



ENERGY MEDICINE UNIVERSITY

Campus:

2400 Bridgeway Boulevard, Suite 290
Sausalito, California 94965 USA

Postal Mailing Address:

P.O. Box 564
Mill Valley, California 94942 USA

Website: www.EnergyMedicineUniversity.org

Phone: 415-331.1011

Fax: 415-381.1080

Instructor Contact Information:

Dr. Dominique Surel

Address:

Evergreen, Colorado USA

Email: lumierebl@aol.com

Phone: (303) 679-1268

EMP 755A: SPIRITUAL LEADERSHIP - PART II

(3 Credits)

Overview of Course:

Spiritual Leadership - A Transformational Process Part I examined the historical development of leadership with its different models and schools of thoughts. The element of spirituality was studied and integrated into the basic attributes and qualities that make a leader. Students explored their own meaning of spirituality and how it relates to the responsibility of leadership. The focus of this course, Spiritual Leadership - Part II, will be to prepare the student for the unexpected leadership challenges of the 21st Century. Instead of operating solely through the use of models, students will learn how to fortify their own character structure and develop critical thinking skills and tools to become a competent spiritual leader.

In order to open students' minds and guide them to think beyond their own cultural and socio-economic filters, the reading material will span a wide range of authors and philosophical concepts. However the students will be required to remain grounded and write about the applications of their learning to real life situations.

This course will encourage students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting alternative writing exercises that contribute to their transformational process. A list of reading materials will be offered with specific writing exercises assigned, but the student will have the opportunity to suggest alternative readings and assignments with the approval of the professor. The guidelines are that readings and writing must be of scholarly level and have a relevance to the course topics.

Synthesis of concepts from various cultures will be encouraged in order to sharpen the students' analytical and intuitive thinking. Correlations between various cultural paradigms throughout the ages will be examined. For example, one of the characteristics of spiritual leadership today is humility (Level 5 Leadership, Jim Collins) but this trait had already been recognized as a criteria for transforming the mind by Geshe Langri Thangpa (1054-1123) who stated: "Whenever I interact with someone, May I view myself as the lowest amongst all, And, from the very depths of my heart, Respectfully hold others as superior".

As students take a more global and holistic view of reality and context of reality, critical issues emerge such as leading in virtual environments and differing value systems. Different cultures and social groups believe in different sets of values. This course will address the topic of ethics and the values that compose ethics.

Course Topics:

Elements of Spirituality and Leadership

Review of components

Definition and meaning of spirituality and leadership

Major transformational criteria supporting development of spiritual leadership

- Review of the meaning of transformational process
- Learning – as a way of life
 - Different ways of learning
- “Leaderly Learning” (Vaill) – the purpose and applications
- The meaning and purpose of Systems
- Experience – integration into consciousness and unconsciousness
- Listening
- Cultural and Socio-economic filters
- Question – the art and science of asking salient questions

Knowledge & Wisdom

- The sources
- Exploring other cultural and spiritual values
- Lessons learned and correlating ancient wisdom with 21st Century issues

Ethics and Values

- Definition of ethics and values
- Theoretical approaches and case studies
- Global ethics
- Issues for reflection
 - How much is enough - CEO remuneration
 - Separation of state and religion
 - Corporate social responsibility

Unexpected and challenging issues

- Creating a true reality map
- Managing (in)tolerance
- Leadership in global virtual environments

Learning Objectives:

The goal of this course is to open the student’s mind by exploring and synthesizing diverse concepts related to spiritual leadership. Students will learn how to break away from models and build self-confidence in their mode of thinking while remaining grounded and rational in the real world.

This course will encourage the students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting writing exercises that contribute to their transformational process. A list of reading materials will be offered with specific writing exercises assigned, but the student will have the opportunity to suggest alternative readings and assignments with the approval of the professor. The guidelines are that readings and writing exercises must be of scholarly level and have a relevance to the course topics. This relative freedom of choice will have two learning purposes: 1/ discernment and appreciation for scholarly

level work and 2/ opportunity to focus on what is meaningful to the student. These two learning criteria support the integration of theory and applications.

At the end of the course students will be prepared to manage 21st Century leadership issues by having developed a critical thinking process and holistic approach to assess situations and create consciously evolved win/win solutions.

Audience:

Open to all students who have taken Spiritual Leadership - A Transformational Process - Part I.

Length of Course:

Length of this Energy Medicine course is five (5) months or one (1) semester.

COURSE DESCRIPTION

Spiritual Leadership - A Transformational Process - Part I examined the historical development of leadership with its different models and schools of thoughts. The element of spirituality was studied and integrated into the basic attributes and qualities that make a leader. Students explored their own meaning of spirituality and how it relates to the responsibility of leadership. The focus of this course, Spiritual Leadership Part II, will be to prepare the student for the unexpected leadership challenges of the 21st Century. Instead of operating solely through the use of models, students will learn how to fortify their own character structure and develop critical thinking skills and tools to become a competent spiritual leader.

