

Mental Karate for Leaders Spring 2024

Schedule:

Tuesday, April 16: 6pm-9pm
Saturday & Sunday, April 20-21: 9am-4pm
Saturday & Sunday, May 18-19: 9am-4pm
Tuesday, May 28: 6pm-9pm

Location: Seminar 2 E1107

Faculty: Amy Gould, Ph.D., goulda@evergreen.edu



Master of Public Administration Program

MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the Change.”

Course Description & Learning Goals:

Welcome! “Onegai Shimasu”: Please do your best, I ask of you. I ask of you to learn alongside each other as we explore the building blocks of leadership in ourselves and within the seen and unseen world around us. Kara comes from the Zen concept of “empty”, Te is the Japanese word for “hand”, and Do means “the way or the path.” Therefore, we will be studying mental “Karate-do” for leaders: The way of the empty hand.

Whenever a leader serves the public, asks big questions to find solutions, supports staff, follows initiatives, manages a meeting, prepares for a presentation, engages in conflict resolution, leads planning efforts or adapts to change... the leader is empty handed. They must rely on the leadership-self they developed internally.

“*Spirit first, technique second.*” – Gichin Funakoshi

In this course:

- We will become a Sensei or teacher to ourselves about leadership.
- We will each learn kata or a pattern of movement through leadership development.
- We will each practice the bunkai or applications of the techniques we learned.
- We will lay the foundation for our studies through leadership praxis.

Fair Warnings:

1) This course is offered in an intensive format. Coursework will require a large amount of self-directed learning outside of class time through readings, journaling, assignments, student-led trainings, and informational interviews.

2) Some class time will be dedicated to karate movements (kata, holding stance, sliding, kneeling, and non-contact blocks, kicks, punches). Each student is expected to participate as able. Please dress in loose fitting comfortable clothing and be prepared to move barefoot.

Required Books:

brown & Taylor (2022). *Journal of Radical Permission: A Daily Guide for Following Your Soul's Calling*. Berrett-Koehler Publishers. ISBN: 978-1523002429

Davis (2022). *The Art of Quiet Influence: Timeless Wisdom for Leading without Authority*. Nicholas Brealey publisher. ISBN: 978-1529399073

Funakoshi (2013). *The Twenty Guiding Principles of Karate: The Spiritual Legacy of the Master*. Kodansha International. ISBN: 978-1568364964

Hougaard & Carter (2022). *Compassionate Leadership: How to Do Hard Things in a Human Way*. Harvard Business Review. ISBN: 978-1647820732

Dojo Kun

Seek perfection of character

Be faithful

Endeavor to Excel

Respect Others

Refrain from violent behavior

The Aim of Karate:

“The ultimate aim of the art of Karate lies not in victory or defeat, but in the perfection of the character of its participants.” - Gichin Funakoshi

What you can do for Karate:

Continually study and train to acquire knowledge, skill and expertise, but be guided in your actions by the Spirit of Wisdom and Goodness.

Karate Terms:

Hai- Yes

Hajime- Begin

Yame- Stop

Dojo- This is where we practice our mental karate. It is meant to be a place of respect and enlightenment.

Ki- Mind, spirit, energy. Vital-force. Intention. The definitions presented here are very general. Ki is one word that cannot be translated directly into any language. Your personal Ki will be explored and demonstrated throughout the class.

Kiai- Spirit yell

Kime- Focus of power

Rei- Respect. A method of showing respect in the Japanese culture is the bow. It is proper for the junior person to bow lower than the senior person. Rei will be discussed as a teaching point for leadership etiquette.

Seiza- sitting posture, kneeling with hands on thighs, stillness.

Soto ude uke: Outside forearm block

Uchi ude uke: Inside forearm block

Both of these techniques will be explored to show how we can examine a situation and take action on it from both the inside and the outside.

Zenkutsu Dachi- Front stance

Kokutsu Dachi- Back stance

Spring 2024 Schedule (faculty may alter schedule if needed)

First Class

Tuesday, April 16

Time	Topic/Activities	Deliverables
6:00pm	Seiza, Dojo Kun Course Overview Building the foundation: Our Stance Bunkai How the principles of karate grow us as leaders	Read: Funakoshi, <i>The Twenty Guiding Principles of Karate</i>
8:00	Bring your problems: brain trust workshop to identify, define, and diagram workplace problems while building our communities of practice	Assignment #1: Professional personal mission statement
9:00pm	End	

Weekend I

Saturday, April 20

Time	Topic/Activities	Deliverables
9:00am	Seiza, Dojo Kun Kata & bunkai	<i>*Ongoing Journaling</i>
10:00	Lecture & Workshop: Leadership	
11:00	Seminar	Read: Hougaard & Carter, <i>Compassionate Leadership</i>
12:00pm	LUNCH	
1:00	Kata & bunkai	
2:00	Bring your questions: brain trust workshop to identify, define, and diagram questions of workplace problems as communities of practice. How do kata movements apply to leadership problems and questions?	
4:00pm	End	

