

# **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.”

—**Prof. Neal M. Ashkanasy, World-renowned emotions scholar,  
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

EDITED BY

**PAYAL KUMAR**

*Indian School of Hospitality, India*

**TOM ELWOOD CULHAM**

*Simon Fraser University, Canada*

**RICHARD J. MAJOR**

*Institut de Gestion Sociale, France*

AND

**RICHARD PEREGOY**

*University of Dallas, USA*



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Editorial matter and selection © 2023 Payal Kumar, Tom Elwood Culham, Richard J. Major,  
and Richard Peregoy.

Individual chapters © 2023 The authors.

Published under exclusive licence by Emerald Publishing Limited.

### **Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

### **British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-80262-350-5 (Print)

ISBN: 978-1-80262-349-9 (Online)

ISBN: 978-1-80262-351-2 (Epub)



ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.

Certificate Number 1985  
ISO 14001



INVESTOR IN PEOPLE

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

*This page intentionally left blank*

# Contents

List of Figures and Tables	<i>xi</i>
About the Editors	<i>xiii</i>
About the Contributors	<i>xv</i>
Foreword	<i>xxiii</i>

## **Chapter 1 Managing Emotions for Teachers and Students: The Litmus Test of Inner Awareness**

*Payal Kumar, Tom Elwood Culham, Richard J. Major and  
Richard Peregoy* *1*

### **Theme 1: Working with Student Emotions**

## **Chapter 2 Emotional Discomfort as a Catalyst for Breaking Through Students' Self-Perceived Capabilities**

*Blake Kanewischer, Sonja L. Johnston, Jaci Lyndon and  
Megan Glancey* *7*

## **Chapter 3 Emotional Intelligence, Boredom Proneness, and Student Cyberloafing Behaviour**

*Chitra Khari and Prachi Bhatt* *23*

## **Chapter 4 Should Mindfulness Practices Be Mandatory in Business Education?**

*Dunia A. Harajli and Bart F. Norré* *39*

## **Chapter 5 Mental Illness as an Outcome of Racial School Bullying: An Evocative Autoethnographic Account of a Professor**

*Payal Kumar* *59*

**Chapter 6 Teaching in a Complex System: Using Systems Thinking to Facilitate Social–Emotional Learning in the College Classroom**  
*Elizabeth A. Luckman* 73

**Chapter 7 Using Audience Response Systems to Facilitate Student Self-Awareness in Leadership Development Programmes**  
*Eunice Maytorena-Sanchez and Courtney E. Owens* 93

**Theme 2: Working with Teacher Emotions**

**Chapter 8 Catch and Release: Tools for Dealing with Teachers’ Stress**  
*Antonina (Tonya) Bauman* 111

**Chapter 9 Reframing Self in the Classroom: Interdependent Reflexivity for Enhancing Self-Awareness**  
*Susan S. Case, H. Michael Schwartz and Sharon F. Ehasz* 129

**Chapter 10 Maybe the Problem Is Not Our Students But Us: Developing Faculty Personal–Interpersonal Capacity**  
*Craig R. Seal, Krystal Miguel Rawls, Marquis E. Gardner-Nutter and Selina Sanchez* 147

**Chapter 11 Learning to Surf: Catching the Waves of Dynamic Emotions in Experiential Teaching**  
*Emily Morrison, Henriette Lundgren and Seo Yoon Sung* 159

**Chapter 12 Our Better Angels: A Neuro-psychological Theory of Faculty Development**  
*Deborah J. Natoli* 179

**Chapter 13 Teaching Adult Learners by Drawing on Heightened Instructor Awareness and Collaborative Autoethnography**  
*Richard Peregoy, Payal Kumar, Richard J. Major and Tom Elwood Culham* 197

**Chapter 14 Emotions in the Virtual Classroom: Understanding the Role of Emotional Intelligence Amidst COVID-19 Blues**  
*Arti Sharma and Sushant Bhargava* 211



<b>Chapter 15 Arts-Based Pedagogy in Management Education: Personal Reflections</b>	
<i>Charlie Yang, Ekaterina Ivanova and Maria Ivanova</i>	227
Index	247

*This page intentionally left blank*

# List of Figures and Tables

## Figures

Fig. 1.	Conceptual Model	25
Fig. 2.	Structural Model	31
Fig. 3.	Mood Metre	47
Fig. 4.	Results for Two Affirmations Submitted to Students ( $N = 59$ ) Following the Neuromarketing Class	53
Fig. 5.	Techniques for Reducing Stress	116
Fig. 6.	Learning to Surf the Dynamic Waves of Emotion	173
Fig. 7.	Applications of CAE 1	206
Fig. 8.	Applications of CAE 2	207
Fig. 9.	The $2 \times 2$ Framework of Arts-based Experiential Learning Activities	231

