

# Conscious Leadership

## *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.

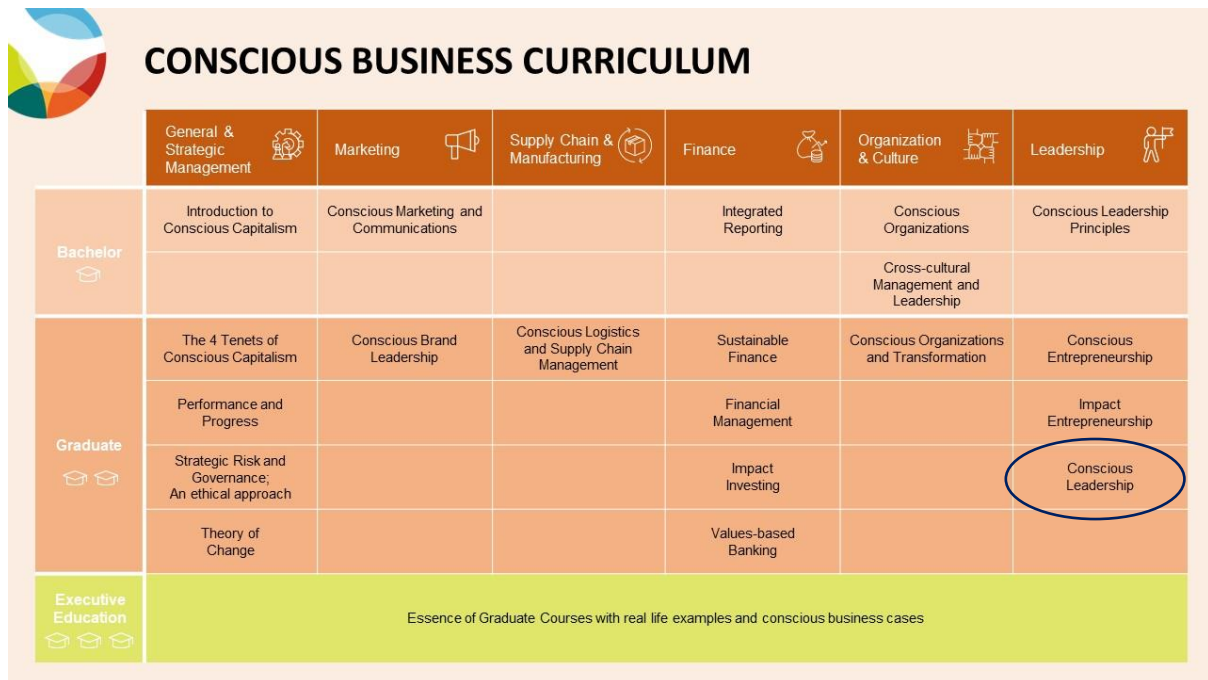
Many of the challenges Europe faces require businesses, or support from businesses to create innovative solutions. Businesses are the dominant drivers for innovation, jobs, and economic wealth, which in turn address real problems of real people. Conscious businesses can do this while making healthy profits 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

<b>Course Code</b>	TBD
<b>Course Title</b>	Conscious Organizations (Conscious Business Education)
<b>Degree</b>	MBA, MA, MS
<b>Course Length</b>	30 academic hours extendable with guest lectures as well as integrated assessments
<b>Number of ECTS Credits</b>	3 ECTS
<b>Total workload</b>	30 hours on-site lectures, instruction, and group activities (excluding guest lectures) 30 hours of private study 30 hours of assignments
<b>Prerequisites</b>	None
<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>• Interactive lecture/presentation</li> <li>• Group activities</li> <li>• Self-assessments</li> <li>• Journaling and reflection exercises</li> <li>• Inspirational videos</li> <li>• Course readings</li> </ul>
<b>Assessments</b>	Each lecturer can decide how to assess students, based on their university's policies and requirements. The following are suggested guidelines.  3 assessments:



