

Mindfulness-Based Strategic Awareness Training Teacher Training (MBSAT-TT)



Mindfulness-Based Strategic Awareness Training – Teacher Training (MBSAT-TT)

FOSTERING AND SUPPORTING SKILLFUL DECISION MAKING
FOR WORK AND PRIVATE LIFE



Graduation of first MBSAT class in October 2018, with Norman Curtis, Dean of Behavior and Talent at IE School of Human Sciences & Technology.

Mindfulness-Based Strategic Awareness Training (MBSAT) is a secular, contemporary training method to enhance personal resources and enable skillful and wise decision making at work and in personal matters. It is grounded in ancient mindfulness techniques and adjusted to today's challenges and needs while maintaining depth and rigor.

MBSAT has been recognized by internationally renowned mindfulness experts such as Mark Williams, Emeritus Professor of Clinical Psychology, University of Oxford, and longtime director of the Oxford Centre of Mindfulness OCM, as well as Steve Hickman, Associate Clinical Professor of Psychiatry and Preventive Medicine at University of California and Director of the San Diego Center for Mindfulness.

The program draws from several disciplines such as Secular Mindfulness practices, Positive Psychology, Neuroscience, Behavioral Finance, Behavioral Strategy and System Dynamics and is recognized by experts in these fields.

In view of the increasing public and organizational interest and demand for secular mindfulness in private and professional/ corporate contexts, it has become imperative to develop competent and dedicated teachers to open the MBSAT program to more participants in search of personal growth and sustainable wellbeing on a personal and organizational level. It is in this spirit that we are offering this MBSAT-TT.

Benefits



Mindfulness-based Strategic Awareness Training-MBSAT is a technology of self-development and a path to self-awareness and leads to strategic awareness, which in turn allows for more skillful self-regulation, renewed self-discovery and finally self-liberation. The first immediate gain that individual participants note is often reduced stress levels and increased resilience due to improved self-regulation. Knowing yourself, managing your daily life more skillfully and making wiser decisions releases tension and increases wellbeing.

With self-discovery participants become aware of abilities and strengths that were hidden or ignored. As one participant put it: "I found access to own resources: some I knew about, but didn't dare to tap into, and new ones that I thought were beyond reach." Self-liberation means freeing oneself from unskillful habits, fixed opinions and other ballast that we carry with us and impede us to live life to the fullest.

People in leadership roles have noted that by better self-regulating themselves, their teams and their company, there is less tension and agitation in the organization. Self-discovery has allowed them to uncover assets in the form of strengths and new opportunities in the marketplace. Self-liberation can lead to freeing individuals and organizations from harmful practices or ingrained beliefs which hinder them. Ultimately it means releasing energy for higher performance. A business leader stated with surprise after an MBSAT-based team initiative: "I'm amazed to see that my unit came up with goals that are 11% higher than the parameters set by the top management. The team itself came to the conclusion that they can do better!"

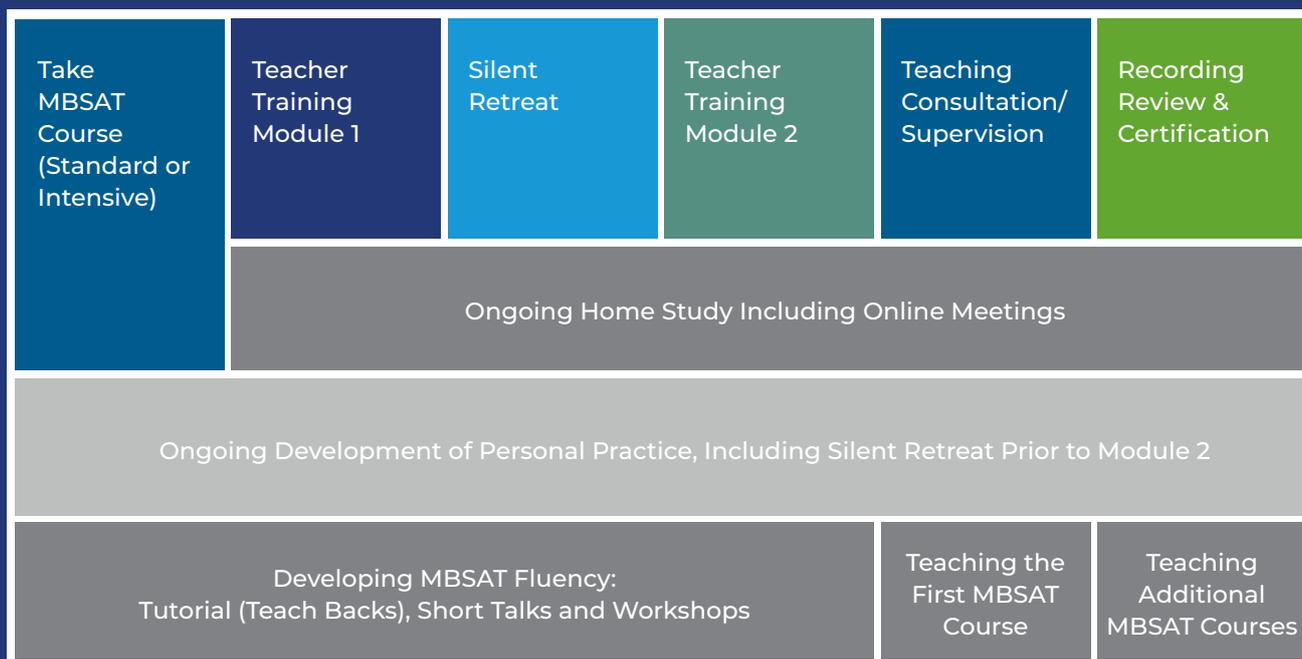
Format of the MBSAT Teacher Training Program

The teacher training is a comprehensive program to enable participants to competently teach MBSAT. It comprises two 6-days residential training modules, a one-week silent retreat that can be done individually and a personal practice project consisting of delivering and recording an eight-week MBSAT program to a group.

