

**SPIRITUALITY
IN
MANAGEMENT EDUCATION**

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**THE DEVELOPMENT
OF THE
PERSONAL MISSION**

by
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ABSTRACT

The current trend of employees writing personal mission statements then matching them to corporations with similar missions is a practical and optimal way of fostering a more productive and synergistic work environment. To make this practice more accessible, workers and employees need tools with which they can easily familiarize themselves to produce a personal mission statement. They need awareness of themselves, their skills, goals, directions, life values, and they need a few educational guidelines to help them formulate their mission and their vision statements.

This study provides such simple tools to assist them to live happier, more satisfying, more productive lives by being in sync with their original reason for being, and to help them accomplish their goals, and integrate their personal and work lives.

To accomplish this, seven popular books on the personal mission were reviewed. The basic elements and concepts of these books were compiled and presented to students and others in a two hour workshop. A pre and post test survey was issued to participants and the results compared in a paired-t test. Results showed that participants of the workshop were significantly influenced by the presentation, and that they were able to improve their work self-concept, as well as create and write a mission and a vision statement for their lives.

CHAPTER 1

INTRODUCTION

Introduction

Prolific Spirit Bibliography.

The University of New Haven (Connecticut) houses The Center for Spirit at Work which produces a newsletter for subscribers and a twenty-page bibliography of books and articles covering topics concerning "spirituality in the workplace" currently totaling 333 listings, most of fairly recent vintage. Of the 333 listings approximately 180 of them (54%) are written or produced by professional journals, academicians, off-campus Ph.d's, business magazines, and prominent consultants, lecturers and authors who are leading corporate change.

Among those writings are listings of widely known business-world "biggies"--consultants, writers and lecturers, many with considerable influence or following: Stephen R. Covey, Peter Senge, Peter Vaill, M. Scott Peck, Joe Jaworski, Gay Hendricks, Kate Ludeman, Rolf Osterberg (well known in Sweden and Europe) Michael Ray, Alan Rinzler, Robert Greenleaf (Greenleaf Center for Servant Leadership); and the list goes on. (jneal@snet.net)

A growing number of books have also entered the market to serve those who now view work and career as the fulfillment of a personal mission, work which is rewarding and satisfying and which provides inner growth in addition to a paycheck.

(Some examples of titles would be: *The New Paradigm in Business; Merchants of Vision; First Things First; The Corporate Mystic; Principle-Centered Leadership; Love and profit: The art of caring leadership; Life and Work: A Manager's Search for Meaning; Management as a Performing Art; etc., etc. etc.*)

This interest in meaningful work and work as a mission is not confined to entrepreneurs working on their own, nor within small or family businesses, but has obviously also permeated the ranks of those who inhabit the corporate world. (Neal, 1997)

Meaningful work, spirituality and the personal mission.

Richard Bolles in his annual job-hunting book, "What Color is your Parachute?", has a ten-page section in the back of his book on the spiritual or religious aspects of the personal mission. In these pages he explains that a mission is defined as a calling or vocation, and that it is therefore illogical or impossible to think in terms of a personal mission without contemplation upon the one who provided the mission; that the very concept of mission "lands us inevitably in the lap of God."

In a 1994 business journal Max E. Douglas of Indiana State University had this to say about matching personal and corporate mission statements. "Writing mission statements has become an integral part of strategic formulation within the business world."

"Given the growing importance of corporate mission statements as a vehicle for defining purpose, vision, and culture of a company, I have developed an experiential exercise that challenges upper-division business students to develop a personal mission statement and match it with a congruent corporate model. The growing significance of writing personal mission statements and aligning them with your employer's mission has received much attention in Steven Covey's (1989) book entitled *The 7 Habits of Highly Effective People*."

"The primary learning objective of this proposed exercise is to encourage students to articulate the need to match their purpose and philosophy with the appropriate organizational milieu."

It is my hope that the "goodness of fit" between an employee's personal mission and the company's mission will contribute to a more productive and synergistic workplace."

In the above article, Max Douglas (1994) gives a sequence of six steps to help students develop a refined personal mission statement.

1. Analysis of a modern parable
2. Completion of a values clarification exercise
3. A validation exercise
4. Prioritization of life goals
5. Writing and rewriting the personal mission statement
6. Comparison of personal mission statements with corporate models.

Statement of the Problem

The primary purposes of this professional paper were to:

1. design, create and conduct a learning experience (workshop) for students and others based on current popular writings on the personal mission, and
2. measure: (a.) the effects of the workshop on the attitudes and orientation of participants toward the information provided, and (b.) the competence of participants (self-evaluated) in writing a mission and a vision statement for their lives.

