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COURSE TITLE

EMP 855: SPIRITUAL LEADERSHIP – Toward Evolving the Human Species
(3 Credits)

Overview of Course:

This course will start with a brief revision of the fundamentals of leadership to include organizational structures, leadership styles, ethics, and spirituality. The issue of chaos and flow channels will be addressed. The review will set the stage for the student to pursue outside research in exploring the meaning and value of spiritual leadership. Students will learn about the new scientific approach to spirituality and consciousness by studying concepts such as the hologram, non-locality, worm-holes, tunneling, and neuroscience research findings to include brain plasticity. Understanding the potential of the human brain-body-soul will help the student better manage his/her transformational process toward spiritual leadership to include shifting into a more evolved mindset. The course will focus on case studies and real life experiences to illustrate the concepts, and will challenge the student to think outside of conventional models and paradigms.

Course Topics:

- Fundamentals of leadership
 - Leadership styles
 - Organizational systems and implications to leadership
- 21st Century Challenges
 - Ethics and values
 - Implications of globalization
 - The issues of continuous change, chaos, unpredictability, forecasting
- Spirituality
 - Concepts – Western, and Eastern
 - Consciousness – difference between unconscious, conscious, and subconscious
 - Spirituality as it applies to 21st Century leadership
- Scientific concepts
 - Prigogine's concept of dissipative systems – how it applies to cognitive development as well as social and organizational environments
 - The hologram concept – how it applies to the brain and the universe
 - Neuroscience research findings – brain plasticity, using the unconscious
 - Quantum physics and the issue of non-locality
 - Chaos and flow channels
 - Implications of scientific research findings for leadership in organizational and social environments
- Characteristics of Spiritual Leader
 - Individual characteristics
 - Emotional Intelligence
 - Intuitive Intelligence
 - How to recognize and where to find the future leaders
- Transformational process
 - Definition
 - Components
 - Implications
 - Integration – flow channels and synchronicity

Learning Objectives:

Students will explore through readings and their own research the meaning and value of Spiritual Leadership as it applies to the challenges of the 21st Century. Students will learn about the latest scientific paradigms in neuroscience and quantum physics that relate to spirituality and consciousness. The research project will provide grounding in the real world so that students will learn how to apply the concepts and skills involved in spiritual leadership. At the end of the course students will have the skills and tools necessary to sustain their transformational process and to know how to inspire others to their own higher selves. The course will also encourage students to pursue research in the future by identifying topics that need to be further elucidated.

Audience:

Open to all students in the Doctoral program.

COURSE DESCRIPTION

This course will start with a brief revision of the fundamentals of leadership to include organizational structures, leadership styles, ethics, and spirituality. The issue of chaos and flow channels will be addressed. The review will set the stage for the student to pursue outside research in exploring the meaning and value of spiritual leadership. Students will learn about the new scientific approach to spirituality and consciousness by studying concepts such as the hologram, non-locality, worm-holes, tunneling, and neuroscience research findings to include brain plasticity. Understanding the potential of the human brain-body-soul will help the student better manage his/her transformational process toward spiritual leadership to include shifting into a more evolved mindset. The course will focus on case studies and real life experiences to illustrate the concepts, and will challenge the student to think outside of conventional models and paradigms.

NEED STATEMENT

This last decade ended with a plethora of organizational failures driven by greed and power. Leaders in the 21st Century are faced with unprecedented challenges triggered by the previous era that was technology-driven, by the advent of globalization, and by instant communications systems. In order to navigate through these unpredictable and confusing times, the nature of leadership needs to be redefined and new skill sets need to be created or we will continue to repeat history. As humans we need to explore a new way of using our brain in order to evolve to a higher cognitive state so that organizational cultures and leadership can shift into a higher-level mode of consciousness. A spiritually motivated leader is an individual who is experiencing a continuous transformational process and aspires to evolve to a higher-level consciousness by learning, reflecting, and developing his/her emotional intelligence. A spiritual leader leads through example and inspiration. This new generation leadership style needs to be brought forth in order for our society to evolve in a constructive fashion and create a more harmonious world.

