Flow:*

Chapter 9, "The Love of Fate"

(2) *Full Catastrophe Living:*

Introduction,

Chapter 1: "You Only Have Moments to Live"

Chapter 2: "The Foundations of Mindfulness Practice"

Chapter 3: "The Power of Breathing"

Chapter 4: "Sitting Meditation"

For Discussion:

What is "The Love of Fate?" How might the ideas presented by Csikszentmihalyi be extended to incorporate the present moment? Relate these ideas to Kabat-Zinn's characterization of mindfulness and the notion of CLINGING in the Cycle of Reactivity.

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How much of your working life is characterized by “being caught up”? Do you feel “in control” of your own destiny or are you frequently just reacting to what happens? How do you relate to unexpected events? And how does your reaction influence your own subsequent actions and the actions of your colleagues?

Exercises For Week Four

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Attention Development

Listen to track 1.2 of the CD. (about a half hour.)

Keep a daily log of your experience and submit them by Tuesday night.

Week Five: Going Through the (E)motions

Part of the class addresses emotions and ourselves, the next two weeks shifts the focus to examining emotions in others. We will explore the recent work of Paul Ekman, one of the “grandfathers” of emotion research, best known for his work on facial recognition of emotions.

This session dives deeper into how emotions work. Ekman discusses the idea of “auto-appraisers” which parallel our previous discussion on automatic behavior. (In week three, we’ll examine how the auto-appraisers function from an experiential point of view.)

We will also use tools he developed to better recognize emotions in others. This is an invaluable tool for the manager in dealing with associates, clients and bosses in any number of organizational situations like negotiation, interviewing, etc.

PRE-READING EXERCISE:

Be sure to do the Face Reading Exercise in the Appendix of *Emotions Revealed* before reading the book. Bring your results to class.

Reading:

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(1) Emotions Revealed:

Chapter 1 “Emotions Across Cultures”

Chapter 2 “When Do We Become Emotional?”

Chapter 3 “Changing What We Become Emotional About”

Chapter 4 “Behaving Emotionally

Exercise:

1. Incident Logging

2. CD practice, Track 2

3. Micro-Expression Training Tool CD

Week Six: The Three Poisons: Me! More! and Go Away!

How does reactivity work? Reactive patterns operate in three ways—self-aggrandizement (delusion), self-gratification (attraction) and defensiveness (aversion). Simply put, Me! More! and Go Away! These three tendencies distort actions, cloud perceptions and deplete internal and external resources. We experience them as anger, addiction, obsession, irritation, greed, selfishness, self-righteousness, jealousy, envy, hatred and a host of other ugly qualities. Over time, they deplete resources both internally (by stress and negative thinking) and externally (by alienating others and closing down to opportunity). We’ll focus on how the poisons operate in you so that you can better address and reduce their expression.

Reading:

(1) Destructive Emotions

Chapter 8 “The Neuroscience of Emotion”

Chapter 9 “Our Potential for Change”

(2) The Developing Mind

Chapter 3 “Attachment”

Chapter 4 “Emotion”

(3) Emotions Revealed

Chapter 6 “Anger”

Exercise:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

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III. Task Three: Attention Development

Listen to track 2.1, 1.2 of the CD. (about a half hour.)

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Week Seven: ...And Now For Something Completely Different.

This week, we take a pause and assess where we have been and where we will go. You will have an opportunity to offer feedback about the course experience so far. In addition to this, we will focus on a different aspect of you, namely your strengths. Key to this session are the Drucker chapter on strengths and the Gallup StrengthsFinder Assessment tool.

Preparation for this session:

Read: *The Essential Drucker*, Chapter 15, “Know Your Strengths and Values”
Now, Discover Your Strengths, Chapter 1-3

Take the StrengthsFinder Assessment.

Answer these three questions:

Discussion:

1. Do these Strengths make sense to me? (In other words, do they fit who I am?)
2. Share the results with 3 people you know (Ideally, one should be your employer. Others could be friends or family members...). Ask them these questions—do they seem to fit me? Can you describe an instance where you’ve seen me demonstrate these strengths? Are there times when the expression of the strengths are not positive or helpful?
3. Which of the strengths do you most identify with? Least identify with?

Week Eight: Positively Emotional

In this class, we will further explore the role of various emotional types. While the “negative” emotions have been explored for nearly a century, the “positive” ones (joy, interest, serenity, etc.) have only recently received sustained interest. We will explore the work of Barbara Fredrickson, recipient of the First Templeton Positive Psychology Prize for her foundational research in this area.

