



Mindful Leadership
IDH 3931 Section 0677, 1 credit
WEDS 12:50-1:40PM

Instructor:

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Office Hours are by appointment

Mindfulness Resources:

 https://twitter.com/Sacred_swamp

 <https://www.facebook.com/MindfulnessUF>

 <https://www.youtube.com/MiniffulnessUF>

Mindfulness Mission: UF Mindfulness is a collaborative University-wide project to bring more mindfulness to collegiate campus, infuse classrooms with mindfulness techniques, and offer mindfulness training.

Vision:

The University of Florida (UF) Mindfulness initiative is to create a more mindful UF campus. We aim to (i) infuse mindfulness practices in existing courses and curricula at UF, (ii) offer new cross-disciplinary short courses, trainings and workshops, and (iii) serve as a catalyst sparking mindful moments to create a healthy campus culture.

Our interdisciplinary team aims to integrate silos of mindfulness and co-create mindful spaces that facilitate mindful communication and listening. The goal is to infuse mindfulness in UF campus culture. This means deep integration of mindfulness practices, such as mindful listening and communication, meditation, breathing techniques, and body-based practices in the learning process and life on-campus.

The paradox of our modern time is that mindfulness is inherently simple and human, available anytime and anyplace; yet many of us have forgotten about it. This project aims to reconnect us to ancient truths, breath-by-breath taming the anxious mind.

Course Description:

Mindfulness is deliberately paying full attention to what is happening around you and within you (in your body, heart and mind) in the present moment. Mindfulness is awareness without criticism or judgement (Chozen Bays, 2011). This course aims to reconnect us to ancient truths, breath-by-breath taming the anxious mind in order to effectively lead ourselves and others.

An understanding and practice of mindfulness practice includes listening and communication, meditation, breathing techniques, and body-based practices. The learning process and life outside of the academic experience is a means to provide effective organizational leader and follower behaviors. Mindful Leadership is designed to help you understand the complexity of leadership as a scholarly

discipline that can be taught (Bennis, 1989; Bass, 1994) alongside the evolution of mindfulness practice. It is important that you understand the difference between the socialization of a leader, leadership theory, and the philosophy of mindfulness. Many successful leaders acquire their leadership skills from practice, in other words, they are socialized into leadership as they have learned from their experiences.

Learning Principles:

1. Learning is enhanced by the use of a variety of techniques being applied within an academic course.
2. Self-Reflection, dialogue, and constructive feedback is important for learners to grow and improve.
3. More concrete, real-life activities enhance learning and the applicability of knowledge in order to transfer.
4. Student-directed assignments are essential to creating personal buy-in and ownership to improve individual outlooks.
5. Prior experiences, attitudes, and beliefs influence learning. Understanding and owning this bias impacts learning progression.
6. Mindfulness is a practice which the student is deliberately paying full attention to what is happening around them and within them. This alters their ability to learn and concentrate.

Essential Questions and Course Objectives:

EQ1: What is context for mindful leadership?

- O1. Understand terminology, definitions and used of mindfulness and mindful leadership.
- O2. Identify and explain the philosophy and theory which create the foundation for mindfulness, leadership, and mindful leadership.
- O3. Apply context and explain how historical leaders have applied mindful leadership practice.

EQ2: How is mindful leadership beneficial?

- O4. Define the proven scientific benefits of mindfulness, leadership and mindful leadership.
- O5. Apply how mindful leadership will relate to me or my chosen profession.

EQ3: What is the practices of mindfulness or mindful leadership?

- O6. Identify resources in which I can use to practice mindful leadership.
- O7: Participate and practice forms of mindfulness in order to understand different techniques.
- O8. Actualization of how authentic leadership and reflection are a part of mindful leadership.

EQ4: How can mindful leadership be transferrable?

- O9. Design a tool kit which will be utilized to implement the practice mindful leadership into their life or chosen profession.
- O10. Apply how mindful leadership can be used in a professional work environment.

EQ5: How can I apply mindful leadership?

- O11. Apply mindful leadership practice to provided case scenarios.
- O12. Identify mindful leadership practice through observation and research.
- O13. Develop a plan of action on how I can utilize mindful leadership in my daily living.
- O14. Analyze how mindful leadership can be applied in different aspects of personal and professional life.

