

Leadership and Personal Productivity

IS 5799

Summer 2001

Tuesday, 6:00-9:15pm

Professor C. Roe Goddard

Course Overview

Change is inevitable. Success is not. Today's international manager is confronted with change in all aspects related to his/her career. To be competitive will require skills well beyond those required of a manager just a few years ago. The pace of technological development and globalization have amplified the need for industry restructuring and organizational agility. Downsizing and the complete elimination of many jobs are a fact of life and are perceived as essential for maintaining firm competitiveness. The security of 9-5 days, when you were hired and operated under the assumption of life-long employment with a firm, have given way to frequent job changes and the marketization of the individual as product/entrepreneur. Further complicating the management function, today the global firm is multicultural providing new challenges in cross-cultural management. All of these changes compound to dramatically increase the skill base needed for an international manager to be successful and prosper. Unfortunately, it also often increases the level of stress beyond the level that normally might act in a positive manner and increase productivity.

In this challenge-filled, hypercompetitive, and volatile environment, the successful leader must possess a broader variety of strengths and in larger quantities. First, the worker/leader must embrace and welcome change as a normal element of creation. More particularly, the competitive manager must have the ability to operate under constant uncertainty, maintain a sense of self and focus, act and not react, intuitively understand others across multiple cultures, possess a high resiliency to stress, and not lose sight of the bigger picture. Fortunately, there is a phenomenal amount of wisdom, common sense, and sound empirical research available from both western and eastern traditions that provide explicit guidance for the management of individual work lives and the development of keys to maximizing productivity, emotional intelligence, and leadership.

While quite demanding, this course will be an introductory course on self-management and coaching. The intent is to provide the foundation for a lifetime of personal/executive development by introducing the student to some of the best practices in self-management and development. Concepts/ideas such as emotional intelligence, flow thinking, stress management, intuitive decisionmaking, creativity, meaningfulness in life and work, and the importance of balance and poise will be addressed. More concretely, the student can expect from this class: a higher level of productivity through present-moment living and the elimination of clutter; wiser decisions in less time; enhanced creativity and problem solving skills; a healthier life/work balance; greater understanding of his/her particular strengths; sources and tools to first identify and then transcend weaknesses; more perspective with "big picture" thinking; more ease and enjoyment in the work place; a greater sense of connectivity with others; and a greater sense of being on his/her own highly personal path toward a life of fulfillment and career success. To that end, the student must be prepared to work closely with the professor in designing projects and readings uniquely useful to the individual student. Class time will be set-aside explicitly for that purpose.

In summary, the purpose of the course is to utilize the process of self-awareness as a framework for individual development and self-coaching. It is designed to facilitate behavioral changes needed for development as a worker/leader. It considers personality type, values, individual differences, early development, current needs and future goals, all with the expressed purpose of helping the student to achieve the maximum personal productivity possible.

Course Premises

Not a course on theology or religion

Individual experience respectfully received and encouraged

We learn from sharing honestly our experiences including both successes and, perhaps more importantly, failures

No desire to simplify differences

To hold a belief is not to destroy others' beliefs

There is no credo, only what has worked and continues to work for you

The objective is to help you to have a more fulfilling and successful work/personal life

Everyone has a different path and are at different stages

We all sincerely desire to function more effectively and productively and to be happy

Improving personal productivity requires commitment, hard work, and a willingness to look afresh at new ideas and the breaking of old habits

Thinking about these issues is necessary but not sufficient; a practical application resulting in a behavioral change is the end goal

Course Norms for Appreciative Inquiry

On Part of Speaker

Truthfulness in sharing

Trust that we are in a place of trust

On Part of Listener

Respectful and deep listening

Appreciative Inquiries:

What did you find helpful, insightful, difficult, etc.? How can this enhance your abilities as a manager, leader?

Appreciative Responses:

What I learned, experienced, etc.

Norms for All

This course is an exercise which everyone should be doing, not just those with a particular interest

Learning from silence

Freedom to selectively "pass"

Absolute confidentiality

There are many paths and many unlearned lessons

Avoidance of behavior which might alienate others or undermine the trust/respect in the classroom

Texts (Only a portion of these will be read)

Warren Bennis and Joan Goldsmith, *Learning to Lead*. Reading: Perseus Books, 1997.

Alan Briskin, *The Stirring of the Soul in the Workplace*. San Francisco: Berrett-Koehler Publishers, Inc., 1998.

Richard Carlson, *Don't Sweat the Small Stuff...and it's all small stuff*. New York: Hyperion, 1997.

