

*[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 PRACTICE OF SELF-MANAGEMENT**

Summer 2009

Meeting Time:	Tuesdays, 7- 9:50 pm
Instructor:	Jeremy Hunter, Ph.D.
Contact:	Jeremy.Hunter@cgu.edu

Faculty support: Nancy Kramer: Nancy.Kramer@cgu.edu

**Course Objective:**

Managing effectively first requires handling your thoughts, emotions and actions effectively and skillfully. Internal readiness precedes external effectiveness. This course is designed to give you essential skills for effective self-management. By learning the practice of mindfulness (or dispassionate observation) 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 both emotionally and cognitively demanding. Don't enroll lightly. It is 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.**

#### *Challenges in an Age of Discontinuity*

Today's leaders and managers face challenges and stresses that are unprecedented in modern history. 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.

#### *Managers Learning to Manage Themselves*

Though these social and economic changes have become commonplace, educational systems have been slow to catch up with this state of affairs. Managerial education heavily focuses on the *external*. 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 one's self. This imbalance exacts a high toll both personally and professionally.

#### *The Costs of Imbalance*

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 leaders and managers cannot see past their own narrow interests or are blind to negative behaviors

that deflate the morale and spirit of their work group. If leaders are to keep an eye on the horizon, it is difficult to do so with one's head barely above water.

### *The Self-Management Solution*

Cultivating the mind of the leader requires effective self-management. 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 technical knowledge and effectiveness in managing one's internal milieu. The Practice of Self-Management provides an answer.

### *Training the Powers of Perception: Attention and Awareness*

Drawing upon the intellectual tradition of Peter Drucker, the aim of the 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.”<sup>1</sup> A trained perception enhances attention and awareness which, in turn, develops the capacity to observe and alter behavior. Awareness, systematically developed, is the key to managing oneself.

### *Breaking the Cycle*

In changing conditions, leaders cannot afford to operate from rigid, patterned reactions. Yet, an all too common human tendency is to behave reactively and automatically, to be driven by narrow emotional agendas, and to act without sustained awareness to accurately guide responses to situations. Simply put, people are often blind to their own motives, behavior, and its consequences.

The Practice of Self Management is designed to systematically develop the powers of perception—*mindfulness*—to break the cycles of destructive behavior. In doing so it also encourages greater presence, calm, and internal stability in the learner. It gives tools for reversing debilitating patterns of action, shifting vicious cycles into virtuous ones.

### *A Focus on Mindfulness*

Mindfulness practice has been successfully used in a wide range of professional contexts including the championship teams of the Chicago Bulls and Los Angeles Lakers, medical, managerial and legal professionals, and the leadership group of the Los Angeles Police Department.

### **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:**

The readings are designed to provide a theoretical core around which to **develop skill in attention**. 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

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<sup>1</sup> *Post-Capitalist Society*, “The Educated Person”, p. 194.

of this, in the words of Peter Drucker, “far less exclusively bookish” course consists in the work students will do in developing, discussing and evaluating the experiential skills we will explore. Readings will be supplemented with handouts. The reading list is constructed with a mind of creating for the student a useful personal library for reference after the course ends.

### **Textbooks:**

1. *Strangers to Ourselves* by Timothy Wilson ISBN 0674013824
2. *Emotions Revealed* by Paul Ekman ISBN 0805072756
3. *Full Catastrophe Living* by Jon Kabat-Zinn ISBN 0385303122
4. *Getting Past No* by William Ury ISBN 0553371312
5. *Strengthsfinder 2.0* by Tom Rath ISBN-10: 159562015X
6. *Change Your Questions, Change Your Life* by Adams. ISBN 1576752410
7. *Emotional Intelligence* by Daniel Goleman, Bantam. 2005. ISBN 055338371X.
8. *Social Intelligence* by Daniel Goleman, Bantam. 2007, ISBN-10: 055338449X.
9. *Positivity* by Barbara Fredrickson, Crown, 2009, ISBN-10 0307393739
10. *Mindset* by Carol Dweck, 2007, ISBN-10: 0345472322

**8. Course pack:** readings are chosen for their lasting value. Students are to purchase these at Huntley Bookstore or find them on Sakai

**Guided exercises** available on the Internet (details to follow).

Recommended but not required:

- Henepola Gunaratana, Mindfulness in Plain English, 2002.
- Robert Sapolsky, Why Zebras Don't Get Ulcers. 2005.
- Pema Chodron, Places that Scare You, 2002.
- Patterson, Grenny, et al., Crucial Conversations, 2002.

**Course pack to be purchased at Huntley Bookstore**, containing the following:

Meyer's research on multitasking from Wall Street Journal by Sue Sellenberger

“Overloaded Circuits: Why Smart People Underperform” by Edward M. Hallowell, *Harvard Business Review*.

“Mastering Your Own Mind,” by Katherine Ellison, *Psychology Today*.

Selected chapter from Why Zebras Don't Get Ulcers (2004) by Robert Sapolsky.

Selected chapters from Train Your Mind, Change Your Brain (2007) by Sharon Begley.