Transfer Goals:

Student(s) will be able to do the following upon completion of this course:

- Define terms used in mindful leadership.
- Articulate an overview of scientific research on mindfulness impacts on the human body.

This syllabus is subject to change at the discretion of the instructor.

- Can articulate mindfulness practice of a person through observation or by reviewing a biography of a historical leader.
- Identify forms of mindful practice.
- List various practices meditation and mindfulness techniques.
- Identify their personal preferences for meditation and mindfulness techniques
- Create a toolkit for mindfulness practice which could be utilized in a professional work environment

Required and Recommended Texts and Tools:

Delizonna, L., Anstedt, T. (2014). [Mindful Leaders: A Self-Coaching Guide & Toolkit \(Paperback\)](#)
[Finding the Space to Lead: A Practical Guide to Mindful Leadership](#)

Additional Readings or articles that will be supplied through E-Learning:

Greeson, J. M. (2009). Mindfulness research update: 2008. *Complementary Health Practice Review*. 14(1). 10–18.

Hall, L. (2013). Mindful Coaching: How Mindfulness Can Transform Coaching Practice. ISBN:9780749465667 <http://library.books24x7.com/toc.aspx?bookid=50886>

Hanson, R. (2013). *Hardwiring happiness: The new brain science of contentment, calm, and confidence*. New York, NY: Harmony Books.

Hougaard, R., Carter, J. and Coutts, G. (2015). Mindful leadership: Achieving results by managing the mind. DOI: 10.1002/ltl.20218

Marturano, J. (2014). Northouse, P.G. (2016). *Leadership: Theory and practice* (7th ed.). Thousand Oaks, CA: Sage.

Kabat-Zinn, J. (2009). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Hachette Books.

Rechtschaffen, D. (2014). *The way of mindful education: Cultivating well-being in teachers and students*. New York, NY: WW Norton & Company.

Tan, C. M. (2012). *Search inside yourself: Increase productivity, creativity and happiness*. New York, NY: HarperCollins.

We will use activities and reading from these free public documents. Pages and documents will be linked in your reading section of the course schedule.

Examples of these include:

<http://tulane.edu/health/wellness/upload/MBSR-Workbook.pdf>

http://www.prevention.va.gov/mpt/2013/docs/managestressworkbook_dec2013.pdf

<http://mbsrworkbook.com/mbsr-workbook-practice-logs.pdf>

Additional Required Resources:

E-Learning

Free Phone App (Android and iPhone): Options include Calm; Stop, Breathe & Think;

<http://www.mindful.org/free-mindfulness-apps-worthy-of-your-attention/>

Assignments

1. Identifying NEW Information (10 points)

- Each student will have the opportunity to identify an article, study, program, application or resource for mindfulness or mindful leadership.
- Each student will be expected to present once on this information in-class. Each student must explain (1) where they found the information, (2) how they believes it relates to this course, (3) who it could benefit and (4) what circumstances or situations it may be best utilized in. (5) The student must also ask their peers 1-2 thought provoking questions about the information they have shared in order to prompt discussion. (5 points)
- Each student must post the resource online in a designated space, after the class session in which they presented. (5 points)
- Students will sign up on the 1st day of class for the class which they will present NEW information. Information must be different than the course information, readings and resources.

2. Self-Reflection Journal: mindfulness experience reflection (5 points each)

- Weekly typed reflection journal on course experience and practice of mindfulness.
- Journal entry must be at least 200 words for each online post.
- Post occurs after each class session, due by Friday evening. Exact time and dates will be posted on E-Learning/Canvas.
- Journal should include images, web links and resources utilized over the course of the week to promote reflection or thought.

