



OBTC 2016 at Walsh University June 8th – 11th, 2016

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

SESSION TITLE:

“Ohmmm: Using Mindfulness Techniques in the Classroom”

ABSTRACT:

The application of mindfulness continues to increase within higher education and organizational development. One of the key concepts of mindfulness is to recognize the individual as a whole person. That is, beyond the role of student or employee, each person has unique emotional, physical, social, and spiritual needs. Mindfulness strategies have been used to enhance the individual's overall health and well-being. This hands-on session will show attendees various mindfulness strategies to be used in the classroom. Mindfulness techniques can be used as a method to reduce stress and increase focus for both faculty members and their students.

KEY WORDS: Mindfulness, Experiential Learning, Emotional Intelligence.

2) Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

2a) For activities and exercises only, is yours best suited for

- ☐ A traditional classroom
- ☐ An online class
- ☒ Either

2b) For activities and exercises only, is yours best suited for

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

3) Time Requested:

- ☐ 30 Minutes
☒ 60 Minutes (*Roundtables must select 60 minutes*)
☐ 90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

The presenters request a computer and projector, and will bring their own self-adhesive flipchart papers to present materials and record participants' comments. Participants should bring their own internet accessible device to take online surveys.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

LEARNING OBJECTIVES:

There are four main learning objectives for this session:

1. To develop a deeper understanding of mindfulness.
2. To connect concepts of mindfulness to other important concepts (i.e., emotional intelligence).
3. For attendees: To integrate and apply the above tools into the classroom setting.
4. For students: To leverage these techniques into their current and future work environments.

MINDFULNESS:

Over the past 30 years, the construct of mindfulness has become more familiar to the world of business, athletics, and individual personal growth movements (Kabat-Zinn, 2005). Additionally, mindfulness has been integrated into modern psychological theory as well as practice (Brown & Ryan, 2003). Behavioral therapists and school-based psychologists have sought to incorporate mindfulness activities within their treatments (Burke, 2010).

Chade-Meng Tan (2014), a former Google engineer, posed the question “what if people can also use contemplative practices to help them succeed in life and work” (p.3). Tan (2014) believes and teaches that one cannot become self-aware without being mindful. Adams (2000) states in *Thinking Today as if Tomorrow Mattered: The Rise of a Sustainable Consciousness*, “every one of us is involved in co-creating whatever future we are going to experience” (p. ix). Jon Kabat-Zinn (2013) began the Mindfulness Based Stress Reduction Program to teach clients to pay attention on purpose in order to reduce stress and for individuals to enhance their well-being.

Unfortunately, national surveys have shown an historic rise in the levels of stress among college students each year for the past quarter century (Szalavitz, 2011). Increased stress among college students is associated with poor coping habits, unhealthy physical and emotional relationships, and decreased self-esteem (Darling, et al., 2007). Increased stress has also been associated with having a negative impact on student performance including the inability to balance workload (Kubicek, 2011).

As faculty, one of the methods to help students manage their stress is to introduce them to the construct of mindfulness. Regardless of discipline, we as faculty members are positioned to positively impact the learning environment and enhance the student experience.

This session will present activity-based techniques to better understand and apply mindfulness for all attendees, which will serve as a model to be used in the classroom. The strategies presented are appropriate at the undergraduate and graduate levels.

1. Adams, J. D. (2000). *Thinking Today as if Tomorrow Mattered: The Rise of a Sustainable Consciousness*. San Francisco, CA: Eartheart Enterprises.
2. Burke, C. A. (2010). Mindfulness-based approaches with children and adolescents: A preliminary review of current research in an emergent field. *Journal of Child and Family Studies*, 19(2), 133-133-144.
3. Darling, C. A., McWey, L. M., Howard, S. N., & Olmstead, S. B. (2007). College student stress: the influence of interpersonal relationships on sense of coherence. *Stress and health*, 23(4), 215-229.
4. Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. New York: Hyperion.
5. Kabat-Zinn, J. (2013). *Full catastrophe living*. New York: Random House.
6. Kubicek, K. (2011). Stress and its effects on college students. *Counseling Concepts and Applications for Student Affairs Professionals (CNS 577)*. Paper 17.
7. Szalavitz, M. (2011). Why are college students reporting record high levels of stress? Retrieved from: <http://healthland.time.com/2011/01/27/why-are-college-students-reporting-record-high-levels-of-stress/>.
8. Tan, C.M. (2014). *Search inside yourself: The unexpected path to achieving success, happiness (and world peace)*. New York: HarperOne.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

We have requested 60 minutes as the optimal timeframe for this presentation. Our session will include the following active discussions and interactive activities

- Introduction of the concept of mindfulness (5 minutes)
- Using mindfulness techniques within a social media marketing course (5 minutes)
- Activity: Using mindfulness strategies within a creativity (new market product) assignment (10 minutes)
- Using mindfulness reflective techniques within a capstone class (5 minutes)
- Activity: Using mindfulness within a reflective career path assignment (10 minutes)
- Using mindfulness reflective techniques within an organizational behavior class (5 minutes)
- Activity: Participants will complete a hands-on mindfulness observation and meditation session (10 minutes)
- Group Reflection and Discussion: How can we apply these techniques in our classrooms? (10 minutes)

We will allow a short period of time for self-reflection of the techniques so that attendees can holistically integrate the results to deepen their understanding and application. The final ten (10) minutes of the session will allow adequate time to discuss applying these techniques into different courses and classroom settings, along with fielding Q & A from the attendees.

Take Away: All tools and resources used in this presentation session will be collected and placed in an online repository (either Dropbox or Google Drive) open to all session participants and also to those unable to attend the session.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

The relation of this presentation to the conference theme will focus on how we, as university professors, can better serve our students by helping them learn to thrive and to be fully present. We believe that being mindful of our surroundings and how we are present in this world is the only way we can truly be "united" in any service.

In the context of this presentation, we will introduce and practice a host of mindfulness techniques so faculty members can increase their own well-being. Participants will then share their experiences and learning observations in order to best serve their students.

Achieving this goal will be possible through a very hands-on, interactive presentation session with integrative tools that will be provided to all attendees (and to those not able to attend this session at OBTC) so that these techniques may be implemented in university classrooms at their home universities.

Literature on emotional intelligence discusses the benefits of self-awareness, empathy, and social awareness, both in personal and professional matters (Goleman, 1995). Faculty can be catalysts in helping students become more emotionally intelligent by providing opportunities for them to unite through discussion of diversity amongst one another. By better understanding such similarities and differences, students should become better contributors to our society as a whole.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

8) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different?
Is this proposal under current review somewhere else? If so, please explain. How
will your proposal be different for the OBTC conference?*

This session has not been presented at, nor has this proposal been submitted to any other conference for presentation.