

CONSCIOUS BUSINESS EDUCATION



**CONSCIOUS
BUSINESS**
EDUCATION



Co-funded by
the European Union



Conscious Leadership

Module 1, Seminar 1: Foundations of Conscious Leadership



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Conscious Leadership



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“A new type of leadership is emerging. It turns the current business leadership paradigm of fear-based motivation on its head, creating a dynamic approach that is more purposeful, compassionate and humane.”

Olafsson, Allenby, & Tuck (2022). *Beyond Ego - The Inner Compass of Conscious Leadership*.

Modules

- 1 Foundations of Conscious Leadership
- 2 Leadership Models & Self-Mastery
- 3 Stakeholder Theory & Relationship-building
- 4 Leadership Presence & Conscious Action

Conscious Leadership

Agenda Module 1, Seminar 1: Foundations of Conscious Leadership



- Set Ground Rules for Respectful Class Participation
- Concepts: Leadership, Consciousness, Conscious Business, Conscious Leadership
- 4 Tenets of Conscious Business
- Conscious Leadership Principles

Setting Ground Rules for Respectful Class Participation

- Confidentiality – we keep confidential the sharing of others in the class.
- Attention – we bring our whole self to the time together in class. Tablets with a pen can be used for notes. Other electronic devices are not permitted as they inevitably distract and do not allow for an inner journey.
- Authenticity – we bring our whole selves to this class

What else will ensure a respectful, safe environment for learning and sharing?

Leadership

“Leadership is relational and embodied through one or more individuals who step into the space to encourage adaptability, collaboration, sustainability, and goal fulfillment within a group or organization.” ~ Dorianne Cotter-Lockard, PhD

Definition was derived from:

Cotter-Lockard, D. & Fortune, L. (2022). *Syllabus: MBM5523 – Theories & Applications of Mindful Leadership*. Saybrook University, College of Integrative Medicine and Health Sciences, Department of Mind Body Medicine.

Fortune, L. (2021). *Syllabus: MBM5521 – Reflective Leadership*. Saybrook University, College of Integrative Medicine and Health Sciences, Department of Mind Body Medicine.

Fortune, L. & Jamieson, K. (2022). *Syllabus: MBM5521 – Reflective Leadership*. Saybrook University, College of Integrative Medicine and Health Sciences, Department of Mind Body Medicine.

Goleman, D. (1998). What Makes a Leader? *Harvard Business Review*, Best of HBR 1998.

Wasylikiw, L., Holton, J., Azar, R., & Cook, W. (2015). The impact of mindfulness on leadership effectiveness in a health care setting: A pilot study. *Journal of Health Organization and Management*, 29(7), 893-911.



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Consciousness

What does it mean to be conscious?

To be conscious means to be aware of our inner and outer worlds, to be fully awake.

It includes self-reflection on one's own beliefs, emotions, motives, values, goals and impact.

Consciousness also includes the capacity for abstraction which allows humans to manage complexity.



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Key Source:

Kofman, F. (2008). *Conscious business: How to build value through values* (Vol. 1). ReadHowYouWant. Com.

Consciousness

Activity:

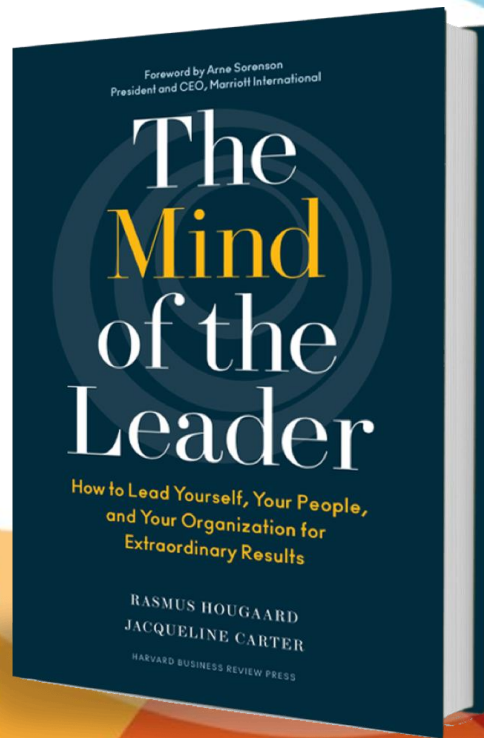
In small groups, answer the following questions to share with the larger group.

How does this definition of consciousness align with your idea of what it means to be conscious?

What are some of the indicators that human consciousness is evolving and rising around the world?

- *To be conscious means to be aware of our inner and outer worlds, to be fully awake.*
- *It includes self-reflection on one's own beliefs, emotions, motives, values, goals and impact.*
- *Consciousness also includes the capacity for abstraction which allows humans to manage complexity.*

Conscious “MSC” Leadership



“Based on research, we have conclusively found that three mental qualities stand out as being foundational for leaders today: mindfulness (M), selflessness (S), and compassion (C) Together, we call these foundational skills MSC leadership.”

Hougaard, R., & Carter, J. (2018). *The mind of the leader: How to lead yourself, your people, and your organization for extraordinary results.*

Definition of Conscious Business

In the context of "conscious business," being conscious generally refers to an approach to business that takes into consideration the direct and indirect impacts of business practices on all stakeholders, including employees, customers, the environment, and society at large.

Being conscious in the context of conscious business also involves cultivating a culture of mindfulness and awareness among employees, promoting collaboration and empathy, and encouraging personal and professional growth and development.

Ultimately, conscious business aims to create a more equitable, resilient and flourishing world by using the power and resources of business to contribute to the greater good.

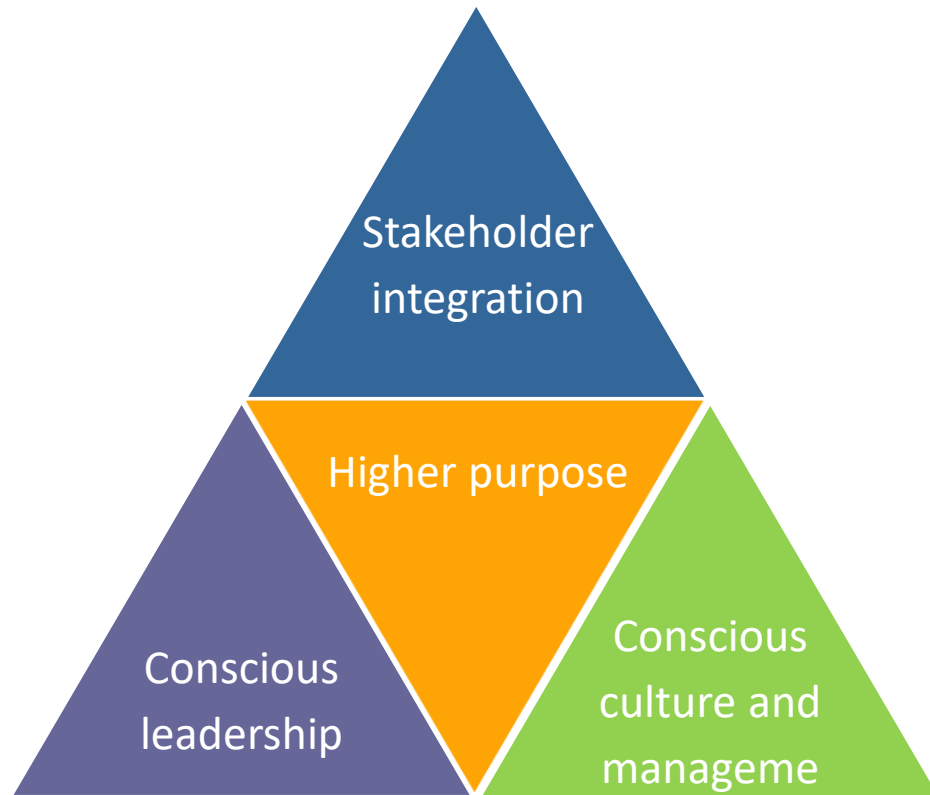
Key Source:

Kofman, F. (2008). *Conscious business: How to build value through values* (Vol. 1). ReadHowYouWant. Com.

The Four Tenets of Conscious Business

Based on Conscious Capitalism Principles

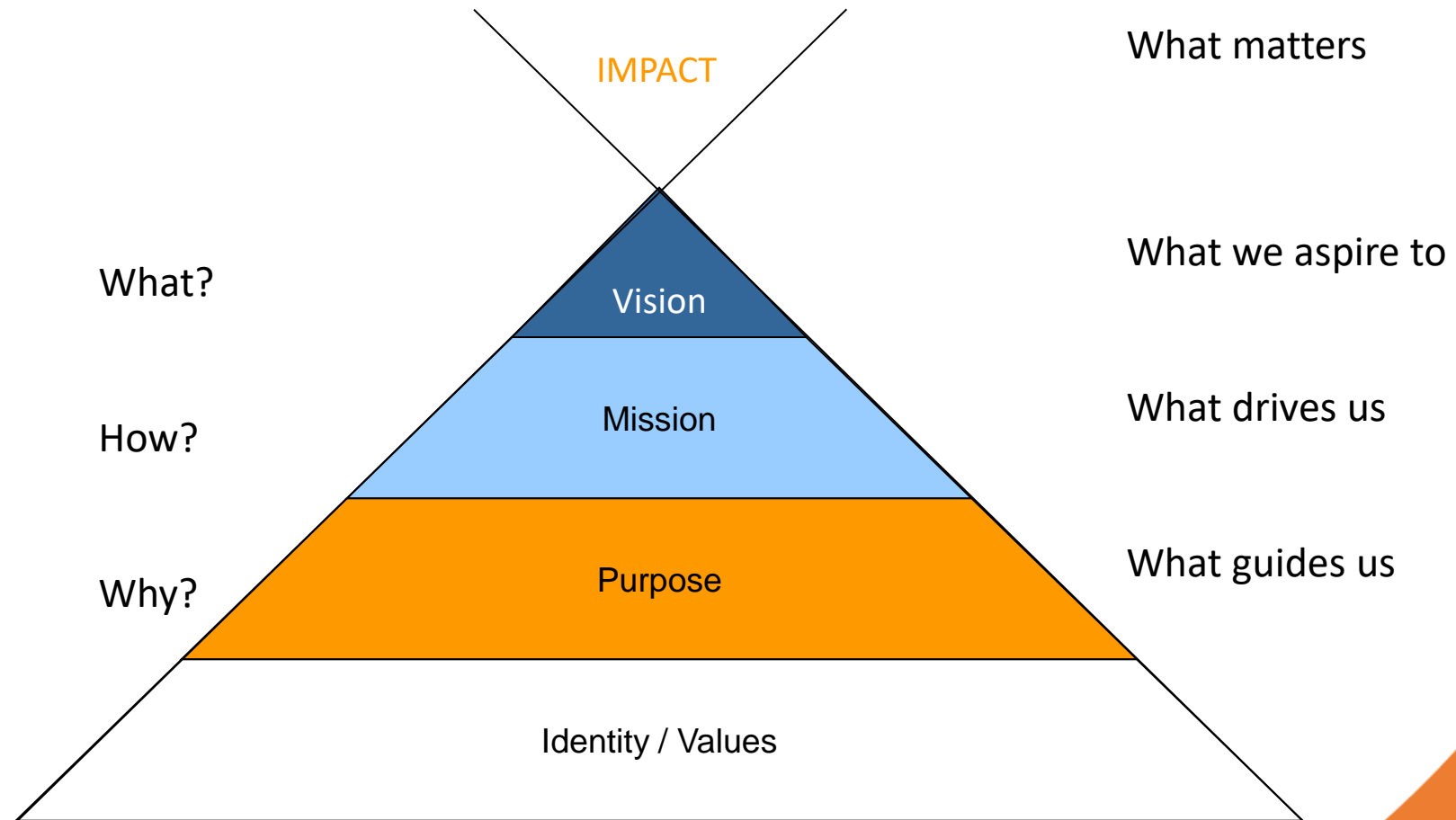
The Four Tenets of Conscious Business



Source: Mackey, Sisodia (2013)

- Interconnected and mutually reinforcing
- Foundational, not tactics or strategies
- Represent the essential elements of an integrated business philosophy that must be understood holistically to be effectively manifested

Higher Purpose, Vision and Mission



Benefits and concerns of “Conscious Capitalism”

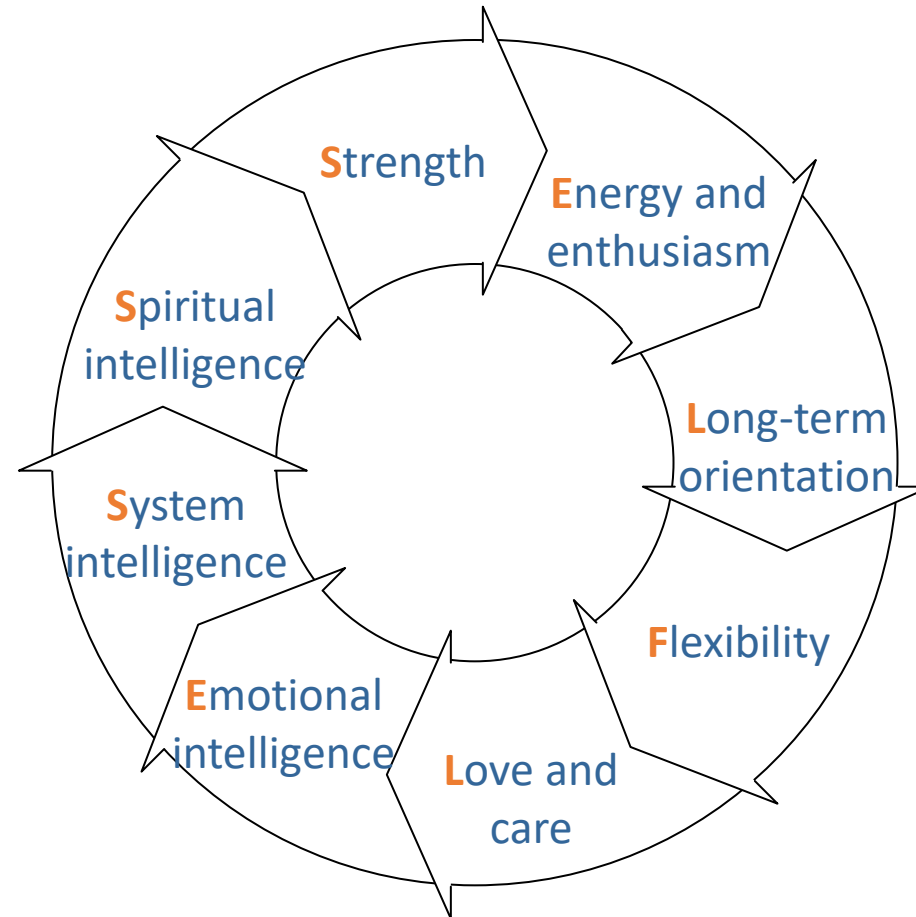
Possible Benefits (selection)

- Enhanced reputation
- Greater employee engagement
- Improved customer loyalty
- Increased innovation and creativity
- Increased resilience due higher openness for innovation
- Consideration of long-term impacts
- Better risk management due to stakeholder orientation (e.g. external shock due to climate change in the long term)
- Enhanced employee well-being

Possible Concerns (selection)