## Tables

Table 1.	Synopsis of the Case Studies	10
Table 2.	Descriptive Statistics: Mean, SD, Cronbach Alpha, AVE, and Inter-correlation	30
Table 3.	Significance Analysis of the Direct and Indirect Effects	31
Table 4.	Programme Summary Information	99
Table 5.	Reframing Teaching	134
Table 6.	Language of Human Experience: Educators' Emotions and Their Perceptions of Students' Feelings	165
Table 7.	Learning to Surf Process and Example Tools	170
Table 8.	Model for In-depth Faculty Development	194
Table 9.	Participant Profiles	216
Table 10.	A Sample Coding Scheme	218
Table 11.	Types of Critical Incidents (91)	220
Table 12.	Summary of Main Themes, Categories, and Subcategories	221

*This page intentionally left blank*

## About the Editors

**Payal Kumar** is Dean of Research and Management Studies, Indian School of Hospitality, India. She was Professor and Chair HR/OB and Associate Dean, International Relations at BML Munjal University, India. She completed her Master of Arts from the School of Oriental and African Studies, UK, and then went on to complete her Ph.D. from XLRI, a premier business school of India. She is the editorial board member of several prestigious, international journals and is a Senior Reviewer in category journals such as *Journal of Organizational Behavior* and *Personnel Review*. She is a prize-winning and prolific author, which includes publishing 12 books with Palgrave Macmillan, Springer and Emerald Publishers. She is Emerald Brand Ambassador, Academy of Management Discoveries South Asian Ambassador and an inaugural recipient of the Andre Delbecq & Lee Robbins MSR Retreat Scholarship, 2019 (Academy of Management, USA). In an earlier avatar, she was Vice President of Editorial and Production, SAGE Publications Ltd.

**Tom Elwood Culham** is Lecturer and Researcher at Beedie School of Business at Simon Fraser University, Canada. He is an education professional with experience in researching, teaching and managing in a postsecondary business environment. Previously, in a 30-year career, his senior business leadership roles include consulting engineer, trade association vice president and forest products manufacturing executive. His Ph.D. thesis, *Ethics Education of Business Leaders* has been published as a book. It draws on neuroscience, psychology, virtue ethics, contemplative practices and leadership education emphasizing emotional intelligence. Since the publication, he has been teaching and received several private grants to conduct conceptual and action research on matters related to the effectiveness of business ethics education.

**Richard J. Major** is Professor Global Human Resources, Strategy and Transformation at the Institut de Gestion Sociale, Paris, France. He has lived on four continents and worked in Human Resources for the past 20 years in global, complex and fast-pace environments. As Director and Vice President of Human Resources for multinational corporations (Hewlett Packard, Solectron) in Europe and the USA, he started, developed, reorganized, sold, merged and closed various business units around the world. In 2012, he entered the academic world at the Institut de Gestion Sociale in Paris, where he currently teaches Strategy, Global HR, Transformation and Leadership. Based on the premise that leadership behaviours

are as impactful on teams and on business as competency is, his theoretical and empirical research focusses on the behaviours, process and effects of perceived managerial exemplarity.

**Richard Peregoy** is Associate Professor, Gupta College of Business, University of Dallas. He spent a number of years in the construction industry while attending university for both undergraduate and MBA degrees. He later entered industry as an Industrial Engineer, transferred to Industrial Relations and rose to a position as Corporate Director of Employee Relations for a division of a multi-national firm. Seeking more personal growth, he then started a private consulting practice and decided to study for a Doctorate which he earned in 1978. With this combination of advanced education and experience, he became an internal consultant and headed the internal management consulting for a large utility. Today, he enjoys teaching, and his research interests are primarily centred around management spirituality and religion and its practical application to current issues in management and leadership.

## About the Contributors

**Antonina (Tonya) Bauman** has been teaching undergraduate and graduate courses in the area of Strategic Management and Marketing since 1998. Her Doctorate degree is from the AACSB accredited University of Surrey, Guildford, UK. She studies issues of trust and trust impact on strategic management. Her secondary research interest is management education. Currently, she teaches for the Emporia State University, KS, USA.

**Sushant Bhargava** finished his Ph.D. in Organizational Behaviour and Human Resource Management in 2022 with a concentration in Team Studies from the Indian Institute of Management Lucknow (India). He pursues rigorous research and teaching in various areas of management scholarship, such as sustainability, experimental methods, innovation, organizational change and post-COVID work experiences. He has previous work experience in the public sector banking in India. Currently, he is working as an Assistant Professor at the Indian Institute of Management Jammu (India) and pursues language learning and cultural studies as a hobby.

**Prachi Bhatt** is Professor in Organisation Behaviour and Human Resources, Head of Centre for Psychometric Testing and Research at FORE School of Management, New Delhi. She has a Ph.D. and a Masters in Human Resource Management (Gold Medallist). She has over 13 years of research, teaching and training experience. She is certified in Negotiation Research and Teaching from Kellogg School of Management, North-western University, USA. Her current research interests are individual well-being, HR and technology, conflict handling, employee treatment and firm performance and competency management.

