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COURSE TITLE

EMP 755: SPIRITUAL LEADERSHIP – A Transformational Process

(3 Credits)

Overview of Course:

This course will explore the meaning of leadership which starts with the individual and his/her level of consciousness. In order to understand the nature and value of spiritual leadership, students will learn about the historical evolution of leadership styles and models throughout the ages. In order to acquire a grounded understanding of leadership students will learn about the importance of environment and different organizational systems such as rational systems, natural systems, and open systems. Because the essence of spiritual leadership resides in the consciousness of the individual, the course will examine character elements such as power, ego, influence, authenticity, empathy, and humility. Emotional intelligence will also be studied to understand the role of emotions and relationships in how the leader communicates and can inspire others. Ethics and values will be addressed as an integral part of spiritual leadership. The topic of spirituality will be addressed specifically and in parallel to the other topics. The students will be guided through analysis and reflection to create their own model for spiritual leadership.

Course Topics:

- Defining leadership
 - The Individual: leading a life with purpose, values, meaning
 - Organizational leadership: contextualizing the concept of leadership
 - Integration of the individual as a leader into an organizational environment
- Defining Spirituality
 - Hermetic roots, Plutarch, Plato
 - Development of spirituality throughout the ages: Western and Eastern concepts
 - Characteristics: differences between religion and spirituality
- Historical evolution of leadership styles
 - Leadership styles and models: to include autocratic, transactional, transformational, servitude, Level 5 leadership, inspirational, shared leadership.
- Leadership issues and characteristics
 - Power and legitimacy
 - Authority, responsibility
 - Authenticity, transparency
 - Empowering, inspiring
 - Empathy, resonance
 - Intuitive Intelligence
 - Critical Thinking: assumptions, perceptions
- Organizational environments
 - Rational, natural, and open systems
 - Vision, goals, and control issues
 - Cultural diversities
 - Motivational factors and incentives
 - Chaos & flow channels
- Emotional Intelligence (EI)
 - Definition
 - Components
 - Applications, case studies

- Value of EI for spiritual leadership
- Ethics
 - Ethics and value systems
 - Social responsibility
- Becoming a spiritual leader
 - Self reflection
 - Application of topics covered in course
 - Transformational process
 - Creation of spiritual leadership model

Learning Objectives:

Students will acquire in-depth knowledge about leadership, spirituality, and organizational structures. This knowledge will provide students with a grounded base from which they will create and develop their own model of spiritual leadership. They will learn how to integrate the different components of leadership, spirituality, and organizational structure and discover how they can become an effective spiritual leader. Students will have the opportunity to start on a transformational process by reflecting and analyzing themselves against the criteria of spiritual leadership.

Audience:

Open to all students in the distance Certificate and Masters program.

COURSE DESCRIPTION

This course will explore the meaning of leadership which starts with the individual and his/her level of consciousness. In order to understand the nature and value of spiritual leadership, students will learn about the historical evolution of leadership styles and models throughout the ages. In order to acquire a grounded understanding of leadership students will learn about the importance of environment and different organizational systems such as rational systems, natural systems, and open systems. Because the essence of spiritual leadership resides in the consciousness of the individual, the course will examine character elements such as power, ego, influence, authenticity, empathy, and humility. Emotional intelligence will also be studied to understand the role of emotions and relationships in how the leader communicates and can inspire others. Ethics and values will be addressed as an integral part of spiritual leadership. The topic of spirituality will be addressed specifically and in parallel to the other topics. The students will be guided through analysis and reflection to create their own model for spiritual leadership.

NEED STATEMENT

“Leadership is a state of constant learning and of creating an atmosphere in which all followers can deploy their best energies” (H. Hinterhuber). The 21st century is presenting issues that are not only complex and continuously changing, but issues that sometimes go beyond what we could have imagined. In the organizational environment we have inherited the effects of unethical behavior and greed. Meanwhile the world has become global and we are faced with conflicting value systems and cultural diversity. In order to navigate through these unpredictable and confusing times, a new way of thinking needs to be developed and the nature of leadership needs to be redefined. With a new leadership paradigm, new skill sets need to be identified and developed as well as new methods to identify potential leaders.

The qualities of Spiritual Leadership encompass acquiring wisdom, and understanding the wider scope of reality, of the cosmos. The aspiring spiritual leader, in order to develop the skill-set needed and shift into an evolved mindset to meet the 21st Century challenges will need to embark on a personal transformational process that will raise the individual's consciousness so that he/she will lead through example and inspiration.

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

It is important that the students arrange by email beforehand for all telephone communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Communications

It is requested that students stay in weekly or every other week correspondence with the instructor using e-mail. The student should also set up periodic telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors. The instructor may be able to set up one-on-one discussions with the student using Skype. Students should check e-mail frequently for professor and EMU messages.