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myself as the lowest amongst all, And, from the very depths of my heart, Respectfully hold others as superior”.

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NEED STATEMENT

Learning and understanding the pillars of spiritual leadership in Part I, delineates the general parameters for the student to formulate his/her leadership paradigm. As spiritual leadership is a continuous transformational process, in this course the student will have the opportunity to pursue and refine his/her understanding of the subject.

In order to find creative solutions to 21st Century issues and unexpected challenges, leaders must appraise situations with a different way of thinking and the solutions must be aligned with our new multidimensional and global reality. This course will develop students' critical thinking skills and their ability to assess complex and unexpected crises. The readings will touch on challenging issues and concepts so that the student can measure his/her initial level of (in)tolerance vis-a-vis uncomfortable issues and learn how to manage these difficult situations.

FACULTY-STUDENT COMMUNICATION

- Telephone Contacts

Students should arrange all telephone communications with the instructor by email beforehand. An initial phone contact to clarify course objectives and develop a schedule should be made prior to beginning the course. This contact should be scheduled within the first few weeks of commencement of the semester. After this, periodic telephone communication can be arranged with instructor. All telephone calls will be at student's expense.

- Communications

It is requested that students stay in weekly or every other week correspondence with the instructor using email. 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 email, 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. Students should check email 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 the instructor may be able to set up one-on-

one discussions with the student using Skype. Check with your instructor on the type of communications she uses.

- Internet Threaded Discussion: There is also an on-going Internet threaded discussion among the students and faculty for the entire semester which creates a larger feedback mechanism of communication. It may be accessed anytime. The thread page is located at: http://groups.yahoo.com/group/Energy_Medicine

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@energymedineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and text materials as they are assigned in the syllabus

2) Course Papers

Students will be assigned papers throughout the course to demonstrate understanding of the topics covered. The papers will be both reflective and analytical in nature. Students are encouraged to seek outside sources of reference.

3) Final Paper

The Final Paper will be a brief commentary of what the student has learned in this course and how his/her vision may have changed. There will be no final examination since the goal of the course is to guide and sustain the student's transformational experience. However, the quality of the papers submitted, even the short ones, are required to be of scholarly quality with proper references and APA style.

COURSE ASSIGNMENTS

Assignment # 1

Read: Maestro: A surprising story about leading by listening

Think about:

A/ Later in the course we will be exploring the sources of knowledge, and spiritual concepts that generate wisdom, from around the world. Look at the assigned readings and if you have any special interests and would like to suggest additional readings, start a list and submit to the Professor for approval.

B/ Look at the written assignments throughout the course. If there is an area of interest that you would like to reflect and write about and that is not covered in the assignments, you may write a brief proposal to the professor for approval to replace one of the assignments.

Assignment # 2

Paper: What lessons have you learned from reading this book? What surprised you? Which concepts have you retained that you could apply to your professional and/or personal life?

Assignment # 3

Read Vaill, Learning as a way of being, Introduction, Chapters 1 – 2; and other assigned material.

Assignment # 4

Paper: Comment on Vaill's view of continuous learning and how it applies to your own learning in your transformational process. Give examples.

Assignment #5

Reading: Vaill, Chapter 3, about Systems & other articles.

Assignment #6

Paper: What is your view on the importance of systems and their function. Give examples as they may apply to your profession.

Assignment #7

Reading: Vaill, Chapters 4 – 6: Cultural unlearning, Leaderly Learning, & Spiritual Learning.

Assignment # 8

Paper: Reflect on and write about some of your life experiences that entailed cultural issues that you encountered in the workplace and/or in your personal life. Did you

immediately realize there was a cultural issue – how did you react initially and how did you resolve the issue. Or, comment about Vaill’s thinking about Leaderly Learning and how it applies to your transformational development and spiritual leadership skills.

Assignment #9

Assigned readings on Knowledge, Wisdom, and formulating salient questions
Students are encouraged to propose their own selection of readings for approval.

Assignment #10

Written commentary: What is your understanding of the importance of formulating salient questions. What are some of the components to consider in formulating questions and give examples.

Assignment #11

Paper: Based on the readings, write about an aspect of Knowledge and Wisdom that has relevance to your professional and/or personal life.

Assignment # 12

Read Perspectives in Business Ethics:

Morality: pgs 170 – 172

Grounding for the metaphysics of morals, Kant. Pgs 18-23

Demonstrating corporate values: What are society’s expectations of business?

