

Call for Papers:
Holistic and Quantum-Inspired Education for Management, Spirituality, and Religion
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Introduction

Education is undergoing a fundamental transformation. While technological advances continue to expand access and reshape pedagogy, the deeper challenge is cultivating distinctly human capacities such as creativity, intuition, ethical stewardship, and spiritual discernment, rather than optimizing machine-like productivity alone (Senge, 1990). In parallel, workplace scholarship shows a sustained turn toward spirituality, meaning, and virtue in management, reflecting a broader search for purpose and flourishing within organizational life (Ashmos & Duchon, 2000; Fry, 2003; MacIntyre, 1981; Mitroff & Denton, 1999).

We propose a holistic, quantum-inspired educational paradigm—*not* as a literal import of physics into pedagogy, but as a generative metaphor and method for thinking about interconnection, uncertainty, complementarity, and co-creative emergence (Wheatley, 1992/2006; Laszlo, 2020; Laszlo & Tsao, 2020; Pavlovich, 2020; Porter-O’Grady & Malloch, 2015). This paradigm recognizes that learners and leaders are embedded in nested, living systems whose dynamics are relational and nonlinear. Thus learning is less a linear transfer of information and more a process of pattern sensing, meaning-making, and world-making enacted with others.

A quantum-inspired lens foregrounds four shifts. The first is *from separateness to entanglement* (relationality). Identity, knowledge, and value are constituted in relationship. Educational practice becomes an ecology of mutual influence—among families, educators, organizations, and communities as co-educators—nurturing the whole person across mental, physical, spiritual, relational, and ethical domains (Ashmos & Duchon, 2000; Eichler & Billsberry, 2023). The second is *from certainty to indeterminacy* (generative uncertainty). Ambiguity is not a defect to eliminate but a field of possibility in which insight and ethical imagination can arise. We invite pedagogies that help students stay with the unknown—cultivating presence, reflective poise, and the capacity to act with wisdom when outcomes are not predetermined. The third quantum shift moves *from either/or to complementarity* (both/and knowing). Analysis and intuition, rigor and reverence, objectivity and subjectivity become complementary, not competing, modes of inquiry. This harmonization aligns with legacy wisdom traditions and contemporary learning sciences and leadership research (Fry, 2003; Van Dierendonck, 2011). Finally, *from delivery to emergence* (co-creation). Learning communities are generative fields in which new patterns of understanding and practice emerge through collaboration. Educators shift from content deliverers to field stewards, designing conditions for insight, ethical reflection, and collective sensemaking.

Transcendence as an Educational Orientation

A transcendent lens does not remove us from the world; it deepens our participation in it. It invites practices that cultivate inner awareness, moral clarity, and reverential relationship—to self, others,

nature, and the more-than-human—while honouring pluralistic spiritualities and wisdom traditions (Dane & Pratt, 2007; Jung-Beeman et al., 2004; Pavlovich & Roche, 2025). We welcome scholarship that clarifies how contemplative and virtue-ethical practices (e.g., attentional training, reflective journaling, service-learning, dialogue across difference, guided inquiry into purpose) build epistemic humility, empathic attunement, and moral courage in leaders and learners.

Technological and pedagogical innovation can catalyze these aims when designed for creative expression, connected knowing, and ethical reflection—not merely delivery efficiency or surveillance. We encourage contributions that demonstrate how digital tools, learning ecosystems, and executive curricula can cultivate Awareness, Alignment, Collaboration, and Co-creation (AACC) as a continuous cycle of stewardship and shared flourishing in contemporary management education (Fry, 2003; Mintzberg, 2004; Porter-O’Grady & Malloch, 2015). We invite theoretical, empirical, and practice-oriented contributions that:

- Articulate quantum-inspired metaphors and models for leadership and learning without reductionism or scientism, including conceptual bridges to systems thinking, virtue ethics, and wisdom traditions.
- Examine contemplative and transcendent practices in management education (e.g., compassion training, silence, rituals of gratitude, nature-based learning) and their effects on creativity, judgment, and ethical decision-making.
- Design and evaluate curricular innovations that cultivate AACC capacities and demonstrate outcomes beyond performance metrics (e.g., prosocial impact, wellbeing, dignity, ecological stewardship).
- Explore methodological pluralism (mixed methods, longitudinal fieldwork, neurophenomenology, design-based research, first-person/autoethnographic accounts) suited to studying emergence and inner development.
- Showcase organizational cases where executive education has shifted cultures toward meaning, virtue, and shared flourishing—highlighting boundary-spanning partnerships among families, communities, and institutions.

We seek work that is intellectually rigorous and spiritually literate—empirically grounded, conceptually robust, and narratively compelling—advancing a pedagogy of wholeness for the complexities of contemporary organizational life.

This Special Issue sits squarely within JMSR’s mission to explore the interplay of management, spirituality, religion and ethics, and to advance scholarly and practice-oriented inquiries that enrich human dignity, meaning, and responsibility in organizational life (Ashmos & Duchon, 2000). We welcome multi-disciplinary, interfaith, and secular-humanist perspectives that critically and constructively address how education—formal, informal, executive, and communal—can nurture humane, creative, and ethical management for the well-being era.

Key submission details and dates

Submissions will be evaluated through a double-blind review process on: fit, theoretical contribution, methodological clarity, practical implications, and writing quality.

The submission package should include abstracts: 1–2 pages with (i) research question, (ii) theoretical focus (iii) pedagogical approach, (iv) method/type of contribution, (v) 3–5 key references.

Please follow APA 7th edition; figures/tables permissions policy; language expectations. Formatting: 12-pt Times New Roman, 1.5 line spacing; 6,000–8,000 words including references, notes, and appendices. A one page abstract is due direct to guest editors by 15 May 2026; with final submissions due 31 October. The submission link is: <https://mc.manuscriptcentral.com/rmsr>

The work must be original and not under review elsewhere. They will be double-blind reviewed and should explicitly connect to JMSR's scope—management, spirituality, religion, ethics, leadership, and organizational life. Where applicable, include evidence of ethical approval and informed consent. Submission must be via JMSR's ScholarOne site. Please select the Special Issue title when submitting.

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