**Conscious Leadership Principles**

*Course Syllabus*

**Introduction into Conscious Business Education**

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

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

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

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

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

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

**Visualization (Infographic)**



**Overview**

|  |  |
| --- | --- |
| ***Course Code*** | TBD |
| ***Course Title*** | Conscious Leadership Principles(Conscious Business Education) |
| ***Degree*** | BA |
| ***Course Length*** | 10 academic hours |
| ***Number of ECTS Credits*** | 1 ECTS |
| ***Total workload*** | 10 hours on-site lectures and instruction10 hours of private study10 hours of engagement through assignments |
| ***Prerequisites*** | None |
| ***Teaching and Learning Methods*** | * Interactive lecture/presentation
* Self-assessments
* Journaling and reflection exercises
* Group activities
* Inspirational videos
* Course readings
 |
| ***Assessments*** | Each lecturer can decide how to assess students, based on their university’s policies and requirements. The following are suggested guidelines. Suggested weighting of assignments, to be adjusted by course instructor:1. Individual Assignment 1 – reflection paper (25% of grade)
2. Individual Assignment 2 – personal stakeholder map and reflection paper (25% of grade)
3. Individual Assignment 3 – final presentation (25% of grade)
4. Class participation in small groups, pairs, and plenary exercises and discussions (25% of grade)
 |
| ***Course creators from Conscious Business Education*** | Creator: Dr. Dorianne Cotter-Lockard, Saybrook University, dcotter-lockard@saybrook.edu Academic peer: Dr. Susanne Veldung, susanne.veldung@uni-wuerzburg.deExternal peer: [Name, Institution] |
| ***Course Material Language*** | English |

**Introduction to the Course**

This course introduces key principles to expand and mature the consciousness of the leader. The principles are self-awareness and self-mastery, integrated awareness of others, including all stakeholders, leadership presence, and mindful action. This course is different from typical leadership courses because it begins with the inner development of the leader, which must occur before actions and decisions are taken. This is the essence of conscious leadership.

We begin with an overview of conscious leadership principles as aligned with the four tenets of conscious business. The foundation of the skills developed during this course comes from a subset of the Inner Development Goals (IDGs) developed to support the UN Agenda 2030 and 17 Sustainable Development Goals (SDGs). Categories of the IDGs include Being — Relationship to Self, Thinking – Cognitive Skills, Relating – Caring for Others and the World, Collaborating – Social Skills, and Acting – Driving Change.

**Learning Outcomes / Objectives**

1. Articulate the four tenets of conscious business. The tenets include higher purpose, stakeholder integration (orientation), conscious leadership, and conscious culture. Discuss the relevance of conscious leadership.
2. Understand and articulate the principles of conscious leadership as presented in lectures, readings, and group activities. The principles include self-awareness and self-mastery, integrated other-awareness with stakeholders, and presence and mindful action.
3. Articulate the Inner Development Goals (IDGs) associated with the United Nation’s Sustainable Development Goals (SDGs). Identify qualities and behaviors of a conscious leader. Discuss the relationship between IDGs and conscious leadership principles.
4. Develop selected IDG competencies (as highlighted in the table below) through experiential activities and reflection. Explore the following *Inner Compass* competencies per Olafsson et al. (2022): Truth, Purpose, Intention, Humility, Trust.
5. Define personal values and a personal purpose statement.

**Proposed IDG Skills and Qualities to develop during this course (highlighted in green)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 (introduce) | Long-term orientation and visioning |   | Mobilization skills |  |

**Course Content**

This bachelor level course introduces key principles as the foundation of consciousness leadership. The principles include self-awareness and self-mastery, integrated awareness of others including all stakeholders, leadership presence, and mindful action. This course is different from typical leadership courses because it begins with the inner development of the leader, which must occur before actions and decisions are taken. This is the essence of conscious leadership.

Course material explores the concepts of consciousness, leadership, and conscious leadership. Students will explore and develop their capabilities related to conscious leadership. The foundation of the skills developed during this course comes from a subset of the Inner Development Goals (IDGs) developed to support the UN Agenda 2030 and 17 Sustainable Development Goals (SDGs), as well as the *Inner Compass* competencies per Olafsson et al. (2022): Truth, Purpose, Intention, Humility, Trust.