Questions to be Answered

1. What were the prevailing attitudes or orientations of participants upon entering the room to begin the workshop?
2. Were they familiar with the concept of a personal mission?
3. Were they familiar with mission statements or vision statements?
4. Could they be sufficiently familiarized with these concepts within the duration of a two-hour workshop and enabled to write an adequate preliminary mission and vision statement?
5. Did their attitudes change as a result of the workshop?

Why this study is important

Students and many others tend to seek out jobs that pay well and show some signs of relative security. The nature of the current workplace is changing rapidly, and daily.

This makes it nigh impossible today to guarantee what job security might mean six to twenty four months after securing such a job. A sudden change in a business paradigm through government regulation, new technology, or other innovation could devastate a company or an industry in an increasingly short span of time. (Hammer, 1996; Liebig, 1994; Ray/Rinzler, 1993)

If the economics of a particular company or industry can not be relied upon, what other alternatives does a worker have? The better part of wisdom is for each worker to see himself as a stand alone, even when employed, developing self-reliance, functioning independently, and taking responsibility for his or her future much as an independent professional. (Hammer, 1996) Knowing thoroughly ones talents, skills, goals, and having a sense of mission where one exploits those talents fully, can act as an economic buffer, and workers can become self-determinate, prepared to move with the winds rather than being at the mercy of a capricious economy. (Hormann in Liebig, 1994)

Limitations of the Study

The learning experience (workshop) materials was limited to concepts gleaned from seven popular works on the personal mission.

The learning experience was limited to developing the first step or stage of a mission and a vision statement and for the purpose of this study was not continued or expanded to include revised versions of these statements.

The small sample size (14) may not be representative of the entire population: 1. because of the small size (14) and 2. because participants were self selected.

Definition of Terms

Only the main terms central to this study need definition:

Mission - "...a continuing task or responsibility that one is destined or fitted to do or specially called upon to undertake." (Webster in Bolles, 1988)

Mission Statement - A brief, ideally one-sentence long, dynamic, inspiring statement about the purpose of ones life which is easily understood, and which is committed to memory. (Jones, 1996)

Vision Statement - A longer, very dynamic and highly visual descriptive narrative about where and how one sees oneself fulfilling ones personal mission at its peak. (Jones, 1996)

Summary

Becoming aware of ones mission, and having a strong sense of purpose in ones life is becoming a greater and greater asset today. It is likely to soon become a necessary ingredient in an individual's strategic life plan. It is equally likely to be of import in the financial and strategic plan of his business.

CHAPTER II

A REVIEW OF CURRENT LITERATURE

Introduction

A New Workstyle Paradigm in the Business World

Today a new lifestyle/workstyle paradigm is evolving in business. (Ray/Rinzler 1993) There is a growing trend in the business community to incorporate spiritual values and influences in the workplace (Neal, 1997; Liebig, 1994; Ray/Rinzler 1993) Some examples follow showing differences between old and new paradigms. These viewpoints are taken from Ferguson's article *The Transformation of Values and Vocation*. (Ray/Rinzler, 1993)

Assumptions old Paradigm of Economics

Consumption at all costs,
planned obsolescence,
advertising pressure,
create artificial needs

People fit jobs,
conformity, rigid.

Top-down imposed goals,
hierarchy, bureaucracy.

Aggression, competition, winning

Work & play separate.
Work means to end

Progress judged by product,
content.

Exploitation of resources.

Economic motives, material
values.

Assumptions New Paradigm of Economics

Appropriate consumption,
conserve, keep, recycle,
innovation, serve authentic
needs

Jobs fit people, flexible,
creative.

Worker participation,
autonomy, shared goals,
consensus

Cooperation, human values.

Work with play. Work is
self-rewarding.

Process as important as
product.

Ecology sensitive. Steward-
ship.

Spiritual values transcend
material gain.

Other Implications of the New Paradigm

As has been seen from the statement immediately above, today's workers are looking for more meaning and spiritual significance, in their work. They want their work to be a statement about their lives and about their values. (Neal, 1997)

How did this tendency originate?

The Search for Meaning

Viktor Frankl, a Jewish psychiatrist who experienced life in German concentration camps wrote extensively on his observations of fellow prisoners. Those who had an important (to them) reason to live which gave meaning to their lives, seemed to manage to survive and to stave off the ever imminent threat of death. They were motivated to find ways to survive by their drive to accomplish something they held valuable (eg. protection of their children, desire to be reunited with a spouse or parent.) (Frankl, 1959, 62, 84)

A New Emphasis on Meaning

Whereas the economy until recently seemed increasingly focused on and dominated by the larger corporation, it now registers a new environment of increasing numbers of new (both fledgling and business-savvy) entrepreneurs willing to strike out on their own. (Winter, 1993; Ray & Rinzler, 1993; Home Office Computing in Winter, 1993)

Linked to the fact that today more workers venture out on their own or team up with others of like mind, may be their sense of being disaffected by business-, industry- and government downsizing.