We will explore practices on cultivating the “heart” antidotes to the poisons. We will focus primarily on the antidotes to aversion, namely kindness and compassion.

Reading:

- (1) “Positive Emotions”, by Barbara Fredrickson, Ch. 9 of the *Handbook of Positive Psychology*.
- (2) *The Art of Happiness*, Part II. “Human Warmth and Compassion,” by The Dalai Lama

For Discussion:

Understand Fredrickson’s “Broaden and Build Model”. Why are positive emotions so important for healthy human functioning and growth?

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In light of Fredrickson's writings, what is the dominant emotional tone of your workplace? Is your workplace one where the "broaden and build" model is exemplified or do fear, anger and uncertainty hold more sway? What effect does this have on your quality of experience? If you have direct reports/close associates, what do you think their emotional experience is like?

Cultivating feelings of kindness and love offer an antidote to the mind of fear, anger and desire. We'll explore how to apply this in your daily life.

What does love and kindness mean to you? Why is it useful in managerial settings? Why might kindness be a rational response to events?

Exercises for Week Eight:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Transforming Emotions.

For the days you do not do Equanimity Exercises (1.2), please do the Loving Kindness practice, using the track 1 on the second CD. You may want to do 2 or 3 "rounds" per session (1 round=Self, Benefactor, Neutral person, Difficult person, all beings.) The act of doing this may seem forced and mechanical at first. It is! You're forcing a new habit. How do you feel afterwards? About yourself? Others?

Keep a daily log of your experience and submit them by Tuesday night.

Week Nine: More on the Antidotes: Compassion at Work

This session continues the development of the antidotes to the poisons. Compassion is a key quality for building and maintaining healthy relationships. Yet, it is an all-too-uncommon aspect of contemporary organizational life. However, in recent years, compassion has received empirical attention. This session introduces practices for developing compassion in one-self and others.

Reading:

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“What Good is Compassion at Work?” Lilius, et al.

Destructive Emotions,

Chapter 11 “Schooling for the Good Heart”

Chapter 12 “Encouraging Compassion”

The Places That Scare You,

Prologue

Chapter 1: “The Excellence of Bodhichitta”

Chapter 2: “Tapping into the Spring”

Chapter 3: “The Facts of Life”

Chapter 4: “Learning to Stay”

Chapter 5: “Warrior Slogans”

Chapter 6: “Four Limitless Qualities”

Chapter 7: “Loving-Kindness”

Chapter 8: “Compassion”

Chapter 9: “Tonglen”

Exercises for Week Nine:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Transforming Emotions.

For the days you do not do Equanimity Exercises (1.2), please do the Loving Kindness practice, using the track 1 on the second CD. You may want to do 2 or 3 “rounds” per session (1 round=Self, Benefactor, Neutral person, Difficult person, all beings.) The act of doing this may seem forced and mechanical at first. It is! You’re forcing a new habit. How do you feel afterwards? About yourself? Others?

Week Ten: Untying the Knots I: Focusing

Decision-making is often undermined by strong emotions. Focusing, a method discovered by University of Chicago researchers over 30 years ago, brings clarity to

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complex situations, it is an antidote to “analysis paralysis”. Focusing uses mindfulness to untie the knot of conflicting thoughts, feelings, and motivations that get in the way of good decision-making. Focusing is a tool for getting clear.

Reading:

The Power of Focusing:

Chapter 1 “What is Focusing?”

Chapter 2 “A Focusing Process”

Chapter 3 “Focusing in Safety and Trust”

Chapter 4 “Let’s Begin Focusing”

Chapter 5 “Deeper into Focusing”

Exercises for Week Ten:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.)

Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Focusing

Use track 2 of the second CD. Taking a situation that chronically causes stress in your life, work through the exercise.

Begin Preparation for Final Paper now. (see Week 14)

Note: Permissions to use this material must be obtained directly from the author.

Week Eleven: Untying the Knots II

This week, we'll continue with the developing the skills of Focusing. We'll do work in class with a partner so that you can learn Focusing on your own.

