



**COURSE SYLLABUS**

HPW 732

**NeuroLeadership: Mastering Resilience and High Performance**

Winterim, 2020

**1. COURSE INFORMATION**

**1.1. Instructor Information**

<b>Instructor:</b>	Brian Krolczyk, Ph.D
<b>Office:</b>	Room 242B, College of Professional Studies, University of Wisconsin - Stevens Point, Stevens Point, WI 54481
<b>Physical Office Hours:</b>	Tuesdays and Thursdays, before class 2-4pm
<b>Virtual Office Hours:</b>	Zoom meeting available upon request. Please call to schedule
<b>Office Telephone:</b>	715-346-4801
<b>E-mail:</b>	bkrolczyk@uwsp.edu
<b>Expected Instructor Response Time:</b>	24 hours

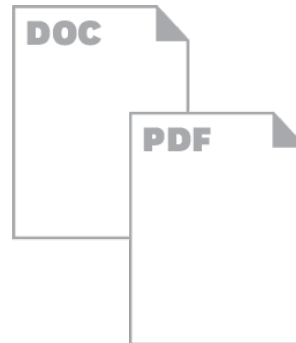
**1.2. Course Information**

<b>Course Description:</b>	BUS 732: Introduction to personal, organizational, community, and social resilience, including a focus on processes within the brain that influence performance, decision-making, and interaction. Students will develop skills to lead change, encourage resilience, and manage transitions. Topics covered include wellness, emotion regulation, cognitive flexibility, mindfulness, positive emotions and stress management, and high-quality connections.
<b>Credits:</b>	3
<b>Prerequisites:</b>	

**1.3. Textbook & Course Materials**

<b>Required Text:</b>	A series of short ebook reads from the Harvard Business Review Publishing group are required for this course. Here is an <a href="#">HBR link to the ebooks</a> where you can purchase them at a significant discount.  eBook: <a href="#">Mindfulness (HBR Emotional Intelligence Series)</a> Harvard Business Review, Daniel Goleman, Ellen Langer, Susan David, Christina Congleton Pub Date: May 8, 2017 Product #: 10143-PDF-ENG  eBook: <a href="#">Resilience (HBR Emotional Intelligence Series)</a>
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	<p>Harvard Business Review, Daniel Goleman, Jeffrey A. Sonnenfeld, Shawn Achor  Pub Date: May 8, 2017  Product #: 10145-PDF-ENG</p> <p>eBook: <a href="#">Empathy (HBR Emotional Intelligence Series)</a>  Harvard Business Review, Daniel Goleman, Annie McKee, Adam Waytz  Pub Date: May 8, 2017  Product #: 10146-PDF-ENG</p> <p>eBook: <a href="#">Authentic Leadership (HBR Emotional Intelligence Series)</a>  Harvard Business Review, Bill George, Herminia Ibarra, Rob Goffee, Gareth Jones  Pub Date: Dec 4, 2017  Product #: 10164-PDF-ENG</p> <p>eBook: <a href="#">Confidence (HBR Emotional Intelligence Series)</a>  Harvard Business Review, Tomas Chamorro-Premuzic PhD., Rosabeth Moss Kanter, Amy Jen Su, Peter Bregman  Pub Date: Mar 25, 2019  Product #: 10228-PDF-ENG</p> <p>eBook: <a href="#">Focus (HBR Emotional Intelligence Series)</a>  Harvard Business Review, Daniel Goleman, Heidi Grant, Amy Jen Su, Rasmus Hougaard  Pub Date: Dec 3, 2018  Product #: 10226-PDF-EN</p>
<b>Other Readings:</b>	<p><b>HBR Guide to Emotional Intelligence Ebook + Tools by <a href="#">Harvard Business Review</a></b>  <a href="https://store.hbr.org/product/hbr-guide-to-emotional-intelligence-ebook-tools/10311">https://store.hbr.org/product/hbr-guide-to-emotional-intelligence-ebook-tools/10311</a></p>



### EBOOK + TOOLS

Berkman, E. and Rock, D. (10 October 2012). To achieve your goals, learn how to hack your brain. Fast Company. Retrieved from <http://www.fastcompany.com/3002031/achieve-your-goals-learn-how-hack-your-brain>.