In recent years many individuals have expressed the need to perform more meaningful work in their places of employment and have desired a greater measure of autonomy than the old model of the corporate world accommodated. (Hammer, 1993; Ray & Rinzler, 1993)

The Need for Values

In the 50's and 60's, noted psychologist, Abraham Maslow, was identifying a hierarchy of needs for humankind. At the bottom of the ladder of his model he identified physical needs essential to man's survival (eg. food and water). When those basic needs were satisfied he found that man sought to fulfill other needs like physical safety (eg. shelter and warmth.)

As those needs were met he sought to satisfy emotional needs (eg. love, social interactions), and so on up the scale. Once these basic needs were met, man sought to fulfill his higher needs, or those of more refinement (eg. values, ideals). As he went about fulfilling these higher needs man became self-actualized, meaning that he fulfilled his reason for being, for his existence and his ability to express his human essence. (Maslow, 1968)

In keeping with this concept of Maslow's, another noteworthy change currently occurring in the work environment is the fact that workers have recently become more open about expressing such needs (ie. for their work and career to have an enduring, even spiritual, significance) which is evident from studies quoted in a February 1997 article by Judith Neal entitled "Spirituality in Management Education." (Journal of Management Education)

Summary

As man fulfills his basic physical needs and moves up the scale of Maslow's hierarchy of needs, he naturally gravitates to the need to fulfill a higher level of need such as the desire to live by his values, fulfill spiritual goals, and become self-actualized. When individuals begin to recognize there is an unfulfilled part of themselves, their seeking leads them to contemplate the purpose of their life, which in turn leads them to a willingness to also contemplate the possibility of having a mission for their life to fulfill. The information gathered for this workshop can serve as a tool to evoke and awaken a response to the spiritual nucleus of an individual's psyche.

CHAPTER III

PROCEDURES

Introduction

Given the new atmosphere in the business climate of unprecedented change in corporate environments and cultures, the newly expressed needs of employees for significance in their work, and an orientation toward a spiritual approach to the work environment, the writer proposed to study seven popular works focused primarily on the subject of the personal mission; the differing ways of viewing that mission; and of uncovering it and fulfilling it.

Purpose of the Study

The purpose of the study was to identify the major elements and concepts central to the understanding, the uncovering and the realization of the personal mission, and to enable students and others to write an adequate preliminary mission statement and vision statement.

Sources of Data

The author used seven popular writings on the personal mission to derive the major elements and concepts related to the understanding the concept of the personal mission, and the understanding of how to formulate a personal mission statement and a personal vision statement.

The seven foundational works used were:

1. Barrett, Jim, & Williams, Geoff (1990) Test your own job aptitude.
2. Bolles, Richard (1970-1997) What color is your parachute?
3. Caple, John (1993) Finding the hat that fits.
4. Covey, Stephen R. (1989) The 7 Habits of Highly Effective People.
5. Jones, Laurie Beth (1996) The Path
6. Sinetar, Marsha (1989) Do What you Love, the Money will Follow.
7. Winter, Barbara J. (1993) Making a living without a job.

Reasons for choosing these seven books.

These books address the topic of the personal mission directly or tangentially. They are similar in subject, yet sufficiently diverse so as to provide different vantage points. For examples see Book Summaries below.

Book Summaries and Authors

1. ***Test your own job aptitude*** by Jim Barrett & Geoff Williams.

This book provides readers with a battery of tests to assess their logical, numerical, verbal and abstract reasoning powers, as well as their technological and clerical skills. Author Jim Barrett is a psychologist and business consultant. Geoff Williams is experienced in vocational guidance. He is a headmaster of an independent school and a management consultant. The authors reside in England.

2. ***What color is your parachute?*** by Richard Bolles.

Richard Bolles, career counselor and a minister, has been publishing this annual job-hunter's guide since 1972. It is considered by many professionals and individuals to be the most comprehensive text and the finest contribution to career planning and job hunting. It highlights life-style planning and indepth self-assessment and self-awareness. (Harvard Business Review; The Business Graduate; in Bolles, 1988) The guide invites the reader to a penetrating exploration of his own potential, and to consider deeply the spiritual aspects of his personal mission.

3. ***Finding the Hat that Fits*** by John Caple

In this book the author outlines steps for finding ones purpose in life as well as career stages and how to manage them. The first half of the book describes cycles and rhythms of life, the second half tells how to make the journey successful.

John Caple has an MBA from Harvard and is also a Stanford University graduate. He is a former corporate executive and chairman of the business department of Dominican College of San Rafael, California.

He currently conducts workshops on strategic planning for corporate executives. He has written three other books on interviews, career cycles, and finding the right work.