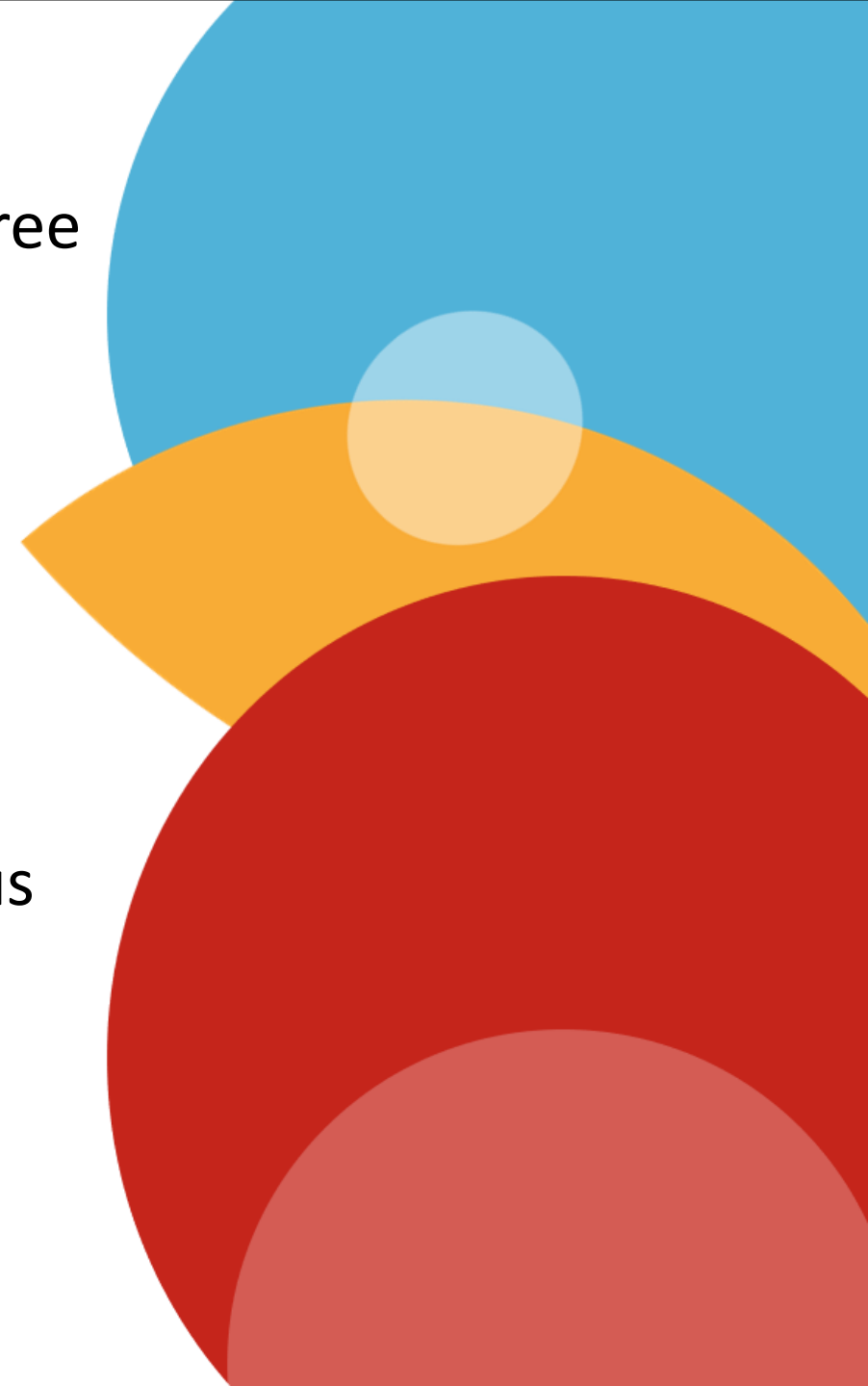
- Implementation challenges
- Lack of clarity due to holistic approach
- Perceived hypocrisy (if done wrong #purposewashing)
- Leadership mindset which assumes decreasing profitability
- Lack of accountability due to missing clear metrics
- Complex stakeholder management
- Resistance to change among stakeholders

Conscious Leaders are SELFLESS *(Raj Sisodia)*



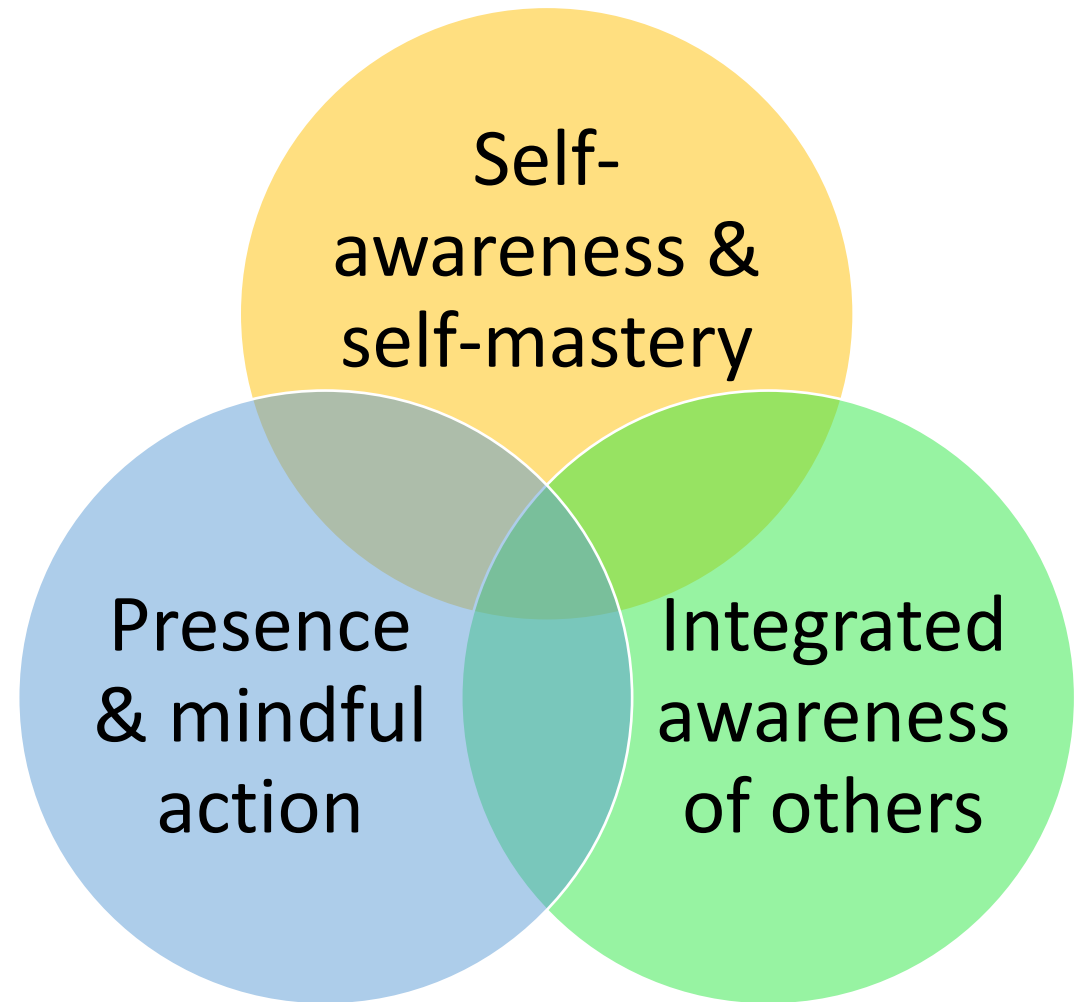
Relating Conscious Leadership to the Other Three Tenets of Conscious Business

- Higher Purpose
- Stakeholder Integration (orientation)
- Conscious Culture
 - How does each tenet relate to conscious leadership?
 - Can you have conscious business if you have conscious leadership without the other three tenets?



Conscious Leadership Principles:

- ☐ Self-awareness & Self-mastery
- ☐ Integrated Awareness of Others (all stakeholders)
- ☐ Presence & Mindful Action



Conscious Leadership

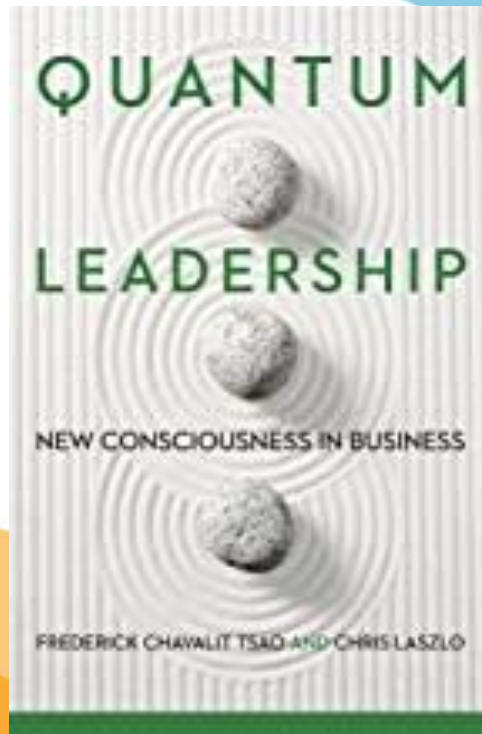
Module 1, Seminar 2: Foundations of Conscious Leadership



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Conscious Leadership



“We need to change leaders at their most fundamental level of being—at the level of their consciousness. Transforming consciousness changes us at the deepest level of our self-identity. ... [This is] the groundwork for a new awareness of how their actions affect others and future generations.”

Tsao, F. C., & Laszlo, C. (2019). *Quantum leadership: New consciousness in business*.

Conscious Leadership

Agenda Module 1, Seminar 2: Foundations of Conscious Leadership

- Developing Shared Values
- The Ideal Leader
- Inner Compass



Workshop: Developing Shared Values

The class will develop a set of shared values to guide our way of being with each other throughout the course.

“The purpose of establishing a set of values is to create a code of behavior that builds a cohesive culture and supports the vision and mission. The values provide a framework within which every member of the organization can operate with responsible freedom. When individuals fully embrace the organization’s values, everyone becomes mutually accountable. Values that are shared build trust and create community. They also create cohesion and unity.”

Richard Barrett: *Liberating the Corporate Soul – Building a Visionary Organization and Building a Values Driven Organization – A Whole System Approach*



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Activity: Defining Shared Values

We need 2 scribes: 1 to write in front of class, 1 to enter into the Excel template.

Brainstorm a short list of 5-7 values.

Everyone votes for their top three. Pick the three with most votes.

Process for Defining Shared Core Values:

1. Definition - What does this value mean for us?
2. Describe why this is our core value. What must this team, class, or organization do specifically to demonstrate this value?
3. What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?

Shared Values

1. Definition - What does this value mean for us?
2. Describe why this is our core value. This is the underlying reason for discerning that this is one of the core values of the team or organization.
3. What must this team or organization do specifically to demonstrate this value?
4. What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?

Core Value	Rationale (Why)	Organizational Actions	Individual Behaviors
Value	Why is this one of our core values? What is the rationale?	What must we do as a team or community do to demonstrate this value?	What individual behavior demonstrates this value? How would this value be reflected in the way individuals relate to each other?
Respectful Communication			
Definition: <i>To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL</i>	<ul style="list-style-type: none"> • To understand each other more deeply. • A way to demonstrate compassion. • To allow authentic freedom of expression. • To help people get their needs met. • To express love. • Provide the safety to be real. • Respectful communication is an avenue for forgiveness. 	<ul style="list-style-type: none"> • Create opportunities for empowerment. • Encourage people to express ideas, emotions, and perspectives. • Model acceptance and respect. • Provide platforms and structures to support respectful communication. • Provide opportunities to learn. • Continue the Appreciative Inquiry process 	<ul style="list-style-type: none"> • Be open to new ideas, express curiosity • Participate actively in dialog and communication processes. • Practice active listening. • Be non-judgmental. • Practice acceptance, honor and respect in all relationships • Be receptive to each person's ideas, emotions, and perspectives. • Practice generosity.

Leadership

Leadership is relational and embodied through one or more individuals who step into the space to encourage adaptability, collaboration, sustainability, and goal fulfillment within a group or organization.

Definition was derived from:

Cotter-Lockard, D. & Fortune, L. (2022). *Syllabus: MBM5523 – Theories & Applications of Mindfulness*. Brock University, College of Integrative Medicine and Health Sciences, Department of Mind Body Medicine.

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The Ideal Leader

Activity:

In small groups, identify 2-3 leaders who you consider to be great leaders. They can be from the past or present time.

- List their names
- What are their qualities?
- What do (did) they say when they speak?
- What actions do (did) they take?

Nominate someone in your group to provide a 1-2 minute summary of your discussion to the class.

The Ideal Leader

Plenary:

Provide a 1-2 minute summary of your group discussion:

- Names of your 2-3 leaders
- What are their qualities?
- What do (did) they say when they speak?
- What actions do (did) they take?

Nominate someone in your group to provide a 1-2 minute summary of your discussion to the class.

Conscious Leadership Principles:

- ☐ Self-awareness & Self-mastery
- ☐ Integrated Awareness of Others (all stakeholders)
- ☐ Presence & Mindful Action



Inner Compass



Inner Compass:

“Having an Inner Compass is not so much a skill as a consequence of the broad scope of awareness that leads one to care for and contribute to the welfare of something much larger than oneself”

“The concept of an inner compass is related to how people make priorities when making decisions and acting. A stable inner compass anchored in values relating to a larger whole means that concerns for the well-being of the larger whole are factored in in various situations.”

Jordan et al. (2021). *Inner Development Goals: Background, method and the IDG framework.*

Homework Module 1: Self-Assessment

Take the following self-assessment:

The Freiberg Mindfulness Inventory Short Version (Walach et al. 2006). Available in the toolkit.

Based on the assessment, reflect on, and write in your journal about your mindfulness strength and growth areas. Bring your journal and be prepared to discuss your reflections with a partner during class.

Walach, H., Buchheld, N., Butenmuller, V., Kleinknecht, N., Schmidt, S. (2006). Measuring Mindfulness--The Freiburg Mindfulness Inventory (FMI). *Personality and Individual Differences*, 40, 1543-1555



Homework (Throughout Course): Mindfulness Practice

Initiate a daily applied practice, recording length of practice and related reflections. Keeping journal notes is recommended.

Plan to practice for at least 10 minutes a session, minimum 5 days per week for the duration of this course.

Refer to guidelines proposed by Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73. You can also use the Potential Project App (see the Appendix, Hougaard & Carter).

If you already have a daily practice, use this assignment to explore different approaches to mindfulness practice.



Conscious Leadership

Module 1, Seminar 3: Foundations of Conscious Leadership



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – re-
presence at each class session. Example:

Respectful Communication

*To be free to speak honestly AND be heard without
judgment & with receptivity, to be mindful & respectful of
ALL*



Conscious Leadership

Inner Development Goals

Background, method and the IDG framework – *edited and short version*

1 Being — Relationship to Self

2 Thinking — Cognitive Skills

3 Relating — Caring for Others and the World

4 Collaborating — Social Skills

5 Acting — Driving Change



Inner Compass:

“Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.”