Students should always bring a journal or notebook to class to record their reflections.

Textbook: Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press.

**Module 1 – Principles of Conscious Leadership**

This module provides a foundation of concepts on which later modules build to deepen understanding of conscious leadership principles. The module consists of two short videos, a reading assignment, one 3-hour class session which includes student discussion and group activities, and a reflective journaling assignment. Students should always bring a journal or notebook to class to record their reflections.

Module 1 includes the following:

1. Present the four tenets of conscious business (higher purpose, stakeholder integration (orientation), conscious leadership, and conscious culture).
2. Students explore definitions of leadership and the concept of consciousness. Through discussions, students investigate the linkages and interdependence between conscious leadership and the other three tenets of conscious business.
3. Introduce the principles of Conscious Leadership:
* Self-awareness and self-mastery
* Integrated other-awareness - stakeholders
* Presence and Mindful Action
1. Present the United Nation’s Sustainable Development Goals (SDGs) and supporting Inner Development Goals (IDGs). Students discuss the relationship between IDGs, qualities and behaviors of a leader, and conscious leadership principles.
2. Introduce the Inner Compass model and concept of Truth (Olafsson et al., 2022).

*Required Reading, Video, and Online Resources*

ASKEL SDGs Overview Video (2021). <https://youtu.be/6YSH2ch05Wk> (2 minutes)

Ekskäret Foundation, The New Division, 29k Foundation. (2021). *Inner Development Goals*. <https://www.innerdevelopmentgoals.org/> (5 minutes)

Global Leadership Foundation. (n.d.). *Emotional Intelligence Test.* [*https://globalleadershipfoundation.com/geit/eitest.html*](https://globalleadershipfoundation.com/geit/eitest.html)

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press. Chapter 1 – Leading from Beyond Ego, pp. 24 – 38 and Chapter 2 – Truth pp. 40-54.

Pillar Nonprofit Network. (2018). *SDGs what they are and why they are important* [Video]. <https://youtu.be/qAIolKgDPrA> (17 minutes)

*Suggested Reading, Video, and Online Resources*

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

United Nations (2018). *Sustainable Development Goals*. [Video]. <https://youtu.be/0XTBYMfZyrM>

United Nations (n.d.). Sustainable Development Goals [Website]. <https://sdgs.un.org/goals>

*Group Activities*

1. Small groups: Imagination of the perfect (future) leader – groups define skills and qualities.
2. Class discussion: Define and discuss consciousness.
3. Class discussion to apply conscious leadership principles and qualities to addressing the UN’s SDGs.
4. Class discussion regarding the Inner Compass and the first element, *Truth.*

*Assignments*

1. Answer the following reflection questions in a journal or notebook as a self-assessment. Be prepared to discuss your reflections during the next module. (Assessed through class discussion).
	* 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?
2. Take the following free assessment of Emotional Intelligence at: Global Leadership Foundation. (n.d.). *Emotional Intelligence Test.* [*https://globalleadershipfoundation.com/geit/eitest.html*](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. (Assessed through class discussion).

**Module 2 – Self-Awareness & Self-Mastery**

In this module, students will explore and develop skills related to self-awareness and self-mastery, aligned with the IDGs. The module consists of one 2-hour class (25% lecture, 75% group activity), a reading assignment, a self-assessment, and a short reflection paper. Students should always bring a journal or notebook to class to record their reflections.

Module 2 includes the following:

1. Introduce and discuss the elements of *Purpose* and *Intention* from the Inner Compass model (Olafsson et al., 2022).
2. Exploration and development of the following IDG skills related to self-awareness and self-mastery: inner compass, self-awareness, and perspective. Introduce emotional intelligence and empathy skills.
3. A reflection process during class will aid students in gaining self-awareness. Key areas of self-awareness include emotional and physical awareness, and awareness of one’s own thoughts and behaviors.
4. Mindfulness practices will help students to develop awareness while letting go of self-judgement.

