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SPIRITUALITY AND RELIGION IN THE WORKPLACE (MGMT 474)

Torrance Regional Center

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Catalog Description

This class examines how people from various religious and spiritual traditions integrate their spiritual lives with their work lives. Students also explore how they integrate their own spiritual (or deepest secular) values with their work.

Topics include: Buddhist, Christian, Muslim, Twelve Step, Hindu, Jewish, and Taoist perspectives on work and leadership; work as a transcendent or meditative experience; selfless service; spiritually motivated career choice; compassion in the workplace, and the problems of integrating spirituality with work in a multicultural, pluralistic society. Cultural diversity is emphasized in that various religious and spiritual perspectives are examined.

The course also addresses centuries old topics that have been discussed in ancient texts such as the *Bhagavad Gita* and the writings of Chuang Tzu as well as current developments in the field such as the use of New Age methods in corporate training.

LEARNING GOALS

Upon successful completion of this course, you will be able to:

1. Identify different conceptions of work and business taken by spiritual traditions such as Christianity, Islam, Buddhism, Hinduism, Taoism, and Judaism.
2. Integrate concepts from the course with your own experience (as demonstrated in the Integrating Theory and Experience Essay and the journal assignment).
3. Write papers that meet college-level writing standards of clarity, focus on a purpose, organization and usage (see section on Written Work below).
4. Recognize issues that occur in the effort to integrate spirituality and work.

My Point of View. This class will deepen your understanding and integration of your own values, spiritual and religious beliefs, through greater awareness of factors that have shaped them. One of the assumptions of this course is that each of us has some set of values. We struggle throughout life to achieve a deeper and more meaningful understanding that will help us both in making decisions in everyday life and in making sense of our lives. Ideally, this course will help you in that endeavor, and ultimately lead to a better life.

In addition to the learning goals for the course described above, it is important for you to think about and clarify what you want to learn in the course. Write some of your goals in the space below:

- _____
- _____
- _____
- _____
- _____

Your active, mindful involvement in these activities will determine how much you get out of the course. The more you put into the course, the more you will get out of it. (*Much of the ‘Learning Objectives’ and ‘Participation’ section is derived from Wilbert McKeachie’s University of Michigan Winter 1994 syllabus for ‘Psychology of Religion.’*)

READINGS

Course Reader, available from MBS.

Bolles, R. N. (1991). *How to find your mission in life*. Ten Speed Press: Berkeley, CA.

PARTICIPATION AND ASSIGNMENTS

1. Participation	24 points
2. Discussion Questions	36 points
3. Integrating Theory and Experience Essay Assignment	30 points
4. Journal	72 points
5. Analytical Paper	100 points

1. Participation (24 points)

It is important that you do the reading before you come to discussion. Doing this will ensure that everyone involved will get more out of the course. The discussions will be more comprehensible to you (which is good for you), and therefore you will be more likely to ask interesting questions (which is good for me and your fellow students).

Discussions are intended to give you a chance to raise questions, to try out your ideas, and to learn from your classmates by getting their reactions to your thoughts and comparing their experiences with yours. Discussions are important in a course such as this where one is trying to understand religious beliefs of others as well as clarify one's own beliefs. It is particularly important to communicate respect for your classmates' spiritual views and practices.

A discussion approach drawing on tenets of appreciative inquiry, barn raising, and interfaith dialogue will be encouraged in class. These approaches will be explained in more detail the first day of class.

Attendance. Students who are consistently late or miss a substantial part of the class must meet with me to discuss extra work. Students missing more than two class sessions will not pass the course. They should withdraw immediately and make arrangements with their academic advisor. Class participation is an important part of your learning. Therefore attendance is important.

2. Discussion Questions (36 points)

Each class session, come in with a typed question, comment or idea for discussion. It has to be related to the readings. Please note the part of the readings it refers to. For example, “This refers to the statement on page 47 about meditation” or “This refers to the authors’ attitude toward spiritual leadership.” Write the question or comment on the board at the beginning of class and then hand in the written copy.

Read the material looking for a question about it which you can offer the seminar. Choose the question you would most like to ask a very wise person who had read this material. Choose the question that seems to you to put the material in the widest possible perspective.

A *good* discussion question or comment is one that you want to discuss with the class. It should be one that you regard as important—one that you actually care about. You should be interested in it, and it may be provocative; it may even cause an argument. Questions should be open-ended.