Sunday, April 21

Time	Topic/Activities	Deliverables
9:00am	Seiza, Dojo Kun Kata & bunkai	
10:00	Seminar	Read: Resource Readings (student's choice of 3 from list)
11:00	Mind map: Applied Leadership Synthesis & Review	
12:00pm	LUNCH	
1:00	Kata & bunkai	
2:00	Bring your solutions: brain trust workshop to identify, define, and diagram answers to workplace problems as communities of practice. How do kata movements apply to solutions?	
4:00pm	End	

Weekend II

Saturday, May 18

Time	Topic/Activity	Deliverable
9:00am	Seiza, Dojo Kun Kata & bunkai Debrief assignment #2	Assignment #2 Due: Leadership walk n' talks
10:30	Guest speakers: TBA	
12:00pm	LUNCH	
1:00pm	Kata & bunkai	
2:00	Seminar	Read: Davis, <i>The Art of Quiet Influence</i>
4:00pm	End	

Sunday, May 19

Time	Topic/Activity	Deliverable
9:00am	Seiza, Dojo Kun Kata & bunkai Seminar	Read: Resource Readings (student's choice of 3 from list)
11:00am	Case Studies: What is mental karate for leaders?	
12:00pm	LUNCH	
1:00pm	Kata & bunkai	
2:00pm	Team Time: Form teams for the final assignment. Share key insights from journaling and leadership walk n' talks.	Assignment #3: one pager about lessons learned from journaling
4:00pm	End	

Final Class

Tuesday, May 28

Time	Activity	Deliverable
6:00pm	Final "katas" as trainings	Assignment #4: Group led trainings
9:00pm	End	

Evaluations: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. We will not hold evaluation conferences.

Assignments

Journaling:

April 15th – May 17th, process of completing at least 10 of the journaling exercises in the required book for the course: brown & Taylor (2022). *Journal of Radical Permission: A Daily Guide for Following Your Soul's Calling*. This will ensure you complete assignment #3 on time and with careful thought. Your journal entries are private to you and will not be turned in.

Assignment #1: Professional personal Mission Statement

Due: Tuesday, April 16

Length: one page

Write a “one pager” or “highlights paper” about your professional personal mission statement. What is your professional purpose? What are your goals? What are your values? What is your contribution to society? Please review the resources and examples of professional personal mission statements posted on Canvas. Be prepared to share and discuss this assignment in small groups during class.

Assignment #2: Leadership walk n’ talks

Due: Saturday, May 18

Length: one page (covering both meetings)

Coordinate two meetings with people in leadership arenas you want to learn more about. They could be a manager, fund raiser, analyst, legislator, commissioner, mayor, advocate, auditor, evaluator, lobbyist, adviser, director, etc. The goal is to gain a better understanding of what their day-to-day work involves, what they think are the most important leadership qualities/characteristics and tools/techniques, and hear about what is on the horizon for them as leaders. Write a one page highlights paper about what you learned and what you would recommend to others interested in these leadership arenas. Example highlights papers will be posted on canvas.

Assignment #3: Key insights from journaling

Due: Sunday, May 19

Length: one page

Write a “one pager” or “highlights paper” about your key insights from journaling. Be prepared to share and discuss in small groups during class. Example one pagers or highlights papers will be posted on canvas.

Assignment #4: Group led trainings

Due: Tuesday, May 28

Form groups of 2 to 3 students. Based on the readings, and your journaling, and what you learned from your leadership walk n’ talks, train the class in what your group learned is the most important leadership quality/spirit/character trait and what was the most important leadership technique or tool. This is the bunkai of your leadership “katas”. Trainings may be 20 minutes and this includes time for Q & A.

A visual aid of some kind is required. This might be a video, handout, website, infographic, cartoon, etc. Examples, resources for leading trainings, and presentation tools will be posted on Canvas.

Course Policies

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites) or personal communications that cannot be extrapolated or generalized to larger populations. You will not collect any original data for research purposes. Generalizable original research/data collection activities would be dependent upon a Human Subjects Review application being reviewed and approved by TESC IRB.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. After one absence per quarter (3 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (or 9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. We will not hold evaluation conferences.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Mandatory Reporter: The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have. Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, jones@evergreen.edu); Student Wellness Services (Sem I 2110, 360.867.6200); SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Trauma Informed Pedagogy Statement: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: <https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19> plus <https://www.evergreen.edu/currentstudent/student-resources>

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation.

Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct & Conflict Resolution: Please refer to the [MPA Student Handbook](#) . Discuss any problems involving others in the learning community directly with the individuals involved (if the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well- functioning MPA classroom and learning community. Behavior disrupting the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.
We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals
Process: <http://www.evergreen.edu/studentaffairs/student-conduct>
We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.