Contents

Fig	ure		XII
Tab	oles		. XIII
Pre	eface.		. xiv
Acl	know	ledgements	xxi
		Part 1: Introduction	
1.	Ecol	logically awake	3
	1.1	A higher purpose for business	8
	1.2	Sustainability curriculum 1.0	11
2.	The	limits of "sustainability"	15
	2.1	Running into resistance.	18
	2.2	The psychological roots	2.1

Part 2: Exploring the corporate eco-psyche

3.	Pers	spectives on ecological worldviews	29
	3.1	Through the lens of social psychology	32
	3.2	Through the lens of developmental psychology	33
	3.3	Through the lens of integral ecology	34
	3.4	Ecological worldviews.	35
		3.4.1 Deep ecology	36
		3.4.2 Eco-psychology	37
		3.4.3 Environmental sociology and a new ecological paradigm	38
		3.4.4 Ecological economics	39
		3.4.5 Indigenous worldview	41
	3.5	Ecological worldviews: a missing perspective for sustainability leadership	42
4.	Life	experiences that shape ecological worldviews	44
	4.1	Family of origin and early childhood experiences in nature.	45
	4.2	Environmental education and memorable teachers and mentors	48
	4.3	Seeing poverty and environmental degradation in developing countries.	50
	4.4	Perceiving capitalism as a vehicle for environmental or social activism	52
	4.5	A sense of spirituality and service	54
	4.6	Initial reflections	56
5.	Anth	nropocentric blindness	59
	5.1	The pervasiveness of anthropocentric worldviews	59
	5.2	Ecocentric worldviews	62

6.	The	ecological self	65	
	6.1	Deep ecology	66	
	6.2	Eco-psychology	67	
	6.3	Integral ecology		
	6.4	Research about the ecological self in the corporate world		
7.	Expressions of ecocentricism and ecological self in			
	the	corporate world	72	
	7.1	An awareness of ecological embeddedness	73	
	7.2	An awareness of the vulnerability of planetary ecosystems	74	
	7.3	A belief in the intrinsic value of nature	77	
	7.4	Enhanced systems consciousness	79	
	7.5	Earth-centric circles of identity and care	82	
	7.6	Initial conclusions	84	
		Part 3: How sustainability leaders think		
8.		rior dimensions of leadership		
	8.1	Servant leadership		
	8.2	Emotional intelligence	93	
	8.3	Systems thinking		
	8.4	Is sustainability driving human development?	96	
9.	Human development97			
	9.1	Post-conventional worldviews	99	
	9.2	Action logics	100	
	9.3	Ecological crisis and longer life-spans driving human development	102	
	9.4	Emerging research into the psychology of sustainability leadership	104	

X A NEW PSYCHOLOGY FOR SUSTAINABILITY LEADERSHIP

10.	Expr	essions of post-conventional worldviews	.109
	10.1	A greater awareness of context and diversity of worldviews	.109
	10.2	Holding longer historical and future time-horizons	
	10.3	The self in the system	.121
	10.4	A widening circle of identity and care	.126
	10.5	A consistent capacity for inquiry	.130
		Part 4: The future of sustainability leadership	
11.	The	collaborator-in-chief (with an ecological	
	worl	dview)	.137
10	C 10		
12.		ivating a new psychology for sustainability	1.40
		ership.	
		Integrate eco-social sciences in the business curriculum.	
		Reflective journaling and eco-biography exercises	.153
	12.3	New developmental assessments for ecological worldviews	155
	12 /	Corporate workshops to support the ecological self	
		Greater developmental focus on corporate sustainability	.150
	12.5	leaders	.159
	12.6	Integrate developmental psychology in the sustainability curriculum	.160
	12.7	Narrowing the gap between thought and action	.162
	12.8	Future research questions.	.165
13.	Mult	inational executives as human trim tabs	167

Appendix A: Ecological Sustainability Worldview Assessment Tool (E-SWAT)	171
Appendix B: Research methodology and description of participants	180
Notes	188
References	. 200
About the author	. 209