**Course: Graduate – Conscious Leadership**

**Philosophy of the program**

Our purpose is to educate the current and next generation of business leaders and entrepreneurs in Europe to conduct business consciously.​ ‘Consciously’ refers to conducting business in a way that is purpose-driven, ethical, human-centered, sustainable, and inclusive, and where all Business Stakeholders (not only shareholders and managers) benefit. For the last 10 – 15 years, researchers demonstrated that consciously led companies created benefits for all stakeholders and prospered financially at the same time, in many cases above and beyond shareholder-driven companies. ​However, the practices of conscious business – and what might be different from a traditional view of business – is not yet an explicit part of business education in Europe.

The current economic system is under rising pressure because of unsustainable exploitation of resources and increasing pollution of our planet. Climate change and severe biodiversity losses are accelerating at an unprecedented scale while societies face rising inequalities in wealth and access to opportunities. These problems are not separate crises – they can all be rooted in fundamental flaws of the current economic system. A conscious business approach implies a fundamental change towards an economy that is sustainable, circular, prosperous, and inclusive.

Many of the challenges Europe faces require businesses, or support from businesses to create innovative solutions​. Businesses are the dominant drivers for innovation, jobs, and economic wealth, which in turn address real problems of real people. Conscious businesses can do this while making healthy profits and without causing ‘collateral’ damage to nature, employees, health, equality, or local communities.​ Currently, too many businesses are still operating in the old paradigm of material gain while depleting resources, making them (major) contributors to some of our biggest problems such as climate change, inequality, public health, and loss of biodiversity.

We believe businesses can be drivers of good, if they design, organize, and create their business consciously. Therefore, it is of paramount importance to educate current and future business leaders regarding how to manage more consciously so that potential damage is eliminated or minimized, and to increase benefits to society and the planet. We aim to address this challenge by creating and teaching an innovative business syllabus which includes Conscious Business Practices for bachelor-, graduate- and executive-level education.​ Based upon the Syllabus, Conscious Business Education trains current business teachers how to incorporate the Syllabus into their business education courses and/ or programs.​

Goals for the complete syllabus on Conscious Business (21 courses):

1. Describe and teach innovative methodologies to help business students become more conscious leaders.
2. Understand tools and methodologies for conscious business.
3. Apply tools and methodologies to manage businesses better.
4. Embed ethics and ethical dilemmas in every course.
5. Stimulate reflection and development of leaders to become more system-oriented, ethical, inclusive, and conscious.
6. Highlight the superiority of purpose-driven companies.

**This course is unique, because:**

* Students embark on a learning journey through reflection, a daily mindfulness practice, and self-assessments.
* The develops a set of shared values at the beginning of the course and reflect on their embodiment of these values during the course.
* Experiential activities during each seminar which will develop deeper self-awareness and build skills related to the Inner Development Goals to support the UN's Sustainable Development Goals.
* Application of content and personal reflections to leadership frameworks such as Servant, Authentic, and Adaptive Leadership.
* Introduction of concepts such as VUCA (Volatile, Uncertain, Complex, Ambiguous) and approaches such as Polarity Management to address VUCA environments.

**Suggested tools from the Toolbox:**

Facilitator Guide - Understanding Worldviews

Feelings and Needs Handout

Frieburg Mindfulness Inventory – Short Version

Included as additional course Instructor Materials (not in general Toolbox):

* Conscious Leadership - Adaptive Leadership Activity
* Dare to Lead Workshop - Instructor’s Notes

**Instructor/Facilitator Profile**

The philosophy of conscious education is for teachers to see themselves as *facilitators* of learning, rather than instructors. Therefore, it is recommended that the facilitator profile includes the following:

* Facilitation skills to lead workshops and experiential activities.
* A regular mindfulness, meditation, or contemplative practice. Ability to facilitate a few minutes of simple centering or breathing at the beginning of each class session.
* Thorough understanding of the concepts presented in the course: consciousness, authentic leadership, servant leadership, adaptive leadership, VUCA, worldviews, emotional and social intelligence, mindfulness.

**Workshop Facilitator Guidelines**

**Module 1, Seminar 2 Workshop: Developing Shared Values**

Instructor’s notes included in each PowerPoint slide.

Refer to the document in the Toolbox for example and further guidance: "Shared Core Values Guidelines Handout."

**Module 1, Seminar 3 Activity: Mindful Partner Sharing**

Instructor’s notes included in each PowerPoint slide.

**Module 2, Seminar 1 Activity: Sharing SDG Reflections**

Small group sharing. Instructor’s notes included in each PowerPoint slide.

**Module 2, Seminar 1 Activity: Adaptive Leadership**

Sources for this scenario​

<https://www.nytimes.com/2023/05/03/world/europe/king-charles-coronation-royal.html?smid=url-share>

<https://www.pbs.org/newshour/world/king-charles-iii-takes-the-throne-after-a-lifetime-of-preparation> ​

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<https://www.washingtonpost.com/opinions/2022/09/12/charles-iii-climate-change/> ​

<https://www.npr.org/2022/09/12/1122311429/after-decades-in-queen-elizabeths-shadow-her-son-charles-is-now-britains-king> ​

* Break the class into small groups of 4-5 students.
* Provide the handout “Conscious Leadership - Seminar 2: Adaptive Leadership Activity” to students.
* Each group has a whiteboard or flip chart and pens.
* Invite each group to nominate a facilitator, a scribe (note-taker), and a person to report back to the class.
* Groups have 30 minutes to address the two questions.
* Bring class back to plenary – groups get 3 minutes each to provide a summary of their answers to the questions.

