

## **Leader Peak Performance: “Human First”**

**Fall/Spring 2020/2021**

**Course Director:** Anthony Spinosa, MS

Director, Health Fitness National Defense University

Office: NDU Marshall Hall room 210

Phone: (202) 685-3946

Cell: (703) 973-8763

Email: [Spinosat@ndu.edu](mailto:Spinosat@ndu.edu)

**Co-Course Director:** Jimmie Butcher, PhD

Command Psychologist

Office: (202) 685-0729

Cell: (808) 321-1006

Email: [jimmie.butcher.mil@ndu.edu](mailto:jimmie.butcher.mil@ndu.edu)

### **Course Dates and Times:**

Fall 2020: 14 Sep – 8 Dec:

Spring 2021: 4 Jan – 23 Mar:

**\*\*\*\*\* ALL CLASSES AND MATERIALS ARE UNCLASSIFIED\*\*\*\*\***

### **Purpose:**

Sustained high achievement requires physical, emotional, mental and spiritual strength as well as a sharp intellect. This course is designed to give senior leaders the knowledge and skills on how to bring mind, body and spirit to peak condition in a world that is changing at warp speed to perform consistently at high levels.

### **Learning Outcomes:**

Understand the four dimensions of energy as they relate to peak performance in the strategic leader environment.

Students will be able to apply the principles learned in this course to increase and sustain their personal and professional performance in the physical, emotional, mental, and spiritual domains.

**Required/Assigned Readings for the Course:** For each class, one or two students will review and lead a discussion on peer reviewed articles on a topic of their choice covering an aspect of Human Performance.

### **Student Evaluation:**

1. Class Discussion: (25%)

2. Weekly Peer Reviewed Article Presentation: (25%) weekly peer reviewed presentation and discussion: Students who are scheduled to present that week on selected topics from peer reviewed article and/or research studies; a) prepare a formal 10 minute presentation on their selected topic and b) lead and stimulate discussion on their topic
3. End of Course Presentation: (50%) Life Strategy Paper/Graded presentation that integrates the four domains of peak performance into a personal and strategic plan to build a high performance team.

**The Grading Rubric below for all writing assignments:**

	<b>Exceptional (A)</b>	<b>Acceptable (B)</b>	<b>Unsatisfactory (C)</b>	<b>Fail (F)</b>
<p><b><u>Focus</u></b></p> <p>Clear Topic/Main Idea</p> <p>Context, Audience and Purpose</p> <p>Meets Assignment</p>	<p>Paper topic or main idea is clearly stated and establishes a clear, insightful, possibly original point of view that provides focus for all elements of the work.</p> <p>The paper demonstrates thorough understanding of the context, audience and purpose of the assignment</p> <p>The paper exceeds the goals and criteria of the assignment.</p>	<p>Paper topic or main idea is clearly stated and is relevant and consistently linked throughout the paper.</p> <p>The paper demonstrates awareness of the context, audience and purpose of the assignment.</p> <p>The paper completes the task specified by the assignment and includes all of the assignment's required components.</p>	<p>Paper topic or main idea is present but may be unclear, too narrow or too broad. Aspects of the paper stray from the central topic, or add length without relevance.</p> <p>Minimal attention is given to context, audience and purpose of the assignment.</p> <p>Parts of the assignment are underdeveloped, missing, or not linked to the assignment</p>	<p>The paper has no clear topic or main idea.</p> <p>Fails to consider context, audience and purpose of the assignment.</p> <p>Substantive portions of the assignment are underdeveloped, missing, or not linked to the assignment.</p>

