

RUTGERS UNIVERSITY
School of Business - Camden

SPIRITUALITY IN BUSINESS: BALANCING HEAD AND HEART

52:525:300:01, Fall 2017

Tuesdays and Thursdays, 3:35pm - 4:55pm, CS Room 203

Course Website: <https://sakai.rutgers.edu/portal>

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COURSE SYLLABUS

COURSE OBJECTIVES:

This seminar is designed to complement the many courses that you have taken, and will take, that develop the rational and intellectual side of your mind. This seminar is designed to enhance your understanding of the other side of the mind, which we call the spiritual side. We don't call this other side "irrational" or "emotional," because these terms don't precisely fit and are loaded with negative connotations. The goal of balancing these two sides of our mind involves (1) seeing the spiritual side as it is, rather than how it has been demeaningly portrayed by the rational side, and (2) learning to fully respect the spiritual side. Just as we respect diversity between people, we will learn to respect the diversity within our own minds.

By achieving a balance of head (the rational side) and heart (the spiritual side), we will be in a better position to succeed in our careers. We will be able to better understand the people we are serving (customers, clients, patients, etc.) so we can focus on truly satisfying them. We will be able to work more effectively with, and lead, others in an organization. And we will be better able to make satisfying career decisions, because we will be more in touch with our aspirations and will see more clearly the steps that we can take to realize them.

REQUIRED COURSE MATERIALS:

A number of handouts, book excerpts, journal articles, and other reading materials are required for the course. These will be posted as pdf files on the course's Sakai website. There is no required textbook for this course.

STRUCTURE OF THE COURSE:

During each meeting of this seminar, we will discuss an aspect of spirituality. This discussion will rely on a close reading of the materials assigned for the class. We will take turns, during the

class, reading aloud excerpts from these assigned readings, and we will often go around the table during the discussion so that every member of the class has an opportunity to speak on the topic at hand.

In these class discussions, we will exercise the mental flexibility that enables us to move easily between three modes of thinking: experiential, intellectual, and practical. In doing this successfully, we will also have to be focused, working to see the unity in ideas that can be expressed in many different ways.

Part of our motivation for studying spirituality arises from its power. Many of the discussion topics in this seminar will reflect this power – they will be issues that are intensely controversial, involving strong feelings and ideas that people hold sacred. Because of this, it is essential that we rise to the challenge of maintaining the deepest respect for each other, despite whatever differences there might be in our viewpoints and beliefs.

COURSE REQUIREMENTS:

1. Exams

There will be two exams in this course, a midterm exam and a final exam. The midterm will be a take-home exam, which will consist of a series of multi-part essay questions. The midterm exam will cover the course material from Classes 1 through 14. It will be handed out on **Thursday, October 19**, and will be due on **Tuesday, October 24**.

The final exam will be given during the exam period, on **Tuesday, December 19**, from 2:45pm-5:45pm. The format of the final exam will be announced later in the course.

2. Term Paper

The term paper involves selecting a topic covered in this seminar and investigating it in depth. This investigation should show engagement in, and coordination of, the three modes of thinking of the class discussions – experiential, intellectual, and practical:

- *Experiential.* Your investigation should draw on, and be consistent with, your introspections. Show awareness and appreciation of your mental experience and that of those around you.
- *Intellectual.* Read, integrate, and reference published writings relevant to your topic. Use the course readings, and also use Google Scholar to find additional writings. Build on what has been written by collecting some new data, such as from behavioral observations or interviews.
- *Practical.* Apply the understandings that you gain to something practical – something that could make a difference – such as advice to a company, a possible new product, or a guideline for training, educating, or strengthening individuals.

Your investigation and its results should be described in a clear, concise, well-organized, and convincing term paper (text length: 1,200-1,500 words). That paper will be due on Tuesday, **December 12**.

At some point during the semester, each student will present to the class a term-paper progress report. This presentation will include a description of the project in enough detail so that the other seminar members can appreciate the key concepts and issues involved. The seminar members will provide the presenter with reactions, ideas, and other helpful feedback. The final term paper should reflect, and give credit to, the input of the other members of the seminar.

A description of 20 term-paper topics will be provided in a separate memo. Each student will choose one of these topics, or will work with the instructor to develop another course-related topic. No two students will do the same topic. Each student will meet individually with the instructor at least once to develop a detailed plan for completing the term-paper assignment.

Important note on research ethics: In all research interviews for your term paper, it is essential to keep in mind that protecting the feelings of the interviewee is the first priority, and that no one should be interviewed without his or her informed consent. In all reports of interviews or behavioral observations, do not include any information that would reveal the identity of particular individuals being observed.

3. Quizzes

There will be a number of unannounced in-class quizzes during the semester. Each quiz will consist of one or more questions on the reading(s) due for that class. Missed quizzes will be given the score of 0 (i.e., no make-ups). However, for each student, the lowest quiz score of the semester will be dropped.

4. Written Exercises

Over the course of the semester, each student will complete several written exercises that involve self-observation and introspection over time. Further details will be provided in a separate memo.