Jordan et al. (2021). *Inner Development Goals: Background, method and the IDG framework.*

Conscious Leadership

Agenda Module 1, Seminar 3: Foundations of Conscious Leadership



- Mindful Partner Sharing – Reflection of Mindfulness Self-Assessment
- Introduction of UN's Sustainable Development Goals (SDGs) and Inner Development Goals (IDGs)
- Application to the UN's SDGs and IDGs

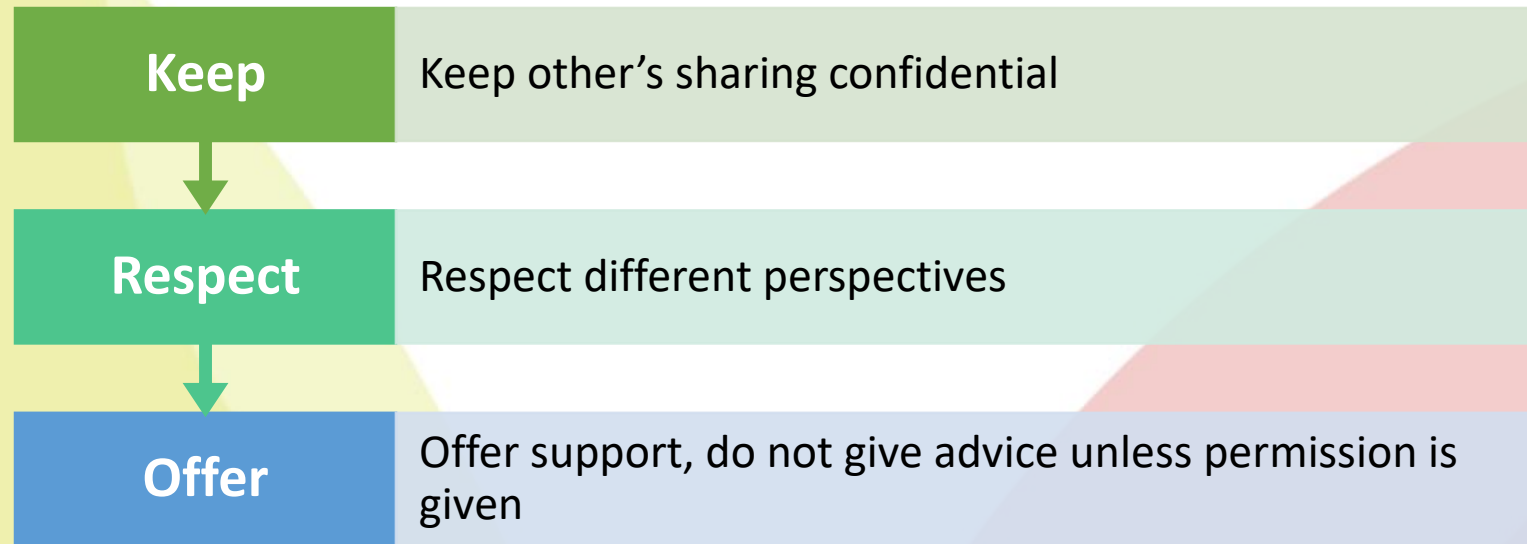
Mindful Listening

Rules for Mindful Listening

- ✓ Listen with your full attention
- ✓ Listen with an open heart and compassion, and without judgement
- ✓ Do not give advice
- ✓ Do not talk about yourself during your partner's sharing time.
- ✓ Keep confidential everything your partner shares with you



Safety and Confidentiality



Sharing reflections: How mindful are you?

Assessment: The Freiberg Mindfulness Inventory

Share (using mindful listening):

Based on the assessment what are your mindfulness strengths and growth areas?

What aspect of mindfulness do you wish to grow and strengthen during this course?

Walach, H., Buchheld, N., Buittenmuller, V., Kleinknecht, N., Schmidt, S. (2006). Measuring Mindfulness--The Freiburg Mindfulness Inventory (FMI). *Personality and Individual Differences*, 40, 1543-1555

Activity: Mindful Listening & Reflection Sharing

- ✓ Person A shares their reflection (5 minutes)
- ✓ Person B listens, following the rules for mindful listening
- ✓ When Person A says they are complete, Person B can ask clarifying questions to understand better, still following the rules for mindful listening when Person A answers. (2 minutes)
- ✓ Person B shares their reflection (5 minutes)
- ✓ Person A listens, following the rules for mindful listening
- ✓ When Person B says they are complete, Person A can ask clarifying questions to understand better, still following the rules for mindful listening when Person A answers. (2 minutes)

Plenary Sharing on the Practice of Mindful Listening

(Do not reveal anything your partner said to you when sharing)

- How did it feel to be the speaker when another person gives you their full attention?
- How did it feel to listen mindfully?
- What did you learn about yourself?



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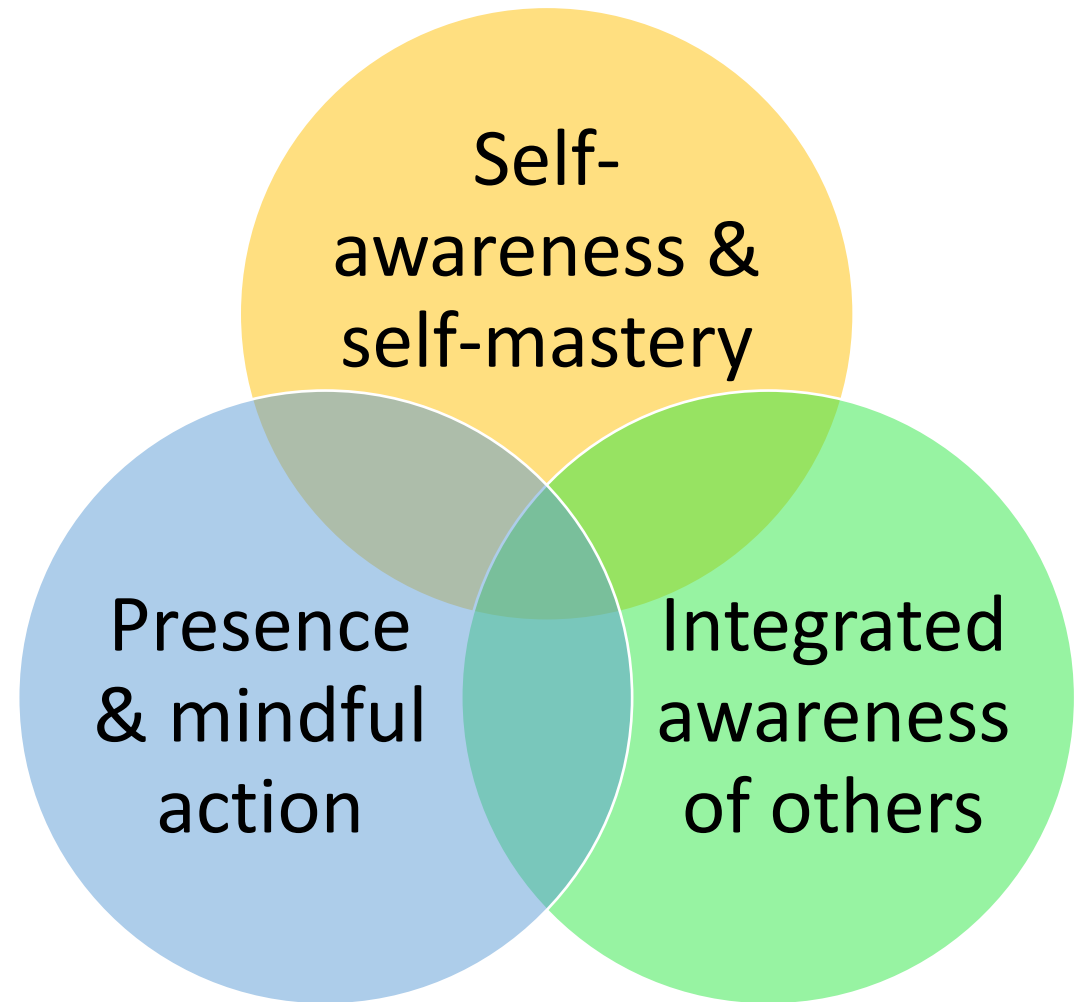
Wasyliw, L., Holton, J., Azar, R., & Cook, W. (2015). The impact of mindfulness on leadership effectiveness in a health care setting: A pilot study. *Journal of Health Organization and Management*, 29(7), 893-911.



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Conscious Leadership Principles:

- ☐ Self-awareness & Self-mastery
- ☐ Integrated Awareness of Others (all stakeholders)
- ☐ Presence & Mindful Action



SUSTAINABLE DEVELOPMENT GOALS



SDG's and Conscious Leadership

Class Discussion:

- What qualities and behaviors of a conscious leader support addressing the SDGs?
- How would self-awareness and self-mastery contribute to a leader's success in addressing one of the SDG's?
- How would an integrated awareness of others contribute to a leader's success in addressing one of the SDG's?
- How would presence and mindful action contribute to a leader's success in addressing one of the SDG's?

The Inner Development Goals (IDGs)

Being – Relationship to Self	Thinking – Cognitive Skills	Relating – Caring for Others and the World	Collaborating – Social Skills	Acting – Driving Change
Inner Compass	Critical thinking	Appreciation	Communication skills	Courage
Authenticity and Integrity	Complexity awareness	Connectedness	Co-creation skills	Creativity
Openness and learning mindset	Perspective skills	Humility	Inclusive mindset and Intercultural competence	Optimism
Self-awareness	Sense-making	Empathy and Compassion	Trust	Perseverance
Presence	Long-term orientation and visioning		Mobilization skills	

Conscious Leadership Principles:

- ☐ Self-awareness & self-mastery
- ☐ Integrated awareness of others (all stakeholders)
- ☐ Presence & mindful action

(Related to the United Nations' SDG's)

Inner Compass



Inner Compass:

“Having an Inner Compass is not so much a skill as a consequence of the broad scope of awareness that leads one to care for and contribute to the welfare of something much larger than oneself”

Jordan et al. (2021). *Inner Development Goals: Background, method and the IDG framework.*

Homework Module 1: Journal Reflection

Answer the following reflection questions in a journal or notebook. Be prepared to discuss your reflections during the next class session.

- If you were to pick one SDG that calls to you, that would be truly meaningful if you were to have an impact in achieving that goal, what is it? Why is this goal important and meaningful to you?
- What skills and qualities would you need to develop to help achieve this goal?



Homework (Throughout Course): Mindfulness Practice

Initiate a daily applied practice, recording length of practice and related reflections. Keeping journal notes is recommended.

Plan to practice for at least 10 minutes a session, minimum 5 days per week for the duration of this course.

Refer to guidelines proposed by Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73. You can also use the Potential Project App (see the Appendix, Hougaard & Carter).

If you already have a daily practice, use this assignment to explore different approaches to mindfulness practice.



Conscious Leadership

Module 2, Seminar 1: Leadership Models & Self-mastery



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL



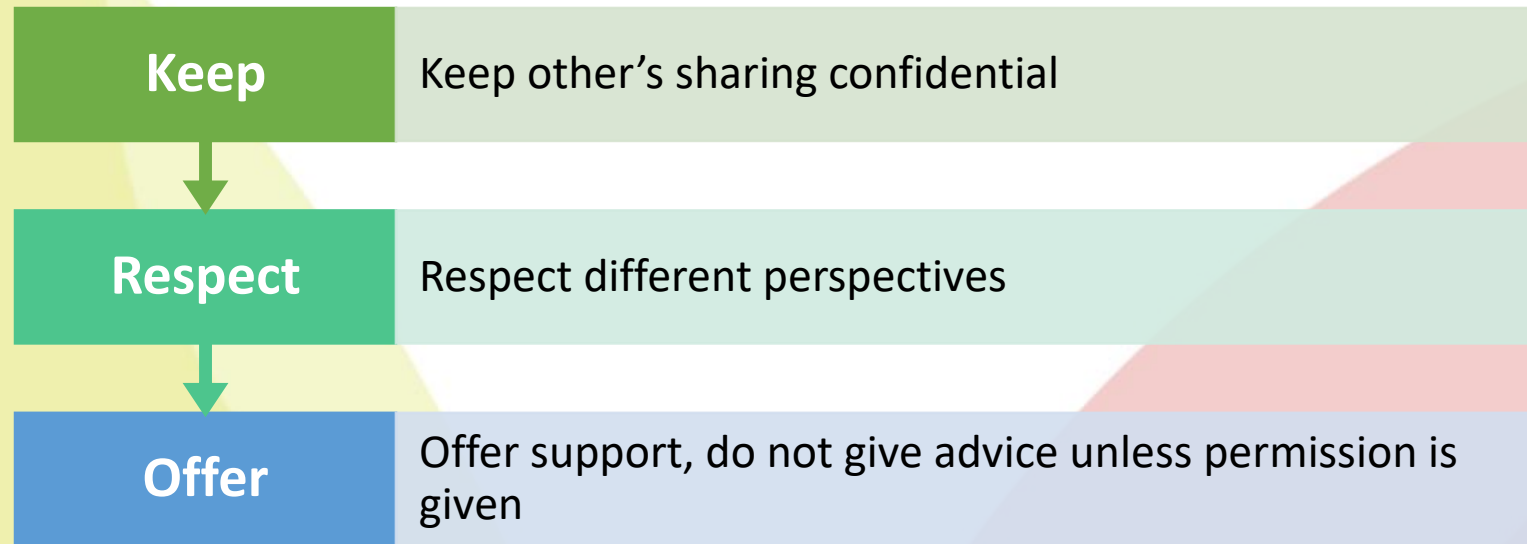
Conscious Leadership

Agenda Module 2, Seminar 1: Leadership Models & Self-mastery

- SDG Goals & Skills Reflections
- Leadership Theoretical Frameworks
- Activity: Adaptive Leadership



Safety and Confidentiality



SUSTAINABLE DEVELOPMENT GOAL



Activity: Leadership Skills to address SDGs

In small groups: Share the SDG that you chose to explore in your journal reflection. Share why this goal is important and meaningful to you, and the skills and qualities would you need to develop to help achieve this goal.

After everyone in the group has shared, explore this question together:

Which of these qualities and skills fit the theoretical frameworks for authentic leadership, servant leadership, and adaptive leadership? Is there overlap between these frameworks?