Boyatzis, R. (January/February 2011). Neuroscience and Leadership: The promise of insights. Ivey Business Journal. Retrieved from <http://iveybusinessjournal.com/topics/leadership/neuroscience-and-leadership-the-promise-of-insights#.UwZW7fldVSB>.

Broughton, A.C. and Thomas, J. (2012). Embracing Open-Book Management to Fuel Employee Engagement and Corporate Sustainability. Chapel Hill, NC: UNC Kenan Flagler Business School.

CCL staff (2011-2012). Big idea #1: Get your brain in the game. In Center for Creative Leadership 2011-2012 Annual Report. Greensboro, NC: Center for Creative Leadership.

Hwang, V. (28 March 2013). Can neuroscience explain innovation? Forbes. Retrieved from <http://www.forbes.com/sites/victorhwang/2013/03/28/can-neuroscience-explain-innovation/>.

Meacham, M. (02 July 2013). The neuroscience of leadership and trust. ASTD. Retrieved from <http://www.astd.org/Publications/Blogs/Human-Capital-Blog/2013/07/The-Neuroscience-of-Leadership-and-Trust>.

Nordqvist, C. (27 November 2012). What is neuroscience? Medical News Today. Retrieved from <http://www.medicalnewstoday.com/articles/248680.php>.

Pillay, S. (21 February 2011). Relevance of neuroscience to the business environment. FT Press. Retrieved from <http://www.ftpress.com/articles/article.aspx?p=1645876>.

Rock, D. (2009). Your Brain at Work. New York: HarperCollins.

Rock, D. (10 March 2011). The neuroscience of leadership. Psychology Today. Retrieved from <http://www.psychologytoday.com/blog/your-brain-work/201103/the-neuroscience-leadership>.

Rock, D. (28 September 2012). Three ways to think deeply at work. HBR Blog Network. Retrieved from <http://blogs.hbr.org/2012/09/three-ways-to-think-deeply-at-work/>.

Rock, D. (20 February 2013). How to heal our smartphone-addled, overworked brains. CNN Money. Retrieved from <http://management.fortune.cnn.com/2013/02/20/office-brain-health-smartphones/>

Rock, D. (23 October 2013). Why organizations fail. Fortune. Retrieved from <http://management.fortune.cnn.com/2013/10/23/managers-social-skills/>

Rock, D. and Schwartz, J. (Summer 2006). The neuroscience of leadership. Strategy + Business, Issue 43.

Scarlett, H. (14 February 2014). Bringing neuroscience to employee engagement. simply-communicate.com. Retrieved from <http://www.simply-communicate.com/news/top-tips/employee-engagement/neuroscience-bringing-science-employee-engagement>

Turturici, D. (n.d.). Neuroscience sheds new light on change management strategies. BPMInstitute.org. Retrieved from <http://www.bpm institute.org/resources/articles/neuroscience-sheds-new-light-on-change-management-strategies>

VanDerWalt, R. (n.d.). What business can learn from neuroscience and the development of neuroleadership. HRfuture. Retrieved from <http://www.hrfuture.net/on-the-cover/neuroscience-now-helps-develop-leaders.php?Itemid=33>

Waytz, A. and Mason, M. (July/August 2013). Your brain at work. Cambridge, MA: Harvard Business Review.

