



Module Definition Form (MDF)

Module Code:	Version: 1 Date amended: 16/02/07
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1. Module Title: <i>maximum 100 characters</i>
The Spiritual Dimension of Leadership

2a. Module Leader:	2b. Department:	2c. Faculty:
Jonathan Smith	Economics & Strategy	AIBS

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
4	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
15	150

5. Restrictions	
Pre-requisites:	None
Co-requisites:	None
Exclusions:	None
Pathways to which this module is restricted:	None

LEARNING, TEACHING AND ASSESSMENT INFORMATION (for inclusion in the Module Guide)

6a. Module Description: <i>200 – 300 words</i>
<p>KF comments in italics</p> <p>The nature of organisations are changing, and there is an ever increasing emphasis on the importance of people working within them. This module focuses on a new and emerging field of study <i>called what?</i> which tries to understand more about why people want to work (<i>is this really true? Don't most people have to work?</i>), why they want to give of their best, and why they would want to stay in an organisation. It focuses on the leadership role within organisations and considers the part leaders can play in really engaging, motivating and supporting employees.</p> <p>The module emphasises a holistic approach <i>to leadership</i>, and approaches leadership from an influence perspective where everyone is seen as having some form of leadership role <i>by virtue of the fact that we all have influence</i>. <i>Deleted early part of sentence</i> The element that is often overlooked <i>however</i> is the spiritual dimension, and this module will concentrate on understanding more of this challenging area <i>from a variety of cultural perspectives</i>. <i>This cultural aspect is not reflected in the programme outline and would require quite a bit of skill to deliver – are you sure you want to emphasise this?</i></p>

The module will assist participants with a reflective and personal exploration to enable them to gain a deeper understanding of their own spirituality and the impact of this on their leadership role.

6b. Outline Content:

- The spiritual dimension of leadership as an 'inside-out' journey
- The importance of reflective practice in this area of exploration
- Difficulties / concerns with reflecting on own sense of spirituality
- Leading in a holistic way
- What is meant by spirituality, and spirituality in the workplace
- Spirituality verses religion *BIG MISTAKE – NO NEED TO SET UP THE COMPETITIVE EDGE HERE – BETTER TO SAY THE DIFFERENCE BETWEEN SPIRITUALITY AND RELIGION – CLARIFICATION WOULD BE THE MAIN AIM*
- *Evidence of a greater focus on spirituality within the workplace and why*
- What are the reasons for an increased focus – *the business case*
- Spirituality and its links to morals, ethics and corporate social responsibility – *are you sure you want to do morals – this is a big area – ethics and csr would seem enough to me*
- A leaders concern for community, society and the environment – *how does this differ from the one above?*
- Role of the leader in nurturing the spiritual dimension in the workplace
- Servant Leadership
- Transpersonal development
- Spiritual intelligence
- Embracing difference
- Challenges for leaders in embracing spirituality

6c. Key Texts/Literature:

Benefiel, M. (2005) *Soul at Work: Spiritual Leadership in Organisations*. Dublin: Veritas publications.

Firth, D. and Campbell, H. (1997) *Sacred Business: resurrecting the spirit of work*. Oxford: Capstone Publishing Ltd.

Lamont, G. (2002) *The Spirited Business*. London: Hodder and Stoughton.

Mitroff, I. and Denton, E. (1999) *A Spiritual Audit of Corporate America – A hard look at Spirituality, Religion and Values in the Workplace*. San Fransisco: Jossey – Bass Inc.

Unalkat, S. (2006) *Corporate Head spiritual heart*. Stanmore: Staflow publishing.

Zohar, D. and Marshall, I. (2000) *SQ: Spiritual Intelligence, the ultimate intelligence*. London: Bloomsbury.

6d. Specialist Learning Resources:

7. Learning Outcomes (threshold standards):

On successful completion of this module the student will be expected

	to be able to:
Knowledge and understanding	1) Critically explore the meaning of spirituality and its relevance to leadership and to organisations. 2) Evaluate the benefits and difficulties of embracing the spiritual dimension in the leadership role.
Intellectual, practical, affective and transferable skills	3) Critically reflect on their personal position with regard to spirituality, and consider its impact on their leadership role

8. Learning Activities			
Learning Activities	Hours	Learning Outcomes	Additional Comments (including details of use of web-CT)
Teacher managed learning:	24	All	WebCT used for sharing material.
Student managed learning:	126	All	WebCT used for continuing discussions
TOTAL	150		

9. Assessment		
Assessment Method	% contribution to module mark or P/F	Learning Outcomes
Assignment: Reflective portfolio	100%	All
<p>In order to pass this module, students are required to achieve an overall mark of 40%</p> <p>In addition, students are required to (a) for each element of fine graded assessment listed above, achieve a minimum mark of 30% (or higher - see Module Guide) and (b) pass any pass/fail elements</p>		

OTHER TECHNICAL DETAILS

10. Delivery of the Module <i>Please delete as appropriate</i>					
Delivery	This module is delivered over...	Yes or No?	Indicate which by deleting as appropriate		
1	...a single semester	Y	Semester 1 or	Semester 2	
2	...two semesters	N	Semester 1	Semester 2	
3	...a single trimester	N	Trimester 1	Trimester 2	Trimester 3
4	...two trimesters	N	Trimester 1	Trimester 2	Trimester 3
5	...three trimesters	N	Trimester 1	Trimester 2	Trimester 3

6	...multiple delivery patterns	N	
7	... an exceptional delivery pattern	N	

11. Learning Activities – further details

Learning Activities	Details of duration and frequency of learning activities
Teacher managed learning: (24 hours)	Delivered either via 12 (2hr) sessions over a single semester or 3 (8hr) block teaching sessions. A mix of lectures, case studies, discussion groups, personal reflection and other classroom based activities will be used.
Student managed learning:	Pre and post session reading and preparation, maintenance of a reflective journal.

12. Module Assessment – further details

Method	Length/duration	Fine graded (FG) or pass/fail (PF)	Minimum Qualifying Mark <i>see guidance notes</i>	Comments
Assignment	4000 words	FG	40%	Reflective portfolio

13. Subject: <i>see guidance notes</i>	
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