

Unit Title	Working with Emotional and Spiritual Intelligence
Programme(s)/Course	BABS/BABA/CH HR
Level	6
Semester	2
Ref No:	BBM-6-ESI
Credit Value	20 CAT Points
Student Study hours	Contact hours: 50 Student managed learning hours: 150
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Unit Coordinator [Name + e mail address]	Dr Gloria Gordon gordong2@lsbu.ac.uk
Parent Department	Management
Parent Course	HR
Description [100 words max]	This unit uses personal inquiry in exploring the theory and practice of emotional and spiritual intelligence in organisations. Experiential engagement with these underutilised dimensions is facilitated on the unit. Personal inquiry is underpinned by an exploration of the growing literature on spirituality in the workplace, the development of a new paradigm in organisational science as well as the theoretical assumptions as to how workplace spirituality might enhance organisational performance. Learners review and analyse this body of research alongside the resultant values framework for workplace spirituality which has evolved. At the heart of the unit is the recognition that learners have an inner life that nourishes and is nourished by meaningful work that takes place in the context of community.
JACS Code	
Aims	The underlying unit aim is that of supporting learners in developing awareness and understanding of their own emotional and spiritual intelligences and their relationship to the current organisational interest in

	developing spiritual cultures. Learners will be facilitated to understanding the link between creativity, success and spiritual insight.
Learning outcomes	<p>Knowledge and Understanding:</p> <ol style="list-style-type: none"> 1. Possess an appreciation of the movement towards spirituality and emotional intelligence as a new paradigm of organisational science 2. Demonstrate understanding of multi-modal ways of knowing and the multiple intelligences especially in relation to spiritual and emotional intelligence 3. Effectively critique the theoretical basis underpinning emotional and spiritual intelligence in organisational life/culture 4. Appreciation of the complexities of organisational life in a multicultural democratic society. <p>Intellectual Skills:</p> <ol style="list-style-type: none"> 1. Demonstrate practical awareness of the range of critical reasoning skills/standards that underpin intellectual achievement. 2. Define terms and generalise appropriately <p>Practical Skills:</p> <ol style="list-style-type: none"> 1. Demonstrate enhanced reasoning abilities and intellectual standards as seen in the quality of written work developed during the course of the unit. 2. Giving and receiving peer feedback of written work. 3. Demonstrate skills in working with diversity and building 'communities of differences'. <p>Transferable Skills:</p> <ol style="list-style-type: none"> 1. A range of transferable skills will be utilised within the unit and include: teamwork skills; written and oral communication skills; analytical skills; effective use of information technology as seen in word-processing and IT presentation skills. 2. Demonstrate an appreciation of the professional and social context of business and management based on an ethical perspective.
Employability	The unit develops the critical and creative faculties of learners because of the 'broadening' approach adopted. This in turn facilitates learners towards enhanced openness, widened philosophical perspectives, greater appreciation of differences all of which make an important contribution to learner employability and life-long learning capabilities
Teaching & Learning Pattern	Participative teaching, learning and researching using experiential learning models; double and triple loop learning; extended seminars; discussions and role plays. Each four hour session will be delivered using a one hour lecture/one hour professional identities/two hour seminar format
Indicative content	<p>Philosophical Perspectives: 'Humanness'/Professional Identities</p> <p>Action Inquiry/Appreciative Inquiry/Process Management – experiential learning using 'thought self-leadership' as an experiential tool (Neck).</p>

	<p>Multiple Intelligences: Emotional and Spiritual</p> <p>Workplace Diversity/Spiritual Organisational Cultures/The Intelligent Organisation/workplace spirituality and organisational performance,</p> <p>Corporate citizenship; Critical Perspectives on Spirituality: Revival of Protestant Ethic/New Age Ethic; Management of individual metaphysics; expansion of HRD into spirituality – associated problems and contradictions between purposes of HRD and spirituality; invasion of privacy; potential for manipulation; coercion into global economy and simplistic and naïve treatment of spiritual community.</p>
Assessment method (Please give details – elements, weightings, sequence of elements, final component)	<p>100% Coursework Processfolio Learners are required to develop a processfolio containing three pieces of work:</p> <ol style="list-style-type: none"> 1. A critical review/annotated bibliography of unit foundation paper compared to traditional organisational cultural models (2,000 words) 2. Devise an improved/original emotionally and spiritually intelligent model based on a) above (1000) 3. A critical reflective analysis of the learning journey towards <i>spiritual wholeness</i> reflecting on the application to management education and practice (2000)
Indicative Reading	<p>CORE READING:</p> <ol style="list-style-type: none"> 1. Handbook of workplace spirituality and organisational performance, Eds. R A Giacalone and C L Jurkiwicz (2003), M E Sharpe: England, NY 2. Paul, R W and Elder, L (2002) Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life, Prentice Hall <p>OPTIONAL READING:</p> <ol style="list-style-type: none"> 1. Zohar, D and Marshall, I (2001) Spiritual Intelligence: The Ultimate Intelligence, Bloomsbury Publishing 2. Goleman, Daniel (1998) Working with Emotional and Spiritual Intelligence, Bloomsbury Publishing 3. Tisdell, E J (2003) Exploring Spirituality and Culture in Adult and Higher Education, Jossey-Bass 4. Steingard, D S, (2005) The Spiritually Whole-system classroom: a transformational application of spirituality, <i>World Futures: The Journal of General Evolution</i>, Routledge, part of the Taylor & Francis Group, Vol 61(3) pp228-246.
Other Learning Resource:	Blackboard site