4. ***The 7 Habits of Highly Effective People*** by Stephen R. Covey.

Stephen Covey's name is known around the world as a leading bestselling author, consultant, and conductor of seminars. In this, his first book, he introduces principles of practical, personal time management as well as principles of interpersonal leadership. For example, he introduces the concept of individuals being "principle centered" versus being money-, work-, family-, spouse-, church-, or self-centered.

5. ***The Path*** by Laurie Beth Jones

Jones is a bestselling author, seminar leader and consultant, assisting individual and corporate clients to write mission and visions statements for their companies and their private lives. In her second book, "The Path", she has developed a simple, concise and time saving way to write mission and vision statements. Key elements for doing this are provided in her book. Jones highlights notable biblical characters to inspire readers to fulfill their mission in life.

6. ***Do What you Love, the Money will Follow*** by Marsha Sinetar

This book is listed in numerous bibliographies of books written about the personal mission, or on the subject of spirituality and work. (For example: Spirituality in Management Education (Neal, 1997); Making a Living without a Job (Winter, 1993); The Inventurers (Hagberg/Leider, 1988))

Sinetaar begins by addressing the Buddhist concept of right livelihood which allows that there are divinely ordained careers (most careers fall into this category) and occupations that are not divinely sanctioned (examples might be: the sale or promotion of, or encouragement to use, alcohol or nicotine; drug pushing; gambling). She encourages building of self-esteem and the uncovering of hidden dreams and suppressed passions for work one has long desired to do.

7. ***Making a living without a job*** by Barbara Winter (1993)

Barbara Winter communicates in this book her firm belief, as a result of her discoveries over time, that as individuals raise their self-esteem, their desire to be self-employed increases correspondingly. She supports this notion with self applied observations as well as surveys (for example surveys conducted by Home Office Computing magazine.) While she looks at aspects of the personal mission and the fulfillment of ones purpose in life, she also heartily endorses self-employment or what she also calls "self-bossing". The entire thrust of this book is to encourage readers to fulfill their life's purpose in conjunction with being economically self-sufficient at the same time.

Development of the Instrument

While reviewing these seven books the author extracted the major points from each of these works, summarizing and synthesizing them, comparing and contrasting them so as to derive appropriate questions for the survey instrument.

The foundational knowledge was then distilled and used to design a learning experience (workshop) adaptable for use by business faculty, and for management education and human resource trainers, as a tool to assist students or trainees to develop: 1. a concept of the personal mission, 2. a personal mission statement, and 3. a personal vision statement.

Administration of Instrument

The workshop was advertised by means of large posters in the Student Union Building of Montana State University (Bozeman) and by means of flyers on notice boards around the campus. It was also announced by five faculty members to students in their classes and by means of an information table and display in the Strand Union Building during the lunch hour as well as by word of mouth. (See Appendix for copy of flyer)

A preliminary instrument was designed from concepts derived from the reading of the seven books and with assistance from Carla McAuley, a doctoral student in the Department of Education. The instrument was then reviewed by Dr. Shannon Taylor in the College of Business, the author's Graduate Committee Chair, and then revised and additional questions added.

After more reading, a second, more pertinent instrument was evolved, again modified with Carla McAuley's feedback, and with assistance from Joan Cook, a faculty member in the Department of Education, (and Education Department representative on the author's Graduate Committee) until the survey instrument was sufficiently refined. (See Appendix for copy of instrument.)

The workshop format was designed from the elements uncovered and derived from the seven books. It was conducted in a meeting room in the Strand Union Building on the M.S.U. campus in a lecture format with the aid of overhead transparencies. (See Appendix for copy of lecture format used in overhead transparencies.)

The survey instrument was administered twice to participants during the workshop. Once upon entering the class after a minimum of orientation. And secondly, the identical survey was administered after the conclusion of the workshop.

Analysis of the Data

Data responses from participants were recorded on Marksense forms (bubble sheets), talleyed by computer at the university's Information Technology Center thereby matching the first and second responses, and were then entered, with the assistance of Dr. Taylor, into a statistical tool (Mini-tab) for analysis.

Summary

Congruent with current business trends, a workshop of this nature is both extremely timely and appropriate to assist individuals in gaining the most from their talents and skills and to assist them in fulfilling their lifelong goals.

CHAPTER IV

PRESENTATION OF DATA

Introduction

Each workshop participant answered 45 questions before the workshop. Six questions pertained to demographics and the remaining 39 solicited responses about psychological orientation to a personal mission and mission statement. The identical questionnaire was administered after the workshop. There were no controls for repeated test taking, and it was assumed that any differences in response means were due to the impact of the workshop.

