2014

BUAD 604-1S Spirituality and Leadership

David Burns
dburns21@kennesaw.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/business_administration_syllabi_summer_2014

Recommended Citation
http://www.exhibit.xavier.edu/business_administration_syllabi_summer_2014/2

This Restricted-Access Syllabus is brought to you for free and open access by the Business Administration Syllabi 2014 at Exhibit. It has been accepted for inclusion in Business Administration Syllabi Summer 2014 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Welcome!

This document is the course syllabus for BUAD 604. It contains a description of the course as well as an anticipated schedule. Although everything contained herein is tentative and subject to change, this document should be retained and utilized as a guide. Any changes will be announced in class.

Course Description

BUAD 604. Spirituality and Leadership. This course focuses on the integration of spirituality into leadership. It will provide insight into the nature, scope and challenge of leadership and help students to realize their spirituality and its application to leadership. The goal of the course is to provide a means by which class participants can become more effective leaders and mentors by becoming more aware of how spirituality affects their leadership style.

Xavier University Academic Vision Statement

Xavier University, a comprehensive university in the Jesuit tradition, excels at educating students
intellectually, morally and spiritually by challenging them to become men and women of integrity and compassion. We inspire one another to achieve our full potential and to engage in society as competent, thoughtful, and responsible global citizens. We value academic rigor, research, reflection, and the integration of knowledge and action that works toward the betterment of society.

Xavier is committed to:

**Academic Excellence** – A rigorous, analytical and reflective learning community led by accomplished faculty engaged in creative scholarly activity

**Ignatian Tradition** – Education of the whole person intellectually, morally and spiritually through lives of solidarity and service, with sensitivity to issues of social and environmental justice

**Integrity** – A climate of academic freedom, professionalism, collegiality, and mutual respect throughout a diverse University community operating according to our principles of shared governance

**Williams College of Business Mission Statement**

We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

**Course Objectives and Information**

The objectives of the course include 1) understanding the role of spirituality in leadership practice, 2) understanding how the integration of spirituality affects leadership activities, 3) beginning a process for incorporating or for extending spirituality into one’s leadership activities, 4) developing interpersonal and communication skills during class discussions and through a written papers, and 5) developing a capacity for reflection.

The course will be highly interactional as a number of readings are explored. In lieu of exams, students will be required to lead discussions and complete several written projects exploring various aspects and applications of spiritually in leadership, including a personal action plan.

Although some lecture will be involved, the course will be structured primarily as a seminar. Participants will explore and discuss a number of readings which address various subjects relating to the course. Many controversial and, at times, contradictory, issues will be introduced, explored, and examined. The purpose of the readings is not to espouse any particular philosophy or point of view, but to prompt the thought process.

The class will touch on the lived experiences of class participants. As a course addressing spirituality, the course may address issues which may be viewed as sensitive. Although the readings will place particular prominence on Christian leadership sources, it is the hoped that all participants will profit from the course. Participants will be expected to be sensitive and respectful to the backgrounds/beliefs of each other participant.

**Readings**

The readings are TBD. Readings will be posted online before the beginning of the course so that they can be reviewed before they are discussed in class.

The instructor will lead discussions on the first weekend. Class participants will be assigned readings by the instructor to present on the subsequent class meetings. For assigned readings, participants will responsible to lead discussions. First, participants should prepare a short review of what is believed to be
the primary points in the reading. This is not to be a summary of the article, but instead, it should represent an identification of what is viewed to the primary points of interest. Second, participants should identify a number of probing questions and use them to lead discussion. Given the differing natures of the readings and differing backgrounds/interests of the participants, questions are expected to vary significantly.

**Evaluation**

Students will be evaluated on how well the course objectives are met as evidenced by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Involvement/Presentations</td>
<td>75</td>
</tr>
<tr>
<td>Journal</td>
<td>25</td>
</tr>
<tr>
<td>Information Sheet</td>
<td>5</td>
</tr>
<tr>
<td>Written papers</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>205</td>
</tr>
</tbody>
</table>

A personal reflective journal is required of class participants. The reflective journal does not merely consist of answering specific questions and is not just a listing of facts. Instead, the focus of the journal is to reflect, integrate, and expand upon the class experience. The journal is comprised of two sections. First, class participants are expected to add to their journal during every day of class by reflecting upon class discussion. It is not a summary of class material, but it is a reflective contemplation on the class discussion with specific attention placed on personal application. Second, class participants are expected to continue their reflection between classes by exploring how the class discussion relates to the situations encountered outside of class in all situations, including employment (if applicable) and any other situations where leadership issues are encountered.

Class participants will be required to complete three short application papers.