**Module 2, Seminar 2 Workshop: Emotional Intelligence**

Instructor’s notes included in each PowerPoint slide.

**Module 2, Seminar 2 Activity: Sitting with Paradox & Ambiguity**

Instructor’s notes included in each PowerPoint slide.

**Module 3, Seminar 1 Activity: Relational Awareness through mirroring**

Instructor’s notes included in each PowerPoint slide.

**Module 3, Seminar 1 Workshop: Other-Awareness & Empathy**

Instructor’s notes included in each PowerPoint slide. Sometimes the storytelling goes deep or brings up emotions where a student may need support. Be available to provide support and have support resources you can refer to students if needed.

**Module 3, Seminar 2 Workshop: Worldviews - Seeing through our cultural lenses.**

See “Facilitator Guide – Understanding World Views” in the Toolbox, along with instructor notes included in each slide.

**Module 3, Seminar 3: Creating a Stakeholder Map**

Review the following video in preparation for facilitating this process: Consortium for Public Education (2021). *Design Thinking for Education, Ep 8: Stakeholder Mapping*. [Video]. <https://youtu.be/7SAJPR1ph6s>

Divide the class into small groups of 4-5 students.​

​Instructor guidance to students:​

​The form of the stakeholder map is up to you. You can draw something similar to these examples or make up your own format.​

​Groups have 25 – 30 minutes to create the map, depending on time available.​

​Based on the scenario of an artisanal bakery in a neighborhood, identify all stakeholders.​ Draw a map which shows the relationships between stakeholders. ​Identify flows between stakeholders. Are the flows in one direction, or bi-directional?​ Identify competing needs and priorities among the stakeholders. ​

​[An example stakeholder map for the specified case is included as a separate file]

**Module 4, Seminar 1 Workshop: Dare to Lead**

Follow the guidance in separate document, “Dare to Lead Workshop Instructor's Notes” and the *Dare to Lead Workbook* (download from <https://brenebrown.com/resources/dare-to-lead-read-along-workbook/>)

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**Suggestion for assessment**

Each lecturer can decide how to assess students, based on their university’s policies and requirements. The following are suggested guidelines. Suggested weighting of assignments, to be adjusted by course instructor:

1. Module 2 Paper: Applying a leadership theoretical framework (30% of grade)
2. Class participation and engagement (30% of grade)
3. Module 4 Final paper (40% of grade)

**Suggested assessment criteria (e.g., rubric)**

The research paper (Assessment # 1) will be assessed upon the following criteria:

1. Framing (the extent to which the introduction introduces, frames, and identifies a relevant topic related to the course. Formulation of the research question and its relevance).
2. Theory (the extent to which students master theoretical concepts, literature, and theories).
3. Results (the extent to which a wide range of appropriate academic sources are used that are linked and relevant to the subject. The student should also demonstrate an understanding of the subject, critical thinking, and analytical insights. Originality and the ability to make contributions to the field is also assessed).
4. Argumentation (entails the persuasiveness of the essay, e.g., argumentation, support, illustrative statements).
5. Structure and organisation (the extent to which the research paper meets the structure appropriate for a theoretical essay).
6. Academic writing, including reference requirements and writing mechanics (grammar, spelling, punctuation).
7. Adherence to the page range limit.

*Detailed Rubric found in the following file:* Grad Conscious Lead - Assignment 1 Rubric Research Paper.xlsx

Class participation (Assessment #2)

1. Presence and participation (actively present at class seminars and workshop, engages in class discussions and experiential activities).
2. Effective communication (presents information and ideas clearly and concisely, engages in class discussions and provides insightful contributions, responds authentically to reflective questions and experiential activities).
3. Professionalism and teamwork (participates actively in group activities and discussions, shows respect for classmates and instructors, contributes to creating a positive and productive learning environment).

*Detailed Rubric found in the following file:* Grad Conscious Lead - Assignment 2 Rubric Class Participation.xlsx

The final paper (Assessment # 3), which is reflective in nature, will be assessed upon the following criteria:

1. Framing (the extent to which the introduction introduces, frames, and identifies the reflection).
2. Results (the extent to which the student demonstrates an understanding of the subject, critical thinking, and analytical insights. Originality is also assessed).
3. Authenticity (the extent to which the student examines their thoughts, feelings, and views).
4. Structure (the extent to which the paper meets the structure appropriate for a reflection).
5. Writing: coherence, correct grammar, spelling, and punctuation.
6. Adherence to the page range limit.

*Detailed Rubric found in the following file:* Grad Conscious Lead - Assignment 3 Rubric Reflection Paper.xlsx

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