Because of the relatively small number of subjects ($n=14$) the pre and post test means were first visually inspected to find large differences in means. There were eight questions that had large difference between their means. Using Mini-tab statistical software, paired-t tests were performed on these questions and all eight reached significance levels less than .05. No other statistical tests were done and it was assumed that no other questions reached significance.

Data Presentation

1. The question (#17.) which asked if the participant could "see clearly the steps needed to fulfill my dreams" had a pre test mean of 2.5 versus a significantly lower post test mean of 1.79 ($t=2.92$, $df=13$, $p=.0059$). The result supports the notion that the workshop provided the participants with clearly defined steps to reach their goals and fulfill their aspirations.

2. The question (#22) which asked whether the participant recognized that "I can make good money at what I really like to do best" had a pre test mean of 2.36 versus a decidedly lower post test mean of 1.92 ($t=2.14$, $df=12$, $p=.027$). The result supports the hypothesis that the workshop provided the participants with enough insight to earn a good income at work they really enjoyed.

3. The question (#30) which asked if the participant believed he knew "enough to run a business for myself" had a pre test mean of 2.21 versus a significantly higher post test mean of 3.14 ($t=3.04$, $df=13$, $p=.0094$). The result supports the idea that the workshop provided the participants with sufficient awareness and confidence to conceive that they could in fact run a business for themselves.

4. The question (#31) which asked the participant whether "Running a business would be too much responsibility for me" had a pre test mean of 2.79 versus a significantly higher post test mean of 3.43 ($t=2.39$, $df=13$, $p=.033$). The result supports the concept that the workshop provided the participants with sufficient confidence and faith in their ability to handle the challenge and responsibilities of running a business.

5. The question (#32) which asked the participant whether "Running a business takes too much time and money" had a pre test mean of 2.50 versus a significantly higher post test mean of 3.29 ($t=3.29$, $df=13$, $p=.0058$). The result supports the notion that the workshop provided the participants with enough clarity to perceive that running a business of their own could be a worthwhile investment of their time and money.

6. The question (#36) which asked if the participant knew "how to write a mission statement for my life" had a pre test mean of 1.99 versus a significantly lower post test mean of 1.07 ($t=8.83$, $df=13$, $p=.0000$). The result supports the idea that the workshop provided the participants with clearly defined steps to write a mission statement for their life.

7. The question (#37) which asked if the participant knew "how to write a vision statement for my life" had a pre test mean of 2.00 versus a significantly lower post test mean of 1.07 ($t=13.00$, $df=13$, $p=.0000$). The result supports the concept that the workshop provided the participants with clearly defined steps to write a vision statement for their life.

8. The question (#38) which asked whether the participant acknowledged "I have a mission to fulfill" had a pre test mean of 2.00 versus a significantly lower post test mean of 1.46 ($t=2.94$, $df=12$, $p=.012$). The result supports the hypothesis that the workshop provided the participants with clearly defined steps to cognize a mission within themselves to be fulfilled.

Comments on Questions of Less Significance

9. While the question (#26) which asked the participant "I can't figure out what kind of career I really want" in the pre test registered a mean of disagreement, the post test showed a mean tending toward stronger disagreement. This would support the hypothesis that the workshop provided participants with more confidence and greater clarity about a career they really want.

10. The question (#27) which asked whether the participant would "be willing to start my own business to have satisfying work" in the pre test showed a mean of 1.86 but in the post test leaned further toward disagreement at 1.92. While this movement is very small, it leans in a direction contrary to the confidence the workshop was intended to impart.

11. The question (#14) that asked if the participant "could be satisfied even if I hated the work, but made a lot of money" had a pre test mean of 3.57 registering strong disagreement, and a post test mean of 4.00. This supports the idea that the influence of the workshop caused every participant to completely reject the idea of doing work they strongly disliked for the sake of a good income.

12. The question (#6) which asked if the participant "made a very good salary, I wouldn't mind if I didn't like the work" had a pre test mean of 3.36 and a post test mean of 3.93. This supports the idea that the workshop provided insights which made the prospect of unsatisfying work much less tolerable.

Summary

This chapter provided the results of the pre test and post test survey administered to fourteen workshop participants who participated in a two-hour workshop to learn about the elements of the personal mission gleaned from seven popular writings on the personal mission, and who then learned to compose a personal mission statement and a personal vision statement. A brief analysis was given for each survey question which reached statistical significance. Brief comments were also made on four other questions of lesser significance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine the awareness levels of students and others around the university campus of the concept of the personal mission and the elements that constitute understanding of how to fulfill ones mission and how to write a mission statement and a vision statement for ones life.

Conclusions

1. Of the 39 questions that were asked in the pre test and post test survey 9 reached a level of statistical significance.
2. The results of the survey showed that the workshop provided clearly defined steps to help students and others to reach their goals and to fulfill their aspirations.