*Required Reading, Video, and Online Resources*

Key Step Media. (2012). *Harvard's Bill George: Inner Work for Authentic Leadership.* [Video]. <https://youtu.be/SmPu2LQ84ts> (2 minutes)

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press. Chapter 3 – Purpose, pp. 55 – 72 and Chapter 4 – Intention, pp. 74 - 90.

Nankivell, B. - One Percent Better. (2015). *Emotional Intelligence by Daniel Goleman – Animated Book Summary. [Video].* <https://youtu.be/n6MRsGwyMuQ> (7.5 minutes)

*Suggested Reading, Video, and Online Resources*

Birk, M. (2020, March 22). Why leaders need meditation now more than ever. *Harvard Business Review.* <https://hbr.org/2020/03/why-leaders-need-meditation-now-more-than-ever>

Chopra, D. (2019, Oct. 22). How to meditate at your desk. [Wall Street Journal video]. <https://youtu.be/nvKYHTFrmMs>

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

Reb, J., Chaturvedi, S., Narayanan, J., & Kudesia, R. S. (2019). Leader mindfulness and employee performance: A sequential mediation model of LMX quality, interpersonal justice, and employee stress: JBE*. Journal of Business Ethics, 160*(3), 745-763. <https://dx.doi.org/10.1007/s10551-018-3927-x>

*Group Activities*

* Small group discussion: 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 you would need to develop to help achieve this goal.
* In pairs: Use mindful listening techniques to share reflections and learning thus far related to the emotional intelligence (EQ) self-assessment and reflection activity on emotions.

*Assignment*

1. Short Reflection paper (complete after class session): Write a 3–5-page paper which includes your answers to the reflection questions from Module 1, an additional reflection of your experience as a mindful listener during the class group activity, and a reflection of what you learned about yourself from completing and discussing the EQ self-assessment. How does what you learned from the group activity and self-assessment apply to the SDG goal that you identified as important to you?

**Module 3 – Integrated Other-Awareness & Stakeholder Theory**

Stakeholder theory and stakeholder integration are introduced in this module, along with awareness of other’s worldviews. The module consists of one 3-hour class (25% lecture, 75% group activity), a reading assignment, and an individual assignment. Students should always bring a journal or notebook to class to record their reflections.

Module 3 includes the following:

1. Students will explore and develop skills related to integrated other-awareness, aligned with the IDGs. These skills include connectedness, perspective, empathy, and compassion.
2. Introduce and discuss the elements of *Humility* and *Trust* from the Inner Compass model (Olafsson et al., 2022).
3. The introduction of other-awareness skills through a mirroring exercise and a workshop related to understanding one’s own worldview and what influences worldviews.
4. Introduce stakeholder theory and stakeholder integration concepts.
5. As a follow-up assignment, students will draw a personal stakeholder map and reflect on the relationships between themself and the stakeholders in their life.

*Required Reading, Video, and Online Resources*

Consortium for Public Education (2021). *Design Thinking for Education, Ep 8: Stakeholder Mapping*. [Video]. <https://youtu.be/7SAJPR1ph6s>

Freeman, R. E. *What is Stakeholder Theory?* [Video]. <https://youtu.be/bIRUaLcvPe8> (3 minutes)

Freeman, R. E. *What are Stakeholders?* [Video]. <https://youtu.be/17hnaKFjDU8> (2 minutes)

Freeman, R. E. *Stakeholders are People* [Video]. <https://youtu.be/keED9l3zVi8> (2 minutes)

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press. Chapter 5 – Humility, pp. 91 – 100 and Chapter 6 – Trust, pp. 103 - 116.

*Suggested Reading, Video, and Online Resources*

Key Step Media. (2015). *Daniel Goleman and Bill George: Authenticity and Empathy*. [Video]. <https://youtu.be/9oQxFUo9zfM> (8 minutes)

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press. Chapter 7 – Forgiveness, Chapter 8 – Compassion, Chapter 9 – Gratitude.