<p><b><u>Evidence / Analysis / Synthesis</u></b></p> <p>Sources and Reasoning</p> <p>Analysis</p> <p>Alternative Perspectives</p> <p>Conclusion</p>	<p>Paper is supported by high quality and relevant sources and comprehensive research. Reasoning is clear, insightful and compelling with substantiating evidence.</p> <p>Exceptional analysis, interpretation, and presentation of evidence that distinguishes between the writer's own ideas and source materials. Free of errors of fact or unsupported generalizations.</p> <p>Alternative perspectives are comprehensively addressed.</p> <p>Conclusions synthesize comprehensively the main ideas of the paper.</p>	<p>Paper is supported by relevant and appropriate sources and effective research. Reasoning is valid and well-conceived.</p> <p>Sound analysis and/or presentation of evidence that adequately integrates sources with writer ideas. Minimal/minor errors of fact or unsupported generalizations.</p> <p>Alternative perspectives are partially represented.</p> <p>Conclusions effectively synthesize the main ideas of the paper.</p>	<p>Paper topic is only partially supported by relevant sources.</p> <p>Quality and quantity of research/reference are superficial.</p> <p>Reasoning lacks sufficient rigor.</p> <p>Inconsistent analysis and/or presentation of evidence.</p> <p>Ineffective integration of source materials with writer ideas. Contains significant overgeneralizations, inaccuracies, or misrepresentation of source materials.</p> <p>Alternative perspectives are not acknowledged.</p> <p>Conclusion do not show synthesize or cohesion of paper topic.</p>	<p>Paper is not adequately supported; and research is inadequate; minimal use or inclusion of valid sources; evidence and reasoning are weak, inaccurate and/or irrelevant.</p> <p>Minimal analysis reflected in the paper. Contains egregious overgeneralizations, inaccuracies, misrepresentation of source materials, or errors of fact.</p> <p>Alternative perspectives are not acknowledged.</p> <p>No real conclusion or, if present, it fails to relate to the paper's main idea.</p>
---	---	---	--	--

<p><b><u>Organization</u></b></p> <p>Logical Flow of Ideas</p> <p>Transitions</p> <p>Paragraph Structure</p> <p>Digressions and Irrelevancies</p>	<p>Paper is inherently logical in structure; reader can easily follow the reasoning from introduction to conclusion.</p> <p>Skillful transitions effortlessly link ideas within and between paragraphs.</p> <p>Consistently strong paragraph construction referencing topic sentences.</p> <p>Paper is free of digressions and irrelevancies.</p>	<p>Paper flow is mostly continuous; individual sections are coherent.</p> <p>Adequate transitions guide the reader within and between paragraphs.</p> <p>For the most part, paragraph structure is solid throughout.</p> <p>Digressions and irrelevancies occasionally distract from the reasoning and flow of the paper.</p>	<p>Paperflow is mostly disjointed; individual sections are hard for the reader to follow with gaps in the flow.</p> <p>Paper is sometimes difficult to follow because of confusing arrangement of supporting ideas and/or ineffective transitions.</p> <p>Paragraph structure occasionally weak—multiple ideas covered in lengthy passages or frequent one or two-sentence paragraphs.</p> <p>Digressions or irrelevancies frequently distract reader from the reasoning and flow of the paper.</p>	<p>Logical flow of ideas is interrupted, broken, or non-existent.</p> <p>Writer's thoughts are difficult to follow throughout; transitions are not used, abrupt, confusing, or unclear.</p> <p>Paragraph structure is nonexistent.</p> <p>Digressions and irrelevancies consistently distract the reader from the reasoning and flow of the paper.</p>
<p><b><u>Mechanics</u></b></p> <p>Command of English</p> <p>Writing Quality</p> <p>Need for Revision</p>	<p>Displays excellent command of standard written English.</p> <p>Well-crafted sentences throughout. Virtually error free in syntax, grammar, mechanics, word choice, and spelling.</p> <p>Presentable to high-level officials/officers without revisions or edits.</p>	<p>Demonstrates sound command of standard written English.</p> <p>Contains few errors in syntax, grammar, mechanics, word choice, or spelling that might distract the reader.</p> <p>Presentable to high-level officials/officers with minor revisions and edits.</p>	<p>Demonstrates a rudimentary command of standard written English.</p> <p>Contains many errors in spelling, punctuation, capitalization, sentence structure, and/or word choice that interfere with communication.</p> <p>Presentable to high-level officials/officers only after significant revisions and edits.</p>	<p>Demonstrates minimal command of standard written English.</p> <p>Contains extensive errors in spelling, punctuation, word choice, capitalization and/or sentence structure that hinder and/or severely degrade communication.</p> <p>Not presentable to any audience as written.</p>