A *poor* discussion question or comment is one that you chose just to show that you did the reading. A poor question is closed ended (like a multiple choice quiz question), one where you are not really interested in the answer, or one that you already know the answer to.

The purpose of these questions is to stimulate your interest in the readings by encouraging you to relate the readings to your everyday life and to issues that you care about—to help you to become more engaged with the ideas in the course. Many students have told me that bringing in a discussion question changes the way they read. As they read an article, they have this discussion question assignment in the back of their minds and are asking themselves what it is that they want to discuss about the reading. They report that it makes them read more carefully. It helps them think about whether the readings are important to them, how they are important, or what aspects of them are important. The discussion question works best if you reflect on the reading and come up with the question right after completing the week’s reading. I ask that you type it because when I haven’t required that, some students began putting off coming up with a question until five minutes before class started and then dashing one off. That defeated the purpose of the assignment.

Questions are graded on the quality of thought put into them, whether or not they are late, whether or not they are typed, and whether or not they include a clear reference to the source of the question in the readings (including page number where appropriate).

3. Integrating Theory and Experience Essay (30 points)

One of the goals of this course is to help you learn to connect course concepts and theories with your own experience. In this spirit, you will be writing an essay, the purpose of which is for you to learn how to apply concepts from the readings to your own experience. This paper should be short—one to two pages (not including cover page and reference page). In order for this assignment to be meaningful, you should write about issues that matter to you.

You can relate your knowledge of theory to your experience in many ways; three possible ways are described below.

- (1) One way is to describe how a concept (or concepts) that you learned help you to better understand some aspect of your own life. In this way you describe how the concept fits with your own experience.
- (2) Another way is to describe how a concept (or concepts) you learned suggests new ways for you to act.
- (3) Yet another way is to critique the concepts based upon your experience.

These are three possible approaches to use in writing the "Integrating Theory and Experience Essay."

(From D. W. McCormick & K. E. Smith Integrating Theory and Experience in the Short Essay Assignment. *Journal of Management Education*, November 1992.)

4. Journal (72 points)

A journal is due one week after the conclusion of each class meeting. The one exception to this is the last journal, which is due on the day of the last class session. Students may be asked to share journal entries in class, but this will always be voluntary. No one will be asked to share anything they don't want to. The journal should be typewritten and has two parts:

Part One. It should reflect on the readings, lessons from the seminar lectures and discussions, and class exercises. Journals are a good place to record what you have been learning. They are also useful for finding out what you think and feel about the readings. Most journal entries should be based upon readings. In the journal enter ideas, concepts, words, or short sentences from the reading. Then write about the meaning of the entry. This is usually a short paragraph. Also, answer the "so-what" question, i.e., "So what does the idea from the readings mean to you and what have you learned from it?" An advisable approach to the learning journal is to write in a way that moves from an initial observation, to questioning yourself about assumptions and ways of thinking about the topic, to thinking about what you are learning and practicing—observation, reflection, and action.

Criteria: You should edit the journal for content and concepts. The journal should contain evidence of critical thinking, reflection, and application. You don't need to agree with the authors or instructor. *Merely summarizing the reading is not adequate.*

Part Two: In addition to the general journal entries that react to the readings, the instructor will also assign specific tasks to complete in the journal.

5. Analytical Paper (100 points)

Choose **one** of the following assignments. All papers should be between 10 and 15 pages. The assignments have been broken into steps, so that you can receive feedback along the way that will help you to make a better final paper. Failure to complete any of the steps on time will result in the loss of 10 points from the final paper score.

Some of the assignments require you to use the scholarly literature. If you are unsure about the difference between scholarly and popular or trade publications, these two websites explain the difference.