Selected chapters from Trauma and the Body (2006) by Pat Ogden.

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

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

Selected chapters from The Essential Drucker by Peter Drucker

### **Exercises on WFS:**

I have recorded exercises for you to use for training exercises. Instructions for access to WFS will be given in class. WFS.CGU.EDU/HUNTERJ

### **Weekly Assignments and Practice:**

During the course, students are asked to practice a variety of exercises between class sessions. **These exercises are in your course workbook.** Also, we will undertake structured exercises for developing attention in daily life. These practices are the central feature of the course. **It is essential that you take up the exercises for the next week immediately after each class session.** 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.

**Format for practice:** There is a two-stage format you will follow.

First, do the exercises assigned for each week, make notes about what you learned from each of them.

Second, summarize all this learning in 1 to 1½ pages describing (Single spaced, Times 12pt, 1-inch margins):

1. Your key **Insights** for the week,
2. The **Challenges** you faced doing the exercises,
3. **Questions** you have that result of doing the exercises

**>>Please send your 1 to 1½ pages of Insights/Challenges and Questions to me on the SUNDAY at midnight before each session.<<**

### **Student Responsibilities and Preparation: (Confidential: For My Eyes Only)**

*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 in the course binder: See Week One: The High Cost of Stress below. )*

1. What do you do for an income? What role do you play in your organization?
2. What are three challenges you face that inhibit your productivity or effectiveness at work (if you're a full-time student, either draw upon your student experience or challenges from a prior work experience)? What role do you play in contributing to these challenges?
3. How do you know when you are working at your best?
4. Do you have prior experience with practices geared to developing attention—

- martial arts, yoga, meditation, etc. (please give details)?
5. Why are you interested in taking this course and what are your expectations of it?
  6. What are 2-3 habits you have that if you could change would enhance your effectiveness? Please explain. How do you undermine yourself?
  7. Do you have any active addictions (alcohol, cigarettes, chocolate, etc.)?

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

### **Week One Assignment:**

#### **The High Costs of Imbalance: Stress and Your Health and Productivity**

This is not a course on stress, but stress is certainly one way we chronically mismanage ourselves. Stress is not an inherent condition (I may find something stressful that you do not), but a result of how our minds meet our environment. We will begin our exploration of the problem of self-management with a tour of how stress works in you.

#### **Readings:**

(A) Sapolsky, ***Why Zebras Don't Get Ulcers***,  
Chapter 1: "Why Zebras Don't Get Ulcers"

(T) Kabat-Zinn, (T) ***Full Catastrophe Living***,  
Chapter 28: "People Stress"  
Chapter 29: "Role Stress"  
Chapter 30: "Work Stress"  
Chapter 32: "World Stress"

#### **Questions:**

- (1) Sapolsky outlines three categories of stress. What are they and how do they show up in your daily life?
- (2) Why are repeated stressors considered problematic?
- (3) In Kabat-Zinn's exploration of various forms/sources of stress, which of these strikes the most resonant chord with you?

#### **Exercises:**

(1) **Stressful Moments:** During the week, keep a log of moments when you experience stress. Respond to the following—what was the cause of the stress? What did it feel like in your body? (be specific! "My throat clenches" or "My stomach tightens") What emotions were associated with the stress? Do you notice if your mind stays in the attention or is it caught up in past/future scenarios? How did you behave? Did you perform at your best? How did the stress affect your relationships? Your ability to be creative? What was the result of your behavior? Was the ultimately the most effective response? With your log of incidents, write a short summary paragraph about your impressions and

findings. If you find you don't have many incidents, then draw from your memory of past stressful events.

(2) **Moments of Attention:** In contrast to the above, make a log of moments where you are fully in attention. Again, respond to the following questions- What did it feel like in your body? (be specific! "My throat clenches" or "My stomach tightens") What emotions were associated with the stress? Do you notice if your mind stays in the attention or is it caught up in past/future scenarios? How did you behave? Did you perform at your best? How did being in attention affect your relationships? Your ability to be creative? What was the result of your behavior? Was the ultimately the most effective response? With your log of incidents, write a short summary paragraph about your impressions and findings. If you find you don't have many incidents, then draw from your memory of past moments of full attention.

**Email your Insights/Challenges/Questions one week before class starts.**

### **Instructor Responsibilities**

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

**Note: Class sessions are not the appropriate place or time to use the internet. Students found surfing the net, writing email, etc, will be asked to leave. A ringing mobile phone will incur a tax to be determined by the class.**

### **Contact:**

I am most easily contacted through email: [Jeremy.Hunter@cgu.edu](mailto:Jeremy.Hunter@cgu.edu) or [jphunter@post.harvard.edu](mailto:jphunter@post.harvard.edu).

### **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 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.

These assignments are worth 50% of your grade, periodic quizzes 10%, and a final paper 15%, final exam 15% and sincere class participation 10%.

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

## **About your Instructor:**

**Jeremy Hunter, Ph.D.** teaches leaders to cultivate self-awareness and develop skills in self-management.

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.