**Susan S. Case** is an Associate Professor of Organizational Behaviour at the Weatherhead School of Management, Women and Gender Studies and Social Justice having been at Case Western Reserve University in Cleveland, Ohio since 1989. Over her career, she has been a faculty member at four other universities in fields of education, psychology and management, winning teaching and mentoring awards at each. She currently teaches leadership and ethics, with additional expertise in gender, diversity and inclusion. Her research and publications focus on aspects of inclusion: team-based learning, management education, creating inclusive systems, religion, moral discourse, gendered communication and work/family integration. She is a Gestalt International Systems Development

Consultant, with certification in emotional intelligence, appreciative inquiry and coaching. She has worked for Fortune 500 companies, government agencies, military institutions, hospitals, universities, public and private schools and arts organizations across the USA, Europe, Canada, Mexico, Brazil, Hong Kong and Israel.

**Sharon F. Ehasz** is an Organizational Behaviour Ph.D. student in the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio. She is also a Lieutenant Colonel in the United States Air Force having been on active duty, in the Reserves, and, currently, in the Air National Guard. Over her military career, she has served her nation in varying leadership positions, including command, and at squadron, wing and headquarters levels. She earned a Bachelor of Science in Management from the United States Air Force Academy and a Master of Business Administration from the University of Alaska Fairbanks, both with distinction. She has published on coaching, teaching and emotional intelligence. Her research interests include teaching, inspirational relationships, prosocial behaviour, specifically kindness and helping behaviours and humour. The aim of all her work is to communicate to others that they matter.

**Marquis E. Gardner-Nutter** is a Clinical Psychologist with the Department of Juvenile Justice, California Department of Corrections and Rehabilitation. She received her Doctor of Psychology in Clinical Psychology from the University of La Verne. Her clinical and research interests include trauma, emotional intelligence, personality development and disorders, ethnic and minority issues and LGBTQ related issues, as well as strength-based treatments and resiliency factors. As a Psychologist at Ventura Youth Correctional Facility, she works with adolescent youths from minority populations with mild to moderate mental health issues. Integrating a humanistic orientation with behavioural techniques, she assists the youth with various issues related to identity development, processing trauma and developing healthy coping and interpersonal skills consistent with ability-based models of emotional intelligence. Prior experience includes positions at adult correctional, inpatient psychiatric and residential substance abuse treatment facilities, with patients who ranged from mild to severe mental health diagnoses.

**Megan Glancey** has lived and worked across Canada, Italy and Korea and studied in Kenya during her undergraduate degree at Queen's University. She transitioned from industry to education six years ago, and continues to be passionate about applied and workplace relevant programming. Her industry background includes leading human resources and change management for various Fortune 500 retailers. She has extensive experience delivering human resources degree and diploma programming as well as facilitating practicum/workplace transition courses across various business schools.

**Dunia A. Harajli** is an Assistant Professor of Practice at the Lebanese American University. She teaches Neuromarketing, Cognitive Analytics, Business Communication, and Civic Engagement. She is an active member of the Neuromarketing



Science Business Association. She is also a member of the European Marketing Association and the Academy of Management. Her research interests include workplace spirituality, empathy at work, consumer neuroscience, consumer behaviour and business ethics education. A certified emotional intelligence trainer (MSCEIT-Yale), she has incorporated emotional intelligence in various business courses and researched consumer decision-making, economic anxiety, stressful life events, mental health, employee well-being and spirituality at work. Last, her volunteering with the UNDP on corporate social responsibility led to her continuous involvement in many social initiatives.

**Ekaterina Ivanova** is currently Associate Professor of Strategic and International Management and Scientific Director of the Master's Programme on Sustainable Business Management at the HSE University Graduate School of Business in Moscow. Since 2021, she is a Visiting Faculty at the University of Antwerp for the International I WEEK on Sustainability. She has over 15 years of experience as an applied and academic researcher, manager and educator with research and teaching interests spanning the areas of ethics, aesthetics, civil society, responsible business and sustainability mindset. As an Ambassador of the UN Global Compact PRME Working Group on the Sustainability Mindset and Founder of the Sustainability Navigator Telegram Channel, she is creating an impact for a better world through knowledge transfer, outreach and action. She is the author of over 20 academic and applied papers and books made public by the leading Russian and international publishers.

**Maria Ivanova** is an Art Manager and Lawyer working at the intersection between artists, art institutions and education venues. Upon her admission to the bar in the UK, she initially worked in international law firms in four countries and did a consultancy engagement with the UN. After her relocation to Vienna, she gradually moved towards art law while also completing her Art Management Studies at the Vienna University of Applied Arts. She is currently conducting research on participatory and socially engaged art practices at the Vienna University of Applied Arts. She is also a presenter, moderator and facilitator at conferences and seminars on culture and art management and contemporary interactive art. She has conducted workshops engaging the audience in Russia, Germany, Austria, Luxembourg and France.

