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**HONING
SELF-AWARENESS
OF FACULTY
AND FUTURE
BUSINESS
LEADERS**

**EMOTIONS
CONNECTED
WITH TEACHING
AND LEARNING**

Honing Self-Awareness of Faculty and Future Business Leaders

“In the nearly 30 years since the advent of the ‘affective revolution’, scholars and practitioners alike have gradually come to understand that the world we live in cannot be understood solely in terms of mechanical or cognitive principles. The chapters in this volume demonstrate this realization and deal with a wide variety of human experience, both in the classroom and at work. In particular the chapters reveal how, through becoming mindful of our emotions we can improve our self-awareness and personal effectiveness, and in doing so become role models for our students – who will be the leaders of tomorrow.”

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The University of Queensland, Australia**

“Retention of learning from collegiate and graduate courses is abysmal. The half-life of knowledge seems to be 6 ½ weeks and needed competency development is sparse despite billions spent on higher education. This collection of essays, models and studies about managing emotions of both students and teachers should sensitize the curious reader and provoke some new approaches. Without engaging the whole student with their emotions as well as ideas and values, we have little hope of motivating retained learning. Combining the right pedagogy and teachers feeling inspired (i.e., handling their own emotions, as well as ideas and values) is essential.”

—**Richard Boyatzis, Ph.D., Distinguished University Professor,
Case Western Reserve University, Co-author of the international best seller,
Primal Leadership and the new Helping People Change**

Honing Self-Awareness of Faculty and Future Business Leaders: Emotions Connected with Teaching and Learning

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Dedicated to teachers who want to make a difference,
and to students who are our future.

Payal Kumar, Tom Elwood Culham, Richard J. Major and Richard Peregoy

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Foreword

When I taught management classes at the University of New Haven, and when I conducted leadership development courses at Honeywell, I would begin the first class by describing the Delphi Oracle. I would tell my students that the Greek maxim inscribed above the entrance to the Delphi Oracle was ‘Know thyself’. I would say that this is also the first principle of management. ‘Know thyself’. I have since learned that there are two more maxims inscribed at the Temple: ‘Nothing to excess’, and ‘Certainty brings insanity’. Taken together, these three maxims provide excellent guidance for anyone who wants to teach, lead, or make a positive impact on others. They are three of the elements of emotional intelligence and effective leadership. Just imagine what today’s world would be like if all leaders were (1) self-aware, (2) acted with moderation instead of excess, and (3) demonstrated some humility rather than the certainty of ego.

Self-awareness – ‘knowing thyself’ – is the foundation of emotional intelligence. In my Edgewalker model, self-awareness is the first quality of spiritual leadership. Without self-awareness, it is impossible to change, to grow, and to adapt to the uncertainties of organizational life. I define self-awareness as ‘Awareness of your thoughts, values and behaviour, and a commitment to spend time in self-reflection, with the goal of becoming a better person’, (Neal, 2006, p. 26). The editors of this book, and the esteemed authors of the chapters you are about to read, may have slightly different definitions or operationalizations of self-awareness, but all agree on its centrality to teaching. There is also agreement on the importance being exemplars to those we support in their leadership formation through our own self-awareness practices (Major, 2018).

As you will read over and over again in this book, emotions and self-awareness are seldom addressed in academic management education, other than an occasional nodding of the head to Daniel Goleman’s (1995) important work on *Emotional Intelligence*. The first material I ever came across that addressed self-awareness and the inner life of the teacher was Parker Palmer’s (1998) work, *The Courage to Teach*. I discovered Palmer’s book through the Center for Creative Leadership, not through academia. Russ Moxley, from the Center for Creative Leadership, worked with Parker Palmer to create a programme called ‘The Courage to Lead’, based on *The Courage to Teach* and on Russ Moxley’s (2000) work on *Leadership & Spirit*. And once again, their work is not widely known in business schools. It is time to change that.

This book fills a huge gap in both the scholarly domain of management and in the pedagogy. When I was going through my Ph.D. programme at Yale University,

there were no courses on pedagogy, and certainly no mention of self-awareness, emotional intelligence, spirituality, or being an exemplar in our teaching. That part of our education was non-existent because it was just assumed that teaching was just a process of taking concepts out of our heads and putting them into students. It was brain-to-brain. There was no acknowledgement that we as potential faculty, or our students, are so much more than a brain being carried around by a body. Some doctoral programmes now include a class on teaching, but it is usually focussed on instructional design, not the inner work of the teacher.

