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COURSE DESCRIPTION

This 1.5-unit course explores mindfulness (non-judgmental awareness) and compassion and their relationship to leadership. While leaders can view challenges and opportunities through many different perspectives, this course helps students learn another perspective based on mindfulness and compassion. Topics include how mindfulness enhances clarity in purpose and productivity in leaders and the connection between mindfulness and compassion. To have a direct experience of mindfulness and compassion, students will engage in a practical application of these perspectives through exercises from evidence-based programs developed in medical research. These programs use mindfulness meditation as a centerpiece and are currently being used by business and governments internationally to develop better leaders.

COURSE OBJECTIVES

By the end of the course, participants will be able to:

1. Explain how mindfulness enhances clarity in purpose and productivity in leaders
2. Identify, describe and apply principles and practices of mindfulness and compassionate to leadership
3. Apply mindfulness to management burnout, conflict resolution, time management and interpersonal relations
4. Explain and practice meditation techniques developed in evidence-based programs in medical research
5. Demonstrate increased clarity and critical thinking in decision-making and problem-solving.
6. Demonstrate increased leadership skills that are ethical, social, civic and professional.
7. Demonstrate enhanced listening skills as applied in dyads and group settings

COURSE MATERIALS

All readings for this course are contained in the reading packet. Here are the assignments for each week.

Week 1

Gelles, David "The Space to Lead" and "McMindfulness" excerpts from *Mindful Work*. Ch8, Ch9. An Eamon Dolan Book, Houghton Mifflin Harcourt, 2015

George, B., Slims, P., Gergen, D. "Knowing Your Authentic Self" excerpt from *True North*. Jossey Bass, 2007. Ch4.

Heifetz, R., Grashow, A., and Linsky, M. "Know your tuning: How does your default responses to environmental factors affect your ability to lead adaptive change?" excerpt from *The Practice of Adaptive Leadership* Harvard Business Press. 2009. 1-10.

Week 2

Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom, Rick Hanson, New Harbinger Publications; 1st edition (November 1, 2009), ISBN-13: 978-1572246959, Chap 1-3.

How Mindfulness Benefits CEOs, Emma Seppala, Harvard Business Review (December 14, 2015)

Dethmer, J., Chapman, D., Klemp, K. "Commitment 10: Exploring the Opposite" excerpt from *The 15 Commitments of Conscious Leadership: A New Paradigm for Sustainable Success* Dethmer, Chapman & Klemp, 2015 pp 224 -235

Week 3

Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom, Rick Hanson, New Harbinger Publications; 1st edition (November 1, 2009), ISBN-13: 978-1572246959, Chap 4,6,7.

Goleman, Daniel "The Anatomy of Attention: Basics" excerpt from *Focus: The Hidden Driver of Excellence* Harper. 2013. Ch2, pp 13-23, Ch3, pp 24-38, Ch4, pp 39-45

Dethmer, Chapman, and Klemp "Commitment 3: Feeling All Feelings " excerpt from *The 15 Commitments of Conscious Leadership: A new Paradigm for Sustainable Success* Dethmer, Chapman & Klemp. 2015. 1st ed., pp 81-105

Week 4

Ancona, Deborah et al. "In Praise of the Incomplete Leader" HBR, 2007 85(2): 92-100, 156

Heath, C., Heath, D., "The Four Villains of Decision Making", excerpt from *Decisive: How to Make Better Choices in Life and Work*, Crown Business. 2013. Ch 1, 9-31.

Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom, Rick Hanson, New Harbinger Publications; 1st edition (November 1, 2009), ISBN-13: 978-1572246959, Chap 5.

Neff, K. D. "The science of self-compassion" excerpt from *Compassion and Wisdom in Psychotherapy* Guilford Press. 2012. Ch 6, 79-92

Week 5

Shepherd, D. A. and Cardon, M. S. "Negative Emotional Reactions to Project Failure and the Self-Compassion to Learn from the Experience" *Journal of Management Studies* 9/2009: 46(6), 923–949

Thupten Jinpa "The Key to Self-Acceptance: Having Compassion for Yourself" excerpt from *A Fearless Heart: How the Courage to Be Compassionate Can Transform Our Lives* Hudson Street Press. 2015. Ch 2, pp 27-46