<http://www.lib.utsa.edu/Research/Subject/scholarlyguide.html>
<http://www.lib.utsa.edu/Research/Subject/periodicalsguide.html>

- a. **Library Research Paper.** Take a topic or question about spirituality and religion in the workplace that interests you and write a research paper about it (no more than 15 pages). The paper must contain at least five references from scholarly, peer-reviewed journals.
 - **Session 2 Paper Assignment.** The topic or question is due.
 - **Session 3 Paper Assignment.** Copies of the first page of the articles are due.
 - **Session 4 Paper Assignment.** No assignment this session.
 - **Session 5 Paper Assignment.** A polished draft of the paper is due. You will receive constructive feedback on the paper one week after it is submitted, so that you can base your revision of the paper on the feedback and hand in the final paper Session 6
 - **Session 6 Paper Assignment.** Final draft due.
- b. **Qualitative Research Paper.** This assignment asks for you to choose a researchable question about spirituality and religion in the workplace that interests you, collect data, analyze it and develop some hypotheses. If you are interested in this assignment, a fuller description of it will be given to you.
 - **Session 2 Paper Assignment.** The topic or question is due.
 - **Session 3 Paper Assignment.** Copies of the interview/questionnaire data are due.
 - **Session 4 Paper Assignment.** The note cards for data analysis and propositions are due.
 - **Session 5 Paper Assignment.** A polished draft of the paper is due. You will receive constructive feedback on the paper one week after it is submitted, so that you can base your revision of the paper on the feedback and hand in the final paper Session 6
 - **Session 6 Paper Assignment.** Final draft due.

This assignment is particularly useful if you have plans to pursue a Ph.D. and/or become a professor. If your work is particularly good, you may want to present it at the Southern California Undergraduate Research Conference in November.
- c. **Spiritual Work Autobiography and Plan:** Be sure to thoroughly integrate concepts from this course's readings, discussions and other activities into your paper. The paper must also incorporate at least two concepts (and references) from scholarly, peer-reviewed journals.
 - **Session 2 Paper Assignment.** First, reflect on your **past**. Describe your career path in relationship to your spiritual development. How did you select the professional field that you have chosen? What have been the times in your work life where you have felt that it

was most closely in synch with your spiritual life? When has it been most out of synch? This “spirituality and work autobiography” should be about five pages. Be sure that it incorporates concepts from the readings. Fowler’s faith development theory and his “tapestry” exercise may be useful for this part of the paper. I will give you a copy of the exercise at the first class session.

- **Session 3 Paper Assignment.** Next, revise your first paper based on feedback from the instructor. In addition to this add a new section that reflects on your **current** situation. What is the connection, if any, does your current work have to your core values? Is there any connection between your work and your spiritual/religious values and practices? What obstacles do you face in your current efforts to integrate your spiritual life with your work life? The combination of your Session 2 Paper Assignment and this should be about ten pages.
- **Session 4 Paper Assignment.** Next, revise your earlier work paper based on feedback from the instructor. Then add a plan for the **future** to this. Develop a short-term (6 months to a year), medium-term (1-2 years), and long-term (3-5 years) plan for actions you would like to take regarding spirituality in the workplace. These may either be related to your own inner development, or may be more focused on having an external impact on your organization. Be as specific as you can be about your goal, how you will obtain them, and when you will have reached each goal. This paper should not be longer than 15 pages. Be sure that your paper has incorporated at least two concepts from the scholarly literature.
- **Session 5 Paper Assignment.** This is a polished draft of the final paper. You will receive constructive feedback on the paper one week after it is submitted, so that you can base your revision of the paper on the feedback and hand in the final paper Session 6.
- **Session 6 Paper Assignment.** Final draft due.

(This assignment is derived from assignments from Judi Neal's University of New Haven "Spirituality in the Workplace" syllabus.)

- d. **Spiritual or Religious Leader Paper.** Choose a spiritual or religious leader from the last one hundred years that you find inspirational. It may be Malcolm X, Gandhi, Eli Wiesel, Martin Luther King Jr., Thich Nhat Hanh, Thomas Merton, Mother Theresa, the Dalai Lama, etc. Read extensively about this person and write a paper reflecting on the lessons this person’s life has for organizational leadership as well as analyzing and evaluating what they’ve done. It is expected that, for the most part, you will read scholarly, not popular, literature about the leader. For example, you might read a scholarly biography of Malcolm X and a couple of scholarly articles about him. It would be ideal if your readings expose you to different perspectives. One reading may be from the time when the leader was alive and another might be from 30 years later. One might look at the leader’s psychological dynamics and another has a more political focus.
- **Session 2 Paper Assignment.** The spiritual or religious leader’s name is due.
 - **Session 3 Paper Assignment.** Bibliography of readings due.
 - **Session 4 Paper Assignment.** No assignment this session.
 - **Session 5 Paper Assignment.** A polished draft of the paper is due. You will receive constructive feedback on the paper one week after it is submitted, so that you can base your revision of the paper on the feedback and hand in the final paper Session 6
 - **Session 6 Paper Assignment.** Final draft due.
- e. **Your own assignment.** Come up with your own assignment and discuss it with me.

