



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**Mindful Leadership**

*Course Instructor: Geetanjali*

Jindal Institute of Behavioral Sciences (JIBS)

4 Credit Course

## FALL SEMESTER 2026

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Office Hours:  
Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### PART I

| <b>Course Title: Mindful Leadership</b> |            |      |
|---|------------|------|
| Course Code                             |            |      |
| Course Duration                         | 1 Semester |      |
| No. of Credit Units                     | 4          |      |
| Level                                   | UG         |      |
| Pre-Requisites                          | Nil        |      |
| Pre-Cursors                             | Nil        |      |
| Equivalent Courses                      | Nil        |      |
| Exclusive Courses                       | Nil        |      |
| Class Timing                            | ...        | .... |
|   |            |      |

### PART II

#### **Course Description:**

It is a practical course which delves into self and organizational leadership. One of the crucial requirements of today's leadership practice is innovative problem solving in a diverse and rapidly changing world. This means being mindful of one's environment as well as being open to new perspectives. Mindfulness matters in harnessing one's creative potential and becoming a more engaged and effective leader. When applied to the field of education, it positively impacts learning ability, memory and attitude. A sustained practice of mindfulness also increases emotional intelligence and cultural sensitivity.

This course is designed to help you understand and practice mindfulness and develop a leadership style that best resonates with your authentic self. To begin with, we will discuss different perspectives on mindfulness and how it impacts leadership. Further, we will discuss the role of mindfulness in building cultural and emotional intelligence. We will also delve into sociological mindfulness and related topics like alertness to multiple perspectives, active self-reappraisal and being conscious of use of language. Coursework will also include different activities to practice mindfulness and leadership through journal writing, active listening and dialogue, use of language and finally a design your life workshop.

## Course Aims:

1. Cultivate your own practice of mindfulness and leadership
2. Experience collaborative and transformational leadership
3. Cultivate emotional and cultural intelligence
4. Develop critical thinking and creativity

## Course Intended Learning Outcomes:

1. Critically evaluate key research, insights and tools on mindfulness and leadership
2. Learn how to move from situational to dispositional mindfulness
3. Learn how to apply design thinking to key areas of your life.

## Course Outline

| <b>Block 1</b>        |  |
|-----------------------|--|
| <b>Week 1-7</b>       |  |
| <b>Topics</b>         | <ol style="list-style-type: none"><li>i. What is mindfulness? Eastern and Western Perspectives on Mindfulness</li><li>ii. Neuroscience of mindfulness- understanding the impact of mindfulness on self and others.</li><li>iii. Building a deeper awareness of oneself and others through self-reflection and journal writing.</li><li>iv. How does mindfulness enhance leadership? Learning some leadership styles that resonates with mindfulness namely, resonant leadership, authentic leadership, servant leadership, shared leadership.</li><li>v. Mindfulness and education- cultivating mindfulness in learning, learning how to respond to situations instead of reacting to them, building focus and reducing distraction, overcoming stressful situations.</li><li>vi. Sociological mindfulness and leadership- alertness to multiple perspectives, active self-reappraisal and being conscious of use of language.</li><li>vii. Mindfulness and culture- overcoming biases and developing cultural sensitivity</li></ol> |
| <b>Review- Week 7</b> |  |
| <b>Block 2</b>        |  |
| <b>Weeks 8-12</b>     |  |
| <b>Topics</b>         | <ol style="list-style-type: none"><li>i. Developing your practice of mindfulness-moving from situational mindfulness to dispositional mindfulness.</li><li>ii. Practicing resonant and authentic leadership by learning how to be an engaged listener, practicing dialogue and storytelling and</li></ol>  |

|                             |  |
|-----------------------------|--|
|                             | building compassion<br>iii. Be a protagonist- design your life- apply design thinking to different areas of your life such as work, relationship and health. |
| <b>Review - Week 12</b>     |  |
| <b>Block 3 Week 14</b>      |  |
| <b>13-</b>                  | i. Final Project preparation and presentation<br>ii. Preparation for final exam  |
| <b>Final Exam - Week 15</b> |  |

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

### Assessment Framework

**Total Course Grade: 100 Marks.** It has two parts- internal assessments and end semester examination.

#### *a. Internal Assessment: 70 Marks*

#### **Component 1: Reflective Journal Entries (10 marks)**

Students will engage in weekly reflective writing exercises designed to develop critical self-awareness and integrate course concepts with personal experience.

- **Format:** End-of-class journal writing (15 minutes per session)
- **Requirement:** Students must complete 10 journal entries from the 14 available class sessions
- **Value:** 1 mark per journal entry
- **Submission:** Journal prompts will be posted on UMS following each class session
- **Purpose:** This assignment develops reflexive inquiry skills, encouraging students to observe, document, and critically analyze their learning process, including concepts learned, assumptions challenged, and new perspectives gained

#### **Component 2: Class Participation and Engagement (20 marks)**

Active and thoughtful participation is essential to the collaborative learning environment of this course. Two mark for any of 10 classes out of 14 teaching classes. [2x10=20]

#### **Evaluation criteria include:**

- Completion of assigned weekly readings prior to class
- Thoughtful contribution to class discussions that demonstrate engagement with course materials
- Respectful and constructive responses to peers' perspectives

- Quality and relevance of questions posed during discussions
- Professional conduct and respectful classroom behavior
- Demonstrated willingness to engage with challenging or unfamiliar concepts
- Integration of course readings with personal insights and contemporary issues

**Component 3: Mid-Semester Review Assessment (20 marks)**

An in-class assessment conducted at the midpoint of the semester to evaluate students' comprehension and critical analysis of course material covered in Parts 1 and 2.