Theoretical Frameworks: Leadership

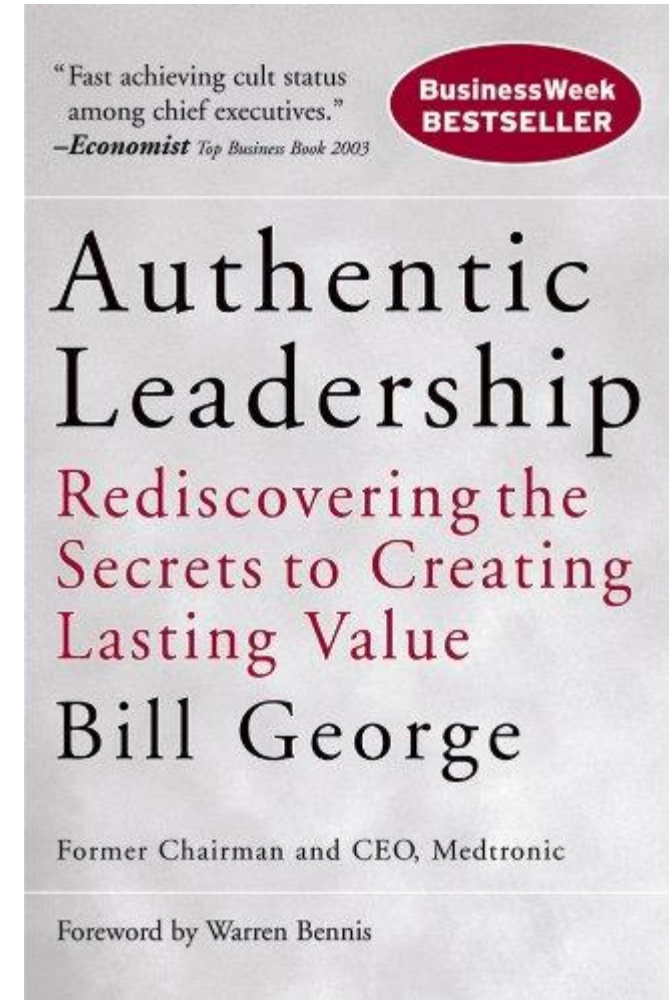
- Authentic Leadership
- Servant Leadership
- Positive Leadership
- Adaptive Leadership



Authentic Leadership

“Authentic leaders use their natural abilities, but they also recognize their shortcomings, and work hard to overcome them. They lead with purpose, meaning, and values. They build enduring relationships with people. ... They are consistent and self-disciplined”

George, W. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. Jossey-Bass.



Authentic Leadership

Authentic Leadership Questionnaire (ALQ) – Five Key Characteristics of ALQ (Walumbwa et al., 2008).

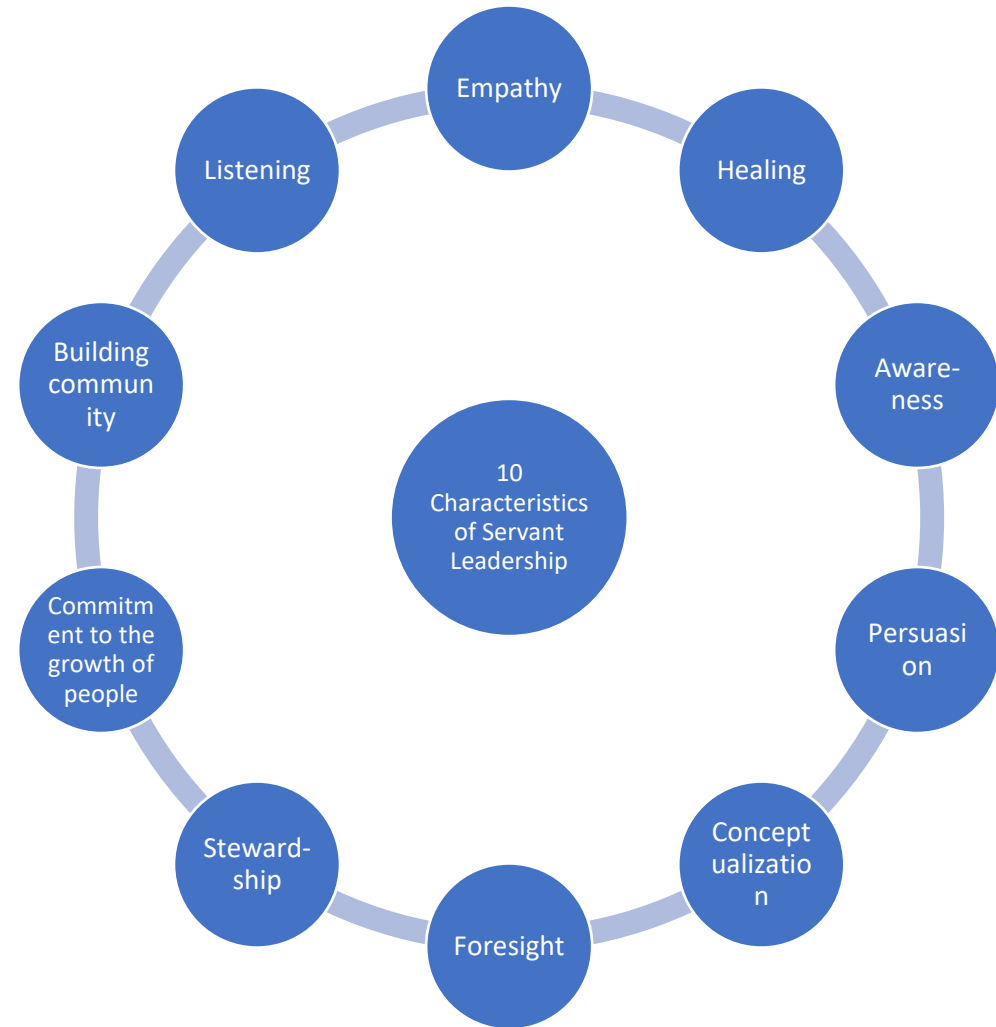
1. Self-Awareness
2. Relational Transparency
3. Internalized Regulation (authentic behavior)
4. Balanced Processing of Information
5. Positive Moral Perspective

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic Leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.

Servant Leadership

“The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” ~ Robert K. Greenleaf

Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness* [25th Anniversary Edition]. Paulist Press.

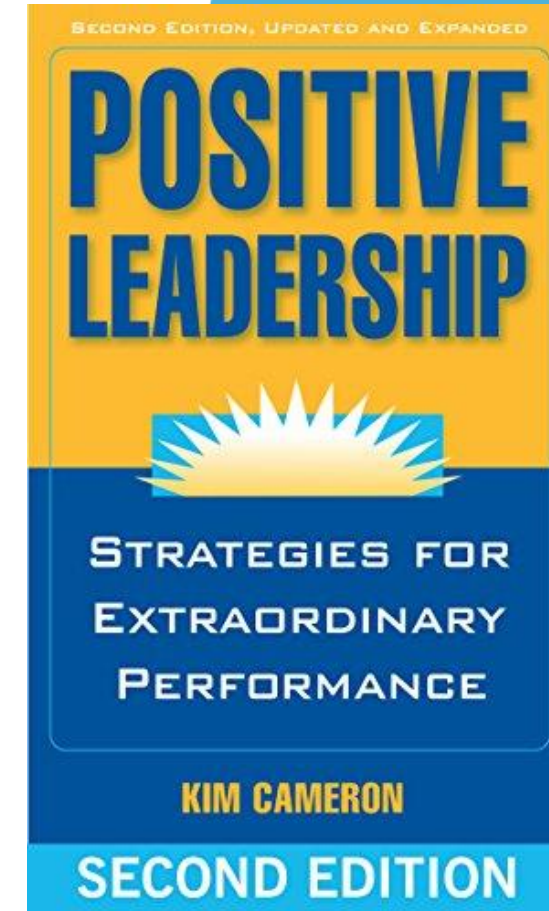


Spears, L. C. (2005). The understanding and practice of servant-leadership. *The International Journal of Servant-Leadership*, 1(1), 29-45.

POSITIVE LEADERSHIP

“Positive leadership refers to an emphasis on what elevates individuals and organizations (in addition to what challenges them), what goes right in organizations (in addition to what goes wrong), what is life-giving (in addition to what is problematic or life-depleting), what is experienced as good (in addition to what is objectionable), what is extraordinary (in addition to what is merely effective), and what is inspiring (in addition to what is difficult or arduous).”

Cameron, K. (2012, pp. 3-4). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.



Positive Leadership

Four Strategies that Enable Positive Leadership Outcomes

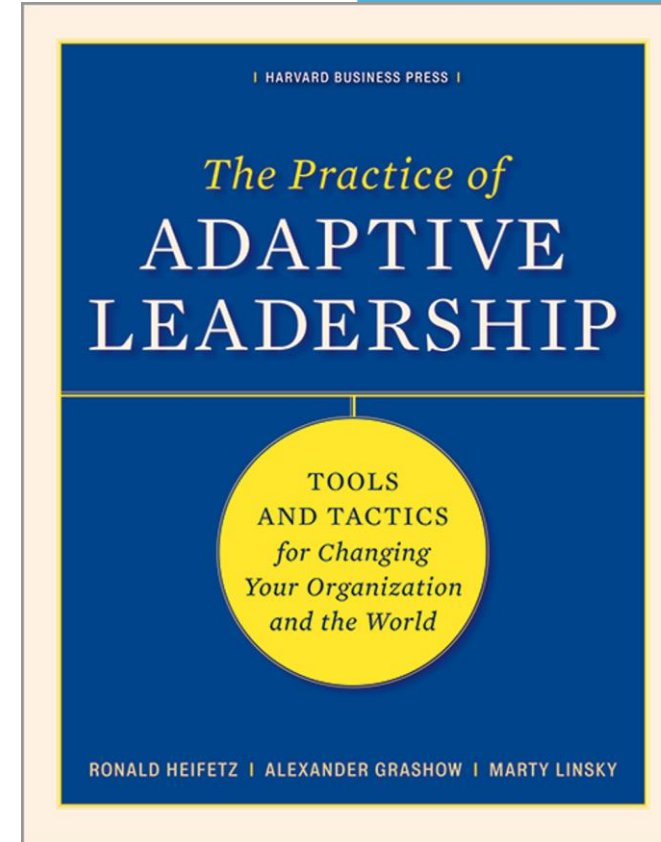
1. Positive Climate
2. Positive Relationships
3. Positive Communication
4. Positive Meaning

Cameron, K. (2012). *Positive leadership: Strategies for extraordinary performance*. Berrett-Koehler Publishers.



ADAPTIVE LEADERSHIP

“Adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive. Adaptive leadership is specifically about change that enables the capacity to thrive.” (Heifetz et al. 2009)



Heifetz, R. A., Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.

VUCA: Volatile, Uncertain, Complex, Ambiguous



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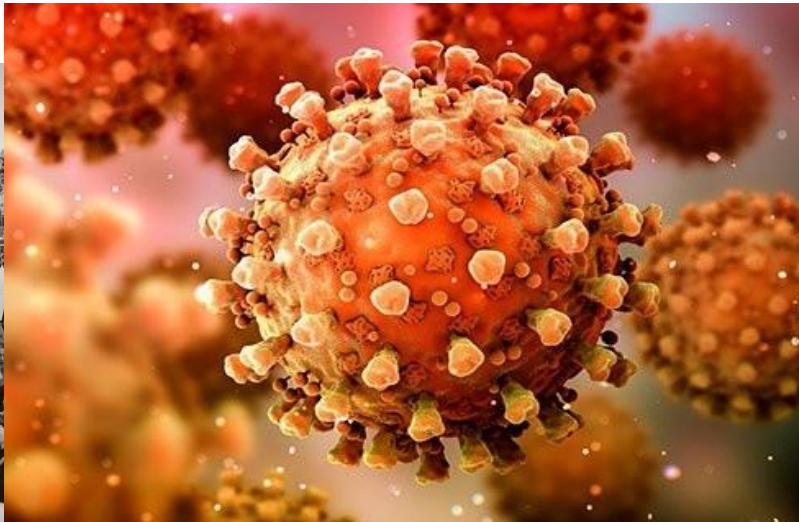
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Grandjean Martin (2016) "[Connected World: Untangling the Air Traffic Network](#)"



Photo by [Lee Chinyama](#) on [Unsplash](#)



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Technical & Adaptive Challenges

Ronald Heifetz & the Center of Public Leadership (Heifetz et al. 2009)

Technical Challenges

- Relies on best practices & repeatable processes.
- Focuses on the short-term.
- Uses known approaches.
- Taps experts for "the" answer.

Adaptive Challenges

- There are no ready answers.
- Requires shifts in thinking and co-creating to find "new normal".
- Taps into unexplored territory for untried solutions & search for "an" answer.
- Focuses on the longer-term.

Adaptive Leadership Practices

- Diagnose the system
 - Balcony view
 - Dance floor view
 - Diverse perspectives
- Conserve – build on the past rather than jettison it
- Progress – experimentation, variation
- Requires changes in beliefs, values, priorities, loyalties, and habits



Adaptive Leadership

Scenario: Transitioning from England's Prince Charles to leading the British Monarchy

Consider the contemporary situation of former Prince Charles stepping into the role of the head of the British Monarchy as King Charles III.

“Unlike his mother, who refused to publicly discuss her views, Charles has delivered speeches and written articles on issues close to his heart, such as climate change, green energy and alternative medicine.” BBC News, Sept. 9, 2022

The King is internationally known for his climate work, yet he did not go to COP27 in November 2022.



Activity: Adaptive Leadership

Draw from adaptive leadership concepts to answer the following questions:

1. What are the pros and cons of maintaining the monarch's role of "expressing no opinions" regarding challenges that the UK and the world might face in the coming years?
2. What traditional values and beliefs are being challenged in this scenario, and what changes in values, beliefs, habits, and loyalties would King Charles III need to make to adapt to the current world context?

(Be prepared to report back to the class with a summary of 3 minutes maximum)



Plenary: Adaptive Leadership

Report back to the class with a summary of 3 minutes maximum:

1. What are the pros and cons of maintaining the monarch's role of "expressing no opinions" regarding challenges that the UK and the world might face in the coming years?
2. What traditional values and beliefs are being challenged in this scenario, and what changes in values, beliefs, habits, and loyalties would King Charles III need to make to adapt to the current world context?



Homework Module 2, Seminar 1: EQ Self-Assessment

Take the Emotional Intelligence self-assessment at:
Global Leadership Foundation. (n.d.). *Emotional
Intelligence Test*.

[https://globalleadershipfoundation.com/geit/eitest.h
tml](https://globalleadershipfoundation.com/geit/eitest.html)

Based on the assessment, reflect on, and write in
your journal about your EQ strength and growth
areas.

Bring your report and be prepared to discuss your
reflections with a partner during class.



Homework (Continue): Mindfulness Practice

Continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness. Write notes in your journal regarding insights and experiences related to your daily mindfulness practice.

See Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73 for further guidance.



Homework: Paper (due end of Module 2)

Write a 7-10-page paper which includes:

Choose one of the following theoretical frameworks as the focus of your paper: authentic leadership, servant leadership, positive leadership, or adaptive leadership. Apply this framework to a current event that features actions of a prominent leader (not King Charles III). Summarize the event and provide a summary of background related to this leader. Include citations and references from at least 5 sources.

Answer the following questions in your paper:

- Discuss this leader's actions: how (or how not) do their actions align with your chosen framework?
- What are potential (or realized) impacts of this leader's actions?
- What skills and qualities does this leader already demonstrate that align with and support your chosen framework?
- What skills and qualities does this leader need to develop to support your chosen framework?
- What are the opportunities, based on your chosen framework, for this leader to take additional actions?



Conscious Leadership

Module 2, Seminar 2: Leadership Models & Self-mastery



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL



Conscious Leadership
Agenda Module 2, Seminar 2:
Leadership Models & Self-mastery

- Workshop: Emotional Intelligence
- Workshop: Sitting with Paradox & Ambiguity



Workshop: Emotional Intelligence



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Emotional Intelligence (EQ) Defined

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman

Goleman, D. (2021). *Emotional intelligence: Why it can matter more than IQ* (25th anniversary ed.). Random House.

Why is EQ Important ?

- Accounts for 58% of performance in all types of jobs
- 90% of high performers have high EQ
- Only 20% of low performers have high EQ
- Every point increase in EQ adds \$1,300 to annual salary

Bradberry, T. & Tasler, N. (2011). *Increasing Your Salary with Emotional Intelligence*.