<u>APA</u>	Demonstrates exceptional commitment to proper recognition of sources.	Demonstrates strong commitment to proper recognition of sources.	Demonstrates inconsistent commitment to proper recognition of sources.	Demonstrates poor or lack of concern for proper recognition of sources.
	APA style elements are presented correctly with overall high quality.	Most APA style elements are presented correctly with minimal distraction to the reader.	Many APA style elements are presented incorrectly with obvious distraction to the reader.	Most APA style elements are presented incorrectly with great distraction to the reader.

## NDU Policy on Grades

### Grade Scale

**Credit Bearing Courses:** NDU standard grade scale is based on a standard 4.0 grade scale without a grade of “D” for credit bearing courses. Pass or Fail grades may be awarded for designated courses according to University policy. The following grades are approved for use in the determination of course grades:

Letter	Grade Descriptor	Grade Points
A	Exceptional Quality	4.00
A-	Superior Quality	3.70
B+	High Quality	3.30
B	Expected/Acceptable Quality	3.00
B-	Below Expected Quality	2.70
C	Unsatisfactory Quality	2.00
P	Pass	0.00
F	Fail	0.00
I	Incomplete	0.00
W	Withdraw	0.00
TR	Transfer Credit	0.00

### Grade Assignment

NDU utilizes a holistic assessment and evaluation process to facilitate intellectual and leadership development. Throughout an academic cycle, students are evaluated on their academic performance, including contributions in the classroom and written assignments. The evaluation process is focused on providing students with substantive feedback to facilitate their intellectual and leadership development. The faculty are responsible for the assessment and evaluation of students in all courses.

## Absence Policy:

1. Students must notify their assigned college's leadership and the course professor/instructor of absences in accordance with the College Absence/Leave Policy.
  - a. Foreseen absences (*e.g.* student travel) require prior notification.
  - b. Unforeseen absences (*e.g.* sudden personal injury or illness, sudden injury, illness, or death in the family, *etc.*) require notification as soon as possible, but no later than the first day the student returns to class.
2. It is the student's responsibility to complete any reading and coursework missed during the absence.
3. It is the student's responsibility to complete additional assignments as required by the professor/instructor.
4. Students who accumulate 4 or more foreseen or unforeseen absences will be required to participate in a performance review by the Eisenhower School.

## Course Syllabus (draft):

### Lesson 1: Elements of Peak Performance

- a. **Purpose:** This lesson provides the student the essential elements of peak performance.
- b. **Relationship to the Course:** In this lesson the emphasis is on how health is essential for success and how frequent illness is incompatible with peak performance.
- c. **Lesson Objectives:**
  1. Health drives performance
  2. Sleep
  3. Nutrition
  4. Parameters of the game
  5. Fitness – four dimensions
  6. Energy management
  7. Recovery
  8. Emotion/Mindset
  9. Leadership/Coaching
- d. **Issues for Consideration:**
  1. Understanding energy management
  2. How recovery plays an essential role in performance
  3. The importance of sleep
  4. What are your expectations for this course?
- e. **Required Reading:** video: "Fully Charged" <https://www.youtube.com/watch?v=d0lswWxyLTO>
- f. **Supplementary Readings:**
  - Loehr, J. and Schwartz T., 2001 The making of a Corporate Athlete. Harvard Business Review. January 2001, pp 120-128.