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.

Email Contact: Reflection on and questions about the lessons should be addressed via email weekly or as needed. There also may be a student/faculty discussion chat group which creates a larger feedback mechanism through internet communication. Students are always encouraged to contact the instructor via email whenever a problem arises.

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 Yahoo Messenger Voice or Skype conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

COURSE ASSIGNMENTS

Assignment #1:

Paper: Write about your understanding of leadership styles and reflect on the question whether one is born a leader, if one can be taught, or if one can be inspired to develop leadership skills.

Assignment #2:

Paper: Write about your understanding of spirituality, ethics, values and how they relate to leadership and the future of organizations. Address the implications to society in general.

Assignment #3:

Research Proposal. Look through the readings for the entire course for inspiration, and design a qualitative research project related to leadership that will include interviews. You may interview leaders, or aspiring leaders, or you may interview professionals to obtain their view of a specific aspect of leadership. Use your imagination, but the topic should generate valuable findings for organizations and the future of leadership.

Assignment #4:

Research Outline. Once your proposal has been approved, write an outline with a timetable.

Assignment #5:

Essay: Write an essay on how you feel your personal characteristics are aligned with spiritual leadership. Discuss what you perceive as your strengths, weaknesses, and how you visualize your transformational process.

Assignment #6:

Research Update. Report on your research progress to include potential problem areas or concerns.

Assignment #7: Final paper:

Research Findings. Write a scholarly paper on your research, and include peer-reviewed references. Guidelines will be provided.

Assignment #8: Essay 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.

Grades will be given on content, and use of source material, also grammar, spelling, and originality. Students should use the APA Style Manual.

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 paper or project, the use of the class participation and promptness of postings, and the final examination.

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 – 15%

Threaded Discussion Postings – 15%

Course papers – 25%

Final Paper – 30%

Examination – 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 #3 Assignment #1
- Week #4 Assignment #2
- Week #6 Assignment #3
- Week #8 Assignment#4
- Week #10 Assignment#5
- Week #12 Assignment#6
- Week#15 Assignment#7
- Week #16 Assignment #8

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

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial.

Talbot, M. (1992). *The Holographic Universe*. New York, NY: Harper Perennial

Zohar, D., Marshall, I. (2000). *Spiritual Intelligence: The Ultimate Intelligence*. New York, NY: Bloomsbury Publishing.

ADDITIONAL SOURCES

Baloglu, N. Karadag, E. (2009). A theoretical analysis about spiritual leadership. *Educational Administration: Theory and Practice*, 15(58), 165-190.

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

Csikszentmihalyi, M. (2004). What we must accomplish in the coming decades. *Zygon*, 39(2), 359.

Fiedeldey-vanDijk, C., Freedman, J. (2007). Differentiating Emotional Intelligence in Leadership. *Journal of Leadership Studies*, 1(2).

Fry, L., Cohen, M. (2008). Spiritual leadership as a paradigm for organizational transformation and recovery from extended work hours cultures. *Journal of Business Ethics*, 84, 265-278.

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

Higgs, M. (2003). How can we make sense of leadership in the 21st century. *Leadership & Organization Development Journal*, 24(5/6), 273.

Hood, J.N. (2003). The relationship of leadership style and CEO values to ethical practices in organizations. *Journal of Business Ethics*, 43(4), 263-274.

Kurt, A., Hill, S. (2000). The uncertainty and ambiguity of leadership in the 21st century. *South African Journal of Business Management*, 31(2).

Loup, R., Koller, R. (2005). The road to commitment: Capturing the head, hearts and hands of people to effect change. *Organization Development Journal*, 23(3), 73.

Stone, A.G., Russell, R., Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, 25(3/4), 349.

Wagner, D.R. (2004). Servant leadership – A vision for inspiring the best from our Marines. *Marine Corps Gazette*, 88(10), 54-57.

Whetstone, T. (2001). How virtue fits within business ethics. *Journal of Business Ethics*, 33(2), 101.