Jinpa, Thupten "Just Like Me" excerpt from *A Fearless Heart: How the Courage to Be Compassionate Can Transform Our Lives* Hudson Street Press. 2015. Ch 8, pp 153- 177

Week 6

Smith, Emily "There's No Such Thing as Everlasting Love (According to Science)" *The Atlantic*, January 2013

Watch The Space Between Self-Esteem and Self Compassion: Kristin Neff Ted-x talk <https://www.youtube.com/watch?v=lvTZBUSplr4>

Calming Your Brain During Conflict, Diane Musho Hamilton, *Harvard Business Review* (December 22, 2015)

Week 7

McGonigal, Kelly. "Connect: How caring creates resilience" excerpt from *The Upside of Stress: Why Stress Is Good for You, and How to Get Good at It* Avery. 2015. Ch5, 135-180

Gilbert, P. "How to Turn Your Brain from Anger to Compassion" Greater Good Science Center, 2013

Weiner, Jeff, "Managing Compassionately " LinkedIn Oct 15, 2012
The Art of Conscious Leadership: Jeff Weiner (prioritize the first 10 minutes, 30 seconds)
<https://www.youtube.com/watch?v=2x0fOLqj2Zw>

Week 8

Kabat Zinn, Jon "Keeping up the Informal Practice" excerpt from *Full Catastrophe Living*. Bantam. 2013. Ch.35, pp 586-591

Chödrön, P. "The In-Between State" excerpt from *The Places that Scare You: A Guide to Fearlessness in Difficult Time* Shambhala. 2002. Ch22, pp 119-1

George, B., Sims, P., Gergen, D. "Staying Grounded: Integrating Your Life" excerpt from *True North: Discover Your Authentic Leadership*. Jossey Bass, 2007. Ch 8, pp 133

GRADING

Grading for this class is based on three activities. These include:

CLASS PARTICIPATION

This course is an opportunity to delve into the theory and practice of mindfulness-based leadership. For the course to be useful and impactful, participants must prepare before each session and spend time with the readings, meditations, and experiential investigations.

Your contributions to class meetings include both active contributions (e.g. comments, questions, sharing your perspective) and supportive contributions (e.g. listening, full attention, and presence). The evaluation criteria for these contributions are listed in Appendix A. The use of laptops, cell phones, and tablets, which detract from the quality of attention will not be used in the classroom and should be kept away during the session. If you have a learning need that makes this problematic for you, please email the instructor and arrange a time to discuss an alternative plan within the first week of the class.

Class begins and ends on time. The only excused absences will be those in accord with official Marshall guidelines, and as such should include communication of the absence in writing to the instructor. Missing a portion of the session, longer than 15 minutes, other than in the case of an excused absence will be recorded as an absence. Attendance for the entire session is emphasized because in class exercises are important not only to your learning but also to the process of the other participants.

More than 2 unexcused absence will result in a no-pass grade.

Grading for in-class participation is based on the evaluation criteria found in Appendix A.

HOMEWORK

Given that mindfulness and compassion can only be learned with practice, participants will engage in a daily home practice throughout the semester. Each class session will be partly devoted to providing instructions on this daily practice and answering the various questions that arise from this practice. Every week you will be turning in a log of your home practice. For each day you will indicate when (time) and how long you did the daily practice. This includes what specific type of practice you did (mindfulness, compassion, etc.) and what you observed during the practice. An example of a daily log is on the following page:

Date	Time Span	Type/Focus	Brief Note
March 10	4:00-4:20pm	Breath	Had difficult time settling down – crazy mind
March 11	4:00-4:20pm	Body Scan	Interesting sensations around the shoulders – never knew about this
Etc.			

Grading for home practice weekly logs is based on the evaluation criteria found in Appendix A. Weekly readings are also part of your homework

Reflection Papers: Your reflection papers are intended to serve as an opportunity to reflect on that week’s readings and exercises, preparing and reflects how thoughtfully you participated in the group discussions. You will be expected to submit 3 reflection papers on the dates that will be provided. Each paper should be 850-1000 words long and should report something specific and concrete that you tried during your home practice during the prior weeks. Discuss these experiences in relationship to the reading and classroom activities.