After the second module emphasis is placed on developing a personal mindfulness practice and on gaining practical experience teaching MBSAT when they will be considered “Qualified MBSAT Teachers” ready to start teaching with feedback from tutors and colleagues through consultation and supervision (online and video-conferencing).

A prerequisite before enrolling is getting to know MBSAT from a participant’s perspective. Candidates can either take a regular 8-week MBSAT course, an intensive 4 or 5-day MBSAT workshop or a shorter MBSAT workshop in combination with another mindfulness-based program such as Mindfulness-based Stress Reduction-MBSR, Mindfulness-based Cognitive Therapy- MBCT or, Mindfulness-based Self-Compassion-MBSC.

The overall duration of the MBSAT Teacher Training can vary depending on the personal practice project. In general, the different phases will be spread over approximately one year.



MODULE 1

Future teachers gain a working knowledge of the origins of MBSAT, including its benefits in the workplace and the underpinning science (Mindfulness, Positive Psychology, Behavioral Finance, Behavioral Strategy and Neuroscience). In addition to conceptual knowledge, participants get the opportunity to develop their teaching skills through small group tutorials (“teach backs”). Emphasis at this point will be on the fundamentals of teaching topics, guiding practices, holding the group and the beginning exposure to mindful inquiry in MBSAT.

MODULE 2

In this module the focus is on learning to guide practices and exercises unique to MBSAT and directly relevant to the workplace. The goals are teaching skills to foster strategic awareness, improve decision-making and bring about transformation. The topics include the influence of money on behavior and the importance of Mindful Real Options. In addition, participants are trained in developing plans for personal growth based on strengths, opportunities and positive actions (SOPA in MBSAT terminology) so that the prospective teachers will be able to support their course participants in realizing their personal best. This module focuses more squarely on embodiment and inquiry and deepening understanding of the MBSAT program. After completing this module, participants will receive an attestation of course completion that facilitates teaching courses and gaining more experience.

SILENT RETREAT

A one-week silent retreat provides a chance to deepen and renew one’s mindfulness practice in order to embody MBSAT teachings. It can be taken individually in different locations by choosing from a list of recommended programs or institutions and must take place between Module 1 and Module 2.

CERTIFICATION

A diploma of “Certified MBSAT Teacher” will be granted once the student has completed both modules, done the retreat, given a first MBSAT course under supervision and submitted the required video-recording of the completed sessions of a second or subsequent MBSAT courses for review by the training team for certification. The training team will utilize an MBSAT specific version of the MBI-TAC to determine competence.

Teachers



Dr. Juan Humberto Young

Author of Mindfulness-Based Strategic Awareness Training- (MBSAT), Wiley Blackwell 2017

Dr J.H. Young has extensive business experience in leading management positions in the finance sector and other industries and as entrepreneur and investor. He designed the MBSAT program based on his intimate knowledge of the business and organizational world. In addition to a doctorate in management, he has Master' degrees in Mindfulness-Based Cognitive Therapy (MSt), Applied Positive Psychology (MAPP), in Finance (MBA), Risk Management (MSc) and Public Administration (MPA).

He taught Finance, Strategy, and Positive Psychology at the master's level at the University of St. Gallen, Switzerland. Currently, he is Academic Director of the Executive Master in Positive Leadership and Strategy and the MBSAT Teacher Training Program at IE University in Madrid, Spain.



Dr. Jochen Reb

Founder and Director of Mindfulness Initiative at Singapore Management University

Dr Jochen Reb is the founder and Director of the Mindfulness Initiative at Singapore Management University SMU where he teaches organizational development. He is a longtime practitioner of mindfulness with experience in facilitating mindfulness programs for the general public as well as for business executives at various levels and in different industries. His key areas of focus are mindful leadership and mindful decision-making. He is co-editor of the book, "Mindfulness in Organizations" (Cambridge University Press 2015) and has published numerous peer-reviewed articles and chapters. Dr Reb has studied at the Graduate School of Comparative Culture at Sophia University in Tokyo, Japan, and did his Ph.D. at the University of Arizona, USA.

For more detailed information about the program, contact our Academic Director, Juan Humberto Young at **jhyoung@faculty.ie.edu**

For additional admissions information, please contact our Admission Director, Thomas E. Dodds at **thomas.dodds@ie.edu**

Application and Evaluation

A long-standing personal practice in mindfulness techniques is a great asset to enroll in the MBSAT Teacher Training. Admission is based on a written application and one or more interviews. Each teacher training is limited to approximately 15 participants to ensure personalized, high-quality training.

The evaluation will follow the internationally recognized standards of the TAC-Teaching Assessment Criteria established by the Universities of Oxford, Bangor and Exeter, albeit adjusted to the specific goals of MBSAT and its focus on a non-clinical population in the workplace. Participants are required to attend both residential modules, the retreat, and teach a supervised course and complete the personal practice project consisting of delivering an eight-week MBSAT program to a group and recording the sessions (video and audio). In addition, they are required to complete assignments between modules such as reflection papers and exercises.



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