### Lesson 2: Nutrition and Dietary Supplements

- a. **Purpose:** Building on the previous lesson and incorporate successful fueling strategies to optimize performance.
- b. **Relationship to the Course:** This lesson will provide the student with the understanding of the foundational elements of every day fueling and dietary supplement awareness to optimize performance.
- c. **Lesson Objectives:**
  1. Dietary supplements

2. Foundational patterns of fueling
3. Strategic snacking
4. Fad diets

**d. Issues for Consideration:**

1. Understanding the relationship between the body, mind and gut
2. Can Fad diets help with performance?
3. Can supplements enhance performance?

**e. Required Reading: TBD.**



Lemaire et al 2010  
BMC Health ServicesMil Med Dietary Sup



Deuster et al 2018  
Mil Med Dietary Sup

### Lesson 3: Physical Fitness/Movement

- a. **Purpose:** to achieve peak performances requires energy. Physical energy is the foundation of peak performance.
- b. **Relationship to the Course:** This lesson will provide the student with the understanding of the benefits of exercise and movement and their relationship to increase energy capacity.
- c. **Lesson Objectives:**
  1. Benefits of Exercise
  2. Consequences of non-exercise
  3. Energy Systems
    - a) Aerobic (oxidation)
    - b) Glycolytic system
    - c) Anaerobic (immediate / ATP-PC)
  4. Priorities of Fitness
    - a) Core
    - b) Aerobic
    - c) Anaerobic
    - d) Flexibility
  5. Foundational Movements
    - a) Squat
    - b) Lunge
    - c) Hip Hinge
    - d) Carrying
    - e) Push
    - f) Pull
  6. Breathing Techniques
- b. **Issues for Consideration:**
  1. Understanding the benefits of exercise in peak performance
  2. The consequences of not exercising
  3. Program design for the strategic leader
- c. **Required Reading: TBD.**

### Lesson 4: Big Five Personality Theory

- a. **Purpose:** Human behavior, both in our personal and workplace settings, is largely influenced by personality factors. Despite this basic assumption, education in personality theory is often relegated to a minor role in many executive and senior leader development programs. This course is designed to introduce senior leaders to the most researched and widely accepted personality theory (the Five Factor Model) to develop a deeper and empirically supported understanding of personality theory and its role in human behavior and its function in effective executive performance.
- b. **Relationship to the Course:** This lesson will introduce the key concepts and the function of personality in executive peak performance supported by the most recent empirical evidence.
- c. **Lesson Objectives:**
  1. Participants will be able to describe the five factor model of personality and the more commonly used five factor constructs and factor facets.
  2. Participants will be able to describe the empirical development of the five factor model and how it compares or contrasts to other personality models.
  3. Participants will be able to employ the knowledge and skills acquired in this seminar to inform their own personal and professional behavior and performance.
  4. Participants will be able to employ the knowledge and skills acquired in this seminar to gain insight into supervisee, colleague, and other individuals' behaviors.
- d. **Issues for Consideration:**
  1. Is personality determined by nature or nurture?
  2. Are personality factors modifiable? Do they change over time?
  3. How do personality factors impact leadership functions?
- e. **Required Reading:**
  1. Paunonen, S. V., & Ashton, M. C. (2001). Big Five factors and facets and the prediction of behavior. *Journal of Personality and Social Psychology*, 81(3), 524–539.
- f. **Recommended Reading/Presentation Resources:**
  1. Goldberg, L. R. (1990). An Alternative “Description of Personality”: The Big-Five Factor Structure. *Journal of Personality and Social Psychology*, 59(6), 1216–1229.
  2. Barrick, M. R., & Mount, M. K. (1991). The Big Five Personality Dimensions and Job Performance: A Meta-Analysis. *Personnel Psychology*, 44(1), 1–26.
  3. Wagner, J., Lüdtke, O., & Robitzsch, A. (2019). Does personality become more stable with age? Disentangling state and trait effects for the big five across the life span using local structural equation modeling. *Journal of Personality and Social Psychology*, 116(4), 666–680.