Richard Carlson, *You Can Feel Good Again*. New York: Penguin Books, 1993.

Edward A. Charlesworth and Ronald G. Nathan, *Stress Management--A Comprehensive Guide to Wellness*. First Ballantine Books, 1984.

Deepak Chopra, *The Seven Spiritual Laws of Success*. San Rafael: Amber-Allen Publishing and New World Library, 1994.

Daniel Goleman, *Working with Emotional Intelligence*. New York: Bantam Books, 1998.

Joseph Jaworski, *Synchronicity--The Inner Path of Leadership*. San Francisco: Berrett-Koehler Publishers, Inc., 1996.

Dalai Lama, *Ethics for the New Millennium*. New York: Penguin Putnam Inc., 1999.

Stephen Levine, *A Gradual Awakening*. New York: Bantam Doubleday Dell Publishers Group, Inc., 1989.

Roger Lewin and Birute Regine, *The Soul at Work--Embracing Complexity Science for Business Success*. New York: Simon & Schuster, 2000.

Helen Palmer, *The Enneagram Advantage--Putting the 9 Personality Types to Work in the Office*. New York: Three Rivers Press, 1997.
Marsha Sinetar, *Do What You Love, the Money Will Follow*. New York: Dell Publishing, 1987.
Brian Tracy, *Maximum Achievement--Strategies and Skills That Will Unleash Your Powers to Succeed*. New York: Fireside, 1993.
Margaret J. Wheatley, *Leadership and the New Science--Discovering Order in a Chaotic World*. San Francisco: Berrett-Koehler Publishers, Inc., 1999.

Grading

In this course you will be graded on the basis of three categories: written assignments (50%); special projects (20%); and class participation (30%). Your assignments will be evaluated on the basis of **demonstrated evidence** that you both thoroughly understood the reading assigned, special project chosen, and that you integrated it meaningfully into your own personal development. Given that we meet only once per week and the participative nature of the course, there is a strict attendance policy. You are allowed one absence, after that each absence will result in a 1/2 a letter grade lowering of your final grade. In the professor's opinion, grade inflation and failing to discern among the students in terms of intensity and quality of work is simple irresponsibility on the part of the grader. Therefore, the average final grade in the course will be a B+. The letter grade of A will truly reflect superior effort and performance.

Course Opportunities

This is a course for you to focus on developing through self-awareness and time-tested principles your *personal competencies* and *resiliency* as a future international manager. In that spirit, all writing assignments should be written from the perspective of how this book, exercise, workshop, or special project assisted **your** development as a person and as an international manager. You are expected to demonstrate **both** a detailed understanding of the major premises of the book and the application of the ideas to your work life.

Written Assignments:

Book Reviews should be 3-4 pages in length (typed and double-spaced). A detailed explanation of what is expected in the reading/writing assignments will be provided the first day of class. *Single asterisk denotes electronic reserve reading on MTB. **Double asterisk denotes book review required.

Special Projects:

Journaling:

You are required to keep a daily journal. Beginning with the first day of classes and practiced daily (often people find that quiet time first thing in the morning is ideal; this means you may have to set your clock 30-45 minutes earlier) you are to select two mini-chapters from Richard Carlson's *Don't Sweat the Small Stuff* that seemed particularly helpful or meaningful to you that day or the previous day if you are journaling in the morning. In your own words, express your thoughts, moods, observations of patterns in your life and thinking, whatever is meaningful to you; this is private and other than the professor seeing some evidence that it is being done no one will read it unless you choose to allow them. You must also be prepared to share with the class how you have integrated the behaviors into your daily life.

Book Assignments:

When there is a book assigned for class discussion you will have to write a book review (3-4 pages with specific instructions the first class meeting). Book reviews should be submitted (hard copy) the day that that book will be discussed in class. The purpose of the book reviews is to demonstrate the knowledge gained and enhance the quality of class participation.

Work Scenarios:

In Week 7, we will focus on personality types at work relying on the well-developed field of enneagrams. In our class session for Week 5, you will be broken into groups of two to allow you to prepare for the role playing in the work scenarios during our Week 7 class session. More instruction will follow.

Exercises:

Throughout the course we will engage in a number of in-class exercises. Bring your best to these exercises. Engage in penetrative discussions when break-out groups are created.