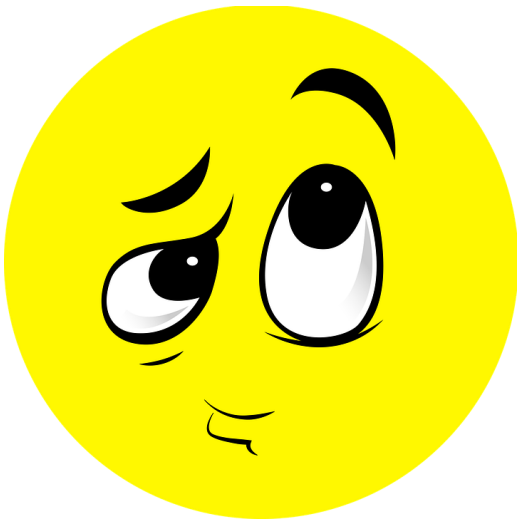
IQ gets you in the door...
EQ paves the way to success...



This Photo by Unknown Author came from Freestock by Shutterstock



Core Emotions and Underlying Needs



Anger

- Heard
- Appreciation
- Inclusion

Joy

- Expression
- Celebration
- Love

Fear

- Safety
- Trust
- Security

Sadness

- Comfort
- Space
- Empathy

EQ: Emotional Self-Awareness

Questions for reflection – write in a journal, notebook, or digital format:

- What things do you feel really happy about? Sad? Angry? Describe how you experience these emotions physically, behaviorally, cognitively?
- How do your emotions affect other people?
- Are there emotions that you are more comfortable with than others? Why do you think that is?



Photo by [Laurenz Kleinheider](#) on [Unsplash](#)

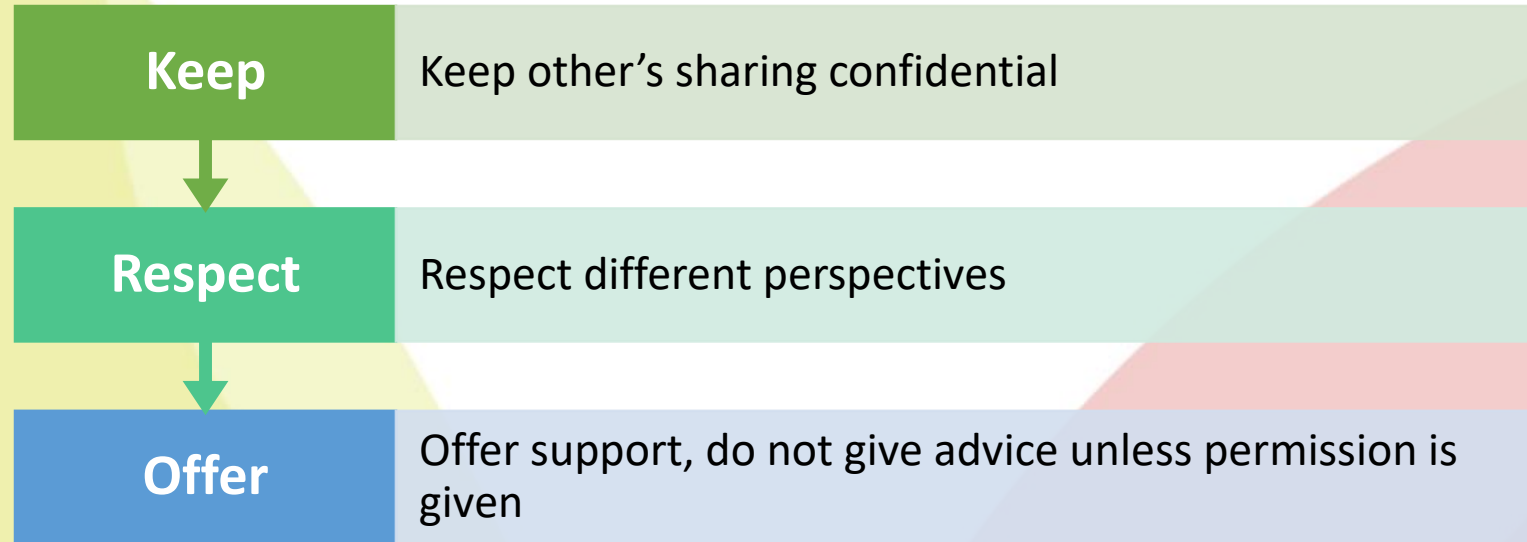
Mindful Listening

Rules for Mindful Listening

- ✓ Listen with your full attention
- ✓ Listen with an open heart and compassion, and without judgement
- ✓ Do not give advice
- ✓ Do not talk about yourself during your partner's sharing time.
- ✓ Keep confidential everything your partner shares with you



Safety and Confidentiality



Sharing reflections: EQ

Global Leadership Foundation. *Emotional Intelligence Test* and EQ Self-Awareness Exercise.

Share (using mindful listening):

- Based on the EQ assessment what are your EQ strengths and growth areas?
- What aspect of EQ do you wish to grow and strengthen during this course?
- Were there any “aha’s” from the self-awareness journaling you just completed (only share what you feel comfortable to share)?

Activity: Reflection Sharing - EQ

- ✓ Person A shares their reflection (5 minutes)
- ✓ Person B listens, following the rules for mindful listening
- ✓ When Person A says they are complete, Person B can ask clarifying questions to understand better, still following the rules for mindful listening when Person A answers. (2 minutes)
- ✓ Person B shares their reflection (5 minutes)
- ✓ Person A listens, following the rules for mindful listening
- ✓ When Person B says they are complete, Person A can ask clarifying questions to understand better, still following the rules for mindful listening when Person A answers. (2 minutes)

Plenary: Sharing on the Practice of Mindful Listening

(Do not reveal anything your partner said to you when sharing)

Was the second time through this practice easier or harder?

What did you learn about yourself as a mindful listener?



VUCA: Volatile, Uncertain, Complex, Ambiguous



Photo by [Markus Spiske](#) on [Unsplash](#)



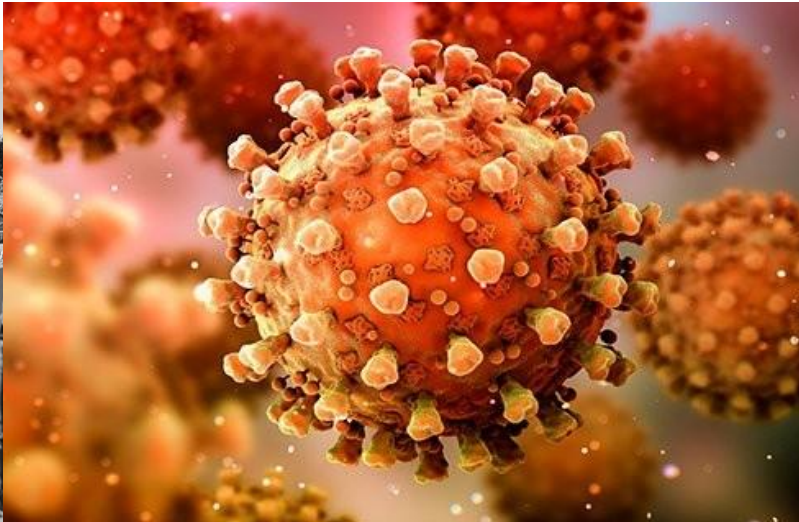
Photo by [Timo Volz](#) on [Unsplash](#)



Grandjean Martin (2016) "[Connected World: Untangling the Air Traffic Network](#)"



Photo by [Lee Chinyama](#) on [Unsplash](#)



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Photo by [Dustan Woodhouse](#) on [Unsplash](#)

Sitting with Paradox & Ambiguity - Polarities

“The bad news about life is that we all face a number of unsolvable problems.

However - The good news is that we can, in many cases, stop trying to solve and begin to manage them by holding two conflicting concepts in mind. This is an essential part of the leadership mind”

~ Barry Johnson

Johnson, B. (1992). *Polarity management: identifying and managing unsolvable problems*. HRD Press.

Sitting with Paradox & Ambiguity - Polarities

Moving from Either/Or thinking to Both/And thinking:

Either/Or is exclusionary

One right answer

“A” is right – “B” is wrong

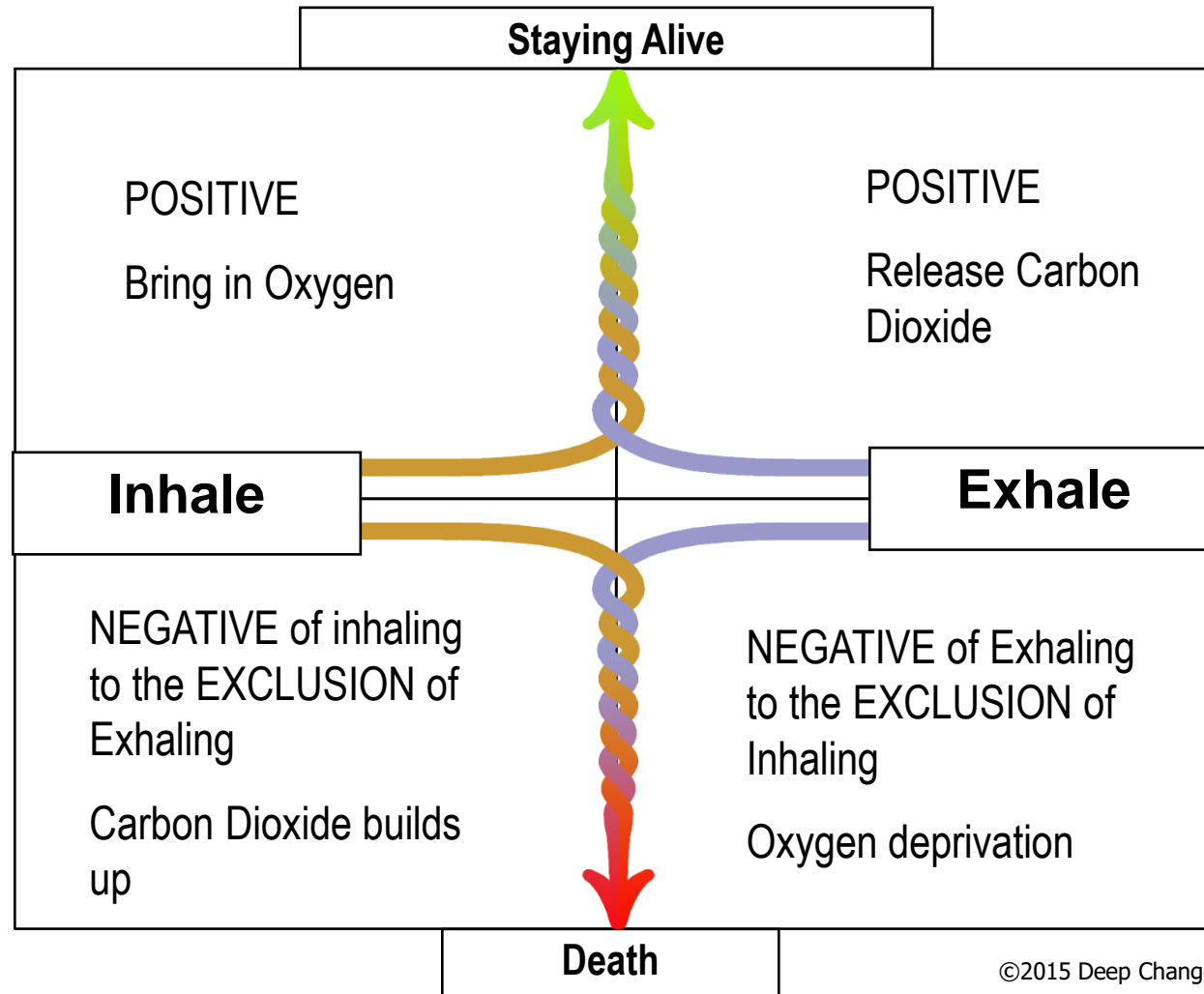
Someone wins

Someone loses

Both/And is inclusive

Contains at least two points of view which are good and/or true

Sitting with Paradox & Ambiguity - Polarities



Sitting with Paradox & Ambiguity - Polarities

Customer Needs
AND Employee
Needs

Change AND
Stability

Mission AND
Margin


Data and Intuition
AND Experience

Get the Job Done
AND Build Healthy
Relationships

Centralized
Coordination AND
Decentralized
Initiatives

Care for My Part
AND Care for the
Whole
Organization

Top Down AND
Bottom Up



Common Business Polarities

Photo by [Alice Yamamura](#) on [Unsplash](#)

ACTIVITY: POLARITY AWARENESS



WHICH POLE DO YOU GRAVITATE TO?

Reflection

Share in Pairs:

- What did you learn about yourself as related to being and doing?
- What changes might you make in your ways of being and doing from your learning?
- What did you learn about Polarity Management?



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Homework Module 2 : Paper

Write a 7-10-page paper which includes:

Choose one of the following theoretical frameworks as the focus of your paper: authentic leadership, servant leadership, or adaptive leadership.

Apply this framework to a current event that features actions of a prominent leader (not King Charles III).

Summarize the event and provide a summary of background related to this leader.

Include citations and references from at least 5 sources.



Homework (Continue): Mindfulness Practice

Continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness. Write notes in your journal regarding insights and experiences related to your daily mindfulness practice.

See Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73 for further guidance.