	<ol style="list-style-type: none"> <li>1. Module 2 Paper: Applying a leadership theoretical framework (30% of grade)</li> <li>2. Class participation and engagement (30% of grade). Class participation is assessed for this course due to the experiential nature of the seminars.</li> <li>3. Modul 4 Final paper (40% pf grade)</li> </ol>
<b>Course creators from Conscious Business Education</b>	<p>Creator: Dr. Dorianne Cotter-Lockard, Saybrook University, <a href="mailto:dcotter-lockard@saybrook.edu">dcotter-lockard@saybrook.edu</a></p> <p>Academic peer: Prof. Dr. Marcos Eguiguren, Barcelona School of Management, <a href="mailto:marcos.eguiguren@bsm.upf.edu">marcos.eguiguren@bsm.upf.edu</a></p> <p>External peer: Prof. Dr. Miguel Pina e Cunha, NOVA School of Business and Economics, <a href="mailto:miguel.cunha@novasbe.pt">miguel.cunha@novasbe.pt</a></p>
<b>Course Material Language</b>	English

## Introduction to the Course

This graduate level course introduces key principles to expand and mature the consciousness of the leader. 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 concept of conscious leadership and four leadership models: authentic, servant, positive, and adaptive leadership. Students will explore and develop their capabilities related to these four models. 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). Students will engage in personal mindfulness practice, reflection, and in group activities aimed at developing students' consciousness.

## Learning Outcomes / Objectives

1. Articulate the four tenets of conscious business. The tenets include higher purpose, stakeholder integration (orientation), conscious leadership, and conscious organization.
2. Understand and articulate the principles and behaviors of conscious leadership as presented in the 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. Analyze the relationship between IDGs and conscious leadership principles.
4. Examine and apply the literature on traits and practices of conscious leaders to group discussions and assignments. These include emotional and social intelligence, empathy and compassion, and ability to manage paradox.
5. Synthesize and apply leadership frameworks that contribute to conscious leadership, including authentic leadership, servant leadership, positive leadership, and adaptive leadership.
6. Develop selected IDG competencies (as highlighted in the table below) through experiential activities and reflection.



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

At the graduate level of education, it is assumed that students will learn critical thinking, communication, and inclusive mindset and intercultural competence skills in other courses. Therefore, these skills are not a developmental focus of this course. It is also assumed that graduate students already have an open, learning mindset. This skill can be nurtured further as leaders gain experience in the workplace.

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	

### Course Content

The modules for this course follow a progression by first introducing the tenets of conscious business, UN SDGs, and the definition of conscious leadership. The introduction is followed by modules which go deeper into the three main principles of conscious leadership.

The course begins with an overview of conscious leadership principles as aligned with the four tenets of conscious business. Students will discuss the definition of consciousness, leadership, and 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). 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.

The course continues with an overview of four leadership models: authentic, servant, positive, and adaptive leadership. Students will explore and develop their capabilities related to these four models. Development of the IDGs include emotional and social intelligence skills. In the final module of the course, students synthesize their learning from prior modules in a reflective paper on the topic of how they will enact their own leadership.

#### Textbook:

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.

#### Recommended Supplementary Texts:

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

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

### Module 1 – Foundations 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 three 3-hour class sessions which includes student

discussion, short videos, reading assignments, a self-assessment, and a mindfulness practice plus reflective journaling assignment.

Module 1 includes the following:

1. Present the four tenets of conscious business (higher purpose, stakeholder integration (orientation), conscious leadership, and conscious organization).
2. Students explore definitions of leadership, consciousness, and conscious leadership. 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
4. Develop shared values for the class which will guide behavior and participation during the course.
5. 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.
6. Students will initiate regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness (through self-assessments, practice exercises, and notes).

#### **Required Reading, Video, and Online Resources**

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. (Forward, Introduction, and Chapters 1-3, pp. 1-62)

Inner Development Goals Video: <https://vimeo.com/643897255> (5 minutes)

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

United Nations (2018). *Sustainable Development Goals*. [Video]. <https://youtu.be/OXTBYMfZyrM> (1.5 minutes)

#### **Recommended Reading, Video, and Online Resources**

Recommended supplementary textbook. Tsao, F. C., & Laszlo, C. (2019). *Quantum leadership: New consciousness in business*. Stanford Business Books. (Part I: Transformation to Quantum Leadership & Chapter 1, pp. 14 – 36).