## Lesson 5: Emotional Intelligence Theory and Concept

- a. **Purpose:** The concept of Emotional intelligence (EI) has become widely recognized as an important factor to both personal and professional success. This seminar will review the empirical evidence for the construct of emotional intelligence and its application and relationship to effective executive performance.

- b. **Relationship to the Course:** This seminar is designed to enhance individuals' emotional competence resulting in personal and professional growth and overall improvements in interpersonal relationships as it relates to peak executive performance.
- c. **Lesson Objectives:**
  - 1. Participants will be able to define and describe the Emotional Intelligence concept of Self-Awareness - the capacity for accurately recognizing our own feelings, biases, and behavioral tendencies.
  - 2. Participants will be able to define and describe the Emotional Intelligence concept of Self-Management - the capacity for managing our own emotion, biases, and tendencies.
  - 3. Participants will be able to define and describe the Emotional Intelligence concept of Social Awareness - the capacity for accurately recognizing the emotions and mental state of others.
  - 4. Participants will be able to define and describe the Emotional Intelligence concept of Relationship Management - the capacity for managing emotion effectively in relationships
- d. **Issues for Consideration:**
  - 1. How does Emotional Intelligence differ from IQ?
- e. **Required Reading:**
  - 1. Bradberry, T., & Greaves, J. (2009). The world's most popular emotional intelligence test. [Book Summary *Emotional intelligence 2.0*]. TalentSmart.
- f. **Recommended Reading/Presentation Resources:**
  - 1. Ackley, D. (2016). Emotional intelligence: A practical review of models, measures, and applications. *Consulting Psychology Journal: Practice and Research*, 68(4), 269–286.
  - 2. Evans, T. R., Hughes, D. J., & Steptoe-Warren, G. (2020). A Conceptual Replication of Emotional Intelligence as a Second-Stratum Factor of Intelligence. *Emotion*, 20(3), 507–512.
  - 3. Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.
  - 4. Lievens, F., & Chan, D. (2017). Practical Intelligence, Emotional Intelligence, and Social Intelligence. In J. L. Farr, N. T. Tippins, W. C. Borman, D. Chan, M. D. Covert, R. Jacobs, P. R. Jeanneret, J. F. Kehoe, F. Lievens, S. M. McPhail, K. R. Murphy, R. E. Ployhart, E. D. Pulakos, D. H. Reynolds, A. M. Ryan, N. Schmitt, & B. Schneider (Eds.), *Handbook of Employee Selection* (2nd ed., pp. 342–364). Routledge.
  - 5. MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, 146(2), 150–186.

## Lesson 6: Emotional Intelligence in Practice

- a. **Purpose:** This seminar will build upon Emotional Intelligence (EI) knowledge and theory gained from the preceding seminar. Participants will learn advanced EI concepts and real-world application of EI theory through an experiential seminar.

- b. **Relationship to the Course** This lesson will enhance individuals' emotional competence resulting in personal and professional growth and overall improvements in interpersonal relationships as it relates to peak executive performance.
- c. **Lesson Objectives:**
  1. Participants will be able to apply the Emotional Intelligence concept of Self-Awareness - the capacity for accurately recognizing our own feelings, biases, and behavioral tendencies, in small groups, large groups, and one-on-one settings.
  2. Participants will be able to apply the Emotional Intelligence concept of Self-Management - the capacity for managing our own emotion, biases, and tendencies, in small groups, large groups, and one-on-one settings.
  3. Participants will be able to apply the Emotional Intelligence concept of Social Awareness - the capacity for accurately recognizing the emotions and mental state of others, in small groups, large groups, and one-on-one settings.
  4. Participants will be able to apply the Emotional Intelligence concept of Relationship Management - the capacity for managing emotion effectively in relationships, in small groups, large groups, and one-on-one settings.
- d. **Issues for Consideration:**
  1. Can Emotional Intelligence be enhanced?
- e. **Recommended Reading/Presentation Resources:**
  1. Bradberry, T., & Greaves, J. (2009). The world's most popular emotional intelligence test. [Book Summary *Emotional intelligence 2.0*]. TalentSmart.
- f. Recommended Reading?
  1. Gilar-Corbi, R., Pozo-Rico, T., Sánchez, B., & Castejón, J.-L. (2019). Can emotional intelligence be improved? A randomized experimental study of a business-oriented EI training program for senior managers. *PLOS ONE*, *14*(10), 1–21.
  2. Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.