Conscious Leadership

Module 3, Seminar 1: Stakeholder Theory & Relationship Building



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL



Conscious Leadership

Agenda Module 3, Seminar 1: Stakeholder Theory & Relationship Building



- Relational Awareness & Mirroring
- Workshop: Emotional Intelligence & Empathy

Relational Awareness & Interpersonal connection

Mirroring Theatre Exercise



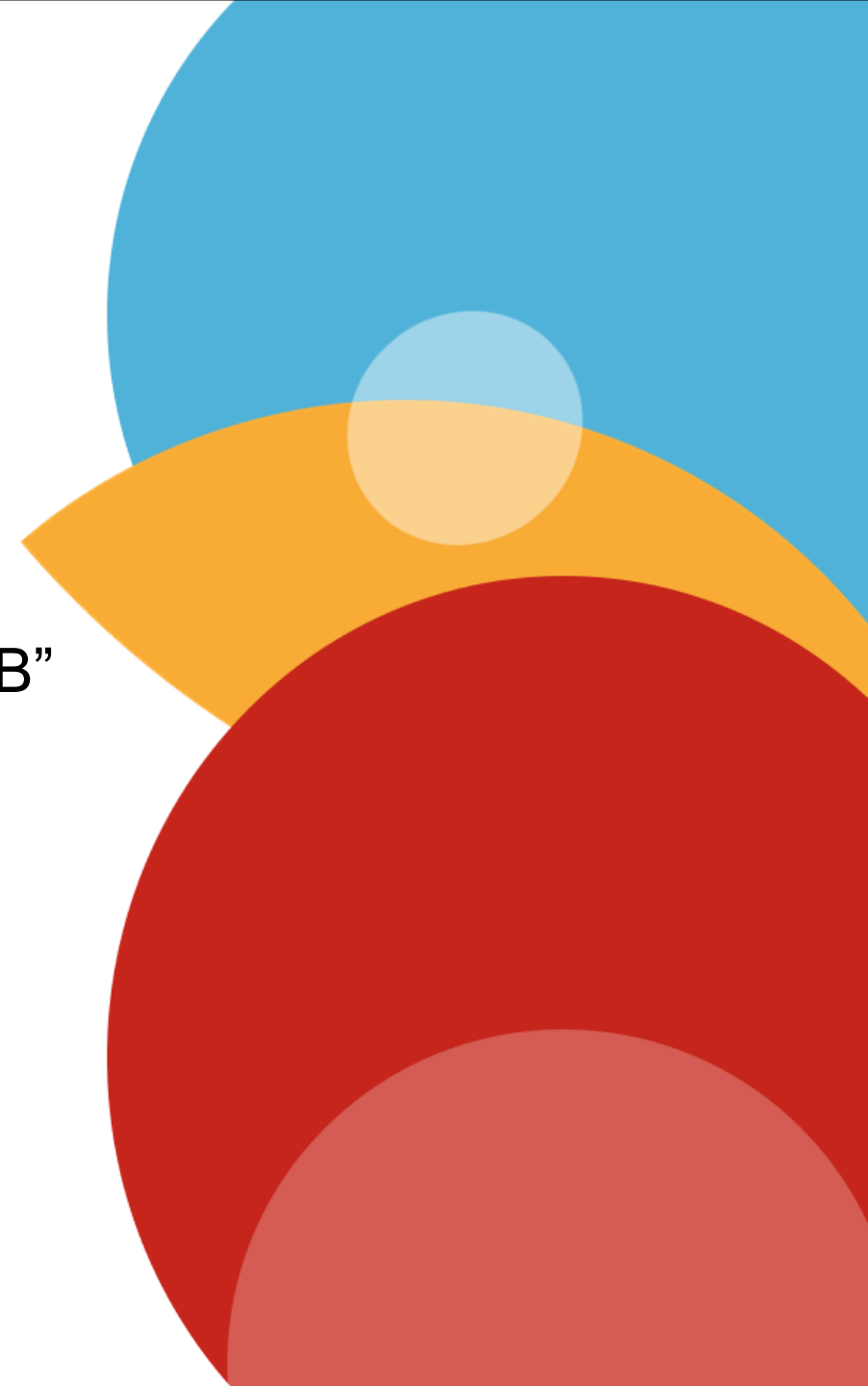
The Mirror Game by Laughter for a Change Published on YouTube May 30, 2013. [Laughter for a Change \(nonprofit\) - YouTube](#)



Asher, W. (Writer). (1955). Harpo Marx [Television]. In D. Productions (Producer), *I Love Lucy*. USA: Columbia Broadcasting System (CBS).

Relational Awareness & Interpersonal connection Mirroring Activity

- ✓ Decide who is “A” and who is “B”
- ✓ Follow instructor’s guidance regarding who is initiating and who is reflecting.



Mirroring: Face-to-Face Interactions Stimulate Similar Neural Resonances in Both Brains

Thus, your internal emotional state will be reflected in the other person's brain ...***What you “give” is what you’ll receive!***

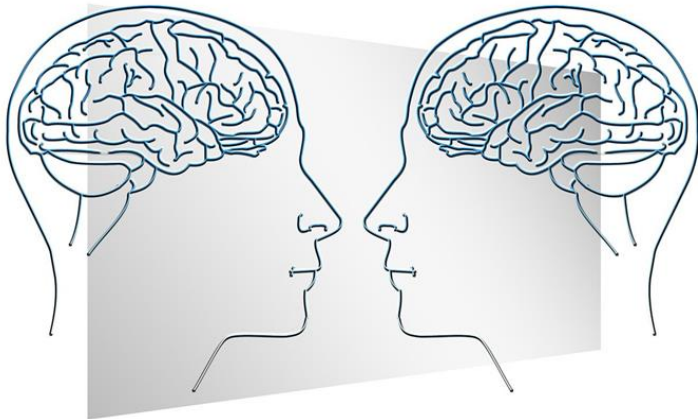


Image by [Gerd Altmann](#) from [Pixabay](#)

Schulte-Rüther, M., Markowitsch, H. J., Fink, G. R., Piefke, M. (2007). Mirror neuron and theory of mind mechanisms involved in face-to-face interactions: a functional magnetic resonance imaging approach to empathy. *Journal of Cognitive Neuroscience*, 19(8), 1354-72.

Trees communicate by releasing phytohormones

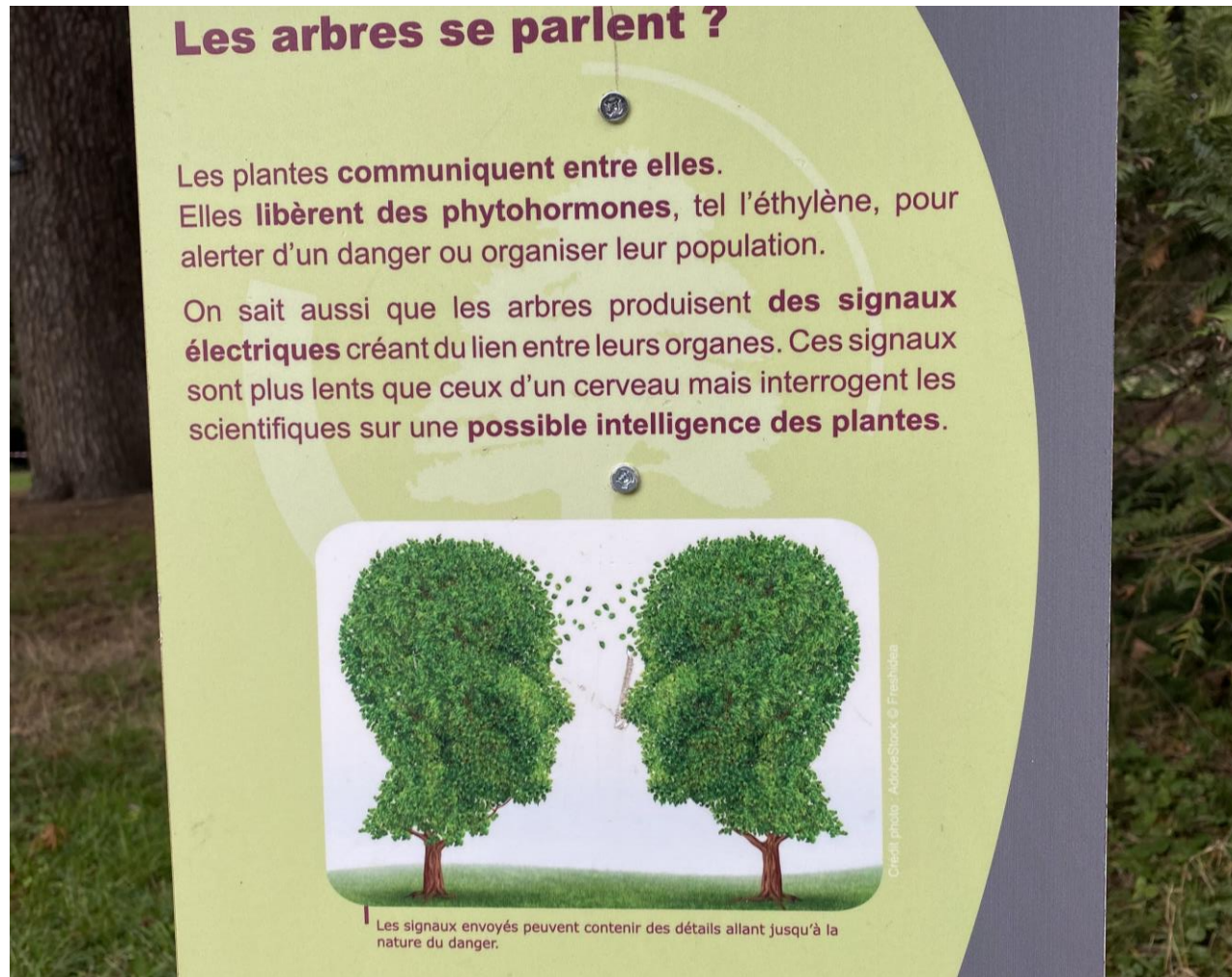


Photo by D. Cotter-Lockard at le Jardin Botanique, Parc Tête d'Or in Lyon, France, January 2021



EQ and Other-Awareness

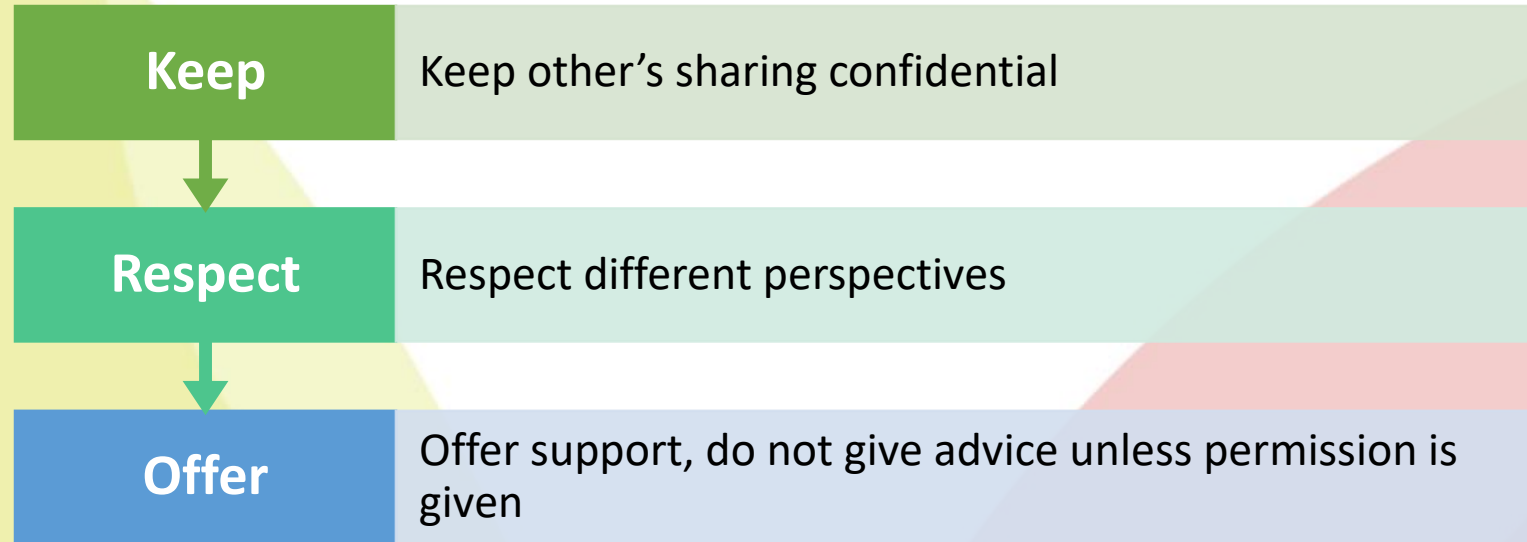


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Safety and Confidentiality



Other-Awareness & Empathy

PEER COACHING



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Use Feelings & Needs Inventory Handout



Activity

7 minutes each person

- ✓ Person A, tell a story that is emotional for you in some way...do not name the emotion
- ✓ Person B, Listens, plays back what they heard, and then tries to name the emotion(s) until A agrees (see list)
- ✓ Person A Writes down their emotions
- ✓ Switch Partners and repeat the 3 steps

You will have 7 minutes each to tell your story and identify the emotions. The instructor will let you know when it's time to switch. Stop when complete.



PEER COACHING DEBRIEF

Other-Awareness &
Empathy

Other-Awareness & Empathy



PEER COACHING



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Use Feelings & Needs Inventory Handout

Activity

7 minutes each person

- ✓ Focus on person A - look at the list of emotions from A's prior story and the list of needs in the handout
- ✓ B asks questions to help A identify the needs expressed in the story until A agrees that the needs have been identified
- ✓ A Writes down the needs related to their emotions
- ✓ Switch Partners and repeat the 3 steps

You will have 7 minutes each to identify the needs beneath the emotions. The instructor will let you know when it's time to switch. Stop when complete.



PEER COACHING DEBRIEF

Other-Awareness &
Empathy

Class Shared Values Reflection

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL



Homework (Continue): Mindfulness Practice

Continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness. Write notes in your journal regarding insights and experiences related to your daily mindfulness practice.

See Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73 for further guidance.



Conscious Leadership

Module 3, Seminar 2: Stakeholder Theory & Relationship Building



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

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Conscious Leadership

Agenda Module 3, Seminar 2: Stakeholder Theory & Relationship Building

- Workshop: Worldviews - Seeing Through Our Cultural Lenses



Workshop: Worldviews – seeing through our cultural lenses



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"You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it."

~ Atticus Finch, in *To Kill a Mockingbird* by Harper Lee

What do you
see?



(From openclipart.org)

What Influences one's worldview?



What Influences one's worldview?

Religious Belief System

**Psychology/
Personality**

Physiology

**Cultures: family, ethnic,
nationality,
organizational**

Historical Context

Life Events

**Socio-economic
experiences**



Image by [Gerd Altmann](#) from [Pixabay](#)

**Identity: gender, race,
ethnicity, sexual orientation**

What Influences one's worldview?

Cultures: family, ethnic,
nationality,
organizational



Culture:

Conscious/Objective Culture – Experienced through the five senses: from our music, art, TV, movies, architecture, jewelry, clothing, books, food, family traditions

Image by [Gerd Altmann](#) from [Pixabay](#)

Unconscious/Implicit Culture Beliefs – Unseen and mostly unspoken: Values, Beliefs, Patterns of Behavior, Group and Organization Norms

Self-awareness exercise

Write down the answers to these questions

- What country or countries did I grow up in, and what languages do I speak fluently? How has this affected the way I see the world?
- What is my historical context? What local or world events have I lived through, and how have they affected the way I see the world?
- What other aspects of my life, such as gender identity, sexual orientation, religion, race, and ethnic identity affect the way I see the world?



Photo by [Laurenz Kleinheider](#) on [Unsplash](#)

How does
each person's
worldview
affect an
organisation's
culture?



Homework Module 3: Reflection – Your Worldview

Write a short reflection in your journal on what you learned about your worldview.

- What are some of the key aspects of your life experiences, historical context, and identity that influence the lens through which you see the world?
- Draw a picture of the lens. What colour(s) is the lens?
- What colours do you see through the lens? How does the lens modify what you see in the world?
- Be prepared to share some of your insights during group discussion.



Homework (Continue): Mindfulness Practice

Continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness. Write notes in your journal regarding insights and experiences related to your daily mindfulness practice.

See Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73 for further guidance.



Conscious Leadership

Module 3, Seminar 3: Stakeholder Theory & Relationship Building



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Relational Awareness

“Whatever leadership used to be — it used to be. Now, it has to be something different. Now, we all have to be more than we were. ... I am interested in a kind of mutually alert care and attention to the well-being of all people and ecological systems. This kind of leadership cannot be found in individuals, but rather between them. It cannot be found in organizations, nations, religions or institutions, but rather between them. I have called it Liminal Leadership to highlight the relational characteristics.” ~ Nora Bateson.