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

Carter, J., Hougaard, R., & Stembridge, R. (2017). Assessment: How mindful are you? *Harvard Business Review*, March 29, 2017. <https://hbr.org/2017/03/assessment-how-mindful-are-you>

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

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

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



### Group Activities

- Small groups: Define consciousness.
- Small groups: Imagination of the ideal leader – groups define skills and qualities.
- Develop shared values for the class.
- Mindful listening in pairs – reflections on mindfulness self-assessment
- Class discussion to apply conscious leadership principles and qualities to addressing the UN's SDGs.

### Assignments

1. Have a journal or notebook handy for the duration of the course (can be in electronic form)
2. Take the following self-assessment, provided from the Toolbox by the instructor: The Freiburg Mindfulness Inventory Short Version. Adapted from:
 

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.

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.
3. 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.
4. Answer the following reflection questions in a journal or notebook. Be prepared to discuss your reflections during class. Other than class participation, the journal writing is not graded.
  - 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?

### Module 2 – Leadership Models & Self-Mastery

In this module, students will synthesize and apply leadership frameworks that contribute to conscious leadership, including authentic leadership, servant leadership, positive leadership, and adaptive leadership. Students will continue to explore and develop skills related to self-awareness and self-mastery, aligned with the IDGs. The module consists of two 3-hour classes (25% lecture, 75% group activity), reading assignments, a self-assessment, and a paper assignment.

Module 2 includes the following:

- Introduce, discuss, and synthesize authentic leadership, servant leadership, positive leadership, and adaptive leadership frameworks.
- Introduce the concept of VUCA (volatile, uncertain, complex, ambiguous) and what that demands of leaders, along with concepts and an experiential experience of paradox and polarity thinking.



- Introduce emotional intelligence self-mastery and empathy skills. Students assess their level of self-awareness and emotional intelligence skills.
- Students will explore and develop the following IDG skills related to self-awareness and self-mastery through individual and group activities: inner compass, self-awareness, authenticity, complexity awareness, humility, and sense-making.
- Students continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness (through self-assessments, practice exercises, and notes).

#### **Required Reading, Video, and Online Resources**

Atwijuka, S., & Caldwell, C. (2017). Authentic leadership and the ethic of care. *Journal of Management Development*, 36(8), 1040–1051. <https://doi.org/10.1108/JMD-12-2016-0331>

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>

Cameron, K., & Plews, E. (2012). Positive leadership in action: Applications of POS by Jim Mallozzi, CEO, Prudential Real Estate and Relocation. *Organizational Dynamics*, 41(2), 99-105.

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

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. (Chapters 4 – 5, pp. 63-95)

Ramalingam, B., Nabarro, D., Oqubuy, A., Carnall, D., & Wild, L. (2020). 5 principles to guide adaptive leadership. *Harvard Business Review*. <https://hbr.org/2020/09/5-principles-to-guide-adaptive-leadership>

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

Stoller, J., & Mohta, N. S. (2017, August 16). Leading in a VUCA world: Volatile, uncertain, ambiguous. [audio option]. <https://catalyst.nejm.org/leading-vuca-world-james-stoller/> (18 minutes)

#### **Recommended Reading, Video, and Online Resources**

Recommended supplementary textbook. Tsao, F. C., & Laszlo, C. (2019). *Quantum leadership: New consciousness in business*. Stanford Business Books. (Chapters 2 & 3, pp. 37 – 99; Part II: Attributes of Quantum Leadership & Chapters 4 & 5, pp. 100 – 159). –

Bradberry, T., & Greaves, J. (2009). *Emotional intelligence 2.0*. TalentSmart. (Chapters 1 – 5, pp. 1 – 95)

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

Cameron, K., Quinn, R. E., & Caldwell, C. (2017). Positive leadership and adding value – a lifelong journey. *International Journal of Public Leadership*, 13(2), 59-63. <https://doi.org/10.1108/IJPL-12-2016-0055>

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

Cotter-Lockard, D. (Ed.). (2018). *Authentic leadership and followership: International perspectives* (1st ed.). Palgrave Macmillan. <https://doi.org/10.1007/978-3-319-65307-5>

Global Center for Paradox & Organization. (n.d.). <https://www.paradoxandorganization.com/>