**Sonja L. Johnston** is a collaborative and multidisciplinary trained scholar with over a decade of experience in instruction and curriculum design in multiple post-secondary institutions. She is currently a Ph.D. candidate in the Werklund School of Education (University of Calgary), specializing in Learning Sciences. Her faculty position in the School of Business at the Southern Alberta Institute of Technology focusses on leading, teaching and coaching in Entrepreneurship and Business Capstone programmes. Since 2012, she has been a Lecturer at St. Mary's University, and has most recently been a specialist with the School of Education to support faculty and learner development in digital and virtual environments. As an entrepreneur and business owner, she is an engaged member in the business

ecosystem. Her research and scholarly work focusses on the learning environments and education experiences for students as they develop and transition to workplace readiness (currently involving graduates in Programmes of Education and Business).

**Blake Kanewischer** is a transdisciplinary, integrative, scholar, educator and practitioner, with over a decade of experience in instruction, curriculum design and programme administration across three post-secondary institutions. He is currently a faculty member in the School of Business at the Southern Alberta Institute of Technology, and is a Ph.D. candidate in Management at the Sobey School of Business (Saint Mary's University). His primary areas of expertise are in information systems, project management and management, with a critical, gender-inclusive perspective. He is a member of the Information Systems and Technology Accreditation Committee for the Canadian Information Processing Society and a Divisional Executive with the Administrative Sciences Association of Canada.

**Chitra Khari** is an Assistant Professor in the area of Organisation Behaviour and Human Resources at FORE School of Management, Delhi. She completed her Ph.D. at the Department of Management Studies, Indian Institute of Technology (Delhi), in the area of positive organizational scholarship. She has been awarded scholarship for her Doctoral studies. She is the recipient of Fetzer scholarship given by MSR division of Academy of Management, USA. She has presented her research work in national and international conferences such as Academy of Management. Her current research interest lies in studying mindfulness and its benefits in organizations.

**Elizabeth A. Luckman** is an educator and coach who supports others in their growth as leaders. She works as a Clinical Assistant Professor in Business Administration at the Gies College of Business at the University of Illinois at Urbana-Champaign. She teaches undergraduate and graduate Business students, in both residential and online formats. Her research and clinical work focus on ethical and effective leadership, working interdependently with others to solve business problems and putting leadership and teamwork theories into practice. Prior to academia, she spent nearly a decade in luxury retail as a merchant and manager. She holds a Bachelor's degree in English and Classical Civilization from Wellesley College, an MBA from the Fisher College of Business at The Ohio State University and a Ph.D. from the Olin Business School at Washington University in St. Louis.

**Henriette Lundgren** is an international scholar-practitioner in the field of Human Resource Development (HRD) with an interest in adult education, organizational psychology and talent management. Educated in the Netherlands, Italy and Germany, she holds a Ph.D. in Human Resource Studies from Tilburg University. At The George Washington University's Graduate School of Education and Human Development, she was a Visiting Scholar and has also taught in the

professional Master's programme in Organizational Leadership and Learning. In 2021, her co-authors Emily Morrison and SeoYoon Sung won the Management Education and Development Division's Junior Faculty Best Paper Award for their empirical paper on facilitating experiential learning at the Academy of Management annual conference. She publishes regularly in workplace learning, management education and HRD journals.

**Jaci Lyndon** is a workplace learning specialist with experience in healthcare, technology and the energy sectors. As a full time faculty member at SAIT, she focussed on leadership and management courses, and actively participated in student life activities. Her passion is to make post secondary education more accessible and is an advocate for the use of open education materials. A lifelong learner, she completed her Master's degree at the University of Calgary in Calgary, Alberta and a Graduate degree in Leadership from Royal Roads University in Victoria, BC. She currently works in organizational development in the energy infrastructure sector, and teaches part time at the University of Calgary and SAIT.

**Eunice Maytorena-Sanchez** is a Senior Lecturer in Project Management at Alliance Manchester Business School. Her research interests are in project and programme management across a range of sectors (construction and engineering, utility, defence and IT/IS) and is co-author of *Strategic Project Organizing* (Oxford, 2022). She has over 15 years of experience in Higher Education teaching at undergraduate, masters, MBA and executive levels. She has developed an expertise in assisting project organizations to develop a clearer understanding of their organizational challenges by helping them develop their capabilities in stakeholder management, strategic project management and risk, uncertainty and complexity management. She has worked with many organizations in the public, private and non-for-profit sectors in the UK and overseas.

**Emily Morrison** is a Human Resource Development scholar-practitioner with interests in adult learning, organizational development, leadership and community-engaged scholarship. She serves as a Senior Fellow at the Honey W. Nashman Center for Civic Engagement and Public Service at The George Washington University (GW) and the Organizational Effectiveness and Development Advisor within USAID's Center for Education. Prior to these roles, she was an Assistant Professor and Programme Director of GW's Human Services and Social Justice Programme, where she received GW's highest teaching award. She has published in journals such as *Advances in Developing Human Resources* and the *Michigan Journal of Community Service Learning*, as well as co-edited a book *How to Keep Your Doctorate on Track*. She earned her Ed.D. in Human and Organizational Learning from GW, a M.A. from the University of Maryland College Park and a B.S. from Kansas State University.