## 1.4. Course Technology

<b>Course Delivery:</b>	Use the link below for all live class meetings Join Zoom Meeting <a href="https://uwsp.zoom.us/j/3047776900">https://uwsp.zoom.us/j/3047776900</a> (Links to an external site.) Meeting ID: 304 777 6900 If you are having difficulty, please call my cell phone: 304-777-6900
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<b>Canvas Support:</b>	<p>Click on the HELP button in the global (left) navigation menu and note the options that appear:</p> <ul style="list-style-type: none"><li>• Ask Your Instructor a Question <i>Submit a question to your instructor</i><ul style="list-style-type: none"><li>○ Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.</li></ul></li><li>• Chat with Canvas Support (Student) <i>Live Chat with Canvas Support 24x7!</i><ul style="list-style-type: none"><li>○ Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</li></ul></li><li>• Contact Canvas Support via email <i>Canvas support will email a response</i><ul style="list-style-type: none"><li>○ Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty.</li></ul></li><li>• Contact Canvas Support via phone <i>Find the phone number for your institution</i><ul style="list-style-type: none"><li>○ Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</li></ul></li><li>• Search the Canvas Guides <i>Find answers to common questions</i><ul style="list-style-type: none"><li>○ Searching the <a href="#">Canvas guides</a> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a>.</li></ul></li><li>• Submit a Feature Idea <i>Have an idea to improve Canvas?</i><ul style="list-style-type: none"><li>○ If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.</li></ul></li></ul>
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Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767>

### **UWSP Technology Support:**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at

**2. LEARNING OUTCOMES**

**2.1. Course Goals**

Students will identify the personal and organizational best practice approaches to improved self-awareness, emotional intelligence and identify the leadership competencies where knowledge of neuroleadership will enhance organizational effectiveness, employee engagement and broader business goals.

**2.2. Course Learning Objectives**

Table: BUS 732 Learning Objectives

Lecture 1	<ol style="list-style-type: none"> <li>1. Summarize the business value of personal/interpersonal effectiveness</li> <li>2. Define the term NeuroLeadership</li> <li>3. Describe examples of how applying NeuroLeadership can enhance personal effectiveness</li> <li>4. Describe examples of how applying NeuroLeadership can enhance relationships (employees, customers, investors and community members)</li> <li>5. Summarize the targeted business value impacted by NeuroLeadership Competencies</li> <li>6. Describe examples of emotional intelligence</li> </ol>
Lecture 2	<ol style="list-style-type: none"> <li>1. Define Psychological Well-being</li> <li>2. Identify danger signs indicative of mental illness</li> <li>3. Define resilience</li> <li>4. Define gratitude, mindfulness and meditation</li> <li>5. Identify the benefits of each</li> <li>6. Identify mindfulness activation activities in the workplace</li> </ol>
Lecture 3	<ol style="list-style-type: none"> <li>1. Define authentic leadership</li> <li>2. Define Empathy</li> <li>3. Identify the business value of each</li> <li>4. Identify organizational and personal development opportunities</li> </ol>
Lecture 4	<ol style="list-style-type: none"> <li>1. Define Leadership Confidence</li> <li>2. Define Leadership Focus</li> <li>3. Identify the business value of each</li> <li>4. Identify organizational and personal development opportunities</li> </ol>
Lecture 5	<ol style="list-style-type: none"> <li>1. Define Coaching in the Workplace</li> <li>2. Define a coaching process and structure</li> <li>3. Identify the business value of coaching</li> <li>4. Identify organizational and personal development opportunities</li> </ol>

**2.3. Academic Unit**

**SBE Mission:** The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

**Accreditation Commitment:** SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

### 3. COURSE POLICIES

#### 3.1. Attendance

100% attendance is required. In the event you are unable to attend, please contact your instructor. Classes are recorded and will be made available for playback.

#### 3.2. Late Work

Late work is not accepted. Please contact your instructor if you anticipate a delay in completing an assignment.

#### 3.3. Etiquette/Netiquette

##### Zoom Best Practice Guidelines

To ensure excellent connections with your instructor and each other, please follow these guidelines:

- Choose a quiet location free of distractions.
- Make sure you're plugged in or have enough battery power.
- Connect securely to the internet.
- Enter the Zoom meeting before the meeting start time.
- Use the Zoom controls to test your video, microphone and speaker connections.
- Make sure there is adequate light in your location.
- Ensure there is sufficient light in front of you, more than behind you, to avoid a shadowy look.
- Say hello to others when you arrive.
- Relax and have fun!