Sinek, S. (2017). *Understanding Empathy.* [Video from a Keynote Speech]. <https://youtu.be/pi86Nr9Mdms> (22 minutes)

Wigglesworth, C.G. (2012). *SQ21: The twenty-one skills of spiritual intelligence*. First edition, SelectBooks, Inc.

*Group Activities*

* Mirroring activity in pairs.
* Workshop: Worldviews – Seeing Through Our Cultural Lenses

*Assignment*

1. Students will draw a personal stakeholder map and reflect on the relationships between themself and the stakeholders in their life (1 page for map, 2-3 pages of reflection). In the map, identify all stakeholders (family, friends, co-workers, classmates, teachers, mentors, etc.) and show the relationships between stakeholders (there can be multiple relationships). Identify competing needs and priorities among the stakeholders.

Answer the following questions: What did you discover about yourself from drawing your personal stakeholder map? What did you discover about your relationships with family, friends, and others? Which relationships give you energy? Which relationships drain your energy? If you were to pick one relationship that you would like to improve, what would it be, and what is the first step you could take toward improving it?

**Module 4 – Leadership Presence & Mindful Action**

During this module, students will explore and develop skills related to presence and mindful action, aligned with the IDGs. The module consists of one 2-hour class (25% lecture, 75% group activity), a reading assignment, and final presentations. Students should always bring a journal or notebook to class to record their reflections.

Module 4 includes the following:

1. Discussion of presence and mindful action as related to conscious leadership.
2. Explore the following IDG skills related to presence and mindful action: presence, trust, co-creation, and optimism.
3. Introduce the elements of *Humility* and *Trust* from the Inner Compass model (Olafsson et al., 2022).
4. Student presentations (see assignment below for detailed description).

*Required Reading, Video, and Online Resources*

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press. Chapter 10 – The Inner Compass in Business Scenarios, pp. 154 – 173.

Sandling, J. (2021). *10 Principles of Servant Leadership* [Video]. <https://youtu.be/7PV9virsp5c> (6 minutes)

Thunberg, G. (2019). *The disarming case to act right now on climate change*. TEDx Stockholm. [Video]. <https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare> (11 minutes)

*Suggested Reading, Video, and Online Resources*

Boyatzis, R., Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion*. Harvard Business Press.

Brown, B. (2018). Daring leadership assessment. From *Dare to lead*. Random House. <https://daretolead.brenebrown.com/assessment/>

Sengupta, S. S. (2021). Level-5 integral leadership styles: Transcendence of mind. *IUP Journal of Organizational Behavior, 20*(2), 7–24. <https://www.proquest.com/docview/2553858787/fulltext/A204D41D04284642PQ/1?accountid=34120>

The Oprah Winfrey Show (2000). *Nelson Mandela explains the importance of humility*. [Video]. <https://youtu.be/wX85KLMOnQg> (3 minutes)

TEDTalks 2017. *Pope Francis on Humble Leadership* (excerpt)*.* NY Times Video clip. <https://youtu.be/QrM55VdNsyU> (1.5 minutes)

*Group Activities*

* Watch the following video before or during class: Thunberg, G. (2019). *The disarming case to act right now on climate change*. TEDx Stockholm. Class discussion – how is Greta Thunberg a conscious leader?
* Students each present their short final presentation assignment which includes their top two values and their purpose statement.
* Conclude class by sharing appreciations – what each student appreciated about the course, their classmates, or their learning.

*Assignments*

1. Final presentation: prepare 1 slide related to your Purpose from the Inner Compass.
* Draw upon the exercises from *Beyond Ego: The Inner Compass of Conscious Leadership* related to Purpose: pp. 63 – 69.
* Answer these questions in preparation for your presentation (you do not need to include all the answers in the presentation): What are your top two values and why are they your guiding force? What would it mean for me to live a meaningful life? What do I love to do in my life? What does the world need? What do I want to be remembered for? If money was no longer a motivator for me, what would I do with my life?
* Craft a purpose statement that resonates for you at this moment in your life, based on the answers to your reflections. It can take a simple form such as “My purpose is to [verbs] [who or what is impacted] so that [the outcome/results].” Examples: “My purpose is to find solutions to address climate change so that life on the planet has a healthy, sustainable future.” “My purpose is to inspire myself and others to become our best selves.”
* Present your 2 guiding values and your purpose statement to the class in 3 minutes or less (1 slide).