Photo credit: Dorianne Cotter-Lockard



Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

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Conscious Leadership

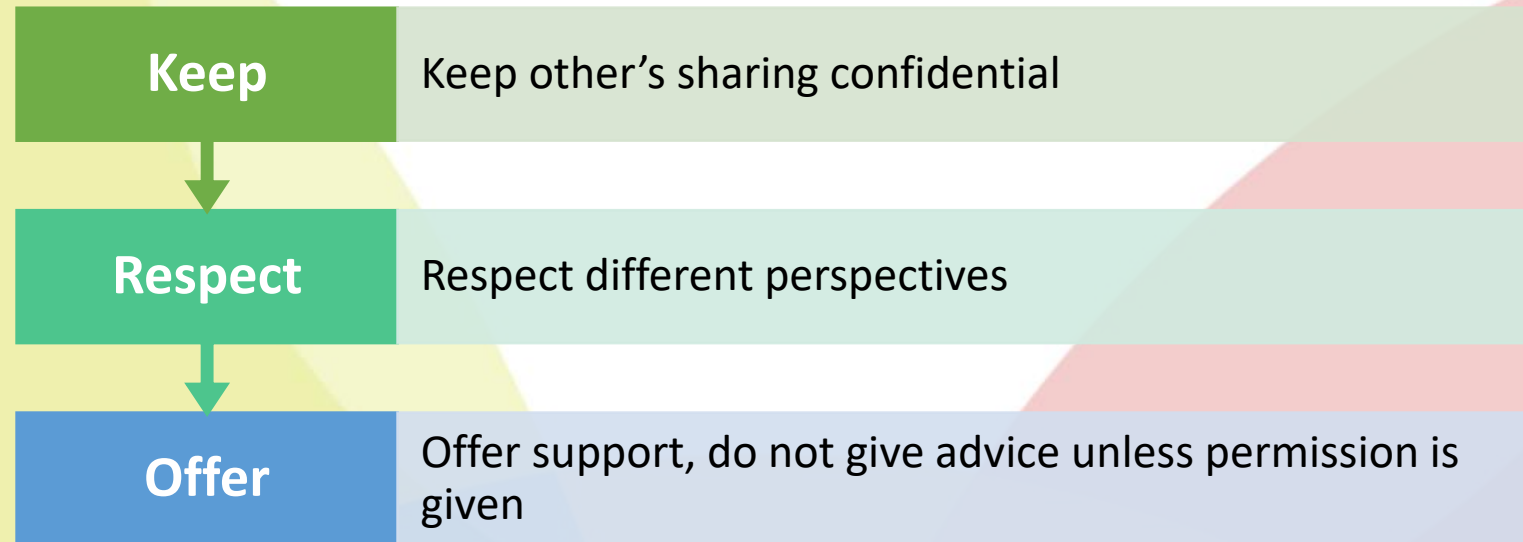
Agenda Module 3, Seminar 3: Stakeholder Theory & Relationship Building



- Worldview Reflections
- Stakeholder Theory & Stakeholder Integration
- Activity: Stakeholder Mapping

Activity: Worldview Reflections

Safety and Confidentiality



Activity: Worldview Reflections

With a partner, explore what you learned about your worldview.

- What are some of the key aspects of your life experiences, historical context, and identity that influence the lens through which you see the world?
- Share your picture of the lens. What colour(s) is the lens?
- What colours do you see through the lens? How does the lens modify what you see in the world?



Stakeholder Integration Based on Stakeholder Maps

Traditional businesses:

- Making trade-offs among stakeholders
- Managers who make trade-offs advantageous to the investors are seen as good managers

→ Zero-sum thinking

Conscious businesses:

- Goal: Making all stakeholders better off
- Business is the ultimate positive-sum game – even among competitors

→ Positive-sum thinking

Source: Mackey, Sisodia (2013)



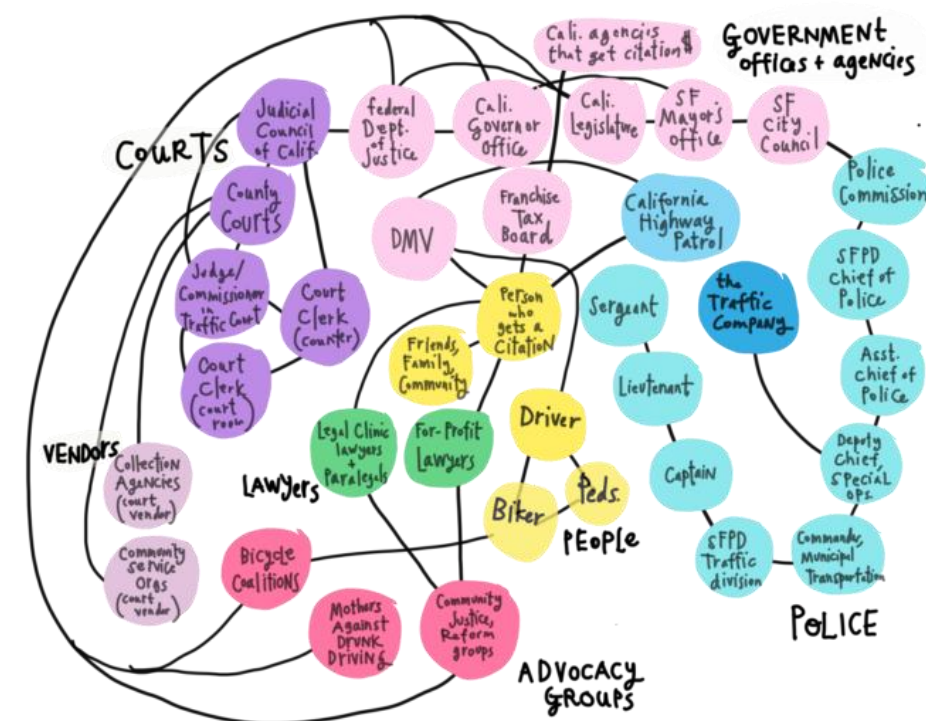
Source: <https://www.consciouscapitalism.org/philosophy>

Stakeholder Theory

“The principal idea of stakeholder theory is that businesses should create value for all their stakeholders – those who can affect or be affected by the realization of an organization’s purpose (the wide definition) or those without whose support the organization would not exist (the narrow definition).”

Dmytriiev, S. D., Freeman, R. E., & Hörisch, J. (2021). The relationship between stakeholder theory and corporate social responsibility: Differences, similarities, and implications for social issues in management. *Journal of Management Studies*, 58(6), 1441-1470.

Stakeholder Map for the Traffic Citation System

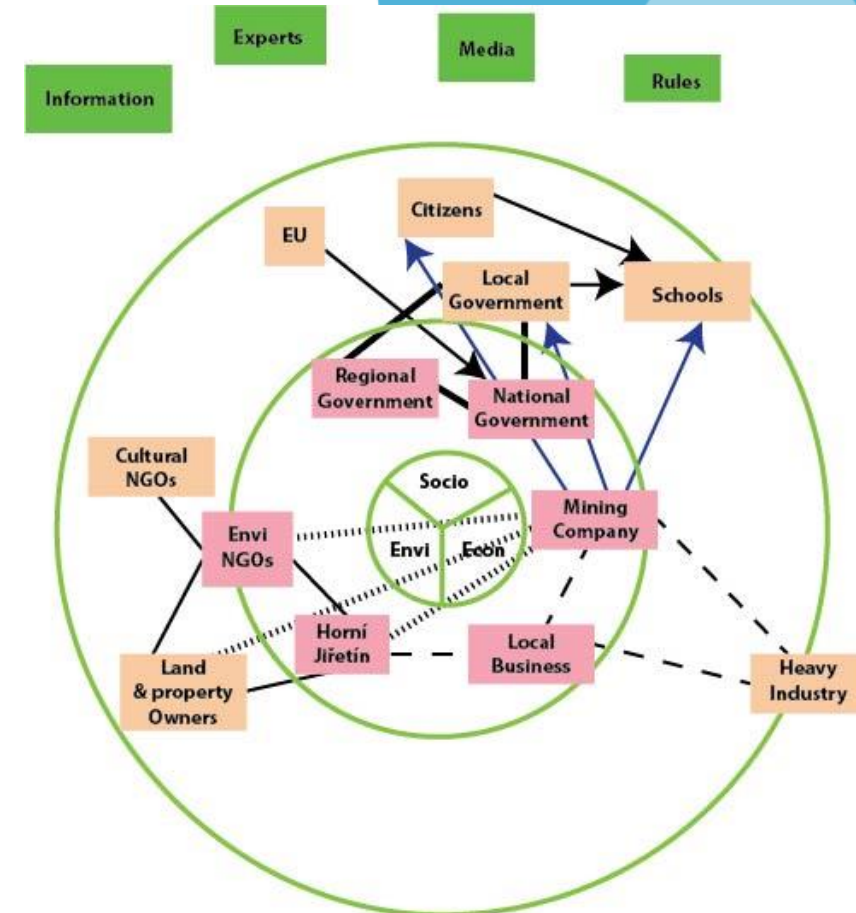


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Stakeholder Integration

“Stakeholder relationships should be based on the principles of fairness and reciprocity and that the responsibility to maintain healthy stakeholder relationships is bilateral, meaning that not only businesses and their managers are responsible for stakeholder value creation, but company stakeholders bear responsibility for durable relationships as well.”

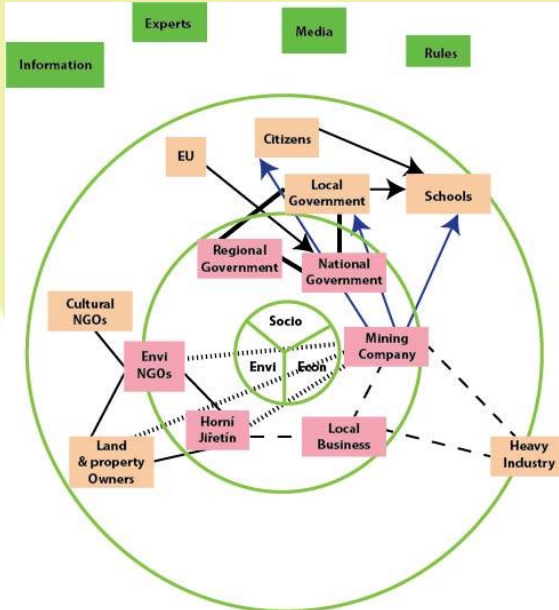
Dmytriiev, S. D., Freeman, R. E., & Hörisch, J. (2021). The relationship between stakeholder theory and corporate social responsibility: Differences, similarities, and implications for social issues in management. *Journal of Management Studies*, 58(6), 1441-1470.



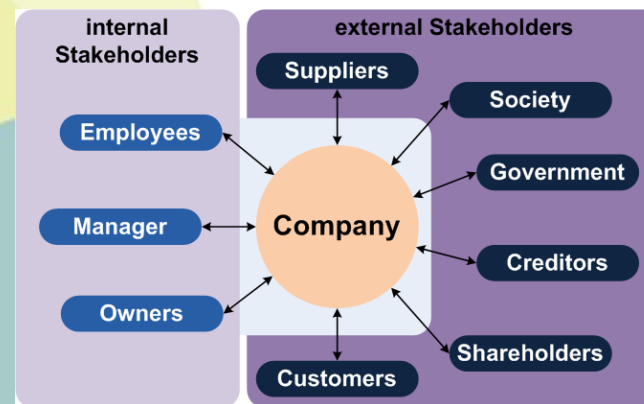
Activity: Draw a Stakeholder Map

With your group, develop a stakeholder map based on this scenario: An independent artisanal bakery located 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.

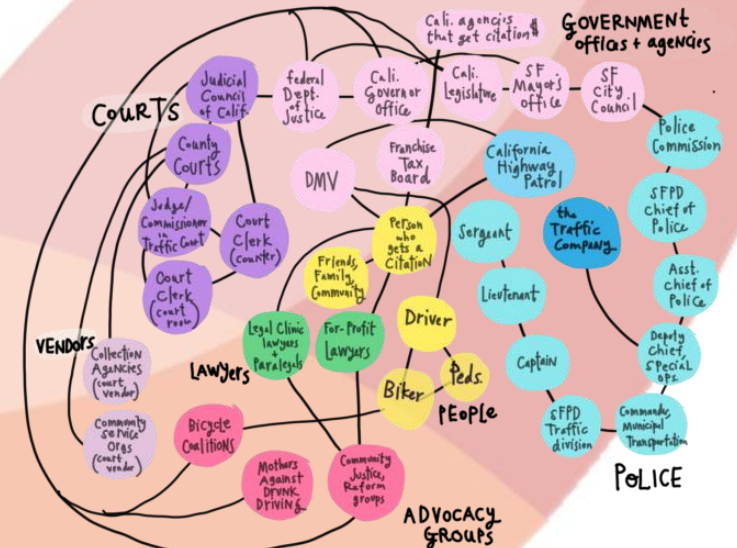


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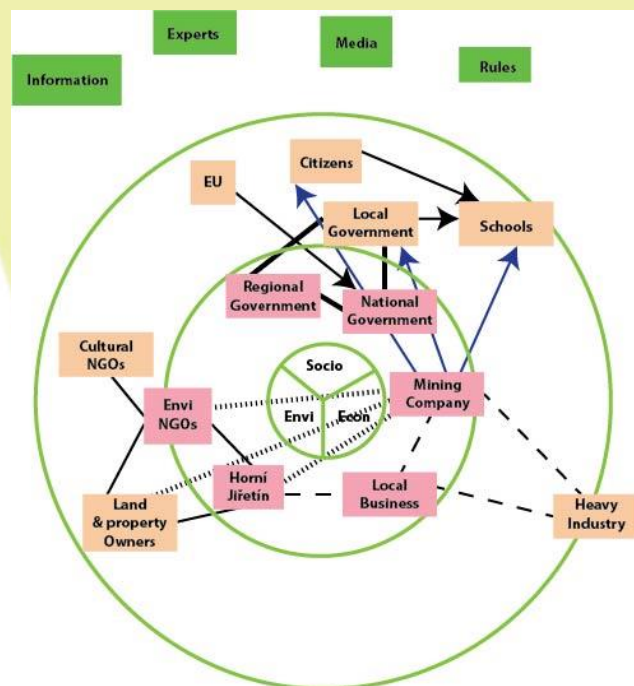
Stakeholder Map for the Traffic Citation System



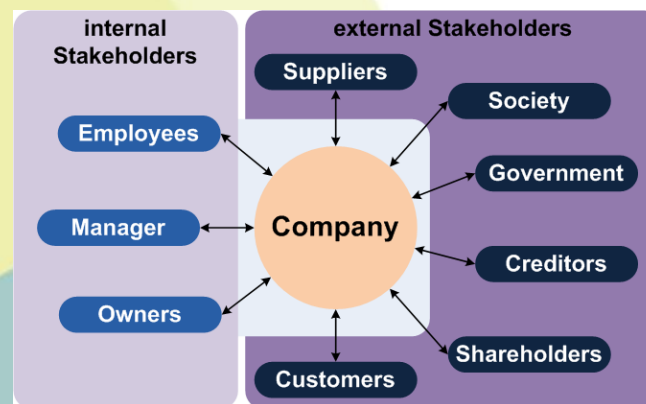
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Activity: Draw a Stakeholder Map

Share your stakeholder map with the class:
What did you discover through this process?