It was only through reading spiritual literature that I came to recognize that I and my students comprise the integration of body, mind, emotion, and spirit. When I came to understand this, my paradigm of education shifted. Instead of brain-to-brain, it became whole person to whole person. In my first year of teaching, the chair of the management department once said to me, 'The students seem to really appreciate your teaching. What do you do? What's your secret?' I responded, 'It's now what I do, it's how I am with them. I just love them'. He was looking for techniques, and he had no idea how to respond to my answer about love.

Or maybe my secret was that I sang to the class. Music is central to who I am and how I live my life. I am a guitar player, bass player, singer, and songwriter. I frequently play a song to begin or end a class session. Back when I used to give tests, I would sing to the students before giving the test. I'd invite them to centre and quiet their minds. I told them that if they could relax before beginning the test, their brains would more easily retrieve the information they studied and they would do better on the test. One student told me that it worked so well for her that she would sit in her car and listen to a favourite CD before taking a test in another class. I'm not advocating that all faculty sing to their students. What I am advocating is that we develop the courage to be ourselves in the classroom, our full authentic selves, and in that way students can learn as much from the way we bring body, mind, emotion, and spirit into our teaching as they do from the content.

I have known Payal Kumar, Richard J. Major, Tom Elwood Culham, and Richard Perego for years. They are not only highly valued colleagues, but they are also dear friends. They are each deeply committed to self-awareness practices as an important part of their own life journeys. They are also passionate about supporting students, fellow scholars, and clients in enhancing self-awareness. They practice what they preach. And in this book, they share what they have learned and what they are learning still. They have curated an edited volume in which chapters provide the research, the pedagogy, the spiritual wisdom, and the inspiration to help you become more fully who you are as a teacher so that your students can become more fully who they are.

Every year at the Academy of Management Conference they run a well-attended professional development workshop (PDW) on emotions in the classroom, and I have had the good fortune to attend most of their sessions. They didn't just talk about emotions, they engaged us through storytelling in a way that evoked our emotions. They created a safe container to explore challenging

situations and they provided tools and exercises to help us understand and process emotions in such a way that the learning could be transferred to other situations. I found these workshops to be valuable and inspiring. I also found that the experience deepened my emotional connection to other participants in the session. This popular PDW has been running for four years, and has proved to be the spark for the book.

There are 15 rich chapters in this book, divided into two themes: ‘Working with Student Emotions’ and ‘Working with Teacher Emotions’. The chapters have been written by experienced researchers from all over the globe on a variety of rich topics. I would highly recommend this to all faculty, as we all deal with emotions on a constant basis, but often don’t even talk about the elephant in the room. A very insightful and much-needed book. Use this resource fully.

This book is an outgrowth of their collaboration together around emotions in the classroom and it fills a very important gap in pedagogy and research. The editors and the authors are clear-eyed about the challenges of leadership in today’s world, and about the underwhelming response of business schools and management education in supporting a healthier, more powerful, and more meaningful approach to the development of leaders in a world filled with multiple crises emerging at once. Traditional education is not doing the trick.

May we continue to follow the three maxims of the Delphi Oracle, ‘Know Thyself’ (self-awareness), ‘Nothing to excess’ (moderation), and ‘Certainty brings insanity’ (humility).

May this book make as much of a difference in the field of management as you make in the lives of your students.

I leave you with this quote from Parker Palmer’s (2015) commencement speech at Naropa University:

Offer yourself to the world – your energies, your gifts, your visions, your heart – with open-hearted generosity. But understand that when you live that way you will soon learn how little you know and how easy it is to fail. To grow in love and service, you – I, all of us – must value ignorance as much as knowledge and failure as much as success Clinging to what you already know and do well is the path to an unlived life. So, cultivate beginner’s mind, walk straight into your not-knowing, and take the risk of failing and falling again and again, then getting up again and again to learn – that’s the path to a life lived large, in service of love, truth, and justice.

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