Papers will be evaluated on the thoughtfulness of your response to the readings, exercises and daily meditation practice, as well as your ability to succinctly summarize, critically evaluate, or comprehensively distill key points from those readings and experiences. Please be certain that you engage with the readings as well as the experiential work in your assignments, failure to include one or the other will impact the grade. You may also use part of your reflection paper to draw connections with the previous week’s reading, discussion, or exercises. I sincerely hope that writing these papers will contribute significantly to your course experience by helping you explore the aspects of mindfulness, compassion, and leadership you find most relevant to you in the context of your own unfolding development as a leader.

Each reflection paper should integrate key findings and examples of what you are noticing in your meditation practice and specifically how these learnings inform your thinking on the subject at hand. Instructions for the particular assignment should be followed for full credit.

Final grades for participants will be graded on a credit/no credit basis. The determination of whether credit is assigned will be based on the evaluation criteria found in Appendix A.

Assignments and Grading Activities

Assignment	Total Points	Percent of Final Score
In-Class Participation	15	15%
Home Practice	40	40%
Reflection Papers	45	45%

Penalties for Late/Missing Assignments

Assignment	Points Lost
Late Practice Log	5
Missing Practice Log	10
Late Reflection Paper	10
Missing Reflection Paper	20

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE CALENDAR/CLASS SESSIONS

	Topics Daily Activities	Deliverables and Due Dates
Week 1 1/10/22	What is mindfulness, and mindful meditation? An Introduction.	
Week 2 1/17/22	Martin Luther King's Birthday (Holiday)	Practice log 1/18/22
Week 3 1/24/22	How can mindfulness enhance clarity in purpose, productivity, and self-awareness? What is compassion?	Practice log 1/24/22
Wee/k 4 1/31/22	Introduction to the practice of mindfulness.	Practice log 1/31/22
Week 5 2/07/22	Part 1: Mindfulness of the body, and the brain science of mindfulness.	Reflection Paper 2/07/22
Week 6 2/14/22	Using Mindfulness to Avoid Leadership Burnout	Practice log 2/14/22
Week 7 2/21/22	President's Day (Holiday)	Practice log 2/21/22
Week 8 2/28/22	Mindfulness of emotions.	Reflection Paper 2/28/2

APPENDIX A

MOR-543: Leading with Mindfulness and Compassion Evaluation Criteria		
	Course Requirements	Points
In-Class Participation	Student actively participates in class discussions and their contributions reflect an understanding of the weekly readings.	5
	Student shares personal perspective and experience with classmates in a whole class or small group format each week	5
	Student asks clarifying questions of instructor and classmates frequently	5
Home Practice	Student practices meditation daily for 5-20 minutes (evidenced by logging of daily meditation practice -- sent weekly.)	30
	Student reports experiences of such practice through check-ins at each class meeting.	10
1st Reflection Paper	Submitted on time with an 850-1000 word length	5
	Clearly and thoughtfully answers the reflection questions given the week before this paper is due.	10
2nd Reflection Paper	Submitted on time with an 850-1000 word length	5
	Clearly and thoughtfully answers the reflection questions given the week before this paper is due.	10
3rd Reflection Paper	Submitted on time with an 850-1000 word length	5
	Clearly and thoughtfully answers the reflection questions given the week before this paper is due.	10
	Total Possible Points	100
	Passing Points for course credit	75+
	Insufficient contribution --- no credit	<75

Appendix I. MARSHALL GRADUATE PROGRAMS LEARNING GOALS
How MOR 543 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	MOR 543 Objectives that support this goal	Assessment Method
<p><i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</p>		
1.1 Possess personal integrity and a commitment to an organization’s purpose and core values.	1-7	Practice Logs, Reflection Papers
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	1-7	Practice Logs, Reflection Papers
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.	1-7	Practice Logs, Reflection Papers
<p><i>Learning Goal #2: Gain Knowledge and Skills.</i> Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.</p>		
2.1 Gain knowledge of the key functions of business enterprises.	1-7	Practice Logs, Reflection Papers
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	1-7	Practice Logs, Reflection Papers
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	1-7	Practice Logs, Reflection Papers
<p><i>Learning Goal #3: Motivate and Build High Performing Teams.</i> Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</p>		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	1-7	Practice Logs, Reflection Papers
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	1-7	Practice Logs, Reflection Papers
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	1-7	Practice Logs, Reflection Papers