

THEOLOGY 306/CATHOLIC STUDIES SPRING 2002

CHRISTIAN FAITH AND THE MANAGEMENT PROFESSION A SPECIAL FOCUS ON HUMAN RESOURCE MANAGEMENT

AQUINAS 313
M,W 7:30-9:10 AM

INSTRUCTORS:

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Please feel free to see us about any problems that may occur during the semester, whether class related or not.

OFFICE HOURS:

Naughton: 9:30-10:30 M/W and by appointment. Feel free to stop by my office anytime.
Sheppeck: 10-12 M/W and by appointment.

REQUIRED TEXTS: C.S. Lewis, *The Great Divorce*; Packet (various articles); Josef Pieper, *Leisure as the Basis of Culture*; Helen Alford and Michael Naughton *Managing as if Faith Mattered: Christian Social Principles in the Modern Organization*; John Paul II, *Laborem Exercens*.

THE VOCATION OF THE STUDENT:

“Students are challenged to pursue an education that combines excellence in humanistic and cultural development with specialized professional training. Most especially, they are challenged to continue the search for truth and for meaning throughout their lives, since ‘the human spirit must be cultivated in such a way that there results a growth in its ability to wonder, to understand, to contemplate, to make personal judgments, and to develop a religious, moral and social sense.’ This enables them to acquire or, if they have already done so, to deepen a Christian way of life that is

authentic. They should realize the responsibility of their professional life, the enthusiasm of being the trained ‘leaders’ of tomorrow, of being witnesses to Christ in whatever place they may exercise their profession” (John Paul, *On Catholic Universities*).

COURSE DESCRIPTION:

What is a good manager and how does he or she contribute to the common good? This course pursues these questions within the Christian social tradition broadly understood through an exploration of the theological relationship between work as a vocation and leisure as contemplation. Within this theological context, the course examines some of the financial, organizational, technological, and cultural forces that managers and organizations encounter daily.

COURSE OBJECTIVES:

1. Through the interdisciplinary engagement of organizational thought and theological resources, students can begin to participate in a powerful integrating experience of liberal and professional education.
2. To understand the theological reasoning behind the Christian tradition's understanding of work and leisure as the basis to faith-filled response to organizational life.
3. To apply philosophical and theological knowledge to organizational issues and problems.
4. To engage in dialogue with those of differing opinions in an open, critical, and creative way. “Our purpose in life is indeed ‘not to win arguments,’ but to be wise. For this latter, we cannot neglect study or prayer, or especially that openness to existence about which we must learn even if we learn nothing else, or even if we learn all else. We must seek out where the important things are taught if the ‘seriousness of action’ is to be intelligible, however long we may live” (Schall).

COURSE REQUIREMENTS:

- 1) Participation (and daily assignments): 100-125 pts.
- 2) Short Papers: 100 –150 pts.
- 3) Research Paper: 100 pts.
- 4) Final Exam: 50 pts.

(Point value for each area is subject to modification.)

PARTICIPATION (*Solidarity and Opposition*):

Due to the nature of this course, your constructive participation is necessary for the class to be beneficial. We all have something to learn and something to teach, and we can only accomplish this task through attentive listening and constructive participation. There are many different angles that one can perceive the various issues discussed in this class. As Joseph Pieper states: *Anyone who considers dialogue, disputation, debate, to be a fundamental method at truth must already have concluded and stated that arriving at truth is an affair that calls for*

more power than the autarchic individual possesses. He must feel that common effort, perhaps the effort of everybody, is necessary. No one is sufficient unto himself and no one is completely superfluous; each person needs the other; the teacher . . . needs the student.