**Course Policies**

**Exams:** There are no exams in the course.

**Information Sheet:** A sheet will be posted before the beginning of the course to gather information to aid in developing the focus of the course. Course participants are expected to complete and return the sheet before the start of the course.

**Attendance:** Given the discussion nature of the course, attendance is imperative. Course participants are urged to make plans to attend each of the class meetings. If a class or portion of a class is missed, the affected participant will be required to write a five-page (minimum, 11-point font with one-inch margins) summary and reflection for each paper/topic discussed during the missed time period. Timely completion and submission of the papers will only result in a maximum of one-half of the attendance/involvement points for the time missed. If two or more classes are missed, participants are required to drop the course and will be encouraged to register for the class when it is offered during a subsequent semester.

**Participation:** Learning is a collaborative process involving preparation, interacting through conversation, reflecting, and listening. Full participation in all aspects of the class is required. Participation affects not just one’s own learning, but the learning of others. Given the seminar format, participants are expected to come to each class prepared to contribute. Participants must assume responsibility for learning, and for the learning of others in the class. Sharing ideas, challenging comments, acknowledging issues, and defending positions are important parts of the classroom experience. In the classroom during discussions, class participants should:

1. Participate often and intelligently. You’re paying good money to be here. Seize the opportunity and get the most out of the experience.
2. Don't just participate to participate. Contribute! You will soon learn that your professor and your classmates can tell the difference.
3. Recognize that others will have thought of issues, analyzed facts, and come to conclusions that you have not.
4. Be prepared to seize the floor. You must be assertive! You must be heard! Don't assume the instructor or anyone else knows how you feel or that your views are not important.
5. Recognize that your instructor is going to disagree with you, sometimes simply to see if you can defend your position.
6. Be willing to take risks. If you make a mistake, you make a mistake. But if you don't try, you'll never get anywhere.
7. Be prepared to change your mind. Be flexible enough to change your mind if you see you were wrong.
8. Take your role in this class seriously. Come to each and every class prepared.

Inadequate or insufficient participation will adversely affect one’s understanding of the issues discussed in the course and will be reflected in one’s final grade.

Cell Phones: To show respect to other students, ringers on cell phones and other communication devices should be in their “off” or “vibrate” setting during class.

Grade of Incomplete: An incomplete grade of “I” may be given to a participant who has been doing satisfactory work in a course but, for reasons beyond control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted.

The instructor will initiate a grade change upon completion of the course requirements. If no formal grade change occurs by the designated date, the “I” automatically converts to an “F”. If graduation occurs within this time period, the Incomplete grade will convert to an “F” before graduation.

Academic Honesty

Academic honesty and personal integrity are the foundation upon which a quality education is built and is necessary to maintain high scholastic standards and to ensure each participant the right to obtain a quality education. It is assumed that everyone is honest unless shown otherwise. Any instance of academic dishonesty which does occur, however, will result in a failing grade for the course for the individual(s) involved. Examples of academic dishonesty include, but are not limited to, cheating and plagiarism. Furthermore, the assignment of a failing grade does not preclude additional disciplinary action if it is deemed to be appropriate.

In addition, participants share a joint responsibility in maintaining an atmosphere of academic honesty and should report any act of academic dishonesty to the instructor.

Philosophy of Student Assessment

Grades are a necessary component of the academic process and are used to assess and to provide feedback concerning level of attainment of the course objectives. The instructor will endeavor to provide grading which is applied fairly and impartially. It is important to note, however, that the instructor does not assign grades, but merely reports the extent to which the course objectives are met as evidenced by performance on class activities.

One of the outcomes of a well-rounded education is the development of a teachable spirit – the ability to take criticism and to make the changes necessary to prosper in any undertaking. A key ingredient in the rise and ongoing success of Walmart, for instance, was Sam Walton’s teachable spirit. He was always seeking out advice and accepting criticism as a means by which he could further improve his business. The continuing success of Walmart as a business enterprise is a testimony to Sam Walton’s constant
striving for improvement and the continuation of that spirit in subsequent CEOs.

Students are responsible for their own education. Indeed, all education is ultimately self-education. This course merely provides a means which will foster and enhance this process. Consequently, less-than-satisfactory performance is not the responsibility of the instructor. Instead, less-than-satisfactory performance indicates that a reassessment of the time and effort spent on course activities may be required. Of the myriad of hindrances to the educational process, three stand out and will be briefly discussed: over commitment, grade obsession, and degrading of preparation.