The results further showed that from the format used:

3. individuals can acquire the faith they need to earn a good income doing work they really love and enjoy.
4. they could develop the confidence they might need to consider running a business for themselves.
5. they were able to receive the faith and confidence they need to face the challenges and responsibilities of running a business.
6. they would consider it worth their time and money to invest in operating a business of their own.

7. they recognized that they had received clearly defined steps for writing a mission statement for their lives.
8. they received the steps they needed to write a vision statement for their lives.
9. they were able to recognize that they had a mission to fulfill.
10. they changed their perception about the kind of career they wanted by being more clear about it.
11. participants in the sample group were not particularly motivated to start their own business in order to have satisfying work.
12. every participant completely rejected the idea of working at a job they strongly disliked for the sake of a good income, whereas at the beginning of the workshop the pre test showed some receptivity to this idea.
13. participants responded to a milder question (#6) about about good income and tolerating work they disliked ("I wouldn't mind if I didn't like the work") with a greater reaction but without the same total commitment of complete rejection they expressed in response to the stronger question (#14) ("if I hated the work")
14. The results of the survey show that the workshop contained the seed of a potentially useful tool that can significantly affect and change the attitudes of students and others toward their life's mission and purpose within the duration of a two-hour workshop.

RECOMMENDATIONS

Based on the findings of the survey and the review of the popular books as well as the related literature and the verbal feedback from the workshop participants, the author makes the following recommendations:

Recommendation One

The results of the survey show that the workshop contains the seed of a potentially useful tool that can significantly affect and change the attitudes of students and others toward their life's mission and purpose within the duration of a two-hour workshop. The value of the workshop is appreciated by participants and should not be underestimated. It should continue to be refined, improved and tightened for further presentations to assist many who can benefit from it.

Recommendation Two

The presentation of the concepts and elements of the personal mission should be culled and tightened so as to be presented within one hour, while the other forty-five minutes to an hour should be used solely for the process of walking workshop participants through the key elements and examples for writing the mission statement and the vision statement since these require reflective time and concentration. Therefore more than a half hour should be allotted to this portion of the workshop.

Recommendation Three

Because so much material is covered in the two-hour workshop, a five to ten minute break should be built into the middle of the presentation and workshop participants should have a break announced, or at least offered one so they can determine whether to break or continue on.

Recommendation Four

The author also recommends enquiries as to when and where opportunities might be available to present the workshop again and again so as to hone and finetune the workshop in order to expand its potential to be of service to more and more individuals.

Recommendation Five

The author needs to contemplate what the best available audiences would be at the current time and how to reach them now and in the immediate near future.

Recommendation Six

After a few more presentations to fine tune the presentation, the workshop format should be formalized into a written form and offered for publication in a professional journal such as the Journal of Management Education. Counsel might be sought with regard to copyrights.

Summary

Overall it appears that the workshop had a positive influence on the participants and they were inspired by it and also gave positive verbal feedback on the day of the workshop as well as on later occasions.

The weakness of the study is obviously the sample size of the population.

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APPENDIX

**MISSION WORKSHOP
QUESTIONNAIRE**

Please complete the Marksense form (bubble sheet) carefully in pencil so that the lead fill does not go beyond the oval.

If you make a mistake, please erase your first response completely so the computer can read the correct response without confusion. Thank you for your time and assistance with this survey.

1. My current work life is not sufficiently challenging or rewarding.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

2. I love the way my life is set up. Every day is filled with new potential for me.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

3. I have lots of control over my time and my life.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

4. I am looking for more joy and satisfaction in my work/career.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

5. I don't mind working with negative people.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

6. If I made a very good salary, I wouldn't mind if I didn't like the work.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

7. I doubt I could find work that makes me happy every day.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

8. I may have to do work I don't really enjoy to make a good living to support myself and my family.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

9. Life is hard, we don't always get what we want.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

10. I know the meaning of the term "Self-Actualization"
___strongly agree, ___agree, ___disagree, ___strongly disagree.

11. I understand the term Self-actualization and I'm committed to achieving it.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

12. I always follow my dreams.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

13. I am the person I want to be.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
14. I could be satisfied even if I hated the work, but made a lot of money. ___strongly agree, ___agree, ___disagree, ___strongly disagree.
15. I know how to apply my creative spirit to earn money indefinitely.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
16. I know how to live by my values.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
17. I can see clearly the steps I need to take to fulfill my dreams.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
18. I have the self-knowledge and inspiration I need to become who I want to be.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
19. I am very clear about all the job skills and talents I have.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
20. I have lots of ideas for earning income that I'd love to make happen.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
21. The meaning and purpose of my life are clear to me.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
22. I can make good money doing what I really love to do most.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
23. There's no job description for what I really like to do.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
24. No one would pay me to do what I'm best at.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
25. I understand my personality type very well.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
26. I can't figure out what kind of career I really want.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
27. I'd be willing to start my own business to have satisfying work.
___strongly agree, ___agree, ___disagree, ___strongly disagree.