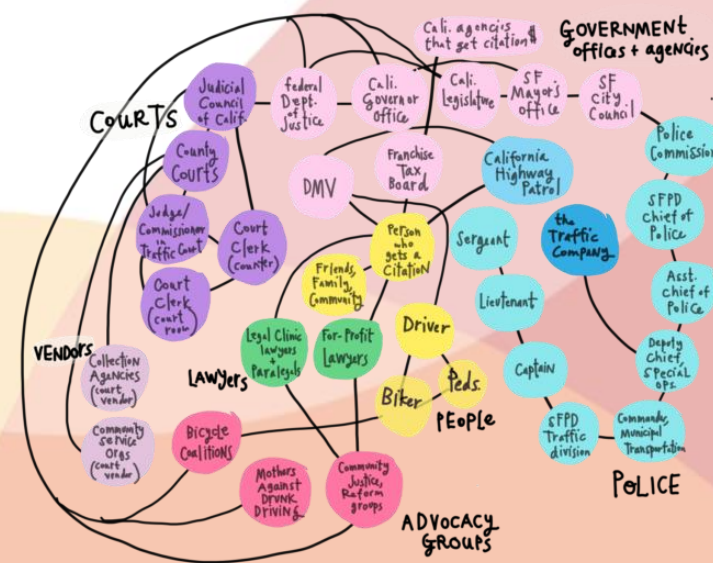


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Stakeholder Map for the Traffic Citation System



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Class Shared Values Reflection

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

To be free to speak honestly AND be heard without judgment & with receptivity, to be mindful & respectful of ALL



Homework Module 3: Self-Assessment

Take the following self-assessment:

Take the Dare to Lead self-assessment at:

<https://daretolead.brenebrown.com/assessment/>

Based on the assessment, reflect on, and write in your journal about the results of this self-assessment. What did you learn about yourself regarding vulnerability, living your values, braving trust, and learning to rise? What is one step you would like to take to strengthen one of these areas?

Bring your report and be prepared to discuss your reflections with a partner during class.



Homework (Continue): Mindfulness Practice

Continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness. Write notes in your journal regarding insights and experiences related to your daily mindfulness practice.

See Hougaard and Carter (2018), Training for Mindful Awareness, Chapter 2 - Understand Yourself, p. 54; and Training for Mindful Focus, Chapter 3 - Mindfully Lead Yourself, p. 73 for further guidance.



Homework: Final Paper - Due End Module 4

1. Summarise your insights and experiences related to your daily mindfulness practice.
2. Drawing on the concepts from the course, identify the skills of a conscious leader (from the UN IDGs) that you already demonstrate, those that you have begun to develop, and those that you have yet to develop (e.g., emotional intelligence, self-awareness, authenticity, complexity awareness, humility, sense-making, courage, creativity, optimism, perseverance, presence, trust, long-term orientation, visioning, co-creation, and mobilization skills).
3. Conclude with a section that envisions the type of leader you would like to become. What leadership style would you choose? What type of organisation would you like to create? What steps would you take to set a vision and create alignment within your organisation? What steps would you take to develop positive relationships with all stakeholders?



Conscious Leadership

Module 4, Seminar 1: Presence and Mindful Action



Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Class Shared Values

Add the shared values with their definitions here – revisit each class session. Example:

Respectful Communication

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Presence and Mindful Action

“What counts is not only WHAT leaders do and HOW they do it but their INTERIOR CONDITION, the inner place from which they operate or the SOURCE from which all of their actions originate.”

Scharmer, C. O. (2016). *Theory U: Leading from future as it emerges* (2nd ed.). Society for Organizational Learning.



Conscious Leadership
Agenda Module 4, Seminar 1:
Presence & Mindful Action

- Workshop: Dare to Lead

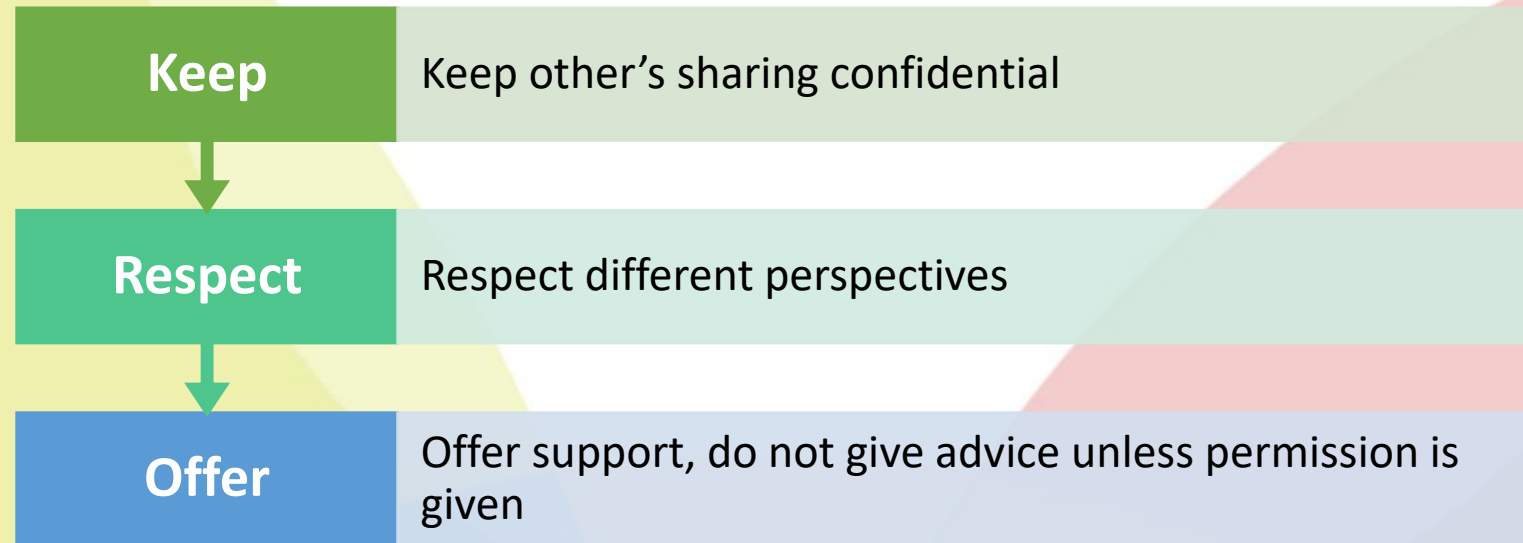


Workshop: Dare to Lead

Exploring Vulnerability, Bravery, Shame, Empathy, Trust, and Learning to Rise

Activity: Worldview Reflections

Safety and Confidentiality



Activity: Dare to Lead Reflections

With a partner, explore what you discovered from the Dare to Lead self-assessment, one person at a time, 7.5 minutes each.

- Summarize your results for each of the 4 sections: Rumbling with Vulnerability, Living into your Values, Braving Trust, and Learning to Rise.
- Identify the area where you are strongest, and the area where you have the greatest growth opportunity.

Once Person A has completed, Person B reviews their results
If there is extra time, discuss similarities and observations.

Dare to Lead: Brave Leaders and Courage Cultures

To establish trust within the small
groups to continue through the
workshop:

Exercise 1: Permission Slips

Exercise 2: Container Building

*“Permission slips are powerful. I’ve
seen people, after coming into
meetings hellbent on getting
approval for their idea or plan,
instead give themselves permission
to stay open-minded or to listen
more than they talk.”*

Brown, B. (2018). *Dare to Lead: Brave Work. Tough
Conversations. Whole Hearts.* Random House. (p. 53)

Dare to Lead:

Rumbling with Vulnerability – The Moment and the Myths

Exercise 2: Six Myths of Vulnerability

Myth #1: Vulnerability is weakness.

Myth #2: I don't do vulnerability.

Myth #3: I can go it alone.

*Myth #4: You can engineer the
uncertainty and discomfort out of
vulnerability.*

Myth #5: Trust comes before vulnerability

Myth #6: Vulnerability is disclosure.

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations.
Whole Hearts*. Random House. (pp. 23 - 54)

Dare to Lead: Rumbling with Vulnerability – The Call to Courage

Exercise 1: Assembling Your Armor

“When we’re in fear, or an emotion is driving self-protection, there’s a fairly predictable pattern of how we assemble our armor, piece by piece.”

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Random House. (pp. 51-52)

Dare to Lead: Rumbling with Vulnerability – Shame and Empathy

Exercise 1: Understanding Shame

“Shame, which is often referred to as ‘the master emotion’ by researchers, is the never good enough emotion. It can stalk us over time or wash over us in a second – either way, its power to make us feel we’re not worthy of connection, belonging, or even love is unmatched in the realm of emotion.”

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Random House. (p. 119)

Dare to Lead: Rumbling with Vulnerability – Shame and Empathy

Exercise 3: What Does Empathy Look
Like?

“Shame resilience is about moving from shame to empathy – the real antidote to shame. ... Self-compassion is also critically important ... when we’re able to be gentle with ourselves in the midst of shame, we’re more likely to reach out, connect, and experience empathy.”

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House. (p. 136)

Final Plenary: Dare to Lead

How do these aspects of Daring to Lead contribute to Conscious Leadership?
Are they essential, and if so, why?

- Vulnerability
- Empathy
- Self-Compassion
- Courage
- Curiosity
- Resilience
- Perseverance

Homework: Reminder - Final Paper

1. Summarise your insights and experiences related to your daily mindfulness practice.
2. Drawing on the concepts from the course, identify the skills of a conscious leader (from the UN IDGs) that you already demonstrate, those that you have begun to develop, and those that you have yet to develop (e.g., emotional intelligence, self-awareness, authenticity, complexity awareness, humility, sense-making, courage, creativity, optimism, perseverance, presence, trust, long-term orientation, visioning, co-creation, and mobilization skills).
3. Conclude with a section that envisions the type of leader you would like to become. What leadership style would you choose? What type of organisation would you like to create? What steps would you take to set a vision and create alignment within your organisation? What steps would you take to develop positive relationships with all stakeholders?



Conscious Leadership

Module 4, Seminar 2: Presence and Mindful Action



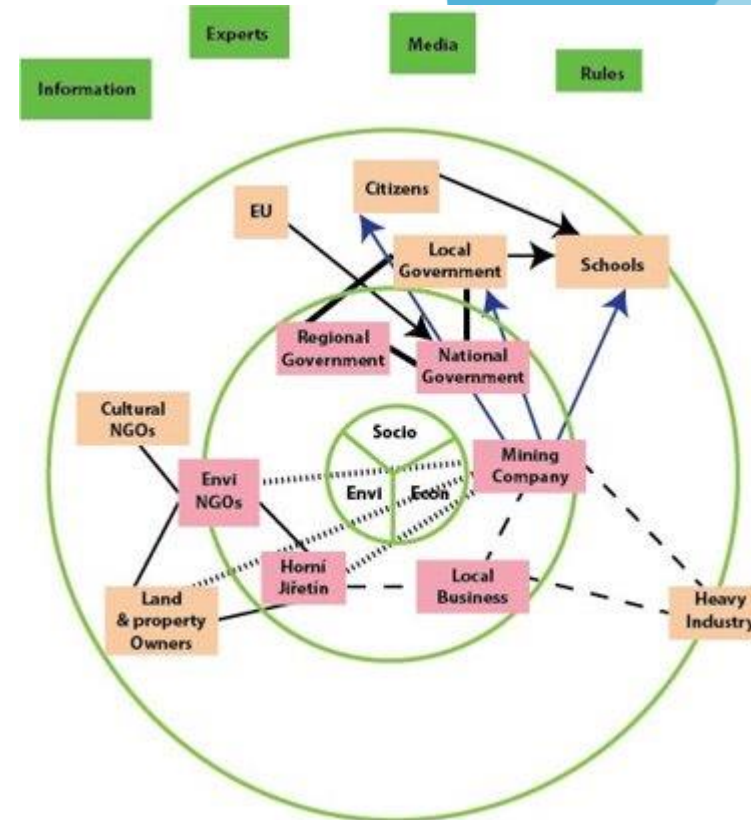
Centering Moment of Mindfulness

Photo credit: Dorianne Cotter-Lockard

Presence and Mindful Action

“The core capacity needed to access the field of the future is presence. ... we began to appreciate presence as deep listening, of being open beyond one’s pre-conceptions and historical ways of making sense. We came to see the importance of letting go of old identities and the need to control and, as Salk said, making choices to serve the evolution of life.”

Senge, P. M., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2005, p. 13). *Presence: An exploration of profound change in people, organizations, and society*. Currency.



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Conscious Leadership

Agenda Module 4, Seminar 2: Presence & Mindful Action

- Final Reflections on our Shared Values
- Presence & Mindful Action
- Closing Reflections & Appreciations



Class Shared Values – Final Reflections

Add the shared values with their definitions here – re-
presence at each class session. Example:

Respectful Communication

*To be free to speak honestly AND be heard without
judgment & with receptivity, to be mindful & respectful of
ALL*



Presence

“The core capacity needed to access the field of the future is presence. ... we began to appreciate presence as deep listening, of being open beyond one’s pre-conceptions and historical ways of making sense. We came to see the importance of letting go of old identities and the need to control and, as Salk said, making choices to serve the evolution of life.”

Senge, P. M., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2005, p. 13). *Presence: An exploration of profound change in people, organizations, and society*. Currency - Doubleday.



Photo credit: Dorianne Cotter-Lockard

Discussion: Presence

- What does it mean to have *presence* as a leader?
- How do you know when someone is demonstrating presence?

Self-Reflection: Presence

Questions for individual reflection:

- Can you remember moments when you were able to make your self available to someone else in a non-judging way, even when feeling provoked?
- What examples come to mind of being open beyond your pre-conceptions?
- What identities might you need to release in order to serve the evolution of life (refer to your worldview)?

Mindful Action

“The ability to shift from reacting against the past to leaning into and presencing an emerging future is probably the single most important leadership capacity today. It is a capacity that is critical in situations of disruptive change, not only for institutions and systems, but also for teams and individuals.”

Scharmer, C. O. (2016). *Theory U: Leading from future as it emerges* (2nd ed.). Society for Organizational Learning.



Photo credit: Dorianne Cotter-Lockard

Discussion: Mindful Action

- What are some examples of mindless actions of leaders?
- What are some examples of mindful actions of leaders?
- What makes an action *mindful*?

A Conscious Leader

Presence and Mindful Action

- How is Greta Thunberg a Conscious Leader?
- What qualities and behaviors does she demonstrate?
- What did you learn about being a conscious leader from watching her TED Talk?

A Conscious Leader Presence and Mindful Action

- How is Malala Yousafzai a Conscious Leader?
- What qualities and behaviors does she demonstrate?
- What did you learn about being a conscious leader from watching her speak?



Homework: Reminder - Final Paper

1. Summarise your insights and experiences related to your daily mindfulness practice.
2. Drawing on the concepts from the course, identify the skills of a conscious leader (from the UN IDGs) that you already demonstrate, those that you have begun to develop, and those that you have yet to develop (e.g., emotional intelligence, self-awareness, authenticity, complexity awareness, humility, sense-making, courage, creativity, optimism, perseverance, presence, trust, long-term orientation, visioning, co-creation, and mobilization skills).
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Closing Reflections & Appreciations

- What was most impactful from this course?
- What did you learn about yourself during this course?
- How will your learning contribute to you becoming a conscious leader?
- What did you appreciate about this course and/or your classmates?

CONSCIOUS BUSINESS EDUCATION



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