

# Leading Conscious Enterprises

2024 Syllabus

Course name:	Leading Conscious Enterprises
Course number:	EGADE Global Network Course
Location and schedule:	Virtual classroom Zoom
Professors:	Raj Sisodia Nilima Bhat Christiane Molina Rajiv Maher Luis Gerardo González

## INTRODUCTION

Welcome to Leading Conscious Enterprises, an advanced graduate course that invites you to embark on a transformative journey toward becoming a conscious and impactful leader in today's complex business world. In a landscape marked by rapid change, global interconnectedness, and evolving societal expectations, the role of leadership has never been more crucial. This course is designed to equip you with the knowledge, skills, and inner development necessary to lead with purpose, mindfulness, and a commitment to ethical, sustainable practices.

This course goes beyond traditional leadership paradigms by focusing on the profound interplay between inner growth and outward leadership effectiveness. We believe that true leadership begins with self-awareness, self-mastery, and a deep understanding of the interconnectedness of all organizational stakeholders. Throughout our program, you will explore four key topics forming the foundation of your conscious leadership journey.

## OBJECTIVES

After completing the course, students will:

1. Demonstrate a deep understanding of the foundational principles of conscious leadership, the significance of conscious leadership in contemporary contexts, and the application of the Eight-Fold Path to Conscious Leadership for personal and organizational growth.
2. Develop the ability to effectively apply stakeholder theory, demonstrate empathy and awareness of diverse worldviews, and leverage this knowledge to build trust-based relationships with stakeholders, contributing to conscious leadership practices.
3. Acquire the skills and insights necessary to cultivate self-mastery, embody leadership presence, and engage in conscious actions. They will be prepared to navigate the complexities of power, demonstrate flexibility, and align their values with their leadership behaviors, fostering holistic and authentic leadership.
4. Recognize the ethical dimensions of business decisions, understanding the importance of human rights and community engagement, and appreciating diverse perspectives on sustainability and ethics. They will be equipped to integrate these considerations into

their leadership roles, promoting responsible and impactful leadership in diverse global contexts.

## EDUCATIONAL MODEL

SNOC is a program that takes a more tailored approach to delivering education over the Internet with classes limited to about 20-30 students. The SNOC model is distinguished by the following:

- The student is the center of the educational model.
- Provides a means for a group of business schools to offer classes remotely to each other's MBA students within a closed online network.
- It offers a more tailored approach to the delivery of education.
- The expert or instructors interact more with students through remote classes, video conferences, and discussions.
- The model promotes dialogue and the development of collaborative projects.
- The use of online collaboration tools.
- The SNOC model allows consortium members to share their specialist expertise.

## COURSE CULTURE AND EXPECTATIONS

The fourth pillar of Conscious Capitalism is a "Conscious & Caring Culture." In this course, we will try to model how we show up and relate to one another. The key is to create and sustain a culture of mutual trust, strong empathy, and psychological safety. We will strive to be vulnerable, open, and human with one another rather than residing in our professional personas as we have been conditioned. As the faculty, we will try to embody that, adopting Microsoft CEO Satya Nadella's mantra of "model, coach, and care."

The key elements of our desired culture can be expressed as the 6C's:

- Caring: Getting to know and genuinely care for each other as humans
- Collaborative: Help each other learn and grow. You are not competing in any way.
- Curious: Maintain a beginner's mind and challenge your beliefs and mental models.
- Committed: The more you put into this course, the more you will get out of it. Make it a priority.
- Contemplative: Cultivate a regular contemplative practice, such as daily meditation. We will start most classes with guided practice.
- Contributing: Be a teacher as well as a learner. Share the experience and wisdom that only you possess with the class.

## AGREEMENT FOR PARTICIPATION

In this new world of online learning, we must be clear about our expectations for how we show up for ourselves and each other. We lovingly ask that you honor our agreements of participation:

- Students are expected to be open to experiential activities and able to reflect on their inner thoughts and emotions. The content of the course is more holistic than classic business administration courses. It is the nature of holistic approaches that often cannot be grasped solely from a rational, analytical mindset. Holistic approaches to learning

contain emotional and experiential components. The course includes various activities that help students to get to know themselves better and to experience resonance with purposeful business practices.

