

TEACHING VALUES AND SPIRITUALITY IN UNIVERSITY CLASSROOMS: WHAT'S GOING ON HERE?



The webinar will summarize the data collected from 44 academics who explore values, spirituality, meaning and purpose in the classroom. A panel of three senior academics will offer interpretations on what the data may signify. The focus will be on motivations for creating/teaching such courses, common themes and best practices.

Questions from audience (submitted via text) will guide the panel discussion. The panel will conclude with suggestions for further research to move from exploratory research towards a theory and ultimately hypothesis testing.

Last Chance to Participate in the Survey (if you have not already)!
[Click Here](#)

BACKGROUND

The PDW at AOM 2015 entitled "Faith, Formation and Values in a Secular Age" attracted thirty participants from multiple countries. Participants shared a sense that our students are looking for depth – for meaning, purpose, values, even spirituality. Panelists described different themes they used (e.g., character, spirituality, values, faith) and participants chimed in with many other approaches. What's going on here? Is this an emerging community of scholars challenging universities to respond more boldly to the deeper needs of our students for meaning, purpose, values?

WHEN

June 2, 2016

10:00AM Pacific

Daylight Time –

1:00PM EDT – 19H00

Continental Europe

PANELISTS

Daniel Harris

Tyson Center for Faith and Spirituality in the Workplace/Walton College of Business

Kathryn Pavlovich

Waikato Management School / University of Waikato

Andre Delbecq

Senior Fellow,
University of Santa Clara

Charles Tackney

Copenhagen Business School

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SURVEY

The Chair of this PDW, Dan Harris, subsequently sent out a 10 question survey to the MSR listserv as exploratory research. The central objective of the study is to identify commonalities among this community of scholars. What has motivated academics to create new courses or infuse elements (such as meaning, values, spirituality) into existing courses? What approaches and best practices resonate most with students? What evidence do we have that these courses make a positive impact on students? Are there instruments that could form the basis of a longitudinal study on positive beyond the end of the term?

The survey to date drew 44 respondents, of whom 28 created a course to help students connect with life beyond the pursuit of material goals; 7 created a course they would describe differently; and 9 presumably incorporated new elements into existing courses.

TO KICK OFF THE DISCUSSION...

I posit that the common element in responses is the instructor's desire to stimulate students to reflect on "ultimate values" and to learn a methodology for incorporating ultimate values into their lives. Meaning and purpose flow from an understanding of these ultimate values.

How would we operationalize ultimate values in an MSR context? One approach:

"The management spirituality and religion interest group invites and supports scholarly research and professional practices concerned with ultimate human values and ultimate meanings, as symbolically manifest in spirituality and religion, in terms of their function, role, and impact in management, organizational studies, and social change." (Tackney, Harris)

- Spirituality is the capacity of the human consciousness to apprehend ultimate meaning and ultimate value symbolically (Tackney, adapted from Lonergan).
- Religion: The institutional / historical manifestation of the capacity of the human consciousness to apprehend ultimate meaning and ultimate value symbolically (Tackney, adapted from Lonergan).

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