**Expectations for students**

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 they 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 in a responsible, sustainable way. Since "unusual" but at the same time very successful business approaches are introduced, openness is necessary for breaking with traditional business concepts.

Students are expected to attend class regularly in the classroom (whether online or on site). It is not possible to completely experience and achieve the course objectives from literature sources only.

Active discussion in class is encouraged.

Completing homework is essential for learning success.

Personal experiences shared by participants in the course room remain in the course room and are not shared with the outside world.

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.

**Teaching and Learning Methods Used**

* Interactive lecture/presentation
* Self-assessments
* Journaling and reflection exercises
* Group activities
* Inspirational videos
* Course readings

**Prerequisites**

None

**Special Features of this Course**

* Completion of an inner journey through self-reflection and self-assessment for all students.
* Creation of an emotional connection with the topic.
* Learning about the framework of developing one’s Inner Compass.
* Experiential activities, including mindful listening, reflection, and presentations.
* Strong impact on future business practices by students/graduates.

**Course Length**

10 academic hours

**Number of ECTS Credits**

1 ECTS

**Total Workload**

This is a 1 ECTS course. This means a 1 \* 30 = 30 hrs. workload for students.

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| --- | --- | --- |
| Attending sessions | 2 \* 2-hour sessions 2 \* 3 hour-sessions | 10 hrs.  |
| Private study | 100 pages (recommended required reading)58 minutes short videos | 10 hrs.  |
| Assignments | 1 EQ self-test (not graded)Several journal reflections (not graded)3 assessed assignments | 10 hrs.  |
| **TOTAL** |  | 30 hrs.  |

**Assessments**

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

1. Reflection paper (Module 2) - (25% of grade)
2. Personal stakeholder map and reflection (Module 3) - (25% of grade)
3. Final presentation – 1 slide (Module 4) - (25% of grade)
4. Class participation in small groups, pairs, and plenary exercises and discussions (All Modules) - (25% of grade)

Assessments # 1 & #2, which are reflective in nature, will be assessed upon the following criteria:

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

Assessment #3, final presentation of individual values and purpose statement, will be assessed upon the following criteria:

1. Content: All objectives are identified, evaluated, and completed. A sophisticated synthesis and application of the course content is included. The application of methodologies is demonstrated. All critical points are covered with the appropriate depth.
2. Design: format, visual appeal, structure, and images included in the presentation.
3. Oral Presentation: clearly communicates ideas, concepts, analysis, and conclusions within designated timeframe and in a manner that is engaging and understandable. Maintains eye contact with the audience.
4. Q & A: Provides answers to questions that are clear and relevant, adding to the content provided in the presentation. Answers are neither too long nor too short.

Assessment #4 - Class participation will be assessed upon the following criteria:

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

**Required Literature**

Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego - The Inner Compass of Conscious Leadership*. New Leadership Press.

**Suggested Literature**

Boyatzis, R., Boyatzis, R. E., & McKee, A. (2005). *Resonant leadership: Renewing yourself and connecting with others through mindfulness, hope, and compassion*. Harvard Business Press.

Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart.

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

Ekskäret Foundation, The New Division, 29k Foundation. (2021). *Inner Development Goals*. <https://www.innerdevelopmentgoals.org/>

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

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

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

Hougaard, R. & Carter, J. (2022). *Compassionate Leadership: How to Do Hard Things in a Human Way*. HBR Press.

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

United Nations (n.d.). *Sustainable Development Goals* [Website]. <https://sdgs.un.org/goals>

Wigglesworth, C.G. (2012). *SQ21: The twenty-one skills of spiritual intelligence*. First edition, SelectBooks, Inc.

**Communication**

*The lecturer of the course should fill in her/his individual, preferred way of communication.*

**Classroom rules**

*The lecturer of the course should fill in her/his individual, preferred set of classroom rules.*

**Course creators from *Conscious Business Education***

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External peer: [Name, Institution]