

## **Course: Cross-cultural Management and Leadership**

### **Philosophy of the program**

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Our purpose is to educate the current and next generation of business leaders & entrepreneurs in Europe to conduct business consciously. With 'consciously' referring 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. Especially in the last 10 – 15 years researchers demonstrated that consciously led companies not only ensure all stakeholders benefit as a result of economic progress, but conscious businesses also are economically more successful. However, the practices of conscious business – and what might be different from a traditional view on business – is not yet an explicit part of business education in Europe.

The current economic system is under 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 are facing rising inequalities in wealth and access to opportunities. These problems are not separate crises, but they can all be rooted in fundamental flaws of the current economic system and imply 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. Business not only are drivers for innovation, jobs and economic wealth, conscious businesses can also create solutions for real problems, but without the collateral damage to some of their stakeholders – be it towards nature, employees, health, equality, or local communities. Currently, too many businesses are still operating extractively, 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- & executive-level education. Based upon the Syllabus, Conscious Business Education trains current business teachers on 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 how business students can become more conscious leaders
2. Understand tools and methodologies for conscious business
3. Apply tools and methodologies to manage businesses better
4. Embedding ethics and ethical dilemmas in every course
5. Stimulate reflection and development of leaders to become more system-oriented, ethical, inclusive and conscious.
6. Understand the reasons of the sustainability of purpose-driven companies

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**This course is unique, because:**

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It focuses on both the definition of important cultural specifics and their differences and their application in management and leadership. Emphasis is placed on a systems approach in terms of theory as well as on guidance for each student's conscious inner journey to cross-cultural leadership.

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**Suggested tools from the toolbox**

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**Greater Good Science Center, science-based practices for a meaningful life**

Available at *Greater good in action*. <https://ggia.berkeley.edu/>

Practices carried out within the CCMaL course

Finding silver linings  
Magic wand  
Overcoming a fear  
Three good things  
Use your strengths

Practices recommended within the CCMaL course

Focused on  
    Resilience to stress  
    Mindfulness

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**Sources that were used to create this course**

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### Suggestion for assessment

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The grading in this course is *passed - failed*.

The assessment is based on the student activity in the seminars, meeting the seminar paper requirements, and the defense of the seminar paper. The ability to take stands and provide reasons for them will be assessed.

The student has to be successful in all three partial assessments:

- Course work – presence in the seminars (at least 75 %), participation in activities and discussions, ability to respond to questions
- Seminar paper completion and submission – the paper meets the requirements and was submitted by the deadline
- Seminar paper defense – the students present their seminar paper clearly, provide reasons, and lead a professional discussion

### Suggested assessment criteria (e.g. rubric)

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Active participation in seminars:

The student was physically and mentally present in at least 75% of the seminars; participated in activities and was willing and able to engage in debates and discussions: yes (passed) - no (failed)

Preparation of the seminar paper according to the requirements and submission by the deadline:

The student prepared a seminar paper formally complying with the standard requirements (in particular, indicated the sources) and submitted it by the deadline in the learning management system: yes (passed) - no (failed)

Defense of the seminar paper in a colloquium discussion:

The student was prepared for the defense of the seminar paper, presented the paper clearly, and justified the solutions; was able to respond to questions and justify the answers: yes (passed) - no (failed)

Re-sittings are governed by the university and faculty regulations



### **Information about the creator(s) of this course**

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Jaroslava Kubátová is one of the founding members of the current Department of Economic and Managerial Studies at Palacký University in Olomouc, Czech Republic, and for 15 years until 2017 she was the head of this academic unit.

Her professional focus is on human capital management, in relation to approaches that emphasize that the role of companies is to act for the benefit of all stakeholders. She focuses on these aspects in her teaching, publishing, and grant activities. She also draws inspiration from her international contacts and travels to a number of countries in Europe, Asia, Africa, and to the USA.