GRADING

Session	Assignment	Possible Points	Points Awarded
1	Discussion Question	6	
	Participation	4	
	Journal	12	
	Integrating Theory and Experience	30	
2	Discussion Question	6	
	Participation	4	
	Journal	12	
	Session 2 Paper Assignment		
3	Discussion Question	6	
	Participation	4	
	Journal	12	
	Session 3 Paper Assignment		
4	Discussion Question	6	
	Participation	4	
	Journal	12	
	Session 4 Paper Assignment		
5	Discussion Question	6	
	Participation	4	
	Journal	12	
	Session 5 Paper Assignment: Polished Draft		
6	Discussion Question	6	
	Participation	4	
	Journal	12	
	Session 6 Paper Assignment Paper	100	
TOTAL		262	

Grades are based on your point total.

	244 = A	236 = A-
228 = B+	218 = B	210 = B-
202 = C+	191 = C	183 = C-
176 = D+	165 = D	157 = D-

WRITTEN WORK

All papers should be typed. Also, please make a copy for yourself of all your papers before handing them in. (Actually, you should do this for papers in all of your classes.)

Use American Psychological Association (APA) style for your papers. I am asking you to use this style so that you can gain skill in writing in an academic manner that is required in your other courses, graduate work and your project. I have also made a model paper that you may find useful for writing in APA style.

For all your papers half of your grade will be for content (your ability to show that you have understood and can apply the course concepts) and half will be for your use of language, style, and grammar.

Style and Usage

Below are the criteria I use to grade written work. They are listed in order—from most to least important.

1. The sentences are clear and easy to understand.
2. The organization was clear and easy for a reader to follow.
3. There are no spelling errors, grammar errors and a minimum of typos—no more than one per page. (Use that spelling checker!)
4. Proper use of American Psychological Association style.
 - _ It easy for the reader to see that you used the course concepts because you cited the books and articles they came from.
 - _ There is a “References” section on a separate last page.
 - _ The paper is double spaced.
 - _ The font is Courier New or Times New Roman, 12 point.
 - _ There is a separate title page.
 - _ There is a running head on each page.

ADDITIONAL COMMENTS

Attendance. Class participation is an important part of your learning. Attendance will influence your grade. If you miss more than one class, you might not receive credit for the course. Late work will be accepted only by arrangement.

Honesty.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem of intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. This policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and the procedures for addressing academic dishonesty (*University of Redlands Catalog, 2003 – 2005*, p. 13).

A description of the standards is in the UOR catalog. The university policies on academic honesty apply to this course. Please review these policies in your catalog and student handbook.

Workload. This course is not accelerated (the required courses in the BSBM and BSIS program are). As this is a three-unit course and each undergraduate semester unit in the US results from 40 hours of work for the average student, students will spend an average of 120 hours on this course. You should expect to spend ten hours each week attending class, studying, writing and engaging in other learning assignments.

SCHEDULE

Session 1

Introduction to Spirituality and Religion in the Workplace
Complete Readings Prior to 1st Meeting
Integrating Theory and Experience Essay due at 1st Meeting
Discussion Question Due at 1st Meeting

Session 2

Spiritually Motivated Career Choice
Complete Readings for Session
Read Bolles: *How to Find Your Mission in Life*
Discussion Question Due
Session 2 Paper Assignment Due

Session 3

Love, Compassion & Acceptance Selfless Service
Complete Readings for Session
Discussion Question Due
Session 3 Paper Assignment Due

Session 4

Work, Prayer and Meditation
Complete Readings for Session
Discussion Question Due
Session 4 Paper Assignment Due

Session 5

Social Responsibility Ethical Problems, Religious Pluralism in a Multicultural Society
Complete Readings for Session
Discussion Question Due
Session 5 Paper Assignment (Polished Draft) Due

Session 6

Spiritual and Religious Leadership
Complete Readings for Session
Discussion Question Due
Session 6 Paper Assignment (Final Paper) Due