## Lesson 7: Mindfulness: Strengthening Attention and Resilience

- a. **Purpose:** Recent studies, to include research with Special Operation populations, have demonstrated that mindfulness training can be effective in strengthening the core cognitive systems of attention and working memory that contribute to overall resilience and general health. Mindfulness skills are easily acquired, low-tech, and low-cost resources that have applicability and usefulness to a wide range of professionals to include executive, government, and military settings.
- b. **Relationship to the Course:** This lesson will introduce the key concepts and practical application of mindfulness supported by the most recent empirical evidence as it relates to executive peak performance.
- c. **Lesson Objectives:**
  1. Participants will be able to define and describe the key components of empirically supported mindfulness techniques.
  2. Participants will acquire and practice advanced mindfulness skills related to effective executive performance.
- d. **Issues for Consideration:**
  1. How does mindfulness practice impact executive performance?

e. **Required Reading:**

1. Zanesco, A. P., Denkova, E., Rogers, S. L., MacNulty, W. K., & Jha, A. P. (2019). Mindfulness training as cognitive training in high-demand cohorts: An initial study in elite military servicemembers. *Progress in Brain Research*, 244, 323–354.

f. **Recommended Reading/Presentation Resources:**

1. Lutz, A., Jha, A. P., Dunne, J. D., & Saron, C. D. (2015). Investigating the phenomenological matrix of mindfulness-related practices from a neurocognitive perspective. *American Psychologist*, 70(7), 632–658.
2. Jha, A. P., Morrison, A. B., Dainer-Best, J., Parker, S., Rostrup, N., & Stanley, E. A. (2015). Minds “At Attention”: Mindfulness Training Curbs Attentional Lapses in Military Cohorts. *PLOS ONE*, 10(2), 1–19.
3. Jha, A. P., Stanley, E. A., Kiyonaga, A., Wong, L., & Gelfand, L. (2010). Examining the protective effects of mindfulness training on working memory capacity and affective experience. *Emotion*, 10(1), 54–64.
4. Cary, E. L., Russo, N., Racer, K. H., & Felver, J. C. (2020). Neural Correlate of Acceptance: Relating Individual Differences in Dispositional Acceptance to Error Processing. *Mindfulness*, 11, 1401–1412.
5. Jha, A. P., Morrison, A. B., Parker, S. C., & Stanley, E. A. (2017). Practice Is Protective: Mindfulness Training Promotes Cognitive Resilience in High-Stress Cohorts. *Mindfulness*, 8, 46–58.

## Lesson 8: Stress Optimization

- a. **Purpose:** This seminar is a unique, evidence-based approach designed to enhance an individual’s ability to respond to work/life challenges and demands in a more functional, adaptive manner leading to meaningful quality of work/life improvements.
- b. **Relationship to the Course:** This lesson will introduce key concepts of stress optimization supported by the most recent empirical evidence as they relate to peak executive performance.
- c. **Lesson Objectives:**
  1. Participants will be able to define and describe the central role and function psychological flexibility fulfills in individual performance enhancement.
  2. Participants will acquire mindfulness skills and will be able to demonstrate various advanced mindfulness techniques.
  3. Participants will be able to demonstrate advanced skills in contacting the present moment designed to increase situational awareness, attention, focus, and productivity.
  4. Participants will be able to demonstrate advanced techniques enabling them to step back and separate from problematic thoughts, images or memories increasing their ability to engage in tasks and situations in a more productive and functional manner.
- d. **Issues for Consideration:**
  1. How does psychological flexibility play a role in stress optimization?
  2. How does stress optimization contrast to “stress management”?
- e. **Required Reading:**
  1. Kinnunen, S. M., Puolakanaho, A., Mäkikangas, A., Tolvanen, A., & Lappalainen, R. (2020). Does a mindfulness-, acceptance-, and value-based