28. I have lots of ideas to improve the condition of people's lives.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
29. I have heroes that I want to be like.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
30. I don't think I know enough to run a business for myself.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
31. Running a business would be too much responsibility for me.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
32. To run a business takes too much time and money.
___strongly agree, ___agree, ___disagree, ___strongly disagree.
33. Any Skills, talents or abilities tests I've had have been
___Very helpful, ___helpful, ___not helpful, ___disappointing___had none
34. Any Personality analysis or tests I've had have been:
___Very helpful, ___helpful, ___not helpful, ___disappointing___had none
35. Career counselling I've had has been:
___Very helpful, ___helpful, ___not helpful, ___disappointing___had none
36. I know how to write a mission statement for my life. ___Yes___No
37. I know how to write a vision statement for my life. ___Yes___No
38. I know I have a mission to fulfill.
___strongly agree, ___agree, ___disagree, ___strongly disagree
39. I have a sense that there is something I have to do with my life.
___strongly agree, ___agree, ___disagree, ___strongly disagree
40. Please give age: A__17-22 ,B__23-28, C__29-34, D__34-40, E__40+
41. Please give gender: A__Female B__Male
42. If a student, number of semesters A. 1, B. 2, C. 3, D. 4, E. 5+
43. If a student, have you chosen a major? ___Yes___No
44. The materials covered in this workshop have been
___Very helpful, ___helpful, ___not helpful, ___disappointing
45. The effectiveness of the instructor has been
___Exceptional ___good ___average ___poor

WORKSHOP FORMAT
(PHOTOCOPIES OF TRANSPARENCIES)

YOUR MISSION

OR

YOUR LIFE?



WORKSHOP OVERVIEW
PRE-TEST QUESTIONNAIRE

GENERAL INTRODUCTION
MISSION ELEMENTS
INTRODUCTION TO RESEARCH BOOKS

MISSION STATEMENT POINTERS
WRITE MISSION STATEMENTS

VISION STATEMENT POINTERS
WRITE VISION STATEMENTS
POST-TEST QUESTIONNAIRE

**"DO WHAT YOU LOVE,
THE MONEY WILL FOLLOW"**

The Prompting to Change

Using Your Natural Abilities

Status Quo Rationalizations

Choosing Consciously

Mindfulness and Mental Focus

Risk Being Different

Attributes of High Self-Esteem

The Magic of the Mission

Work as Love, Work as Devotion

"MAKING A LIVING WITHOUT A JOB"

Joyfully Jobless

*

The Quiet Revolution at Home

*

SuperGirls

*

Your Motivating Desires

*

Self-Actualization & Role-models

A Life, not just a Living

*

Helpful Tips

*

From Self-esteem to Self-employ

*

Finding Your Passion

*

Winning Ways to Uncover Assets

Home Office Computing Survey

Advantages - Leaving 9 - 5

85% More relaxed working from home

40% Enjoy healthier diet

39% Take more time off

38% Exercise more often

32% Better marriage or sex life

98% Happier in general

96% Recommend working from home

&

88% Would never return to corp. world

"FINDING THE HAT THAT FITS"

Seven Steps to Finding Purpose

Yearnings

*

Heroics

*

Successes

*

Enthusiasms

*

Looking through Different Windows

*

Friends

*

Inspiration

“TEST YOUR OWN JOB APTITUDE”

Exploring Your Work Potential

**Logical, Numerical, Verbal
Abstract Reasoning Powers**

**Technological / Clerical
Skills**

Career Satisfaction

Personality Work Match

Natural Talents

Values and Expectations

“What Color is Your Parachute”

Intro - Business Reviews

Kinds of skills:

People, Info, Things

How to get Hired.

What is Success?

The Spiritual Aspects of Mission

What Color Is Your Parachute

Richard Nelson Bolles

Skills you may have with People

1. Taking Instructions

Giving attention to instructions, and then carrying out the prescribed action.

Representing; following through; executing; enforcing regulations; rendering support services;

2. Serving

Answering implicit or explicit wishes or needs of others.

Preparing (something for someone); helping; hostessing; waiting on (tables); nursing; protecting.

3. Sensing, Feeling

Apprehending through intuition, showing sensitivity to others, especially to their feelings.

Intuiting; being sensitive and responsive to the feelings of others; empathizing; showing warmth.

4. Communicating

Signaling, speaking or listening so as to convey or receive information.

Listening; receiving information; learning; questioning; interviewing; exchanging information; signaling; telling; talking; writing.

5. Persuading

Moving people by means of demonstration or argument toward a course of action.