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





- 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.
- Kuluski, K., Reid, R. J., & Baker, G. R. (2021). Applying the principles of adaptive leadership to person-centered care for people with complex care needs: Considerations for care providers, patients, caregivers and organizations. *Health Expectations*, 24(2), 175–181. <https://doi.org/10.1111/hex.13174>
- Johnson, B. (1992). *Polarity management: identifying and managing unsolvable problems*. HRD Press.
- Lemoine, G. J., Hartnell, C. A., & Leroy, H. (2019). Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership. *Academy of Management Annals*, 13(1), 148–187. <https://doi.org/10.5465/annals.2016.0121>
- Olafsson, T., Allenby, S., Tuck, K. (2022). *Beyond Ego: The Inner Compass of Conscious Leadership*. New Leadership Press.
- Ramalingam, B., Wild, L., & Ferrari, M. (2020, April). Adaptive leadership in the coronavirus response. *Overseas Development Institute*. <https://odi.org/en/publications/adaptive-leadership-in-the-coronavirus-response-bridging-science-policy-and-practice/>
- 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>
- Silver, R., & Martin, M. (2021). Servant leadership and its association with an environment of empathic care: An empirical analysis of the perspectives of mid-level practitioners. *Leadership in Health Services*, 35(1), 116–136. <https://doi.org/10.1108/LHS-06-2021-0052>
- Spears, L. C. (2005). The understanding and practice of servant-leadership. *The International Journal of Servant-Leadership*, 1(1), 29-45.
- TalentSmart (n.d.). *Emotional Intelligence 2.0 self-assessment*. <https://www.talentsmarteq.com/eiqb2/welcome.php>
- TEDTalks 2017. *Pope Francis on Humble Leadership* (excerpt). NY Times Video clip. <https://youtu.be/QrM55VdNsyU> (1.5 minutes)
- The Oprah Winfrey Show (2000). *Nelson Mandela explains the importance of humility*. [Video]. <https://youtu.be/wX85KLMOnQg> (3 minutes)
- Thielemann, M. (2018, September). Why the world needs mindful leaders. [TED talk]. [https://www.ted.com/talks/matt\\_thielemann\\_why\\_the\\_world\\_needs\\_mindful\\_leaders?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/matt_thielemann_why_the_world_needs_mindful_leaders?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

### 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.
- Small group activity: Apply Adaptive Leadership practices and skills to a case study from current events.
- Workshop to develop IDG skills: inner compass, authenticity, and complexity awareness. Students will explore the concepts of paradox and polarity thinking.
- In pairs: Discuss reflections and learning thus far related to self-assessments of mindfulness and emotional intelligence.





### *Assignments*

1. Take the Emotional Intelligence 2.0 self-assessment at: Global Leadership Foundation. (n.d.). Emotional Intelligence Test. <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.
2. Paper assignment (7-10 pages): 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:
  - a. Discuss this leader's actions: how (or how not) do their actions align with your chosen framework?
  - b. What are potential (or realized) impacts of this leader's actions?
  - c. What skills and qualities does this leader already demonstrate that align with and support your chosen framework?
  - d. What skills and qualities does this leader need to develop to support your chosen framework?
  - e. What are the opportunities, based on your chosen framework, for this leader to take additional actions?
3. 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.

### **Module 3 – Stakeholder Theory & Relationship-building**

Stakeholder theory is introduced in this module, along with awareness of other's worldviews. Students will explore and develop skills related to other-awareness and self-mastery, aligned with the IDGs. The module consists of three 3-hour classes (25% lecture, 75% group activity), reading assignments, and a written assignment.

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, compassion, humility, and sense-making.
2. Students practice empathy skills through peer-coaching activities.
3. The introduction of self-mastery skills and an activity related to understanding one's own worldview and what influences worldviews will develop students' ability to gain perspective.
4. Introduction of stakeholder theory. During a class activity, student groups will draw a stakeholder map based on a scenario.
5. Students continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness (through self-assessments, practice exercises, and notes).

### ***Required Reading, Video, and Online Resources***

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

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.