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. The center, which is on forefront of the positive psychology movement, studies creativity, flow, social responsibility, and optimal human performance. While there, he studied and developed methods for enhancing wellbeing and professional performance. From his research, Jeremy developed one of the first attention-based self-management courses to be taught at a North American business school. He teaches at the Drucker School of Management in Claremont, CA and has taught at the Marshall School of Business at the University of Southern California.

Jeremy co-founded CoreWorks Consulting with Scott Scherer which combines state-of-the-art research and their own extensive personal experience with mindfulness practice. They have created an effective approach to teach people how to focus and be productive, enhance their emotional intelligence, communicate effectively, and foster productive and enriching relationships.

His clients have included Toyota Motor Sales, Northrop-Grumman, the Los Angeles Police Department, John Laing Homes, Child Survivors of the Holocaust, Institute for Educational Advancement, First AME Church of South Central Los Angeles, Productive Learning and Leisure, Southern California Housing Development Corporation, The University of Southern California and the California WellBeing Institute. He has lectured at the Lifestyles of Health and Sustainability Conference (LOHAS 11), Brown University, the University of North Texas, the University of California at San Francisco, University of Southern California, UCLA, and Wittenberg University. He is an executive coach at Corporate Coaching International.

He has a warm, supportive, and engaging style coupled with an ability to help people feel comfortable discussing difficult issues. He helps them to overcome limiting behavior and opens new perspectives for personal and professional growth.

Website: [www.drjeremyhunter.com](http://www.drjeremyhunter.com)

## Course Schedule

Course Session & Date	Topic	Assignment
1. May 19	<b>The High Costs of Imbalance: Stress, Your Health and Productivity</b>	(A) Sapolsky, <i>Why Zebras Don't Get Ulcers</i> , Chapter 1: "Why Zebras Don't Get Ulcers"  (T) Kabat-Zinn, (T) <i>Full Catastrophe Living</i> , Chapter 28: "People Stress" Chapter 29: "Role Stress" Chapter 30: "Work Stress" Chapter 32: "World Stress"
2. May 26	<b>The Power of Attention: Enhancing the Source of Effectiveness</b>	(1) Shellenberger's article on Multitasking. (2) Hallowell, "Overloaded Circuits: Why Smart People Underperform," HBR
3. June 2	<b>Powering Attention: Practicing Meditation</b>	(1) Begley, <i>Train Your Mind, Change Your Brain</i> "Mind Over Matter: Mental Activity Changes the Brain" (2) "Mastering Your Own Mind" <i>Psychology Today</i>
4. June 9	<b>Life on Autopilot: The Dangers of the Adaptive Unconscious</b>	(1) Chapters 1, 2, 3 of Wilson's <i>Strangers to Ourselves</i> .
5. June 16	<b>Taking a Look: Mindfulness Means Observing Your Behavior</b>	(1) Kabat-Zinn, <i>Full Catastrophe Living</i> , 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" ---- (2) Ekman, <i>Emotions Revealed</i> :  Chapter 2 "When Do We Become Emotional?"

		Chapter 3 “Changing What We Become Emotional About”
		Chapter 4 “Behaving Emotionally”
6. June 23	<b>Getting Clear: Widening the Window of Tolerance</b>	(1) Ogden, <i>Trauma and The Body</i> , “Window of Tolerance: The Capacity to Manage High States of Arousal”  (2) Goleman, <b><i>Emotional Intelligence</i></b> ,  Chapter 1: “What are Emotions For?” Chapter 2: “The Anatomy of an Emotional Hijacking”
7. June 30	<b>...And Now For Something Completely Different</b>	START STRENGTHS FINDER ASSIGNMENTS NOW (1) <u>The Essential Drucker</u> , Chapter 15, “Know Your Strengths and Values”  (2) <u>StrengthsFinder 2.0</u> , Pages 1-33 and take the StrengthsFinder Assessment on the Internet, using the code in the packet at the back of the book.
July 7	<b>No Class Session!</b>	(
8. July 14	<b>Turning Things Around: The Pivot of Curiosity</b>	(1) <u>Mindset</u> , Dweck, Chapters 1, 2, 5 (2) <u>Change Your Questions, Change Your Life</u> by Adams.
9. July 21	<b>The Power of Positive Emotions I</b>	(A) <u>Positivity</u> , Fredrickson, Chapters 1-7
10. July 28	<b>The Power of Positive Emotions II</b>	(A) <u>Positivity</u> , Fredrickson, Chapters 8-12
11. Aug 4	<b>Social Intelligence: Contagious Emotions</b>	(1) <u>Social Intelligence</u> , Goleman

Part I: Wired to Connect  
Part V: Healthy Connections  
Part VI: Social Connections

**12. Aug 11**

**Discernment and Decision Making**

Guest Lecture

**13. Aug 18**

**Bringing Attention to Conflict**

(1) "Just Listen" by Rachel Naomi Remen.  
(2) Getting Past No, William Ury.

**14. Aug 25**

**Closing the Circle**

**Final Papers Due One Week Later.**