3. Mindfulness Project: Poster Presentation (20 points)

Creating your own mindfulness exercise or mindfulness plan for a professional work environment of your choice. This may or may not be related to academic pursuits. Posters will be presented in class and affiliates with the UF mindfulness program, faculty from the Honors program, and other departments will be invited to hear about your 'tool kit'.

http://www.huffingtonpost.com/patrick-briody/5-tips-for-a-mindful-2015_b_6481698.html

<http://www.mindful.org/whats-working-taking-a-pause-to-lead-with-excellence/>

<http://www.mindful.org/a-mindful-calendar/>

<http://www.mindful.org/five-tips-for-launching-a-meditation-program-at-work/>

4. Mindfulness Tool Kit (20 points)

In conjunction with the poster assignment, you will create a written toolkit or manual in which you will outline your plan in substantial detail on how to educate and then apply mindful leadership within your industry of choice. You will include resources, references, timeline, activities, and location/budget/planning details. This plan should not be a one-time event. This plan should be a progressive plan in which there is an introduction, education, buy in period, pilot and evaluation period, then implementation process.

5. Assignment Choice (10 points)

Observation Leadership Assignment OR Interview Assignment: Leaders knowledge and practice of Mindfulness

Observation Leadership Assignment (10 points)

This syllabus is subject to change at the discretion of the instructor.

You will observe a leader of your choice, in person and with permission. You should only be observing and taking notes. You should not be an active participant in the environment. Your observation should be

Answer the following questions:

- What is the setting and situation in which you are observing the leader?
- Are there environmental influences which can impact the leader (location, noises, time of day, context of situation, other people, etc.) (
- Are you able to identify the leadership style that is being utilized by this leader? Why or why not.
- What are some of the leaders:
 - Non-verbal's (eye contact, body language or movements, seated/standing, breathing, note taking, etc.)
 - Verbal communications (tone, delivery, word choice, delivery of message)
 - Physical appearance (business, professional, casual, situation appropriate, etc.)
- What were some surprising aspects of this observation? This includes things you may have not otherwise noticed if not provided this assignment.

OR

Interview Assignment: Leaders knowledge and practice of Mindfulness (10 points)

You will interview a leader of your choosing who is different than your observation leader and discuss their understanding and application of mindfulness within their industry. This interview can be conducted by phone, email, skype, or in person. You will need to be prepared to explain the practice of mindfulness, including examples, to the person you are interviewing.

Answer the following questions per the writing guidelines

- What is your leadership style?
- Where did you learn your leadership style?
- Do you feel you were always a leader or did you learn how to be a leader? If learned, how did you learn?
- Do you take time to reflect on your leadership style?
- Explain mindfulness and mindful leadership. Have you heard of mindfulness before? Have you practiced being mindful/mindfulness? What are means in which you practice mindfulness? Would you consider yourself to be a mindful leader? If so, what does it mean to be a mindful leader?

6. Historical Leader and Mindfulness Assignment (10 points)

Identify a historical leader of your choice and seek understanding to identify how they lead and determine if mindfulness was part of their practice as a leader. To what extent did they practice being mindful (examples should be provided). If your choice of leader did not exhibit mindful leadership then in what ways could they have applied the practice of mindful leadership? (Take into consideration cultural norms, influences and behaviors of that time/era)

This research will then be presented to the class in a 5-7 min presentation.

The presentation will be submitted online and follow the established guidelines for the assignment.

7. Attendance and Participation Points: (5 points) per class

During each class period, you will be expected to participate in the activities given, unless excused.

Examples of participation may involve answering questions, group activities, written reflection, group work, classroom discussion, physical practice of mindfulness, etc.

This syllabus is subject to change at the discretion of the instructor.

Attendance and Assignments

To receive the maximum number of points for an assignment, it must be completed and submitted by the due date. No work will be accepted six or more days after its original due date, unless other arrangements have been made with the instructor.

Students who are absent from class for any reason will assume complete responsibility for obtaining information missed during their absence and for making up missed assignments and activities. College approved field trips and competitive and leadership development events (with prior instructor approval) are considered legitimate absences with documentation. Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made immediately upon return to class. All make-up work must be completed within one week of the student's return to class.

Grade Breakdown: Please note grades are based on points not percentages. This scale is designated based upon the standard values in Canvas. For more clarification on the calculations of grades, please use the following link: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

For information on UF policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Honesty

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office.

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Expectations for Writing:

In all courses in the Department of Agricultural Education and Communication's the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
 - Not using "tweet-talk" in your assignments, unless you are actually tweeting.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- No use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
Counseling Services
Groups and Workshops
Outreach and Consultation
Self-Help Library
Training Programs
Community Provider Database
Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty student disability related issues. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/