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)

Hafenbrack, A. C., Cameron, L. D., Spreitzer, G. M., Zhang, C., Noval, L. J., & Shaffakat, S. (2020). Helping people by being in the present: Mindfulness increases prosocial behavior. *Organizational Behavior and Human Decision Processes*, 159, 21-38. <https://doi.org/10.1016/j.obhdp.2019.08.005>

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. (Chapter 6, pp. 99-123)

### Recommended Reading, Video, and Online Resources

Recommended supplementary textbook. Tsao, F. C., & Laszlo, C. (2019). *Quantum leadership: New consciousness in business*. Stanford Business Books. (Chapter 6, pp. 160 – 185)

Arendt, J. F. W., Pircher Verdorfer, A. P., & Kugler, K. G. (2019). Mindfulness and leadership: Communication as a behavioral correlate of leader mindfulness and its effect on follower satisfaction. *Frontiers of Psychology*, 10, 667. <https://doi.org/10.3389/fpsyg.2019.00667>

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. (Chapter 6, pp. 97 – 134, Chapters 7 & 8, pp. 135 – 223)

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. (Chapters 7 - 8, pp. 124-156)

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

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

Reneclé, M., Gracia, F. J., Tomas, I., & Peiró, J. M. (2020). Developing mindful organizing in teams: A participation climate is not enough, teams need to feel safe to challenge their leaders. *Revista De Psicología Del Trabajo y De Las Organizaciones*, 36(3), 181–193. <https://doi.org/10.5093/jwop2020a18>

Shuck, B., Alagaraja, M., Immekus, J., Cumberland, D., & Honeycutt-Elliott, M. (2019). Does compassion matter in leadership? A two-stage sequential equal status mixed method exploratory study of compassionate leader behavior and connections to performance in human resource development. *Human Resource Development Quarterly*, 30(4), 537-564. <https://doi.org/10.1002/hrdq.21369>

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

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

### Group Activities

- Workshop: Seeing through our cultural lenses and understanding worldviews.
- In pairs: Developing emotional Intelligence through peer-coaching.
- Group activity: draw a stakeholder map, based on a scenario.



### Assignments

1. 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.
2. 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.
3. Take the Daring leadership assessment. From *Dare to lead*. <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 the Module 4 final seminar.

### Module 4 – Leadership Presence & Conscious Action

During this module, students will explore and develop skills related to presence and mindful action, aligned with the IDGs. The module consists of two 3-hour classes (25% lecture, 75% group activity) with a workshop and activities, reading assignments, and a final paper.

Module 4 includes the following:

1. Explore the following IDG skills via a “Dare to Lead” workshop: presence, trust, long-term orientation and visioning, co-creation, and mobilization skills. Explore underlying IDG qualities that support acting and driving change: courage, creativity, optimism, perseverance.
2. Students continue regular practice and personal reflection of a daily mindfulness exercise oriented to cultivate greater awareness (through self-assessments, practice exercises, and notes).
3. Students synthesize learning from all four modules in the final paper assignment.

### *Required Reading, Video, and Online Resources*

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

Currie, G., Gulati K., Sohal A., Spyridonidis, D., & Busari, J. O. (2022). Distributing systems level leadership to address the COVID-19 pandemic. *BMJ Leader* 6(1), 39–44. <https://doi.org/10.1136/leader-2020-000280>

Geerlof, J., & van Beekhoven, A. (2017). Complexity, self-organization and leadership: Enlivened experiences from The Netherlands. *Integral Leadership Review*, 21(1). <http://integralleadershipreview.com/14633-complexity-self-organization-and-leadership-enlivened-experiences-from-the-netherla/>

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. (Chapters 10 – 12. pp. 159-207)

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>



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=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare) (11 minutes)

Yousafzai, M. (September 19, 2022). *Malala Yousafzai at the Transforming Education Summit*. United Nations. [Video]. <https://youtu.be/VxfV3dOTjlk> (5 minutes)

Yousafzai, M., & DeGeneres, E. (September 9, 2015). *The Incomparable Malala Yousafzai*. The Ellen Show. [Video]. <https://youtu.be/A6Pz9V6LzcU> (watch the first 6 minutes)

### ***Suggested Reading, Video, and Online Resources***

Recommended supplementary textbook. Tsao, F. C., & Laszlo, C. (2019). *Quantum leadership: New consciousness in business*. Stanford Business Books. (Part III: Practices of Quantum Leadership & Chapters 7 & 8, pp. 186 – 227)

Brown, B. (2018). *Dare to lead*. Random House

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

Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage in human consciousness*. Nelson Parker.