**Deborah J. Natoli** is a Professor (Teaching) in the Department of Public Policy and Management at the Price School of Public Policy, University of Southern California. She serves on the Board of Directors of the Saks Institute for Mental

Health Law, Policy, and Ethics at the USC Gould School of Law and is a member of the USC MindfulScience Steering Committee. She was Director of Faculty Development at the USC Marshall School of Business and founded the Center for Excellence in Teaching at Saint Louis University. She is currently conducting interviews with leaders who manifest expanded consciousness, a book in progress, *How Leaders Think*. She lives in Los Angeles as does her son, Justin, and son-in-law, Francis.

**Bart F. Norré** is an Associate Professor at the School of Management of Fribourg at the University of Applied Sciences and Arts of Western Switzerland. He teaches Neuromarketing, Strategic Management and International Management in the Bachelor's and Master's curricula. His research interests include cross-cultural analysis, branding, consumer neuroscience, consumer behaviour and company culture. He is a pioneer member and former Ambassador for Switzerland of the NMSBA and is a Neurolinguistic Programming Practitioner. He is the Founder and Owner of the Neuromarketing Consulting Company, TM Tandem Marketing, and Co-founder of Stenorohm, a neuro app development company, and HONEUR, the House of Neuromarketing.

**Courtney E. Owens** is a Lecturer in Management Leadership and Programme Director of an Engineering Leadership Development Programme at Alliance Manchester Business School. She is an experienced business owner and lecturer with extensive work history in consulting and management in the USA and Middle East. She has developed an expertise in delivering well-received teaching and training programmes that leave a lasting impact. She has assisted organizations to develop a clearer understanding of their organizational challenges by helping them develop their capabilities in organizational psychology, people management, leadership and change management. She has worked with many organizations in the public and private sectors across a breadth of industries including banking, design and construction, healthcare, technology and policing.

**Krystal Miguel Rawls** directs the development of the Workforce Integration Network at California State University, Dominguez Hills where she uses both a culture driven, and data driven approach to career exploration and management which guides student career exploration and strategic skill development. She received her Ph.D. from Claremont Graduate University, M.A. from the University of the Pacific and B.A. from the University of California, Berkeley. She has lectured in Management, Organizational Behaviour, and Communication for the Jack H. Brown College of Business and Public Policy at California State University, San Bernardino. She studies the impact of historic institutional relationships on workforce and employee outcomes.

**Selina Sanchez** is a graduate student in the Jack H. Brown College of Business and Public Administration. She received her B.A. from California State University, San Bernardino, and has completed her second year in the M.B.A. programme. She intends to pursue a Ph.D. to further her knowledge in business

administration practices and advance towards a career as an educator. Her interest in business and education stems from her professional experience as an Academic Advisor for the Office of Pre-college programmes and current position as a Grant Coordinator for a STEM programme within the College of Education.

**H. Michael Schwartz** is an Organizational Behaviour Ph.D. candidate in the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio. They have a Master's degree in Diversity Management Psychology from Cleveland State University, with additional graduate work in Positive Organizational Behaviour at Claremont Graduate University in Claremont, California. Their research primarily focusses on transgender and queer experiences in organizations. Their research aims to help organizations become inclusive, equitable places for transgender people. Management education and pedagogy are passions for them, and they most enjoy teaching leadership and self-development. They are also an executive coach focussed on holistic self-development with a blended intentional change theory and Gestalt approach. They hope to have a positive impact on the world through their scholarship, supporting educators and learners alike in becoming the best and kindest versions of themselves. Their other research areas include positive psychology, marginalization and bias and leadership development.

**Craig R. Seal** is a Professor of Management in the Jack H. Brown College of Business and Public Administration at California State University, San Bernardino. He focusses on case-based research, with an emphasis on flexible work arrangements, employee-centric performance management and personal-interpersonal capacity. He teaches organizational behaviour and human resource management to both graduate and undergraduate students and has been exploring high-flexible teaching modalities. He received his Ph.D. in Business Administration from the George Washington University, his M.A. in Counselling Psychology from Boston College and his B.S. in Psychology from Santa Clara University. He has served as the Dean and Associate Vice President for Undergraduate Studies, the Associate Dean for the college, as well as the MBA, Accreditation, and Student Services Director.

**Arti Sharma** is a Fellow of the Indian Institute of Management, Indore (India). She studied the impact and implications of group affective composition in her dissertation. She is a recipient of Junior Research Fellowship awarded by University Grants Commission (UGC), India. She has also qualified the National Eligibility Test for Lecturership conducted by UGC, India. Her research interests lie in emotions, affective compositions and diversity.

**SeoYoon Sung** is a Postdoctoral Associate in the Ann S. Bowers College of Computing and Information Science at Cornell University. Her research interests include the evolving nature of work, organization and technology, and the implications on human practice and learning in the context of technology-driven changes. She takes an interdisciplinary approach to examine her areas of research

at the intersections of information science, learning and development and human computer interaction. At Cornell, she serves as an Active Learning Initiative Fellow, whose role involves improving pedagogical practices to enhance student learning in the classroom. She holds a Ph.D. in Information Science from Rutgers University and earned her M.A. in Organization and Leadership from Columbia University. She has also worked at various organizations, including NBCUniversal, the UN, and the New York City Department of Education, where she provided consultation on developing learning and development programmes.