- The course requires a high degree of curiosity about how to do business responsibly and sustainably. Since "unusual" but at the same time very successful business approaches are introduced, openness is necessary for breaking with traditional business concepts.
- End-to-end attendance: Please be prepared to be present from the beginning to the end of each class session. This means arriving a few minutes early, not a few minutes late. It isn't possible to completely experience and achieve the course objectives only from literature sources.
- Be stationary: Please be prepared to participate from a stationary spot. Participation from a moving vehicle, while on a walk, etc., is not ideal for this type of experience.
- Full engagement. Please have both your video and audio on throughout. Communication requires body language, tone, and words to be effective. If there is a reason why you will not be able to have your camera on for any period of time, please inform the faculty ahead of time. Participate enthusiastically in all activities programmed for each session. Active discussion in class is encouraged.
- Full presence: Please eliminate notifications, distractions, or anything that will distract your attention from the experience.
- Confidentiality for a safe space: Personal experiences shared by participants in the course room remain in the course room and are not shared with the outside world.
- Full commitment: As a student, you must carefully read the course's mandatory readings. Completing homework is essential for learning success. Abide by the activities' due dates so you don't get penalized for late submissions.

## METHODOLOGY

The course methodology encompasses a balanced approach integrating theoretical foundations with practical and experiential exercises to foster personal self-awareness and development. Through engaging lectures, students will gain a solid theoretical understanding of conscious leadership and its applicability in diverse organizational settings. Interactive discussions and collaborative learning opportunities will encourage students to explore diverse perspectives and deepen their comprehension of conscious leadership principles. Personal reflection and leadership analysis will be promoted, allowing students to assess their unique leadership styles in alignment with conscious leadership principles. Experiential exercises, group activities, and mindfulness practices will facilitate the practical application of conscious leadership concepts, while guest speakers will provide real-world insights. This holistic approach aims to equip students with the knowledge and skills to lead conscious enterprises with authenticity, purpose, and ethical responsibility.

## EVALUATION

The evaluation of the course includes an assessment of individual and group assignments. The percentage distribution is as follows:

Assignment/Activity	Percentage of Final Grade
Class activities and participation	10%
Critical reflection on each topic	60% (15% per topic)
Final team presentation	25%
Final feedback	5%
<b>FINAL GRADE</b>	<b>100%</b>

### Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = Less than 60%

### Class activities and participation

Active participation from students is crucial for the learning process in this course, as it fosters a dynamic exchange of ideas and perspectives that enriches the overall educational experience. All students are expected to engage actively in each session, contributing to the discussions and activities.

To ensure fair assessment, each professor will keep participation records in their notes and may grade activities performed during the class. Contributions to class activities will be assessed using a rubric that measures the depth and quality of engagement.

0. Students who are physically present but passively contribute, adding minimal value to the discussion, will receive a score of 0.
1. Those who actively participate but stop short of engaging deeply with analytical questions or providing well-grounded recommendations will receive a score of 1.
2. Students who consistently provide high-quality, analytical interventions or well-grounded recommendations will earn a score of 2.
3. Finally, students who exhibit exceptional leadership in class discussions, influencing the flow of the conversation with compelling points that cannot be ignored, will receive a score of 3.

This participatory assessment, accounting for 10% of the final grade, ensures that students attend sessions and actively contribute to a vibrant learning environment.

### Critical reflection on each topic

For these deliverables, you will critically reflect on each of the four main topics covered in the course. This assignment encourages you to synthesize each topic's main learnings, insights, and personal reflections. Your critical reflection should provide evidence of your understanding

of the material, your ability to apply it to real-world contexts, and your self-awareness as a conscious leader. Follow the instructions below for each topic:

*Topic 1 – Foundations of Conscious Leadership*

Reflect on the key concepts, principles, and case studies discussed in this topic. Share your thoughts on how conscious leadership differs from traditional leadership approaches and how it can positively impact organizations. Identify personal takeaways and insights from this topic.

*Topic 2 – Stakeholder Theory & Relationship-building*

Discuss your understanding of stakeholder theory and its significance. Reflect on your awareness of diverse worldviews and their implications for building trust-based relationships. Provide examples of how stakeholder theory can be applied in various organizational contexts.

*Topic 3 – Leadership: Self-Mastery, Presence & Conscious Action*

Analyze your own journey of cultivating self-mastery, presence, and conscious action. Describe any shifts or changes in your leadership style and self-awareness resulting from this topic. Share personal experiences or challenges faced during this exploration.

*Topic 4 – Ethics, Sustainability, and Impact*

Examine the ethical dimensions of leadership decisions discussed in this topic. Reflect on the importance of human rights, community engagement, and diverse perspectives on sustainability and ethics. Discuss how these considerations may influence your future leadership practices.