The Power of Focusing

Chapter 6 "Receiving The Gifts"

Chapter 7 "Specific Uses of Focusing"

Chapter 8 "Troubleshooting"

Chapter 9 "Focusing with a Friend"

Exercises for Week Eleven:

I. Task One: Automatic Responses, Liking and Disliking

(1) During the week, keep a log of notable moments when you feel a sense of **disliking** arise. (For example, your reactions to a client or colleague you have had trouble with or receiving an email from a difficult person.) What was your assessment of the situation, your response to it and what was the effect? What about moments where you felt a sense of **liking**? (Like being praised for a job well done or finding an unexpected bonus.) Again, what was your assessment of the situation, your response to it and what was the effect?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Focusing

Use track 2 of the second CD. Taking a situation that chronically causes stress in your life, work through the exercise.

Week Twelve : Mindful Communications: Skillful Listening and Speaking

This session focuses on the specific application of Self-Management to communications. Conveying information plays a central role in organizational life, yet we're rarely given any skills for doing it effectively. The Siegel book offers a deep view of what happens when two people are connecting.

Reading:

- (1) "Skillful Speech" by Henepola Gunaratana, *Eight Mindful Steps to Happiness*.
- (2) "Interpersonal Connection" by Daniel Siegel, *The Developing Mind*. (Ch.8).
- (3) "Just Listen" by Rachel Noemi Remen.

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For Discussion:

Gunaratana outlines key points for communicating mindfully. What do you think of these? What do you like? Dislike? Are there other ways to approach it?

What happens in the brains of two people “in sync”? What does attention have to do with it?

Exercises for Week Twelve

I. Task One: Mindfully Listening and Speaking

Following the suggestion of “Do No Harm” in your conversations this week, make a concerted effort to LISTEN with presence, openness and friendliness—ESPECIALLY to the person you may not like or respect or who bugs the hell out of you. What happens?

Counteract the tendency to speak with irritation or ill-will. Practice speaking with kindness no matter the person or situation. Can you speak with kindness no matter what conditions arise? What happens when you succeed? Fail? Is this hard to do? If so, why?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Focusing

Use track 2 of the second CD. Taking a situation that chronically causes stress in your life, work through the exercise.

Keep a daily log of your experience and submit them by Tuesday night.

Week Thirteen: Dismantling Stress

This session focuses on the bugaboo that plagues all our lives: stress. This class is designed to integrate the framework of the class around the topic of stress. The keen observer will note that with proper and consistent application of Experience Management principles and practices, stress can become much less of a presence in our lives.

Reading

(1.) Section IV of Full Catastrophe Living by Jon Kabat-Zinn.

(2.) If you are interested in the physiology of stress responses, you may look at chapters from Sapolsky’s Why Zebras Don't Get Ulcers.

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For Discussion:

Relate the concepts and practices of the course to the problem of stress.
How is stress related to:

Automatic Reactivity?
Being Present?
Equanimity?
Kindness?
Generosity?

Exercises for Week Thirteen

I. Task One: Mindfully Listening and Speaking. Following the suggestion of “Do No Harm” in your conversations this week, make a concerted effort to LISTEN with presence and friendliness— ESPECIALLY to the person you may not like or respect or who bugs the hell out of you. What happens?

Counteract the tendency to speak with irritation or ill-will. Practice speaking with kindness no matter the person or situation. Can you speak with kindness no matter what conditions arise? What happens when you succeed? Fail? Is this hard to do? If so, why?

II. Task Two: Noting Peaceful States

(2) Make a log of moments when you are feeling peaceful. What are the circumstances? What does the mind feel like? What did you want?

III. Task Three: Transforming Emotions.

For the days you do not do Equanimity Exercises (1.2), please do the Loving Kindness practice, using the track 1 on the second CD. You may want to do 2 or 3 “rounds” per session (1 round=Self, Benefactor, Neutral person, Difficult person, all beings.) The act of doing this may seem forced and mechanical at first. It is! You’re forcing a new habit. How do you feel afterwards? About yourself? Others?

Keep a daily log of your experience and submit one group by Sunday and the rest by Tuesday night.

WEEK 14: Closing the Circle

As the course wraps up, we’ll again take stock of what we’ve learned. We’ll devise strategies for moving forward and making mindfulness a part of daily life.

Final Papers Due One Week Later.

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WEEK 2: Going Through the (E)motions

This session dives deeper into how emotions work. Ekman introduces the idea of “auto-appraisers” which parallel our previous discussion on automatic behavior. (In week three, we’ll examine how the auto-appraisers function from an experiential point of view.)