**Charlie Yang** is Professor of Management at Southern Connecticut State University. He earned his Ph.D. in Industrial/Organizational Psychology from Central Michigan University. His research interests include storytelling and gossip in organizations from an evolutionary psychological perspective, mindful leadership and aesthetics in organizations. He has published his work in journals including *Business Communication Quarterly*, *European Management Journal* and *The International Journal of Management Education* and has been passionate about utilizing arts-based pedagogy and mindfulness practices in his classroom for the sake of more sustainable and contemplative management education. He is also an avid museum goer.

# 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 Peregoy 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.

**Judi Neal, Ph.D.**

Executive Director, Global Consciousness Institute  
Author, *Edgewalkers* and *Creating Enlightened Organizations*

## Chapter 1

# Managing Emotions for Teachers and Students: The Litmus Test of Inner Awareness

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

Work and learning are eminently social activities involving relationships and interactions that are directly affected by our attitudes and emotions. In this regard, every manager should be held responsible for their emotional states in order to have a positive and generative impact on their immediate environments. This applies even more to us educators, as our students are the constant witnesses of our behaviours and emotional reactions. Nevertheless, the topic of emotions in the classroom or in management education – while dwelt upon by education and psychology scholars – is rarely brought up in management academic circles.

Learning is an experience, and experience is conditioned by emotions. We register information based on our emotional states which are affected by our social interactions. In the classroom, we are confronted by a flow of emotions that coexist, intersect and sometimes collide. Our profession can become skilful addressing these and exemplifying to students, current and future managers, that emotional intelligence and maturity can be developed into a manifested competence. This personal exemplarity is as powerful, if not more, than any theoretical demonstration on the topic.

Effectively preparing twenty-first century managers in business schools and other higher education institutions calls for teachers to not only be able to deal with the manifestation of emotions that frequently arise in the classroom, but also themselves develop heightened emotional intelligence skills in order to convey the imperative for future leaders to work on their emotional self-awareness and social skills.

While scholars have emphasized the pedagogical need to build emotional messages into course delivery and the curriculum (Cavanagh, 2016), the literature

---

**Honing Self-Awareness of Faculty and Future Business Leaders:  
Emotions Connected with Teaching and Learning, 1–4**

**Copyright © 2023 by Payal Kumar, Tom Elwood Culham, Richard J. Major and Richard Peregoy**

**Published under exclusive licence by Emerald Publishing Limited  
doi:10.1108/978-1-80262-349-920231020**

so far does not provide the way forward in terms of rigorous pedagogical tools for teachers to raise self-awareness of students in the classroom. Nor do studies address in detail how teachers ought to develop their own emotional intelligence to manage classroom emotions and role-model emotional maturity for their students, hoping for a trickle-down effect to the students. As management science researchers, in an era of complex and ambiguous societal and economic VUCA (volatility, uncertainty, complexity and ambiguity) environments, we believe the time has come to emphasize self-awareness and management of emotions as a strong differentiator for generating student engagement, well-being and performance, and hence the need for this book.

This edited volume was curated after professional development workshops that we conducted at the Academy of Management Conferences for four consecutive years. In these, we invited faculty to self-report on personal experiences of emotional experiences, and also on their practices of cultivating inner life through heightened levels of consciousness and practice. Subsequently, when we reached out to scholars to submit book chapters for peer review, it seems that we hit a raw nerve, as we were flooded with submissions. In fact, in the end this book is almost a third larger than was anticipated by us as editors.

\*\*\*

This book is divided into two important themes. The first is Working with Student Emotions. Our students are likely to take on leadership roles, for which emotional awareness and social skills are essential. Self-awareness and management of emotions are emerging as strong differentiators for generating leadership presence, employee engagement, well-being and higher performance. Self-awareness is critical to personal, team and organizational performance according to authentic leadership research (Taylor, Wang, & Zhan, 2012), while emotional intelligence is seen to be a foundation of leader self-awareness (Goleman & Boyatzis, 2008). Teachers are in a unique position to encourage students to introspect and let their emotional consciousness grow largely through experiential learning techniques.

The second chapter authored by Blake Kanewischer, Sonja L. Johnston, Jaci Lyndon and Megan Glancey addresses 'Emotional Discomfort as a Catalyst for Breaking Through Students' Self-perceived Capabilities'. A critical, reflexive and holistic multiple-case study design is used to demonstrate the value of authentic assessment for improving student self-efficacy across several business courses. Chitra Khari and Prachi Bhatt penned the third chapter, 'Emotional Intelligence, Boredom Proneness, and Student Cyberloafing Behaviour', which investigates the role of students' emotional intelligence in countering cyberloafing behaviour of students through a quantitative analysis that explores the mediating role of boredom proneness. In the fourth chapter, Dunia A. Harajli and Bart F. Norré inquire 'Should Mindfulness Practices be Mandatory in Business Education?' They consider the impact of two mindfulness technique on Lebanese and Swiss business school students well-being, learning and decision making.