General Guidelines:

- Each reflection should be approximately 500-700 words.
- Use a clear and organized structure with headings for each section.
- You should submit a paper for each topic, at most one session, after closing the topic.
- Incorporate specific examples, case studies, or personal anecdotes where relevant.
- Reflect on how your insights from each topic have contributed to your overall understanding of conscious leadership.
- Consider the practical implications of your learning for future leadership roles or endeavors.

Rubric for Evaluation:

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Limited (1)
Understanding of Topic	Demonstrates deep and comprehensive understanding of the topic, effectively integrating multiple	Shows a solid understanding of the topic, clearly covering key concepts and ideas.	Displays a basic understanding of the topic but lacks depth or fails to connect key concepts effectively.	Shows minimal understanding of the topic, with significant gaps in knowledge.

	perspectives and insights.			
<b>Application to Real-World Context</b>	Offers insightful and well-supported examples of how the topic's principles can be applied in real-world scenarios.	Provides clear examples of practical applications, demonstrating the topic's relevance to real-life situations.	Presents limited examples or fails to connect the topic to practical contexts convincingly.	Offers little to no evidence of the topic's applicability in real-world scenarios.
<b>Self-Reflection and Growth</b>	Engages in deep self-reflection, showing a profound awareness of personal growth and transformation related to the topic.	Reflects on personal growth and insights gained from the topic, demonstrating self-awareness.	Offers basic self-reflection but lacks depth or significant self-awareness.	Provides minimal self-reflection and fails to demonstrate personal growth or awareness.
<b>Clarity and Organization</b>	Presents reflections in a clear, well-organized, and structured manner with logical flow and appropriate headings.	Provides mostly clear and organized reflections with minor lapses in structure.	Offers reflections that lack clarity or are poorly organized, making it challenging for the reader to follow.	Presents reflections that are disorganized, incoherent, or unclear.
<b>Overall Presentation and Style</b>	Demonstrates excellent writing, free from errors, and employs a persuasive and engaging style that captivates the reader.	Communicates effectively with mostly correct grammar and style, maintaining reader interest.	Contains noticeable errors in grammar and style that mildly affect readability.	Contains significant errors in grammar and style, impeding readability.

**Note:** Scoring will be based on this rubric, and overall feedback will be provided to support your continued growth in conscious leadership.

### Final team presentation: Conscious Leadership Assessment

In this team project, you will critically assess an international organization or a prominent leader who embodies, promotes, or exemplifies the conscious leadership characteristics and principles studied throughout the course. This project will enable you to delve deeply into how

the chosen entity practices conscious leadership and identify areas where improvement is needed from a conscious leadership perspective.

Instructions:

1. Select your focus:
  - Form teams of 5 students each, representing at least two universities.
  - Each team can choose to focus on either:
    - Option 1: An international organization known for its conscious leadership practices.
    - Option 2: A prominent leader (past or present) who exemplifies conscious leadership principles.
2. Research and analysis:
  - Conduct in-depth research on your chosen international organization or leader. Gather information on their leadership philosophy, values, practices, and how they demonstrate conscious leadership characteristics.
3. Exemplification of conscious leadership:
  - Analyze and critically assess how the organization or leader embodies, promotes, or exemplifies the conscious leadership characteristics studied during the course. Evaluate their commitment to a higher purpose, stakeholder orientation, self-awareness, and ethical conduct.
4. Identification of improvement areas:
  - Identify areas where the organization or leader may fall short or require improvement from a conscious leadership perspective. This could include ethical decision-making, stakeholder engagement, or aligning actions with values.
5. Recommendations for enhancement:
  - Provide recommendations on how the organization or leader can enhance their conscious leadership practices and overcome identified challenges. Offer practical and actionable suggestions.
6. Presentation:
  - Prepare a comprehensive presentation summarizing your findings, critical analysis, and recommendations. The presentation should be approximately 10 minutes long, with 2 minutes for questions or comments from the group.
  - The presentations will take place during the last class session.

Assessment Criteria:

Your team's presentation will be evaluated based on the following criteria:

- Understanding of Conscious Leadership Characteristics (20%): How effectively does your presentation demonstrate an understanding of conscious leadership characteristics and principles? How do you apply this understanding to your chosen organization or leader?
- Critical Analysis (30%): How thoroughly and critically do you assess the organization or leader's embodiment of conscious leadership principles? Does your analysis identify key areas for improvement?