Final Paper:

The **final paper** and presentation of that paper will be due on the final day of class (Week 14; May 1st). The final paper should be 2,000 words and should answer the questions: How are you integrating your whole self with your work to influence more significantly the meaningfulness of your workplace? What specific tools have you integrated into your life that you learned in the course to enhance your success and productivity? More specifically, write 2,000 words on the consequences of your semester-long reflection specifically addressing the following questions:

What is your current definition of success and how has it changed over the last semester and perhaps in your life?

How are you "present" to yourself and to other people?

What choices have you made in terms of general career direction?

What is important to you about your work?

What specific improvements have you made in your attitude toward work and success?

What time-honored principles do you now see as relevant to your life that you may not have placed as much emphasis on prior to this semester?

What specific tools to enhance your productivity do you now regularly use that you did not use prior to this class?

Has your personal resiliency increased over the course of the semester?

What specific techniques or activities are you now using for stress reduction?

How are you being more true to yourself in work?

How are you moving from fears to courage and flexibility at work?

What differences do others see in your words and actions?

How will you continue your lifelong development process once this course is complete? What areas of your work life continue to need development?

(This is not intended to be an exhaustive list, only to generate thought and focus)

Field Experience:

There are two purposes to this required field experience. The two purposes include the development of humility and empathy. Service of others is often a very humbling experience. Humility and ego reduction is the key that opens the door to insightful growth and an appreciation of what we have. Appreciation and gratitude gives perspective, calms the mind, and provides an opening for greater creativity in thought and problem solving. Second, organizational leaders through their social-economic position and role are often separated from the poor and suffering. This is not to imply that suffering does not touch all our families and friends through illness, aging, death, misfortune, and other trials. It clearly does and will. Yet there are resources available to families of the business leader which are not available to others. Many contacts are mediated through social agency personnel seeking the business leader as a potential benefactor or to link to the leader's expertise. In these situations the business leader is preoccupied with what he/she can/should do or contribute.

By contrast, this field experience is to be with the poor and suffering "outside" of the leadership role and social-economic position. The focus is on: *being with, serving, listening to and doing for rather than learning from*. You are to choose an encounter with those presently unable to engage in active participation in our economic system. For example, HIV patients in later stages of their illness, the chronically ill, aged, homeless, disabled, etc. This choice should be made with your own discernment, but you are *strongly* encouraged to reach outside your comfort zone to a group you might prefer not to encounter.

This is an "I-Thou" encounter with each person, not with a category of people. Listen to the individual voice, the life story, and the sources of despair and consolation in this person's life. Listen to his/her experience of the world and their attitudes toward the economic system. Explore attitudes toward the economic system should you have the opportunity to discuss this with individuals within the target group.

Make notes. In our last class on May 1st, you will share your experience with this group. Help us to encounter the group. Tell us what do you know you know and what do you know you don't know about them. Tell us how this exercise gave you a new perspective, how you experienced empathy and compassion (if you did) and how this will benefit you in the work world. The goal should be to take us vicariously into the service work.

You should anticipate 3-4 time periods of service work. The professor, as well as the volunteer coordination office on campus, will help you to make the initial identification of your target group. Finding a group to work with is not a problem.

Extreme Self-Care:

This assignment is just for you. I would be willing to bet that several of you were already put-off by the title of this assignment "extreme self-care". I know that when I first encountered this phrase, my initial reaction was one of here is just one more piece of evidence of narcissism and preoccupation with self seemingly plaguing much of society today. My attitude has obviously changed and I have come to realize that to be caring and effective in working with others, you have to begin with a genuine appreciation of and care for yourself. Yes, in many senses it "is all about you." Also, none of us are perfect human beings. Whether we tend to procrastinate, begin projects but never complete them, or react inappropriately under stress, we all have our blind spots. By the time you seriously begin to work on this project, if you have not previously developed an awareness of your blind spots, you probably have now. This project will provide an organized and supervised opportunity for you to address these areas.

You will be asked to select by Week 3 a specific experience (exercise regimen, yoga, meditation, extensive goal setting exercises, development of time management tools, listening skills, self-discipline exercises, etc.) that you can do for yourself--something that you wanted to do or you have recognized your particular need to do, but have been unable to find the time to do it. For me, I have always loved distance cross-country running and, long ago, recognized the benefits of exercise for overall wellness and personal productivity. So about a year ago I decided to make the commitment in earnest. I now run regularly (5-6 times per week; 20-25 miles per week) and have experienced tremendous improvements in my overall health, ability to withstand stress, state of mind, and work productivity. You will keep a log of your activity (a simple note in your daytimer or journal that, for example, today I jogged for 30 minutes) will suffice as proof of completion of the assignment. Or you will complete agreed-upon workbooks. I am looking for consistency and the growth of new habits. Over the last 12 months, the IBIC as well as the professor have accumulated a significant number of tape sets, workbooks on meditation, leadership, creativity, stress reduction, self-discipline, etc. and videos that might be helpful in fulfilling your choice. This assignment will be discussed in our first class meeting. There is considerable latitude in your choice of self-care. The only requirement is that it has to contribute positively to your overall health and be consistent with the overall objectives of this course, and that is to have a *marked* improvement in your personal productivity.