5. Seminar Participation

Attendance. Because much of our seminar learning comes from our interactions with each other, it is important that each seminar member plan to attend each of the 28 seminar meetings. If you need to miss a meeting for any reason, you will be asked to complete an extra assignment to make up for the absence. For each class, it is expected that you will arrive on time and stay until the end.

Readings. It is important that each student read each of the assigned reading materials before each class. For the longer readings, the instructor will provide indications of the sections of the reading that should receive the greatest attention.

For the material that is read aloud in during the seminar meetings, it is important to read slowly, carefully, and distinctly. The ideal of reading text aloud is to be experiencing the meaning of the text as you are reading it.

In-class exercises. Seminar members will participate in several in-class exercises, such as viewing ambiguous stimuli or placing a dot inside a printed shape. You are expected to actively engage in each exercise, to introspect regarding what was going through your mind during the exercise, and to discuss your introspections in class.

Discussions. Adequate participation in the seminar discussions involves two components: (1) listening, and (2) speaking. Successful *listening* involves giving your full attention to the person who is speaking and attending to your facial expression and other elements of your body language so that they give the speaker an indication of your reactions. Your thoughts should be focused on not only understanding what the other person is saying, but also on empathizing with his or her concerns and viewpoint. Be sure to devote some energy to finding what is interesting and useful in what the other person is saying.

Successful *speaking* involves an eagerness to share your thoughts, feelings, and questions about the topic at hand. It is usually unwise to reveal embarrassing or personal information, but it is helpful to be open about the details of your reasoning or the sequence of thoughts that led you to the point or question that you are expressing. It is always important to be respectful and polite in your speech, and to avoid talking for longer than the listeners' attention spans will allow.

COURSE GRADING:

For the assignment of the course letter grades, the course requirements will be weighted approximately as follows:

Midterm exam	20%
Final exam	25%
Term paper	15%
Quizzes	15%
Written exercises	10%
Seminar participation	15%

COURSE OUTLINE AND ASSIGNMENTS

Basics of Spirituality

Class 1 (Tues., Sept. 5)

Topic: The spiritual vs. rational realms of the mind

Readings: Handout 1; Eliade (1959), "Introduction," *The Sacred and the Profane*

Class 2 (Thurs., Sept. 7)

Topic: Awareness of mental experience

Readings: Handout 2; Austin (1999), "Mindfulness," in *Everyday Spiritual Practice*

Class 3 (Tues., Sept. 12)

Topic: Mental entities and their behavior

Readings: Handout 3; Easwaran (1991), "The Three Stages of Meditation" and "The Second Discovery," *Meditation*; Rozin & Nemeroff (2002), "Sympathetic Magical Thinking," in *Heuristics and Biases*

Class 4 (Thurs., Sept. 14)

Topic: Medicalization of behavioral problems

Readings: Handout 4; Szasz (1974), "Preface to the Second Edition," *The Myth of Mental Illness*

Class 5 (Tues., Sept. 19)

Topic: Achieving balance

Readings: Handout 5; Krishnakumar & Neck (2002), "The 'What,' 'Why,' and 'How' of Spirituality in the Workplace," *Journal of Managerial Psychology*

Learning from Wisdom Traditions

Class 6 (Thurs., Sept. 21)

Topic: Storytelling and rhetoric

Readings: Handout 6; McQuarrie & Mick (1996), "Figures of Rhetoric in Advertising Language," *Journal of Consumer Research*

Class 7 (Tues., Sept. 26)

Topic: Benefits of religion

Readings: Handout 7; Novak (1996), "Virtue in the Modern City," *Business as a Calling*; McCullough & Willoughby (2009), "Religion, Self-Regulation, and Self-Control," *Psychological Bulletin*

Class 8 (Thurs., Sept. 28)

Topic: Spiritual devices of religion

Readings: Handout 8; Potter (2004), "Mastery," *Authentic Spirituality*; Belk et al. (1989), "The Sacred and the Profane in Consumer Behavior," *Journal of Consumer Research*

Class 9 (Tues., Oct. 3)

Topic: The entrepreneurial spirit

Readings: Handout 9; Novak (1996), "For the Poor and for Democracy," *Business as a Calling*.