- Recommendations (30%): How practical, relevant, and insightful are your recommendations for enhancing conscious leadership practices within the chosen entity? Are your recommendations actionable?
- Presentation Clarity and Engagement (10%): How well-structured and engaging is your presentation? Is it clear, organized, and effectively delivered?
- Q&A Interaction (10%): How well does your team respond to questions and engage with the audience during the Q&A session?

Individual Insights or Learnings:

In addition to the team presentation, each team must submit a text including individual reflections (approximately 300-400 words) on the insights and learnings gained from the project. Share how this activity has deepened your understanding of conscious leadership and its practical application. Discuss any personal takeaways or growth areas you identified through the assessment process.

**Note:** This project is worth 25% of your final grade and offers a valuable opportunity to analyze and critically assess conscious leadership practices. Your presentation should showcase your research and analysis and foster meaningful peer discussion and reflection.

### **Final feedback**

As part of the final evaluation for this course, we highly value your feedback, and we believe your input is essential for continuous improvement. Therefore, 5% of your final grade will be allocated to providing feedback through two surveys: one is the institutional survey, and another that is focused on the course content, structure, and the overall learning experience. Your comments and insights are fundamental in helping us refine the course materials, activities, and delivery methods to better meet your needs and expectations. We encourage you to share your thoughts candidly, as your feedback is an invaluable resource that enables us to enhance the learning experience for future students.

## **COURSE POLICIES**

### **Academic regulations**

The academic guidelines under which this course is governed are those established by Tecnológico de Monterrey academic regulations. Additionally, you must know the General Regulations for Students of the Tecnológico de Monterrey, which indicates what is expected of you academically and in your behavior inside and outside the classroom.

### **Academic Integrity policies**

As a student of Tecnológico de Monterrey for this course, you have agreed to abide by the General Regulations for Graduate Students and the Students' Code of Ethics. You should familiarize yourself with it. I expect you to exhibit high standards of academic integrity. Any confirmed incidence of Academic Misconduct, including plagiarism and other forms of cheating, will be treated seriously and in accordance with the regulations. Plagiarism is presenting directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the source of the quoted



material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are appropriately cited. Plagiarism will not be tolerated.

## Media

The interaction with the professors is done through:

- E-mail
- Zoom

## FACULTY INVOLVED

- **Prof. Raj Sisodia**, Professor of the Women Leading Organizations executive program at EGADE Business School and president of the Center for Conscious Companies at Tecnológico de Monterrey (México).

Raj Sisodia is a prominent figure in the Conscious Capitalism movement, holding the title of FEMSA Distinguished Professor of Conscious Enterprise and president of the Conscious Enterprise Center at Tecnológico de Monterrey. With a rich academic and professional background, he has held various teaching and leadership positions at institutions like Babson College and Bentley University, and he co-founded Conscious Capitalism Inc. His extensive experience includes consulting and executive program teaching for major companies such as AT&T, Nokia, and McDonald's. Raj received an honorary doctorate from Johnson & Wales University in 2016 and the Business Luminary Award from Halcyon in 2021. He has served on the boards of Mastek and The Container Store. Raj has published fifteen books, including *Firms of Endearment: How World Class Companies Profit from Passion and Purpose*, named a top business book of 2007 by Amazon.com. His most recent books are *The Healing Organization: Awakening the Conscience of Business to Help Save the World*, *The Global Rule of Three: Competing with Conscious Strategy*, and *Awaken: The Path to Purpose, Inner Peace and Healing*. He has received several awards and honors, including being named one of the "Ten Outstanding Trailblazers" and a "Top 100 Thought Leader in Trustworthy Business Behavior." Raj Sisodia's influence and dedication to conscious business practices make him a highly respected thought leader in the field (<https://cec.tec.mx/en/semblanza/raj-sisodia>).

- **Prof. Nilima Bhat**, Professor of the Women Leading Organizations executive program at EGADE Business School and Leader in Leadership, Gender Equality and Wellbeing (México).

