

**Units Professor:** Michael Wesley Summerlin  
**Office Hours:** By Appointment  
**Phone:** 213-740-0728  
**E-mail:** msummerl@marshall.usc.edu

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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.

### **Week 2**

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.

*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.

### **Week 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 4**

*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.

## **Week 5**

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 6**

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.

## **Week 7**

*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 8**

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

## **Week 9**

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

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

## **Week 10**

Spring Recess

## **Week 11**

Neff, K. D. "The science of self-compassion" excerpt from Compassion and Wisdom in Psychotherapy Guilford Press. 2012. Ch6, 79-92

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

## **Week 12**

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

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

## **Week 13**

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

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

## **Week 14**

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 15**

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 119-12

## **Week 16**

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	Breath	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, 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 Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.



The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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 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) 740-0411

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

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

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) 442-1200 – 24/7 on call Non-emergency assistance or information.

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

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) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

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

## OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)".

**COURSE CALENDAR/CLASS SESSIONS**

	<b>Topics Daily Activities</b>	<b>Deliverables and Due Dates</b>
<b>Week 1</b> 1/9/24	What is mindfulness, and mindful meditation? An Introduction.	
<b>Week 2</b> 1/16/24	Martin Luther King's Birthday (Observed)	Practice log 1/16/24
<b>Week 3</b> 1/23/24	How can mindfulness enhance clarity in purpose, productivity, and self-awareness? What is compassion?	Practice log 1/23/24
<b>Week 4</b> 1/30/24	Introduction to the practice of mindfulness.	Practice log 1/30/24
<b>Week 5</b> 2/6/24	Mindfulness of the body, and the brain science of mindfulness.	Practice log 2/06/24
<b>Week 6</b> 2/13/24	The Imaginal Realm	Reflection Paper 2/13/24
<b>Week 7</b> 2/20/24	Using Mindfulness to Avoid Leadership Burnout	Practice log 2/20/24
<b>Week 8</b> 2/27/24	Mindfulness of emotions.	Practice Log 2/27/24

	<b>Topics Daily Activities</b>	<b>Deliverables and Due Dates</b>
<b>Week 9</b> 3/5/24	Compassion with an emphasis on self-compassion and using Mindfulness to Avoid Leadership Burnout.	Reflection Paper 3/5/24
<b>Week 10</b> 3/12/24	Spring Recess	
<b>Week 11</b> 3/19/24	Mindfulness of thinking and introduction of compassion continued.	
<b>Week 12</b> 3/26/24	Mindfulness conflict resolution – Part 1: Introduction to compassion for others.	Practice Log 3/26/24
<b>Week 13</b> 4/2/24	Part 2: Mindfulness with conflict resolution.	Practice Log 4/2/24
<b>Week 14</b> 4/9/24	A mindful approach to dealing with difficult people.	Practice Log 4/9/24
<b>Week 15</b> 4/16/24	How what we've learned compares and contrasts with current leadership theories (traits, skills, behaviors, etc.).	Practice Log 4/16/24
<b>Week 16</b> 4/23/24	Summary and Conclusion: Reflection and practice insights – sharing what we've learned.	Reflection Paper 4/23/24

## APPENDIX A

<b>MOR-543: Leading with Mindfulness and Compassion Evaluation Criteria</b>		
	<b>Course Requirements</b>	<b>Points</b>
<b>In-Class Participation</b>	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
<b>Home Practice</b>	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
<b>1st Reflection Paper</b>	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
<b>2nd Reflection Paper</b>	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
<b>3rd Reflection Paper</b>	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
	<b>Total Possible Points</b>	<b>100</b>
	<b>Passing Points for course credit</b>	<b>75+</b>
	<b>Insufficient contribution --- no credit</b>	<b>&lt;75</b>

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

Marshall Graduate Program Learning Goals	<b>MOR 543 Objectives that support this goal</b>	<b>Assessment Method</b>
<p><b><i>Learning Goal #1: Develop Personal Strengths.</i></b>  <b>Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.</b></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><b><i>Learning Goal #2: Gain Knowledge and Skills.</i></b>  <b>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.</b></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><b><i>Learning Goal #3: Motivate and Build High Performing Teams.</i></b>  <b>Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.</b></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