

Consciousness-based management education: for a flourishing business ecosystem

Presenter:

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Description

We introduce consciousness-based management education (CBME) as an experiential learning paradigm and how it can help develop creativity, critical thinking, and problem-solving skills among business students to empower them to address the grand challenges facing society and organizations. CBME centers around developing the knower by developing their self-awareness, by transcending surface reality and accessing the infinite potential within. We describe higher states of consciousness and a simple V-theory of transcendence to access them.

Summary

The mental demands of modern life require not just “a new set of skills to be ‘put in’ but a new threshold of consciousness and a new set of creative problem solving skills (Bolles, 2021). This presentation will introduce consciousness-based management education (CBME) and discuss how it can help provide experiential learning opportunities that develop creativity, critical thinking, and problem-solving skills to deal with grand challenges facing humanity (Maheshwari, 2021). CBME is an approach that emphasizes the development of one’s consciousness as the primary means to enhance learning and personal growth (Heaton & Heaton, 2018). A new model of consciousness rooted in the convergence of quantum sciences and spirituality may be key to development of pro social and environmental behaviors towards Oneness and Flourishing in the world (Tsao & Laszlo, 2019). This presentation addresses some of the challenges on this path: (a) What are the structural and personal rewards and incentives, as well as obstacles and challenges, for organizations to develop and deploy higher consciousness in managers? (b) What new concepts, holistic and functional, are emerging to model the future of higher levels of consciousness in business schools and organizations? (c) How would business educators add value to students and workers in a technology assisted environment. (d) How will business education help students to prepare to use advanced tools such as Artificial Intelligence, Robotics, and Genetics, and integrate them in their own consciousness.

Developing the knower in CBME would require developing an active self-directed and reflective learning process, a creative collaborative problem-solving based learning environment, and close mentorship relationships with feedback loops for keeping the learning process on track. The key principles of CBE include Holism, Self-awareness, Transcendence, Creativity, and Resilience (Maharishi, 1995). A well-rounded holistic personality is effective and antifragile. Self-awareness implies the ability to know one’s infinite potential to address the challenges. Transcendence is the process of accessing pure consciousness and their higher potential.

Creativity and Resilience are natural outcomes from regular development of consciousness through transcendence.

Consciousness is primary and manifests in all forms (Nader, 2015). Human beings can experience many states of consciousness beyond the ordinary states of waking, dreaming and sleeping. Waking state is the normal state of consciousness that we experience when we are awake and engaged in our daily activities. Sleeping state is the state of consciousness that we experience when we are asleep. Dreaming is the state of consciousness that we experience during REM sleep, when we have vivid dreams. Then there is a fourth and higher state of consciousness called transcendental consciousness (TC). It is a state of pure consciousness, a state of restful alertness and inner peace (Wallace, 1970). The next higher state is cosmic consciousness, when the absolute reality of TC is available even when one is in waking state. TC and higher states can be reached through the regular practice of Transcendental Meditation (TM), which is a technology of consciousness.

V-theory provides a simple and flexible framework for how one could transcend and develop their consciousness to higher levels. V-Theory shows that the universe can be alternately experienced at two different levels: in its dynamic diversity of impulses at the top of the V, and its silent transcendental unity at the bottom of the V. The upper level is the level of diverse dynamic action. The bottom level is the level of the transcendent, the source of pure potential. The path to understanding and participating in the continuous transformation of the world at the top of the V is through experiencing the silent unity at the bottom of the V. Many meditation techniques may be used in the context of the V-theory (Travis & Shear, 2010). Practice of TM has been shown to increase creativity, resilience, and critical thinking among college students.

We imagine a business education system where students raise their states of consciousness in a favorable learning environment where everyone can flourish (Polman & Winston, 2022). We imagine business students as leaders guiding their teams do their work with enjoyment, creativity, and purpose. We imagine an entire organization operating in harmony and effectiveness, where the new and future leaders would be both emotional grounded and highly adaptable to change (Harung & Travis, 2016). They would adapt to environmental changes, integrate new ideas, purify those ideas and influences that are not helpful, and grow their own selves in a healthy way.

Flow of Presentation

1. Challenges in Business Education of the future
2. Advanced Technologies as a facilitator in addressing the challenges
3. Developing the knower in management education
4. Introduction to Consciousness-based Management Education
5. Development of Consciousness
6. V-theory of Transcendence
7. Transcendental Meditation TM and benefits to business education
8. Imagining an evolved business education system

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