## 4. GRADING

### 4.1. Grading Scheme

#### Grading Scheme:

Name:	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

#### Assignment groups by weight:

Assignments	25	%
Engagement	25	%
Quizzes	25	%
Leadership Resilience Plan	25	%
Total	100	%

## 5. COURSEWORK

### 5.1. Exams

There is no final exam in Bus 732

### 5.2. Quizzes

There are 4 quizzes located in Canvas and associated with the first 4 classes. All quizzes are due by midnight the day before the last class. There is no quiz for class #5:



### **Class 1 Quiz**

Class 1: Introduction to NeuroLeadership & High Performance Module | Due Jan 15, 2020 at 11:59pm

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### **Class 2 Quiz**

Class 2: Mindfulness and Personal/Organizational Resilience Module | Due Jan 15, 2020 at 11:59pm

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### **Class 3 Quiz**

Class 3: The Power of Authenticity and Empathy Module | Due Jan 15, 2020 at 11:59pm

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### **Class 4 Quiz**

Class 4: Accelerating with Focus and Confidence Module | Due Jan 15, 2020 at 11:59pm

## **5.3. Assignments**

There are 5 independent study assignments located in Canvas:

### **INDEPENDENT STUDY: Leading with Emotional Intelligence**

Class 1: Introduction to NeuroLeadership & High Performance Module | Due Jan 6, 2020 at 11:59pm | 5 pts

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### **INDEPENDENT STUDY: Energy Audit**

Class 2: Mindfulness and Personal/Organizational Resilience Module | Due Jan 13, 2020 at 11:59pm | 5 pts

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### **INDEPENDENT STUDY: Find the Dream Worksheet**

Class 2: Mindfulness and Personal/Organizational Resilience Module | Due Jan 8, 2020 at 11:59pm | 5 pts

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### **INDEPENDENT STUDY: Preparing Your Emotional Strategy for Negotiation**

Class 3: The Power of Authenticity and Empathy Module | Due Jan 13, 2020 at 11:59pm | 5 pts

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### **INDEPENDENT STUDY: Approaching Conflict with Empathy**

Class 3: The Power of Authenticity and Empathy Module | Due Jan 13, 2020 at 11:59pm | 5 pts

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### **INDEPENDENT STUDY: Working Through the Difficult Emotions**

Class 4: Accelerating with Focus and Confidence Module | Due Jan 15, 2020 at 11:59pm | 5 pts

## **6. SCHEDULE**

### **6.1. Dates and Deadlines**

The instructor will provide a tentative course schedule in a supplementary file. All provided course schedules are organized by week number in accordance with the official UWSP Academic

calendar. A direct link to the UWSP Academic calendar can be found here:  
<https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx>

## **7. OTHER ADMINISTRATIVE DETAILS**

### **7.1. *ADA / Equal Access for Students with Disabilities***

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, see: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365 or visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

### **7.2. *Inclusivity/Nondiscrimination Statement***

It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715-346-2606 or visit:  
<http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

### **7.3. *Religious Beliefs Accommodation***

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)

### **7.4. *Help Resources***

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715-346-4646 or visit:  
<http://www.uwsp.edu/stuhealth/Pages/default.aspx>

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>

### ***7.5. Emergency Response Guide***

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please go to <http://www.uwsp.edu/rmgt/Pages/em/procedures>

### ***7.6. UWSP Community Bill of Rights and Responsibilities***

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to:

<https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities>

### ***7.7. University Attendance Policy***

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found at:

<https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>

### ***7.8. University Drop Policy***

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the

course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found at: [https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal\\_Procedures](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

### **7.9. Academic Honesty**

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: [https://docs.legis.wisconsin.gov/code/admin\\_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

### **7.10. Grade Reviews/Appeals**

A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university's policies on non-academic misconduct can be found at <https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx>

### **7.11. Non-Academic Misconduct**

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found at <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>.

### **7.12. Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

**7.13. *Sample Coursework Permission***

The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

**7.14. *Revision Clause***

This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.