Retreat:

We will be having a two-day retreat. Date to be determined. It will begin with lunch on Saturday and end around noon on Sunday. It will include training sessions on both meditation and yoga and quiet time for reflection. The location will be the beautiful and tranquil Franciscan Renewal Center on West Camelback in Central Phoenix. Nestled right in the desert mountains, it is the perfect location for self-development and reflection. More information will be forthcoming. There is a very reasonable fee that includes overnight accommodations (two per room), three meals, and about 6 hours of instruction on meditation and yoga by excellent instructors. Please mark this on your schedules. It will be held in lieu of the Tuesday evening class preceding it and following it.

Class Participation:

Given the critical importance of the classroom experience in this course, attendance and participation at all scheduled classes is expected. Adherence to the class norms stated above is absolutely essential. It would be particularly beneficial for you to read over and quietly reflect on your written assignment for a few minutes prior to the course session in which it will be discussed. This will enhance your presence and the value of your contribution to the discussion.

Course Outline

Week 1

Introduction to the Course

Required Reading:

Joanne B. Ciulla, *The Working Life--The Promise and Betrayal of Modern Work*. San Francisco: Berrett-Koehler Publishers, Inc., 1998.

Week 2

From Newton to the New Science: Complexity Science for Business Success

Case Study: *Randy Haykin: The Making of an Entrepreneur*

**Roger Lewin and Birute Regine, *The Soul at Work--Embracing Complexity Science for Business Success*. New York: Simon & Schuster, 2000.

Week 3

Assessing Your Executive EQ

Required Reading:

**Daniel Goleman, *Working with Emotional Intelligence*. New York: Bantam Books, 1998.
Vanessa Urch Druskat and Steven B. Wolff, "Building the Emotional Intelligence of Groups," *Harvard Business Review*. (March 2001).

Week 4

Fundamentals of Health and Personal Productivity

Required Reading:

*Roger C. Mills and Elsie B. Spittle, *The Health Realization Primer*. Long Beach: Health Realization Institute, Inc., 1998. Read Chapter 2.
**Richard Carlson, *You Can Feel Good Again*.

Week 5

Finding Integration between Oneself and Work: Ethics for the Global Workplace

Required Reading:

*John Renesch, "Spirit and Work: Can Business and Consciousness Co-Exist?"
**Dalai Lama, *Ethics for the New Millennium*

Week 6

Gaining and Maintaining Motivation

Required Reading:

**Deepak Chopra, *The Seven Spiritual Laws of Success*
Personal Inventory and Life-long Learning Action Plan

Week 7

Leading and Teaming: The Enneagram Advantage

**Helen Palmer, *The Enneagram Advantage*. New York: Crown Publishers, Inc., 1997.
Work Scenarios

Week 8

Stress Management Retreat

Retreat - Franciscan Renewal Center at Camelback Mountain

**Joseph Goldstein and Jack Kornfield, *Seeking the Heart of Wisdom*

Week 9

Retreat - Franciscan Renewal Center

Week 10

Finding, Playing, and Sticking to your Strengths

**Marcus Buckingham and Donald O. Clifton, *Now, Discover Your Strengths*. Complete the on-line questionnaire prior to class.

Week 11

Right Livelihood: Maintaining Your Focus in a Rapidly Changing Global Economy

*Jeffrey K. Salkin, "Shattering the Idols of the Workplace," pp. 144-159.

**Marsha Sinetar, *Do What You Love, the Money Will Follow*

Week 12

Bringing It All Together: Strategies for Maximizing Your Contribution to Your Firm

**Brian Tracy, *Maximum Achievement--Strategies and Skills that Will Unlock Your Hidden Powers to Succeed*.

Week 13

Does Leadership Fit in Your Life?

**Robert J. Lee and Sara N. King, *Discovering the Leader in You--A Guide to Realizing Your Personal Leadership Potential*. New York: Jossey-Bass Inc. and Center for Creative Leadership, 2001.

Week 14

Presentations of Field Experience and Final Paper