Your participation grade will be based on the following criteria:

- 1) Attendance: If you are not in class you cannot participate. Absences will hurt your grade (3 pts per class missed). If you miss more than ten classes you will most likely fail. I realize there are legitimate reasons for absences, but unless the absence is because of some major event (such as a death in the family) you lose the points. Please be sure to keep me informed about reasons for your absences. Also, if you walk into class late, it is your responsibility to see me after class to correct your absence status. Your presence is necessary but not a sufficient element for a good participation grade.
- 2) Preparation for class: In the schedule below, each reading assignment has a series of study questions. You are to answer the questions in written form. Periodical throughout the semester (5-10 times) we will *collect* the questions. Each question is worth one point. If you plan not to be in class, be sure to hand in the questions prior to class; otherwise, you lose the points. *Be sure to leave wide margins for class notes next to each question.* Your answers need to be in complete sentences.
- 3) Quality: I know this can be a rather subjective criteria, but well thought out comments backed by information from your readings and research will be evident. Mere opinion does not cut it. You must back your opinions with well-reasoned arguments. This of course implies plurality and academic freedom.

RESEARCH ASSIGNMENT: (see schedule below)

ASSIGNMENTS ON SPECIFIC READINGS: (see schedule below for details of each assignment)

**Vocational Autobiography*

**The Great Divorce*

EXTRA CREDIT: Throughout the semester opportunities arise for extra credit assignments such as reporting on special events and speakers. These assignments provide minimal point value. The maximum is 3 points per assignment, with a limit of three assignments. I encourage extra credit, but as a way to raise your grade it is extremely inefficient. If you have limited time, be sure to spend your time on reading the assignments, preparing study questions and writing your papers.

TENTATIVE SCHEDULE

I. Context: Who is the “good” Manager?: The Unified/Divided Life (Work and Leisure)

1/30 Outline Course

2/4 Naughton “Leisure as the Basis of Work” and David Brooks, “The Organizational Kid” (selections)—packet

- 1) *Where do you see yourself on the work spectrum of job/career/vocation? Where do you see yourself on the leisure spectrum of amusement/instrumental/contemplation? Be sure to explain why you see yourself on this point of the spectrum.*
- 2) *What is the thesis of the article? Be sure to focus on the relationship between work and leisure.*
- 3) *Explain in your own words Newman’s distinction and dynamic between education as good and education as useful. Explain how this distinction plays itself out in David Brooks’ article “The Organizational Kid.”*
- 4) *Explain whether you think Brooks’ critique applies to you and students at St. Thomas.*

2/6 John Paul II, *Laborem Exercens* Chapters 1-3

- 1) *What does John Paul mean by the subjective and objective dimensions of work?*
- 2) *How does John Paul understand the relationship between labor and capital both in terms of its conflict and its resolution?*
- 3) *Describe the “personalist argument.”*

Video: *A Force More Powerful* and *The Millennial Pope*

2/11 Josef Pieper *Leisure as the Basis of Culture* Chapters I, and II and Irvin Yalom, “Life in the Balance” (Packet)

- 1) *Define leisure according to Pieper.*
- 2) *Distinguish between ratio and intellectus. Why is this distinction critical in understanding leisure?*
- 3) *What are some threats to authentic leisure?*
- 4) *Find illustrations of Pieper’s work in Yalom’s article (be specific).*

2/13 Pieper, *Leisure as the Basis of Culture* Chapters III and IV and Michael Lewis, “25-7?” (Packet)

- 5) *Define Acedia.*
- 1) *How do you deproletarize the worker?*
- 2) *Describe Pieper’s distinction between honorarium and wage?*
- 3) *What are the essential dimensions of a festival and why are these dimensions so important to work?*
- 4) *What is the connection between chapter IV of Pieper and Lewis’ article?*

Video: *The Personal Side*

Extra Day:

Pieper Chapter 5; begin Doctor;

2/18 James Andrew Miller, “Journal of an Illness” (packet).

- 1) What is the relationship between Pieper’s notion of leisure and Miller’s article?