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

Shanafelt, T. D., & Noseworthy, J. H. (2017). Executive leadership and physician well-being: Nine organizational strategies to promote engagement and reduce burnout. *Mayo Clinic Proceedings*, 92 (1), 129-146. [https://www.mayoclinicproceedings.org/article/S0025-6196\(16\)30625-5/fulltext](https://www.mayoclinicproceedings.org/article/S0025-6196(16)30625-5/fulltext)

Vendelø, M. T. & Rerup, C. (2020). Collective mindfulness in a regenerating organization: Ethnographic evidence from Roskilde festival. *Safety Science*, 123, 104537. <https://doi.org/10.1016/j.ssci.2019.104537>

Zoghbi-Manrique-de-Lara, P., & Viera-Armas, M. (2019). Does ethical leadership motivate followers to participate in delivering compassion? *Journal of Business Ethics*, 154(1), 195-210. <https://doi.org/10.1007/s10551-017-3454-1>

### ***Group Activities***

- Workshop: Dare to Lead. Explore IDG skills: presence, trust, long-term orientation and visioning, co-creation, and mobilization skills. Explore underlying IDG qualities that support acting and driving change: courage, creativity, optimism, perseverance.
- Class discussions: presence, mindful action, examples of young conscious leaders
- Conclude class by sharing appreciations – students share what they appreciated about the course, their classmates, and their learning.

### ***Assignments***

Final Paper: Conclude regular practice and personal reflection of the daily mindfulness exercise oriented to cultivate greater awareness. Write a paper to:

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?

### **Expectation toward 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
- Group activities
- Self-assessments
- Journaling and reflection exercises
- Inspirational videos
- Course readings

### **Prerequisites**

Recommended: The 4 Tenets of Conscious Capitalism

### **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, peer coaching, and sharing reflections.
- Strong impact on future business practices by students/graduates.



### Course Length

30 academic hours

### Number of ECTS Credits

3 ECTS

### Total Workload

This is a 3 ECTS course. This means a  $3 * 30 = 90$  hrs. workload for students.

Attending sessions	9 * 3 hrs.	30 hrs.
Private study	166 pages from business textbook 122 pages from scholarly articles 48 minutes short videos	30 hrs.
Assignments	3 Self-assessments (not graded)  Reflections, mindfulness practice and journaling (not graded)  2 papers (see assessments below)  Class participation is assessed for this course due to the experiential nature of the seminars.	30 hrs.
<b>TOTAL</b>		90 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. Module 2 Paper: Applying a leadership theoretical framework (30% of grade)
2. Class participation and engagement (30% of grade)
3. Modul 4 Final paper (40% of grade)

Assessment # 1 - The research paper will be assessed upon the following criteria:

1. Framing (the extent to which the introduction introduces, frames, and identifies a relevant topic related to the course. Formulation of the research question and its relevance).
2. Theory (the extent to which students master theoretical concepts, literature, and theories).
3. Results (the extent to which a wide range of appropriate academic sources are used that are linked and relevant to the subject. The student should also demonstrate an understanding of the subject, critical thinking, and analytical insights. Originality and the ability to make contributions to the field is also assessed).
4. Argumentation (entails the persuasiveness of the essay, e.g., argumentation, support, illustrative statements).
5. Structure (the extent to which the research paper meets the structure appropriate for a theoretical essay).
6. Academic writing, including reference requirements and writing mechanics (grammar, spelling, punctuation).
7. Adherence to the page range limit.

Assessment #2 - Class participation



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).

Assessment # 3 - The final paper, which is 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 limit.

### Required Literature

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.

### Recommended Supplementary Literature

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

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

### 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.

Brown, B. (2018). *Dare to lead*. Random House

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

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.

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

Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage in human consciousness*. Nelson Parker.

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

Schein, E. & Schein, P. (2018): *Humble Leadership: The Power of Relationships, Openness, and Trust*. Berrett-Koehler.

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.*

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### Course creators from *Conscious Business Education*

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