

# Mental Karate for Leaders Spring 2021

**Schedule:**

May 8<sup>th</sup> -9<sup>th</sup> , 9:00am – 4:00pm  
Saturday & Sunday

**Location:** Online (via Zoom and Canvas)**Graduate Credits Possible:** 2 credits**Faculty:** Amy Gould, Ph.D., [goulda@evergreen.edu](mailto:goulda@evergreen.edu)

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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 and others 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 have 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 and asynchronous learning outside of class time through readings, videos, assignments, and informational interviews.

2) Some synchronous class time will be dedicated to light karate movements (kata, holding stance, sliding, kneeling, 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. Make space in your home or outside to safely and simultaneously participate in the online course with approximately 12 feet x 15 feet of area to move.

### **Required Books:**

Brown (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press. ISBN: 978-1849352604

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

### **Recommended Book:**

Gregersen (2018). *Questions Are the Answer: A Breakthrough Approach to Your Most Vexing Problems at Work and in Life*. Harper Business. ISBN: 978-0062844767

### **Concepts and Terms:**

#### 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.

**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.

**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.

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

**Soto ude uke:** Outside forearm block

**Uchi ude uke:** Inside forearm block

**Zenkutsu Dachi-** Front stance

**Kokutsu Dachi-** Back stance

**Spring 2021 Schedule (faculty may alter schedule as needed)**

**\*Watch & Practice with Required Videos posted on Canvas in Advance:**

Before our first class meeting, watch *all* of the videos posted on canvas. Use the karate videos to help you practice movements. These will help inform our work together about karate and leadership.

**Saturday, May 8**

<b>Time</b>	<b>Topic/Activities</b>	<b>Deliverables</b>
9:00am	Seiza, Dojo Kun Course Overview  Building the foundation: Our Stance How the principles of karate grow us as leaders, You are your opponent  Bring your questions: brain trust workshop to identify, define, and diagram questions about workplace problems as communities of practice	Read: <i>The Twenty Guiding Principles of Karate</i>  Assignment #1: Professional personal mission statement
11:00	Catalytic Leadership, Interconnectedness of Public Problems, Janusian Thinking	
12:00pm	LUNCH	
1:00	Seminar & Kata	
3:15	How do kata movements apply to your workplace questions?	
4:00pm	End	

**Sunday, May 9**

<b>Time</b>	<b>Topic/Activities</b>	<b>Deliverables</b>
9:00am	Seiza, Dojo Kun Seminar & Kata Show, Don't Tell... What is mental karate for leaders? Choices and decisions	Read: <i>Emergent Strategy</i>  Assignment #2 Due: Leadership Networking
12:00pm	LUNCH	
1:00	Kata Connections: In small groups, share key insights from leadership networking assignment and discuss your "kata connections". How do the leadership lessons apply to kata movements? Show us! Make 2 min to 10 minute group video recording and post on canvas.	Assignment #3: Kata Connections
3:00	Show videos	
4:00pm	End	

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

## Assignments

### **\*Watch & Practice with Required Videos posted on Canvas in Advance:**

Before our first class meeting, watch *all* of the videos posted on canvas. Use the karate videos to help you practice movements. These will help inform our work together about karate and leadership.

### **Assignment #1: Professional personal Mission Statement**

**Due:** Saturday, May 8 by 9:00am

**Length:** one page

Write a one page highlights paper about your professional personal mission statement. What is your professional purpose/goals/values? What is your contribution to society? Please review examples posted on canvas. Be prepared to share and discuss in small groups during class.

### **Assignment #2: Leadership Networking**

**Due:** Sunday, May 9 by 9:00am

**Length:** one page

***Start planning for this assignment at least 2 weeks before our first class meeting!*** Coordinate and schedule a virtual meeting or informational interview with someone in a leadership field 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 one page highlights papers will be posted on canvas.

### **Assignment #3: Kata Connections**

**Due:** Sunday, May 9 by 3:00pm

Form groups of 2 to 3 students. Based on what you all learned from your leadership networking assignments, make a video recording about what your group agrees is the most important leadership quality/spirit/character trait/leadership technique *and* demonstrate how this is connected to kata movements. Recordings may be 2 minutes to 10 minutes in length and will be shown in class.

## 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 (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the 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 two absences (6 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 2 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. No partial credit or incompletes will be awarded. 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](http://my.evergreen.edu) . We will not hold evaluation conferences.

**Multiculturalism and 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 including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Technology use and learning styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss 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:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

Discuss any problems involving others in the learning community directly with the individuals involved (so long as 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 that disrupts 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.

**Inclement weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

**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.