intervention for burnout have long-term effects on different levels of subjective well-being? *International Journal of Stress Management*, 27(1), 82–87.

f. **Recommended Reading/Presentation Resources:**

1. Tabibnia, G., & Radecki, D. (2018). Resilience training that can change the brain. *Consulting Psychology Journal: Practice and Research*, 70(1), 59–88.
2. Lindsay, E. K., Chin, B., Greco, C. M., Young, S., Brown, K. W., Wright, A. G. C., Smyth, J. M., Burkett, D., & Creswell, J. D. (2018). How mindfulness training promotes positive emotions: Dismantling acceptance skills training in two randomized controlled trials. *Journal of Personality and Social Psychology: Attitudes and Social Cognition*, 115(6), 944–973.
3. Sims II, D. A., & Adler, A. B. (2017). Enhancing Resilience in an Operational Unit. *Parameters: U.S. Army War College*, 47(1), 83–91.
4. Cary, E. L., Russo, N., Racer, K. H., & Felver, J. C. (2020). Neural Correlate of Acceptance: Relating Individual Differences in Dispositional Acceptance to Error Processing. *Mindfulness*, 11(6), 1401–1412.
5. Charbonneau, D. (2019). Model of mindfulness and mental health outcomes: Need fulfillment and resilience as mediators. *Canadian Journal of Behavioural Science*, 51(4), 239–247.

## Lesson 9: Cognitive Biases Impacting Leadership Skills and Decision Making

- a. **Purpose:** Cognitive error and bias are unavoidable functions of all human behavior. Despite this fact, little attention has been given to addressing cognitive error and bias in leadership function and decision making. This seminar is designed to educate leaders in various forms of cognitive error and bias to enable leaders to overcome natural cognitive error and bias and make more informed, more rational decisions.
- b. **Relationship to the Course:** This lesson will introduce the key concepts of cognitive biases supported by the most recent empirical evidence as they relate to peak executive performance.
- c. **Lesson Objectives:**
  1. Participants will be able to define and describe various cognitive errors and biases common to human behavior.
  2. Participants will be able to describe several compensatory mechanisms they can employ to control for common cognitive error and biases.
- d. **Issues for Consideration:**
  1. Are cognitive error and biases ubiquitous to human behavior or the result of individual human flaws?
  2. Can cognitive errors and biases be overcome or corrected?
- e. **Required Reading:**
  1. Shefrin, H., & Statman, M. (2003). The Contributions of Daniel Kahneman and Amos Tversky. *Journal of Behavioral Finance*, 4(2), 54–58.
  2. Desjardins, J. (2020). *24-cognitive-biases-warping-reality*. <https://www.visualcapitalist.com/24-cognitive-biases-warping-reality/>
- f. **Recommended Reading/Presentation Resources:**
  1. Kahneman, D., & Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica*, 47(2), 263–291.

2. West, R. F., Meserve, R. J., & Stanovich, K. E. (2012). Cognitive sophistication does not attenuate the bias blind spot. *Journal of Personality and Social Psychology*, 103(3), 506–519.
3. Snowman, A., & Kucharska, J. (2020). The effect of anchoring on curriculum vitae (CV) judgments. *The Psychologist-Manager Journal*, 23(1), 12–34.
4. Saposnik, G., Redelmeier, D., Ruff, C. C., & Tobler, P. N. (2016). Cognitive biases associated with medical decisions: A systematic review. *BMC Medical Informatics and Decision Making*, 16(1), 138.
5. Lemay, A., & Leblanc, S. (2018). Cognitive Biases in Cyber Decision-Making. *Proceedings of the International Conference on Cyber Warfare & Security*, 395–401.