Movie *The Doctor*

Introduce Lewis: Picture and Lecture on Liberalism

2/20 C.S. Lewis, *The Great Divorce*

Assignment Due: Respond to the following questions:

- 1) Which character do you find most intriguing and why (mention characters other than those in question 3)? (½ page)
- 2) Are there experiences in your life that connect with any part of the book (mention characters other than those in question 1 or 3)? (½ page)
- 3) **Integration:** Evaluate Ikey/entrepreneur (Chapts 2 and 6), the academic/Bishop (the man with the gaiters) (Chapts. 2 and 5) and the Artist in light of the course thus far. Use specific ideas from the authors as well as references from the texts we have discussed. (3-4 pages). Be sure to use different ideas of the course for the three different characters. The heart of the assignment lies in this section. *Integrate* the past readings in this section, especially Pieper’s *Leisure the Basis of Culture*. Don’t merely assert connections between the ideas of the class and Lewis, but explain what they mean according to the authors you use. For each of the three characters, use one concept from class to examine the character and his situation. Be sure to use a different concept for each person (e.g., subjective/objective, ratio/intellectus, proletariat/deproletarizing, and so forth). Use selectively quotes from your readings.

Approximately 4-5 pages typed double-spaced (50 pts).

2/21/: 7:30 am Extra Credit: Faith and Work Breakfast at St. Olaf’s Catholic Church downtown Minneapolis, Helen Wilkie:

2/25 C.S. Lewis, *The Great Divorce*

2/27 Hardy *The Fabric of This World* “Work Life and Vocational Choice”

Guest Speaker: Sherman Otto, Chief of Police for Maple Grove, MN.

Assignment Due: Self-Interview (25 pts):

- 1) Cite and trace the main influences and motives (both negative and positive) that have shaped your decisions for a career or a profession. Be sure to focus on the question of leisure. How has your conception of leisure influenced your choice for work? How would Pieper evaluate your notion of leisure The purpose is to encourage some self-reflection in light of the class so as to see patterns and influences that operate in your life choices (do this section before reading Hardy).
- 2) What are the guidelines or steps of choosing an occupation from a Christian perspective

- in Hardy--Chapter 3 (one page)? Be sure that this conveys the details of what Hardy writes. This summary needs to tight with particular focus on the steps to choosing a vocation as well as the various dimensions that go along with the steps.
- 3) Compare and contrast 1 and 2 (two pages). In particular, examine the section in light of the job, career/proletariat and vocation, the subjective dimension of work, leisure, acedia, ratio/intellectus and other ideas of the class thus far.
 - 4) As a conclusion write a ½ mission statement describing the purpose of your work in relation to your leisure. Be sure to include what kinds of specific actions such a statement commits you to.

II. How does the good manager build the good organization?: Contributions from the Christian Social Tradition

3/4 Alford and Naughton *Managing as if Faith Mattered* Chapter 1 “Making Us Whole” **Answer Study Questions at the end of chapter.**

Video: Interview with CEO Goldstone of RJR Nabisco (VH 5260)

3/6 Alford and Naughton *Managing as if Faith Mattered* Chap. 2 “The Purpose of Business” pp38-49 **Answer Study Question #1 at the end of the chapter.**

Video: *An Anatomy of a Corporate Takeover*

3/11 Alford and Naughton, *Managing as if Faith Mattered* Chap. 3 “The Virtues”

- 1) *Why is an explanation of human development at work so critical to the common good or an organization?*
- 2) Define virtue. Explain how virtues complete management techniques and skills.
- 3) Why are the cardinal virtues called “hinge” virtues?

3/13 Class will be held at the Cathedral of St. Paul, Tim McGuire, editor of the Minneapolis Star Tribune will speak on faith and work.