Students will normally send communications via email and submit papers as MSWORD format files attached to email messages. Synchronous Internet sessions may be used for "chat sessions" using Yahoo Messenger Chat or Skype. Check with your instructor on the type of communications s/he uses.

COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and text materials as assigned each week

2) Course Paper/Project

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a paper consisting of specific topic (approved by the instructor). Students may also elect to do a graduate level project.

3) Essay Examination

Students are issued a set of topic assignments, readings and explorations, in preparation for an oral examination of the materials. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Skype conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

COURSE ASSIGNMENTS

Each assignment will constitute a building block toward the final paper. The essays will be a reflection on the reading assignments and must include references. Papers will be longer and will address the student's understanding of the reading and will also include references.

Assignment #1

Essay: How do you define leadership. What are some of the challenges that leaders face in the 21st Century? What are some of the qualities that a 21st Century leader needs to have in order to manage the challenges.

Assignment #2

Essay: What is your understanding of spirituality as it relates to leadership

Assignment #3

Paper: Choose three leadership styles and analyze your perception of their strengths and weaknesses. Choose one that you feel resonates with your potential and explain why you would like to pursue this direction

Assignment #4

Paper: What is your understanding of how organizational environments relate to leadership styles? Which organizational structure would work best with the type of leadership style you would aspire to develop?

Assignment #5

Essay: Reflect on Emotional Intelligence and identify the areas you feel you need to improve, and areas you feel might be your forte.

Assignment #6

Final paper: Reflect on your transformational process in becoming a spiritual leader and include the topics covered in the course. Create a model (Professor will give guidance). Address the qualities necessary for a spiritual leader to continuously be able to adapt to change and manage unpredictable scenarios.

Assignment #7: Examination

The final examination will be given by telephone conference (or other means) and will cover the reading assignments. Students will negotiate the timing of the examination.

INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

Each research project will be chosen by the student to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research and providing professional criticism of each others work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. This will assist the student in making each paper individualized. Also the student is encouraged to go outside the field and obtain research data from other interdisciplinary areas. Each student, based on his or her background, will be encouraged to transfer that theoretical information which the course provides into a practical format in the final paper or project.

COURSE EVALUATION

The course grade will be based upon the quality of the research papers, participation and the quality of substantive postings.

COURSE GRADING DETERMINANTS

Grades are based on the following elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

Reading required texts and on-line readings – 10%
Threaded Discussion Postings – 15%
Essays & Papers– 30%
Final Paper – 30%
Exam – 15%

Using this technique, there will be 100 points assigned to the course. Final semester grades will be calculated as follows:

92-100 points = A range
86-91 points = B range
80-85 points = C range
70-80 points = D range
Under 70 points = F

COURSE COMPLETION TIMETABLE

- Week 2 Assignment #1
- Week 4 Assignment #2

- Week 6 Assignment #3
- Week 8 Assignment #4
- Week 10 Assignment #5
- Week 15 Assignment #6
- Week 16 Assignment#7

SPECIAL NOTES AND INSTRUCTIONS

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction.

TEXTS

Shriberg, A., Lloyd, C., Shriberg, D.L., Wiliamson, ML. (1997). *Practicing Leadership: Principles and Applications*. New York, NY: John Wiley & Sons.

Wheatley, M. (1994). *Leadership and the New Science*. San Francisco, CA: Berrett-Koehler Publishers Inc.

ADDITIONAL SOURCES

Peer-Reviewed Articles

Banatu-Gomez, M. (2004). Great leaders teach exemplary followership and serve as servant leaders. *Journal of American Academy of Business*, 4(1/2), 143.

Becker, G. (2009). Moral leadership in business. *Journal of International Business Ethics*, 2(1).

Bryant S.E. (2003). The role of transformational and transactional leadership in creating, sharing and exploiting organizational knowledge. *Journal of Leadership & Organizational Studies*, 9(4), 32-44.

Collins, J. (2001, January). Level 5 leadership. *Harvard Business Review*, 79(1), 66.

Gardner, L. & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(1/2), 68-79.

Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 34(10), 821-827.

Goleman, D. (2004). What makes a leader. *Harvard Business Review*, 82(1), 82-91.

Stephenson, C. (2004). Rebuilding trust: The integral role of leadership in fostering values, honesty and vision. *Ivey Business Journal*, Jan/Feb, 1.

Van Eeden, R., Cilliers, F., van Deventer, V. (2008). Leadership styles and associated personality traits: Support for the conceptualization of transactional and transformational leadership. *South African Journal of Psychology*, 38(2), 253-267.

Weymes, E. (2002). Relationships not leadership sustain successful organizations. *Journal of Change Management*, 3(4), 219-331.