Payal Kumar authored the fifth chapter which considers 'Mental illness as an outcome of racial school bullying: An Evocative Autoethnographic Account of a Professor'. It is an autoethnographic account of racial bullying trauma on

students' well-being and a neuroscience perspective on the issue. The sixth chapter written by Elizabeth A. Luckman, 'Teaching in a Complex System: Using Systems Thinking to Facilitate Social-Emotional learning in the College Classroom', proposes that business schools have a moral responsibility to educate students such that they behave both ethically and effectively in the workplace. The complex challenges of systematically meeting this objective are discussed.

Eunice Maytorena-Sanchez and Courtney E. Owens authored the seventh chapter, 'Using Audience Response Systems to Facilitate Student Self-awareness in Leadership Development Programmes', where they explore emotional discomfort in executive leadership programmes to facilitate self-awareness and enhance reflective practice.

In the second part – Working with Teacher Emotions – we look at how teachers can heighten their own emotional intelligence skills in order to convey, through role modelling and focussed class curriculum, the imperative for future leaders to work on their emotional self-awareness and social skills. We acknowledge today's societal imperative to engage in new forms of learning and teaching by actualizing our pedagogical methods. Focussing on educators' emotional responsibility provides us with a formidable growth opportunity: to shift the learning experience from a rationality-based paradigm of education in which educators' behaviours are ignored, to inclusive, experiential and transformational pedagogies that consider the whole human being, emotional and spiritual dimensions included.

In this section there are eight chapters, the eighth chapter opens with the theme of Working with Teacher Emotions. In 'Catch and Release: Tools for Dealing with Teacher Stress, author Antonina (Tonya) Bauman considers the types of stresses teachers face and offers a list of practical recommendations that might help educators manage their emotional reactions to stressful situations. In the ninth chapter on the teachers' emotions, 'Reframing Self in the Classroom: Interdependent Reflexivity for Enhancing Self-awareness' by Susan S. Case, H. Michael Schwartz and Sharon F. Ehasz, faculty and student traditional roles and responsibilities are reframed. This reframing provides an iterative, holistic process of embedded interdependent self-awareness development where students experience a sense of empowerment and control over their learning, integral to mutual success.

In the tenth chapter, 'Maybe the Problem Is Not Our Students But Us: Developing Faculty Personal-Interpersonal Capacity', Craig R. Seal, Krystal Miguel Rawls, Marquis E. Gardner-Nutter and Selina Sanchez leverage the model of personal-interpersonal capacity to provide a constructive lens to unpack our assumptions about our students and shift the teacher's focus on managing and controlling their internal state of mind and actions. Emily Morrison, Henriette Lundgren and SeoYoon Sung authored the eleventh chapter, 'Learning to Surf: Catching the Waves of Dynamic Emotions in Experiential Teaching', where they rely on empirical findings to explore the dynamic nature of teachers' and students' emotions in the process of facilitating experiential teaching, by examining critical incidents. Tools for managing these experiences are provided.

Deborah J. Natoli contributes the twelfth chapter in this theme, 'Our Better Angels: A Neuro-psychological Theory of Faculty Development', which reports

on qualitative research designed to understand how teachers know their students and their own identity as teachers. Based on this research, a model for In-depth Faculty Development is provided. Richard Peregoy, Payal Kumar, Richard J. Major and Tom Elwood Culham authored the thirteenth chapter, 'Teaching Adult Learners by Drawing on Heightened Instructor Awareness and Collaborative Autoethnography', where it is proposed that instructor competency needs to include a high emotional quotient to work effectively with adult learners. Learning how to manage emotional experiences can be augmented through qualitative research methods such as collaborative autoethnography.

The fourteenth chapter authored by Arti Sharma and Sushant Bhargava, 'Emotions in the Virtual Classroom: Understanding the role of Emotional Intelligence Amidst COVID-19 Blues', presents a narrative analysis of instructors' experiences in a graduate course to find the effects of emotional responses to COVID-19 on teaching virtually. Conclusions are relevant for the future of teaching and learning in times of disruptions such as COVID-19. The final chapter – 'Arts-based Pedagogy in Management Education: Personal Reflections' by Charlie Yang, Ekaterina Ivanova and Maria Ivanova – discusses the need for more open and diverse ways of knowing that are more holistic, emotional and aesthetic in management education to support creative thinking in filling gaps in current management education. A framework of arts-based pedagogy which helps organize arts-based practices currently used in management education is presented.

\*\*\*

To sum up, emotion management and self-awareness are crucial parts of the training of the student for future leadership positions. For this, it is essential that teachers themselves develop an ability to introspect, to gain awareness of their emotional states and be able to deal with positive and negative affect in the classroom. After all, dealing with emotional situations is the litmus test of an evolved level of inner awareness, critical for both teachers and managers to operate with a positive impact. We hope that this book proves insightful for all teachers in higher education institutions who want to manage their own self-awareness and emotions, while simultaneously making a difference to future business leaders.