3/18 Ken Goodpaster “Reell Precision Manufacturing” Packet

Guest Speaker: Bob Wahlstedt President of Reell Precision Corporation

Assignment: TBA

3/20 Workday on Research papers in class

3/21: 7:30 am Extra Credit: Faith and Work Breakfast at St. Olaf’s Catholic Church downtown Minneapolis, Sr. Mary Rader

Spring Break March 25-April 1

4/3 Choose one of the following readings in your packet as it relates to your research paper:

- Daniel J. Koys, “Values Underlying Personnel/Human Resource Management: Implications of the Bishop’s Economic Pastoral Letter”
- Helen Alford and Michael Naughton: “Beyond the Shareholder Model of the Firm: Working Towards the Common Good of a Business”

Provide a one page reflection on the relationship between Catholic social thought and the business discipline engaged.

Specific Issues

ADVOCATES FOR THE DISCIPLINE: the next 4 class periods

- 1) Choose one of the following 4 days below.
- 2) Answer the questions for the day in detail.
- 3) Read articles from the assigned bibliography plus two articles from your own research. Argue against the Chapter by using arguments within the discipline the chapter is critiquing (finance or human resources). Find at least two major sources (articles, sections of a book, interviews, etc.) supporting your criticisms. The key here is ***engagement*** between the management discipline and the Chapter you are focusing on as well as on the fundamental ideas in Chapters 1-3 on integrity, common good, virtue, human development, in *Managing as if Faith Mattered*)
- 4) Conclude with your own evaluations. This is the only part of the paper that should have the word “I” in it.
- 5) Present your work to the class as a group.

****Papers Due: April 17th (100 pts)**

4/8 Wages: Alford and Naughton, *Managing as if Faith Mattered* Chap. 5

Answer Study Questions at the end of the chapter.

Student Presentations:

4/10 Workplace Diversity: Selections from John Paul II’s address to the United Nations, October 5, 1995 (download article

http://www.vatican.va/holy_father/john_paul_ii/speeches/1996/documents/hf_jp-ii_spe_05101995_address-to-uno_en.html).

1) *What is the basis of human rights and why are rights so important?* 2) *Why is the “fear of difference” such a problem in the world?* 3) *What is the relationship between unity and diversity and truth and freedom?*

Student Presentations:

4/15 Retention of Talent and Withdrawal David Herrera, “*Laborem exercens*, “Traditional” Organizations and the Democratic Mondragón Model” (packet) 1) *What is the basis of Mondragón’s layoff policy?*

Student Presentations:

Video: James Autry’s poem on firing the salesman’s (Bill Moyer’s interview)

4/17 Alford and Naughton *Managing as if Faith Mattered*--Chap. 6 (Finance/Ownership)

Answer Study Questions at the end of the chapter.

Student Presentations:

4/18: 7:30 am Extra Credit: Faith and Work Breakfast at St. Olaf's Catholic Church downtown Minneapolis, Sr. Marie Schawn

III. How does the good manager sustain the good organization? Developing a Spirituality of Work

4/22 Naughton and Alford, *Managing as if Faith Mattered* Chapter 8 **Answer Study Questions at the end of the chapter.**

Video: *Affluenza*

4/24 Genesis 1-3 and John Paul II, *Laborem Exercens* Chap. 5 "Elements of a Spirituality of Work."

- 1) *Why is Genesis so critical to an understanding of work?*
- 2) *Why is a spirituality of work critical to human flourishing?*
- 3) *Why is the doctrine of creation so critical to a Christian spirituality of work?*
- 4) *Why is the cross so critical to a Christian spirituality of work?*

Video: Jeffery Salkin

4/29 James T. Fischer, "The Priest in the Movie: *On the Waterfront* as Historical Theology"—packet.

- 1) *Why did the Jesuit order want to bring Catholic social thought to bear on union activities?*
- 2) *Describe the differing social visions of Fr. Corridan (Fr. Pete) and Msgr. O'Donnell? How do they view faith as it is engaged with the world, especially the business of the longshoremen?*
- 3) *Why is the crucifixion so important to Fr. Pete's understanding of the Waterfront's problems?*

Film: *On the Waterfront*

How is the subjective dimension of work working itself out with Marlon Brando as well as other characters?