Pgs 134 -140

Where and Why did business ethicists go wrong? The case of Dow Corning pgs 173-182

Is business bluffing ethical? Pgs 157- 164

Moral leadership and business Ethics pgs 199 – 204

Corporate social responsibility & social reporting, pgs 266 - 279

Select three articles that are of interest to you from Part 2 of Perspectives in Business Ethics.

Assignment # 13

Paper: From the assigned readings, demonstrate your understanding of morality, business ethics, and corporate responsibility.

Assignment # 14

Brief report on the three selected articles from Part 2 of Hartman’s book.

Assignment 15

Readings on Unexpected & Challenging issues

Final Paper: A reflection about what you have learned in this course.

INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

As stated in the course description, students have the option of proposing alternate assignments that relate to the topics in the syllabus and relate to the students' professional and/or personal life.

COURSE EVALUATION

Course grade will be based on the written assignments and any online proposed discussions. Students must demonstrate understanding of the topics as well as reflective comments.

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 – 25%

Threaded Discussion Postings – 10%

Course papers – 75%

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 3	Assignment 2
Week 4	Assignment 3
Week 5	Assignment 4
Week 6	Assignment 5
Week 7	Assignment 6
Week 9	Assignment 7
Week 11	Assignment 8
Week 12	Assignment 9
Week 13	Assignment 10
Week 14	Assignment 11
Week 15	Assignment 12
Week 18	Assignment 13 & 14
Week 20	Assignment 15

SPECIAL NOTES AND INSTRUCTIONS

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

TEXTS

Hartman, L. (2005). *Perspectives in business ethics*. New York, NY: McGraw Hill Irwin.

Nierenberg, R., (2009). *Maestro: A surprising story about leading by listening*. New York, NY: Portfolio the Penguin Group.

Vaill, P.B. (1996). *Learning as a way of being: Strategies for survival in a world of permanent white water*. San Francisco, CA: Jossey-Bass.

ADDITIONAL RECOMMENDED SOURCES

Some of these articles will be required reading and provided by the Professor

XIV Dalai Lama (2000). *Transforming the mind*. London, UK: Thorsons.

Burton, B.K., Goldsby, M.G. (2009). The moral floor: A philosophical examination of the connection between ethics and business. *Journal of Business Ethics* 91, 145-154.

Chang, G.I, Diddams, M. (2009). Hubris or humility: cautions surrounding the construct and self-definition of authentic leadership. *Academy of Management Proceedings*, 1-6.

Feng, G-F., English, J. (1972). *Lao Tsu: Tao Te Ching*. New York, NY: Vintage Books.

Hannay, M. (2009). The cross-cultural leader: The application of servant leadership theory in the international context. *Journal of International Business Studies*, 1, 1-12.

Harvery, A. (2002). *Dhammapada, Annotated & Explained*. Woodstock, VT: Skylight Paths Publishing.

Hardwig, J. (2010). The stockholder – A lesson for business ethics from bioethics? *Journal of Business Ethics* 91, 329-341.

Karakas, F. (2007). The twenty-first century leader: Social artist, spiritual visionary, and cultural innovator. *Global Business and Organizational Excellence*, March-April.

McKee, A., Johnston, F., Massimilian, R. (2006). Mindfulness, hope and compassion: A leader's road map to renewal. *Ivey Business Journal*, May-June.

- Michaelson, C. (2010). Revisiting the global business ethics question. *Business Ethics Quarterly*, 20(2), 237-251.
- Natale, S.M., Sora, S.A. (2010). Ethics in strategic thinking: business processes and the global market collapse. *Journal of Business Ethics*, 94, 309-316.
- Pies, I., Beckmann, M., Hielscher, S. (2010). Value creation, Management competencies, and global corporate citizenship: An ordonomic approach to business ethics in the age of globalization. *Journal of Business Ethics*, 94, 265-278.
- Platts, M.J. (1994). Confucius on leadership. *Journal of Strategic Change*, 3, 249-260.
- Rogers, J.L. (2003). Preparing spiritual leaders: One teacher takes on the challenge. *About Campus*, November-December.
- Snowber, C. (2005). The mentor as artist: A poetic exploration of listening, creating, and mentoring. *Mentoring and Tutoring*, 13(3), 345-353.
- Walker, R. (1994). *American Indian Lives: Spiritual Leaders*. New York, NY: Facts on File.
- Wilcox, M. (2003). Riding the rapids: A conversation with Peter Vaill. *Leadership in Action*, 22(6)
- Young-Eisendrath, P., Martin, R. (1997). *Awakening to Zen: The teachings of Roshi Philip Kapleau*. New York, NY: Scribner.
- Vaill, P.B. (1982). The purposing of high-performing systems. *Organizational Dynamics*, Autumn.