Class 10 (Thurs., Oct. 5)

Topic: Being at peace with profit

Readings: Handout 10; Novak (1996), "Three Cardinal Virtues of Business," *Business as a Calling*; Kirca et al. (2005), "Market Orientation: A Meta-Analytic Review," *Journal of Marketing*

Dealing Effectively with Customers

Class 11 (Tues., Oct. 10)

Topic: Ways of listening to customers

Readings: Handout 11; McQuarrie (1995), "Taking a Road Trip," *Marketing Management*

Class 12 (Thurs., Oct. 12)

Topic: Hearing the speaker's frame of reference

Readings: Handout 12; Carnegie (1981), "If You Want to Gather Honey, Don't Kick Over the Beehive," *How to Win Friends & Influence People*; Covey (2004), "Habit 5: Seek First to Understand ...," *The 7 Habits of Highly Effective People*

Class 13 (Tues., Oct. 17)

Topic: Being gracious

Readings: Handout 13; Grandey (2003), "Surface Acting and Deep Acting as Determinants of Emotional Exhaustion and Peer-Rated Service Delivery," *Academy of Management Journal*

Class 14 (Thurs., Oct. 19)

Topic: Detoxifying a mental entity

Readings: Handout 14; Kabat-Zinn (1990), "Working with Emotional Pain," *Full Catastrophe Living*; Masuda et al. (2004), "Cognitive Defusion and Self-Relevant Negative Thoughts," *Behaviour Research and Therapy*

MIDTERM EXAM – Handed out

Class 15 (Tues., Oct. 24)

Topic: Establishing rapport

Readings: Handout 15; Berne (1964), "Procedures and Rituals" *Games People Play*; Graham & Requejo (2009), "Managing Face-to-Face International Negotiations," *Organizational Dynamics*

MIDTERM EXAM – Due

Class 16 (Thurs., Oct. 26)

Topic: Lively mental entities within the customer

Readings: Handout 16; Bahl & Milne (2010), "Talking to Ourselves," *Journal of Consumer*

Research

Dealing with Colleagues in a Business Organization

Class 17 (Tues., Oct. 31)

Topic: Morale and the behavior of enthusiasm

Readings: Handout 17; Dar-Nimrod & Heine (2006), "Exposure to Scientific Theories Affects Women's Math Performance," *Science*; Barnes (1997), "The Sale Before the Sale," *Closing Strong*

Class 18 (Thurs., Nov. 2)

Topic: Spells and enchantment

Readings: Handout 18; Blanchard & Johnson (2003), "One Minute Praisings," *The One Minute Manager*; Tennov (1979), "The Individual Experience of Limerence," *Love and Limerence*

Class 19 (Tues., Nov. 7)

Topic: Manners

Readings: Handout 19; Martin (1990), "Heavy Etiquette Theory," *Miss Manners' Guide for the Turn-of-the-Millennium*; Buijzen & Valkenburg (2004), "Developing a Typology of Humor in Audiovisual Media," *Media Psychology*

Class 20 (Thurs., Nov. 9)

Topic: Defense and forgiveness

Readings: Handout 20; Elgin (1980), "The Four Basic Principles" and "The Five Satir Modes," *The Gentle Art of Verbal Self-Defense*; Thompson & Shahen (2003), "Forgiveness in the Workplace," in *Handbook of Workplace Spirituality and Organizational Performance*

Class 21 (Tues., Nov. 14)

Topic: Followership

Readings: Handout 21; Elbow (2008), "The Believing Game – Methodological Believing," http://works.bepress.com/peter_elbow/20; Potter (2004), "Opening the Heart," *Authentic Spirituality*

Class 22 (Thurs., Nov. 16)

Topic: Leadership and charisma

Readings: Handout 22; Bass et al. (2003), "Predicting Unit Performance by Assessing Transformational and Transactional Leadership," *Journal of Applied Psychology*

Managing Your Career

Class 23 (Tues., Nov. 21)

Topic: Loving your work

Readings: Handout 23; Novak (1996), "What is a Calling?" *Business as a Calling*; Berg et al. (2010), "Crafting Work and Leisure in Pursuit of Unanswered Occupational Callings," *Organization Science*

Class 24 (Tues., Nov. 28)

Topic: Responsibility and planning

Readings: Handout 24; Covey (2004), "Habit 1: Be Proactive," *The 7 Habits of Highly Effective People*; Larsen (1999), "Giving," in *Everyday Spiritual Practice*

Class 25 (Thurs., Nov. 30)

Topic: Resilience

Readings: Handout 25; Beck (2011), "Conquering Fear," *Wall Street Journal*; Waitzkin (2007), "The Downward Spiral," *The Art of Learning*

Class 26 (Tues., Dec. 5)

Topic: Humility

Readings: Handout 26; Novak (1996), "Capitalism Reduces Envy," and "Seven Plus Seven Corporate Responsibilities," *Business as a Calling*.

Class 27 (Thurs., Dec. 7)

Topic: Connecting with a mentor

Readings: Handout 27; Fowler (2007), "Be a Mentor Magnet: Ten Ways to Attract a Mentor," <http://www.ftpress.com>; Eby et al. (2013), "An Interdisciplinary Meta-Analysis of the Potential Antecedents, Correlates, and Consequences of Protégé Perceptions of Mentoring," *Psychological Bulletin*

Class 28 (Tues., Dec. 12)

Topic: Networking and community

Readings: Handout 28; Richmond (2009) "The Hidden Job Market" and "Developing Networking Relationships," *Brand You*; Easwaran (1991), "Spiritual Companionship," *Meditation*

TERM PAPER – Due

FINAL EXAM – Tuesday, December 19, 2:45pm – 5:45pm