5/1 Abraham Joshua Heschel: "The Sabbath" (Feast of St. Joseph Worker)

- 1) Summarize Heschel's main points on time and space and their relationship to the Sabbath.
- 2) What has been your experience of Sabbath?

Continue Film: *On the Waterfront*

5/6 Naughton and Alford, Chapter 9

- 1) *What is your experience of the liturgy, of church service, of synagogue, etc.?*

- 2) *According to Rahner, why would this book not be complete without a discussion of the connection between liturgy and work?*
- 3) *What does the word liturgy mean and how does the Offertory reflect this meaning of liturgy?*
- 4) *Why is the liturgy so important to personal spirituality?*

5/8 Michael Joncas, "The Church at Prayer"--packet.

- 1) *How does Joncas define the liturgy?*
- 2) *What are the three dangers of the liturgy?*
- 3) *Explain at least three connections between liturgy and justice.*
- 4) *Why are these connections not as transparent for the ordinary church-goer?*

Summary and Conclusions:

5/14 10:30 am Take Home Exam Due

PRAYER OF ST. THOMAS

**GRANT O MERCIFUL GOD
THAT I MAY ARDENTLY DESIRE
PRUDENTLY EXAMINE
TRUTHFULLY ACKNOWLEDGE
AND PERFECTLY ACCOMPLISH
WHAT IS PLEASING TO THEE**

FOR THE PRAISE AND GLORY OF THY NAME

Prayer of Archbishop Oscar Romero

It helps, now and then, to step back and take the long view. The kingdom is not only beyond our efforts, it is even beyond our vision.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is the Lord's work.

Nothing we do is complete, which is another way of saying that the Kingdom always lies beyond us.

No statement says all that should be said. No prayer fully expresses our faith.

No confession brings perfection, no pastoral visit brings wholeness.

No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about. We plant seeds that one day will grow.

We water seeds already planted, knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces effects far beyond our capabilities.

We cannot do everything and there is a sense of liberation in realizing that.

This enables us to do something and to do it very well.

It may be incomplete but it is a beginning. A step along the way. An opportunity for the Lord's grace to enter and do the rest.

We may never see the results.

But that is the difference between the master builder and the worker.

We are workers, not master builders, ministers, not messiahs.

We are prophets of a future that is not our own.

Table of Contents

1. Michael Naughton “Leisure as the Basis of Work”
2. David Brooks, “The Organizational Kid”
3. Irvin Yalom, “Life in the Balance”
4. Michael Lewis, “25-7?”
5. James Andrew Miller, “Journal of an Illness.”
6. Lee Hardy *The Fabric of This World* “Work Life and Vocational Choice”
7. Ken Goodpaster “Reel Precision Manufacturing”
8. Daniel J. Koys, “Values Underlying Personnel/Human Resource Management: Implications of the Bishop’s Economic Pastoral Letter”
9. Helen Alford and Michael Naughton: “Beyond the Shareholder Model of the Firm: Working Towards the Common Good of a Business”
10. David Herrera, “*Laborem exercens*, “Traditional” Organizations and the Democratic Mondragón Model”
11. James T. Fischer, “The Priest in the Movie: *On the Waterfront* as Historical Theology (College Theology Society)
12. Abraham Joshua Heschel: “The Sabbath”
13. Michael Joncas, “The Church at Prayer”

TABLE OF CONTENTS

1. "If We Don't Get Leisure Right . . ." Michael Naughton.
2. "Work, Life and Vocational Choice" Lee Hardy.
3. "Reel Precision Manufacturing, A Matter of Direction" Ken Goodpaster.
4. "The Priest in the Movie: *On the Waterfront* as Historical Theology" James T. Fischer.
5. "The Church at Prayer" Michael Joncas.

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THE MANAGEMENT PROFESSIONS**

Spring 2002

Class Notes

Mick Sheppeck and Michael Naughton