Nilima Bhat is a visionary leader known for her expertise in leadership, organizational culture, conscious business, and work-life balance, drawing from Indian wisdom and wellness traditions. With a corporate communications and PR background at renowned brands like ESPN STAR Sports and Philips India, Nilima is the Founder-Director of Shakti Leadership. She has conducted workshops and training for prominent organizations, including Microsoft, Tata, and Vodafone, focusing on leadership and gender equity. She is a certified yoga teacher, teacher-practitioner of the Integral Yoga of Sri Aurobindo, and a proponent of conscious capitalism. Nilima's work centers on personal

transformation, regenerative systems, Body Intelligence (BQ) and Spiritual Intelligence (SQ) development. She has also pioneered initiatives like the 'Shakti Fellowship' and the Truth & Reconciliation movement while authoring books on leadership and well-being such as *Shakti Leadership: Embracing Feminine and Masculine Power in Business* and *My Cancer Is Me: The Journey from Illness to Wholeness*. Recognized globally, she has spoken at conferences and received numerous accolades, including an Honorary PhD. She currently serves as a Distinguished Professor in Gender and Conscious Leadership at Tecnológico de Monterrey. Nilima Bhat is influential in promoting holistic, conscious leadership and personal growth (<https://tec.mx/en/our-faculty/ehe/nilima-bhat>).

- **Prof. Christiane Molina**, Professor of the Department of Strategy and Leadership, EGADE (México).

Dr. Christiane Molina is a Research Professor in the Strategy and Leadership Department at EGADE Business School, where she teaches corporate sustainability, strategic planning, innovation, and sustainability, among other subjects. She is also actively engaged in Mejores Empresas Mexicanas (Best Managed Companies), a coaching program from Deloitte, Banamex, and Tecnológico de Monterrey, focusing on developing Mexican companies. Dr. Molina's diverse background includes consultancy in the telecommunications industry, research contributions in publications like *Business & Society* magazine and *Advances of International Management*, and presentations at national and international conferences. Her extensive involvement in academia and business makes her a valuable contributor to the fields of sustainability and organizational strategy (<https://egade.tec.mx/es/node/775>).

- **Prof. Rajiv Maher**, Research Professor of the Department of Strategy and Leadership, EGADE (México).

Rajiv Maher's research specializes in the impacts of Corporate Social Responsibility practices since 2007 and, more recently, also in Human Rights and Business. As a consultant, he has experience in the IFC (investment bank for the World Bank's private sector). Within the extractive industry, he has experience working in mining communities in Chile, Brazil, and Peru, and other natural resource sectors in the same countries, in addition to Guatemala. Through academic research, Maher empirically assesses the impact and effectiveness of social responsibility practices and strategies in Latin America in diverse communities. He has published several articles (both academic and non-academic) on this subject (<https://egade.tec.mx/en/node/2696>).

- **Prof. Luis Gerardo González López**, Professor of Management and Leadership and Academic Director of Conscious Enterprise Center, Tecnológico de Monterrey (México). Dr. Luis Gerardo González López is a professor in the Department of Management and Leadership at the Business School, with 20 years of teaching experience in organizational behavior, talent management, conscious business, ethics, and social responsibility. He is also the team leader for the academic aspects of the Talent Development and Organizational Culture program. He is a TEDx speaker, instructor, and lecturer with experience in Mexico, Canada, the United States, Ecuador, Peru, and

Tanzania, collaborating with various companies and organizations on academic and consulting projects. He has collaborated on civil society projects focusing on education and community development. He received the 2013 National Recognition for Ethics and Citizenship Education, the 2013 Golden Ram, the Professors Who Leave a Mark recognition within the framework of the 70<sup>th</sup>, 75<sup>th</sup>, and 80<sup>th</sup> Anniversary of the Tecnológico de Monterrey and the 2018 Inspiring Professor award at the national level of the Tecnológico de Monterrey (<https://cec.tec.mx/en/semblanza/luis-gerardo-gonzalez>).

## REFERENCE READINGS

The following books are provided for students who wish to deepen their studies. We strongly encourage you to read them as background readings:

- Bhat, N., & Sisodia, R. (2016). *Shakti Leadership: Embracing Feminine and Masculine Power in Business*. Berrett-Koehler Publishers.
- Chapman, B., & Sisodia, R. (2016). *Everybody matters: The Extraordinary Power of Caring for Your People Like Family*.
- George, B. (2022). *True North Fieldbook, Emerging Leader Edition: The Emerging Leader's Guide to Leading Authentically in Today's Workplace*. John Wiley & Sons.
- Sisodia, R. (2023). *Awaken: The Path to Purpose, Inner Peace, and Healing*. John Wiley & Sons.
- Sisodia, R., & Gelb, M. J. (2019). *The Healing Organization: Awakening the Conscience of Business to Help Save the World*. HarperCollins Leadership.