- **Format:** In-class written examination
- **Content:** Short-answer and essay questions addressing key concepts, theories, and applications. Detailed grading rubric will be provided for each question prior to the assessment.
- **Purpose:** To assess students' ability to synthesize course content, apply theoretical frameworks, and demonstrate critical thinking

**Component 4: End-of-Semester Collaborative Project (20 marks)**

Students will work in groups to create a comprehensive project that synthesizes and applies course learning.

**Project options include:**

- Podcast series (minimum 20-25 minutes)
- Documentary film or short video (minimum 15-20 minutes)
- Multimedia presentation with interactive components
- Research paper with applied analysis (3,000-4,000 words)

**Project requirements:**

- Selection from provided topic list or proposal of original topic (subject to instructor approval)
- Integration of course concepts, readings, and theoretical frameworks
- Original analysis or creative application of course material
- Evidence of collaborative work and equitable contribution from all group members
- Professional-quality production and presentation

**Support materials:**

- Detailed grading rubrics specific to each project format will be distributed by Week 8
- Project guidelines, including technical requirements and submission procedures, will be provided
- Consultation sessions with the instructor will be available during office hours

***b. 30 Marks End Semester Exam (Closed book and timed)***

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

**Grading of Student Assessment**

| Letter | Percentage | Grade | Interpretation |
|--------|------------|-------|----------------|
|--------|------------|-------|----------------|

| Grade | of Marks     | Points |   |
|-------|--------------|--------|---|
| O     | 80 and above | 8      | <b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.                           |
| A+    | 75 - 79      | 7.5    | <b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.   |
| A     | 70 - 74      | 7      | <b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation. |
| A-    | 65 -69       | 6      | <b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.   |
| B+    | 60 - 64      | 5      | <b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.   |
| B     | 55 - 59      | 4      | <b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.   |
| B-    | 50 - 54      | 3      | <b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.  |
| P1    | 45 - 49      | 2      | <b>Pass 1:</b> Pass with Basic understanding of the subject matter.   |
| P2    | 40 - 44      | 1      | <b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.   |
| F     | Below 40     | 0      | <b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.   |

### Suggested Readings for the Course

1. Desjardins, C., Malette, J., & Dionne, F. (2024). The mindful leader: A review of leadership qualities derived from mindfulness meditation. *Frontiers in Psychology, 15*. <https://doi.org/10.3389/fpsyg.2024.1322507>

2. Müller, T., & Niessen, C. (2024). The effects of self-leadership and mindfulness training on leadership development: A systematic review. *Management Review Quarterly*. <https://doi.org/10.1007/s11301-024-00448-7>
3. Rupperecht, S., Koole, W., Chaskalson, M., & Tamdjidi, C. (2021). From personal wellbeing to relationships: A systematic review on the impact of mindfulness interventions and practices on leaders. *Current Opinion in Psychology*, 42, 77-82. <https://doi.org/10.1016/j.copsyc.2021.03.011>
4. Kinnunen, S. M., Puolakanaho, A., Tolvanen, A., Mäkikangas, A., & Lappalainen, R. (2019). Mindful leader development: How leaders experience the effects of mindfulness training on leader capabilities. *Frontiers in Psychology*, 10 <https://doi.org/10.3389/fpsyg.2019.00516>
5. Reb, J., Chaturvedi, S., Narayanan, J., & Kudesia, R. S. (2019). Mindfulness and leadership: Communication as a behavioral correlate of leader mindfulness and its effect on follower satisfaction. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00667>
6. Schuh, S. C., Zheng, M. X., Xin, K. R., & Fernandez, J. A. (2019). Mindfulness, trust, and leader effectiveness: A conceptual framework. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01588>
7. Firestone, J. (2022). Resilience and turnover intention: The role of mindful leadership, empathetic leadership, and self-regulation. *Journal of Leadership & Organizational Studies*, 29(2), 255-268. <https://doi.org/10.1177/15480518211068735>
8. George, B., & Pandey, S. K. (2023). Mindfulness, emotions and leadership. *Journal of Management & Organization*, 29(6), 1035-1053. <https://doi.org/10.1017/jmo.2023.64>
9. Urrila, L., & Evam, B. (2024). Creating mindful servant leaders: New research reveals transformative path. *Journal of Business Research*.
10. Wang, Y., Liu, J., & Zhu, Y. (2025). Be mindful in organizational change: Team mindfulness and employee openness to change. *Journal of Business Research*, 186. <https://doi.org/10.1016/j.jbusres.2025.115003>

### **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

### **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

### **Attendance Policy**

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

### **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

### **Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [dsc@jgu.edu.in](mailto:dsc@jgu.edu.in). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

### **Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312