Many things clamor for time during the college experience. Unfortunately, not everything can be done. Many “good” things exist – class preparation, employment and internship opportunities, social activities, family activities, ministry possibilities, etc. Everything, however, cannot be done. What are the priorities? Students need to be willing be make tradeoffs and experience the consequences of those choices, while retaining time for the essentials, such as sleep. While in college, classes obviously should be one of the top priorities of students. Good money is being spent on a collegiate education. Students need to get their money’s worth.

Over the past couple of decades, the focus of many students has shifted from knowledge and skill acquisition to grade acquisition. Education should be a life-changing experience. It is a chance to learn new concepts and new ways of looking at the world. It is a means to affect one’s self and others. The primary motivation for education, therefore, should be a love for learning itself – the “need” or “desire” to receive a specific grade is a false motivation. Whether one receives a particular grade will not have a lasting effect on one’s life, but the level of knowledge received will. College is not a “place to obtain grades,” but a place to pursue knowledge! Grades are a measure of achieving the course objectives, but it is an imperfect measure. If one’s motivation is simply to obtain “good grades,” there are many educational organizations which will gladly provide good grades in exchange for the appropriate tuition. But what is the result? Good grades, a worthless diploma, and the absence of the knowledge to be truly able to improve organizations and society and achieve long-term success in one’s life is a true loss.

Lastly, the educational process is necessarily a preparatory undertaking. Our society has adopted a performance bias, where preparation is downgraded and does not receive the attention nor the respect it deserves. The result is a downgrading of the quality performance. Few things have the beneficial effects on performance quality as does preparation. A collegiate education provides the foundation for future success in one’s performance.

Education, therefore, is not job training. Indeed, education is more than merely schooling. It is also more than the acquisition of knowledge and determining how things work. Instead, the fruits of an education include a knowledge of what things are for. This is the difference between wisdom and information. Information is virtually worthless without wisdom. This course will attempt to address both – the acquisition of information and the development of wisdom.

This course will be one of the most interesting and rewarding taken by students of business since it directly addresses many of the issues which affect our everyday lives. Since the focus of the course is on developing wisdom along with the conveyance of information, building one’s self-esteem is not of the primary goals of this course. Indeed, Socrates believed that increasing students’ self-esteem is not a proper role for a teacher. Instead, it is the teacher’s duty to reveal to students their own ignorance to help students see the need for education. Merely catering to students’ self-esteem, therefore, is perhaps one of the most uncaring choices that a teacher can make. It involves sacrificing students’ long-term futures in exchange for expedient, but temporally meaningless, outcomes such as high student evaluations.

Conclusion

Class participants are expected to read and retain this outline as well as any other handouts, which may be distributed during the term. Students are responsible for knowing, understanding and following the requirements detailed in these documents. Ignorance of any information herein is not a justifiable excuse.
Students are also responsible for being aware of any changes which may be made in the course requirements etc. as they are announced in class.

The instructor has office hours as stated on the first page of this outline. Do not hesitate to contact your instructor if you possess questions, problems, desire advice, or anything in which he can be of assistance. If the stated office hours are not satisfactory, check with your instructor to arrange a time.

Although your instructor endeavors to check his email frequently, he is not continually connected to the Internet. This is especially true when he is out-of-town. Despite the fact that your instructor attempts to respond to email messages in a timely fashion, do not expect immediate responses.

Numerous examples will be shared during the duration of the course. Any examples are given solely to display the application (or misapplication) of the topics discussed. Examples are not to be viewed as recommendations as to individual shopping activity, organizational buying activity, or as a guide for future employment choices. Furthermore, examples pertaining to political and governmental actions (or nonactions) and their impact upon marketing activities are to be viewed as just that – they are not to be viewed as the advocation of any specific viewpoint.

Finally, the course will be similar to running a marathon. The week of class will be intense. We will be tired by the end, but hopefully, it will prove to be profitable time for all.
Appendix – MBA Learning Goals – Williams College of Business

• Strategic Thinking and Leadership
  Learning Goal: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

  Corresponding Objectives:

  (1) MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, and strategic integration.

  (2) MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.

  (3) MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.

  (4) MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organization goals.

• Global Perspective and Cultural Diversity
  Learning Goal: WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

  Corresponding Objectives:

  (1) MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.

  (2) MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.

• Ethics and Social Responsibility
  Learning Goal: WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

  Corresponding Objective:

  MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

• Critical Thinking
  Learning Goal: WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

  Corresponding Objective:

  MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.

• Effective Written and Oral Communication
Learning Goal: WCB MBAs are proficient in written and oral communication.

Corresponding Objectives:

(1) MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.

(2) MBA students will deliver professional presentations accompanied by the appropriate technology.

(3) MBA students will demonstrate effective interpersonal communications skills in a team setting.