## Lesson 10: Spiritual Fitness

- a. **Purpose:** To understand the value that a strong sense of spirituality has on peak performance.
- b. **Relationship to the Course**
- c. **Lesson Objectives:**
  1. Grit
  2. Meditation
  3. Inner greatness
  4. Intangibles
  5. Purpose driven
  6. Passion
  7. Commitment
  8. Powerful source of motivation
- d. **Issues for Consideration:**
  1. Understanding your intangibles.
  2. What is your inner greatness?
- e. **Required Reading:**
  1. Spiritual Fitness Checklist - <https://www.hprc-online.org/total-force-fitness/hope-those-covid-19-frontline/additional-resources/strategies-build-your>
  2. Gratitude Daily Reflection - <https://www.hprc-online.org/mental-fitness/spiritual-fitness/gratitude-calendar>
  3. Azimuth check: Are you living your values? - <https://www.hprc-online.org/mental-fitness/spiritual-fitness/azimuth-check-are-you-living-your-values>
  4. An introduction to spiritual fitness- <https://www.hprc-online.org/mental-fitness/spiritual-fitness/introduction-spiritual-fitness>

## Lesson 11: Panel Discussion: Leadership/Coaching

- a. **Purpose:** To develop an action plan for leading and coaching oneself for high-performance.
- b. **Relationship to the Course:** The most effective leaders have a clear understanding of who they are and where they are going and are aware of and acknowledge their

strengths, vulnerabilities, and biases. They take intentional actions to maximize the use of their strengths and to mitigate they are vulnerabilities and biases that tend to undermine their effectiveness. High-performance involves developing a specific, detailed plan to fulfill one's philosophy of life and to achieve personal goals. A plan for high-performance includes elements of self-maintenance and of appropriate stress for growth and behavior change. Decision will result in students developing a personal plan for high-performance, including elements of self-discipline.

c. **Lesson Objectives:**

1. To develop self-awareness.
2. To evaluate the principles and practice of personal development.
3. To apply self-awareness and the principles and practice a personal development to create an action plan for high-performance.

d. **Issues for Consideration:**

1. What is your personal philosophy of life? What is your vision (ambitious, desirable future)? What is your mission (reason and purpose for existence)? What are your core values (pervasive, enduring standards that guide your conduct and decisions)?
2. What are your strengths that enable your philosophy?
3. What are your vulnerabilities that may sabotage your philosophy?
4. What are your biases that may constrain your philosophy?
5. What are the patterns of your self-talk?
6. What are the requirements for an individual to shift out of her current status quo?
7. What are the essential goals that will result in the fulfillment of your philosophy?

e. **Session agenda.**

1. What is the process of personal development for high performance?
2. Establishing goals and driving forces.
3. Identifying constraining and resisting forces.
4. Developing a plan for personal growth.

f. **Required Reading:** TBD.

## Lesson 12: **End of Course Presentation**

a. **Purpose:** The final presentation will integrate the four domains of peak performance into a personal and strategic plan to maximize peak performance at the individual level as well as the people you lead.

b. **Lesson Objectives:** Students will be able to:

1. Demonstrate clear oral communication skills.
2. Presenting students will defend their plans during Q & A with critical reasoning and evidence based.
3. Non-presenting students will provide feedback based on the materials and skills developed in the course.

c. **Issues for Consideration:**

1. Is your presentation evidence based or antidotal information
2. How can apply what you have learned in a strategic environment?
3. The shift from resiliency to Human Performance within DoD.

d. **Required Reading:** None