Part of the class addresses emotions and ourselves, the next two weeks shifts the a bit focus to examining emotions in others. We will explore the recent work of Paul Ekman, one of the “grandfathers” of emotion research, best known for his work on facial recognition of emotions.

We will also use tools he developed to better recognize emotions in others. This is an invaluable tool for the manager in dealing with associates, clients and bosses in any number of organizational situations like negotiation, interviewing, etc.

PRE-READING EXERCISE:

Be sure to do the Face Reading Exercise in the Appendix of *Emotions Revealed* before reading the book. Bring your results to class.

Reading:

Ekman, *Emotions Revealed*

Chapter 1 “Emotions Across Cultures”

Chapter 2 “When Do We Become Emotional?”

Chapter 3 “Changing What We Become Emotional About”

Chapter 4 “Behaving Emotionally

Exercise:

1. Incident Logging
2. CD practice, Track 2
3. Micro-Expression Training Tool CD

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WEEK 3: The Three Poisons: Me! More! and Go Away!

How does reactivity work? Reactive patterns operate in three ways—self-aggrandizement (delusion), self-gratification (attraction) and defensiveness (aversion). Simply put, Me! More! and Go Away! These three tendencies distort actions, cloud perceptions and deplete internal and external resources. We experience them as anger, addiction, obsession, irritation, greed, selfishness, self-righteousness, jealousy, envy, hatred and a host of other ugly qualities. Over time, they deplete resources both internally (by stress and negative thinking) and externally (by alienating others and closing down to opportunity). We'll focus on how the poisons operate in you so that you can better address and reduce their expression.

Reading:

Destructive Emotions

Chapter 8 “The Neuroscience of Emotion”

Chapter 9 “Our Potential for Change”

The Developing Mind

Chapter 3 “Attachment”

Chapter 4 “Emotion”

Emotions Revealed

Chapter 6 “Anger”

Exercise:

1. Incident Logging
2. CD practice, 1.2, 2.1

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Week Nine: More on the Antidotes: The Compassionate Heart

This session continues the development of the antidotes to the poisons. Compassion is an all-too uncommon aspect of contemporary organizational life. Yet, compassion is a key quality for building and maintaining healthy relationships. This session introduces practices for developing compassion in one-self and others.

Reading:

“What Good is Compassion at Work?” Lilius, et al.

Destructive Emotions,

Chapter 11 “Schooling for the Good Heart”

Chapter 12 “Encouraging Compassion”

The Places That Scare You,

Prologue

Chapter 1: “The Excellence of Bodhichitta”

Chapter 2: “Tapping into the Spring”

Chapter 3: “The Facts of Life”

Chapter 4: “Learning to Stay”

Chapter 5: “Warrior Slogans”

Chapter 6: “Four Limitless Qualities”

Chapter 7: “Loving-Kindness”

Chapter 8: “Compassion”

Chapter 9: “Tonglen”

Exercise:

1. Incident Logging
2. CD Practice, Tracks 1.2, 2.1

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WEEK 8: Untying the Knots I: Focusing

Decision-making is often undermined by strong emotions. Focusing, a method discovered by University of Chicago researchers over 30 years ago, brings clarity to complex situations, it is an antidote to “analysis paralysis”. Focusing uses mindfulness to untie the knot of conflicting thoughts, feelings, and motivations that get in the way of good decision-making. Focusing is a tool for getting clear.

Reading:

The Power of Focusing

Chapter 1 “What is Focusing?”

Chapter 2 “A Focusing Process”

Chapter 3 “Focusing in Safety and Trust”

Chapter 4 “Let’s Begin Focusing”

Chapter 5 “Deeper into Focusing”

Exercise:

1. Incident Logging
2. CD Practice, Tracks 2.1, 2.2

Begin Preparation for Final Paper now. (see Week 14)

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WEEK 6: Untying the Knots II: Focusing

This week, we'll continue with the developing the skills of Focusing. We'll do work in class with a partner so that you can learn Focusing on your own.

Weiser Cornell, *The Power of Focusing*

Chapter 6 "Receiving The Gifts"

Chapter 7 "Specific Uses of Focusing"

Chapter 8 "Troubleshooting"

Chapter 9 "Focusing with a Friend"

Exercise:

1. Incident Logging
2. CD Practice, Tracks 2.1, 2.2

WEEK 7: Closing the Circle

As the course wraps up, we'll again take stock of what we've learned. We'll devise strategies for moving forward and making mindfulness a part of daily life.

Final Papers Due One Week Later.

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