## References

- Cavanagh, S. R. (2016). *The spark of learning: Energizing the college classroom with the science of emotion*. West Culham: Virginia University Press.
- Goleman, D., & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, 86(9), 74–81.
- Taylor, S. N., Wang, M., & Zhan, Y. (2012). Going beyond self–other rating comparison to measure leader self-awareness. *Journal of Leadership Studies*, 6(2), 6–31. <https://doi.org/10.1002/jls.21235>

Theme 1

## **Working with Student Emotions**

*This page intentionally left blank*

## Chapter 2

# Emotional Discomfort as a Catalyst for Breaking Through Students' Self-Perceived Capabilities

*Blake Kanewischer, Sonja L. Johnston, Jaci Lyndon  
and Megan Glancey*

### Abstract

This chapter employs a critical, reflexive, and holistic multiple-case study design at a Canadian polytechnic to demonstrate the value of authentic assessment for improving student self-efficacy across several business courses. Assessment strategies, instructional design techniques, coaching skills, and emotional affect are examined through instructor observation and reflection, yielding actionable insights for instructors and future research directions.

*Keywords:* Leadership; project management; multiple-case study; experiential learning; course assessment; instructor-as-coach

### Introduction

Students' self-perceived capabilities are formed through their personal and academic experiences, which are largely compliance-driven in the business school context. As a result, they often struggle to overcome limiting self-perceptions when asked to take up ambiguous, achievement-oriented tasks. The emotional valence associated with overcoming those barriers can be significant for both parties in the effort – instructors and students. Using a critical, reflexive, interpretivist, and holistic, multiple-case study design (Yin, 2018), the authors deconstruct several pedagogical and assessment techniques to inductively articulate the mechanism(s) of action that underpin students' emotional growth.

---

**Honing Self-Awareness of Faculty and Future Business Leaders:  
Emotions Connected with Teaching and Learning, 7–21**  
Copyright © 2023 by Blake Kanewischer, Sonja L. Johnston, Jaci Lyndon and  
Megan Glancey  
Published under exclusive licence by Emerald Publishing Limited  
doi:[10.1108/978-1-80262-349-920231001](https://doi.org/10.1108/978-1-80262-349-920231001)



The authors developed authentic assessments embedded in an experientially driven pedagogy, in order to extend students' capabilities. Three case studies at a Canadian polytechnic, spanning project management and two distinct culminating experiences available to students, demonstrate their growth. Students enter into these second- and fourth-year courses with relatively fixed mindsets, IQ-driven products, correctness-oriented pedagogy, and assessment strategies, and ultimately develop new capabilities and skills.

Since 2016, students studying project management and leadership have been encouraged to confront and overcome ambiguous situations through innovative pedagogical techniques. For example, as project management students, teams execute fundraising projects for charity, which is a seemingly intractable project when first encountered. Similarly, through intentional, experiential activities in leadership, students have been encouraged to find, and step over, their emotional and physical comfort zones. Following on from these experiences, since 2018, students have been selecting one of two culminating – workplace-readiness six-credit-hour course pathways – a 450-hour paid workplace practicum or an integrated business problem analysis as a consulting team (unpaid capstone). In each of these cases, students are exposed to unfamiliar situations with the guidance of an instructor-coach, highlighting areas for learning, experience, and growth.

Students' success hinges on their receptiveness to intentional, emotional disruption as a pathway to growth and maturity.

## Literature Review

Leadership development is rarely a predictable and even path. It is riddled with ups and downs, wrong turns, and, often, many mistakes. It is these moments that create the opportunities for self-reflection, which is essential for developing self-awareness. Self-awareness is foundational to being an effective leader.

Leadership in the twenty-first century requires many different skills than we have in the years past. These core capabilities include emotional intelligence and resilience, amongst others. Emotional intelligence helps us better understand ourselves and those around us (Goleman, Boyatzis, & McKee, 2002). As we face challenges, emotional intelligence provides us the skills to gain perspective of a situation, look for opportunities to connect, and successfully mitigate it. Our self-confidence and agency are strengthened by our own understanding and awareness of the self and others (Frazier, Schwartz, & Metcalfe, 2021). Resilience is a function, in part, of developing self-confidence and agency (Donald, Lazarus, & Lolwana, 2012), which are reinforced in the course experience. Resilience is the capacity to respond quickly and constructively in a crisis (Margolis & Stoltz, 2010), and in the workplace, it is as important today as ever. With rapid change and increasing ambiguity, psychological resilience is a core capability for success (Fletcher & Sarkar, 2016).

Self-confidence is built as a result of working through the process of framing and defining responses to ambiguous learning experiences. These combine to support students in building resilience. Senior-level students benefit greatly from these skills (resilience, self-confidence, and agency) prior to entering the workplace. Experiential learning is essential because it provides many opportunities to