LIST OF READINGS IN COURSE READER BY WEEK

1. Introduction to Spirituality and Religion in the Workplace

1. McCormick & Kahn: "Barn Raising: Collaborative Group Process in Seminars"
<http://newton.uor.edu/FacultyFolder/DMcCormick/BarnRaising.html>
2. Gunther: "God & Business"
3. Chappell: "From Toothpaste to Theology from The Soul of a Business"
4. Carse: "Breakfast at the Victory from Breakfast at the Victory"
5. Ikeda-Nash: "How I Work"
6. Handy: "A Personal Preface"
7. Moore: "Work as Opus"
8. Bell & Taylor: "'A Rumor of Angels': Researching Spirituality and Work Organizations"
9. Mitroff & Denton: "A Study of Spirituality in the Workplace"

2. Spiritually Motivated Career Choice

1. Williams & Houck: "The Story of Harold Geneen's ITT"
2. Levine: "Spirit in the World"
3. Kabat-Zinn: "What is My Job on the Planet With a Capital J?"
4. Rahula: "Right Livelihood"
5. Goldstein: "Moral Training Through Right Livelihood"
6. Bolles: *Religion and Job Hunting: How to Find Your Mission in Life*
7. Levine: "Spirit in the World"
8. Nhat Hanh: "Right Livelihood: The Eleventh Precept of Buddhism"

3. Selfless Service, Love, Compassion & Acceptance

1. Kornfield: "The Path of Service"
2. Prabhavananda & Isherwood (Translators): "The Yoga of Work"
3. Ram Dass & Mirabai Bush: "The Path of Action"
4. Neal: "Work as Service to the Divine: Giving Our Gifts Selflessly and With Joy"
5. Business Executives for Social Justice: "The Buck Stops Here: Perspectives on Stewardship from Business and Professional Managers"
6. Harrison: "Love, Service and Management Consulting"
7. Johnson: "Can the Businessman Apply Christianity?"
8. Nasr: "Islamic Work Ethics"
9. Alcoholics Anonymous: "Work, Money, Love, Service and the Twelfth Step"
10. Dennis: "Compassion is the Most Vital Tool of my Trade"
11. Tauber: "Trust [in G-d]"
12. National Council of Catholic Bishops: "A Pastoral Message: Economic Justice for All"

4. Work, Meditation and Prayer

1. Gibbs: "Right Effort"
2. Nhat Hanh: "Mindfulness While Working"
3. Welwood: "Creativity, Work and Fresh Perception"
4. McCormick: "Meditation at Work"
5. Loori: "Work-Practice"
6. Chuang Tzu: "The Need to Win, Duke Hwan and the Wheelright, The Woodcarver"
7. Snyder: "Removing the Plate of the Pump on the Hydraulic system of the Backhoe"
8. Kabat-Zinn: "Cleaning the Stove While Listening to Bobby McFerrin"
9. Aitken: "Keeping Yourself Undivided While Working"
10. Chender: "Work and Practice: What is Dharmic Livelihood?"
11. Olendski: "Mindfulness in the Office"
12. Franck: "The Way of Seeing"
13. Hannibal: "Mindful Medical Work"

5. Social Responsibility, Ethics & Religious Diversity in a Multicultural Society

1. Smith: "Where Capitalism is Shaped by Islam"
2. Davies: "Mindfulness of Economic Choices"
3. Schumacher: "Buddhist Economics"
4. Daizen: "Japanese Corporate Zen"
5. Macy: "Sarvodaya Means Everybody Wakes Up"
6. Nadesan: "The Discourses of Corporate Spiritualism and Evangelical Capitalism"
7. Abrams: "When God Goes to Work"
8. Handy: "Last Night We Closed a Factory"
9. Zemke: "What's New in the New Age"
10. Weinstein & Serrano: "Vernon Injected Religious Views on Job, Officials Say"
11. Peters: "In Praise of the Secular Corporation"

6. Spiritual and Religious Leadership

1. Learned, Dooley & Katz: "Personal Values and Business Decisions"
2. Vaill: "The Requisites of Visionary Leadership"
3. Vaill: "Taoist Management: Composedly They Went and Came"
4. Baig: "Profiting With Help from Above"
5. Handy: "Go and He Goeth Not"
6. Ohmann: "Skyhooks: With Implications for Monday Through Friday"
7. Delbecq: "Christian Spirituality and Contemporary Business Leadership"
8. Lee: "The Servant Leader"
9. Greenleaf: "The Servant As Leader"