Influencing; inspiring; convincing

6. Performing, Amusing

Getting up before a group of people, and performing in a manner that illuminates, gives pleasure, or both.

Exhibiting showmanship; amusing; making people laugh; acting; dramatizing; modeling; singing; dancing.

7. Managing, Supervising

Monitoring individual behavior and coordinating with others' for the systematic achieving of some organizational objective.

Determining goals; interpreting goals; promoting harmonious relations & efficiency.

8. Negotiating, Deciding

Arriving at an individual or jointly agreed-upon decision, usually through discussion and compromise.

Exchanging information; discussing; conferring; working well in a hostile environment; treating people fairly; mediating; arbitrating.

9. Founding, Learning

Enlisting and synergizing others toward a corporate objective.

Initiating; originating; founding; instituting; establishing; charting; recognizing and utilizing the skills of others.

Skills you may have with **Information**

1. Observing

Studying the behavior of people, animals or things, or the details of a particular phenomenon or place.

2. Comparing

Examining two or more people or things, to discover similarities and dissimilarities.

3. Copying, Storing, and Retrieving

Making an imitation in the mind or on various materials.

4. Computing

Dealing with numbers, performing simple or complex arithmetic.

Skills you may have with
Information
(Cont.)

5. Researching

Finding and reporting on, things not
easy to find

6. Analyzing

Breaking a principle or thing into its
constituent parts, or basic elements.

Writing and Using a Personal Mission Statement

“Everyone has his own specific vocation or mission in life... Therein he cannot be replaced, nor can his life be repeated. Thus, everyone’s task is as unique as is his specific opportunity to implement it.”

-Victor Frankl

“Ultimately, man should not ask what the meaning of his life is, but rather must recognize that it is he who is asked. In a word, each man is questioned by life; and he can only answer to life by answering for his own life; to life he can only respond by being responsible.”

- Victor Frankl

The 7 Habits of Highly Effective People

Stephen R. Covey

Spouse Centeredness:

Strong emotional dependence

Family Centeredness:

Money Centeredness:

Work and money of themselves, provide no wisdom, no guidance, and only a limited degree of power and security.

A crisis in your life or the life of a loved one, shows limitations of a money center.

Money-centered people often put family or other priorities aside, assuming everyone will understand that economic demands come first.

Work Centeredness:

Their fundamental identity comes from work- "I'm a doctor," "I'm a writer," "I'm an actor."

Possession Centeredness:

Pleasure Centeredness:

We live in a world where instant gratification is available and encouraged.

Television and movies are major influences in increasing people's expectations.

They graphically portray what other people have and can do in living the life of ease and "fun."

Church Centeredness:

Some people get so busy in church worship and projects, they become insensitive to the pressing human needs that surround them, contradicting the very precepts they profess to believe.

Identifying Your Center:

What is at the center of your own life?

A Principle Center

Principles don't react to anything.
Don't get mad and treat us differently
They won't divorce us or run away with
out best friend. They aren't out to get us.

They don't accommodate short-cuts
and quick fixes. They don't depend on
the behavior of others, the environment,
or the current fad for their validity.

Principles don't die!
They're not here one day and gone the
next.

Principles are deep, fundamental truths,
classic truths, generic common
denominators. They are tightly
interwoven threads running the
exactness, consistency beauty and
strength through the fabric of life

Principles

Principles always have natural consequences attached to them. There are positive consequences when we live in harmony with the principles.

There are negative consequences when we ignore them. But because these principles apply to everyone, whether or not they are aware of them. This limitation is universal.

The more we know about correct principles, the greater our personal freedom to act wisely.

A mission statement is not something you write overnight. It takes deep introspection, careful analysis, thoughtful expression, and often many rewrites to produce it in final form.

Writing or reviewing a mission statement changes you because it forces you to think through your priorities deeply, carefully, and to align your behavior with your beliefs.

As you do, other people begin to sense that you're not being driven by everything that happens to you. You have a sense of mission about what you're trying to do and you are excited about it.

Using Your Whole Brain

Imagination and conscience are primarily functions of the right side of the brain. Understanding how to tap into that right brain capacity greatly increases our creative ability.

Brain Hemispheres

Left

Logical/Verbal

**Words
Parts/Specifics**

**Analysis
Break apart**

**Sequential thinking
Time bound**

Right

Intuitive/Creative

**Pictures
Wholes
Relationship**

**Synthesis
Put together**

**Spherical
Time free**

THE TIME MANAGEMENT MATRIX

Urgent	Not Urgent
I ACTIVITIES: Crises Pressing problems Deadline-driven projects	II ACTIVITIES: Prevention, PC activities Relationship building Recognizing new opportunities Planning, recreation
III ACTIVITIES: Interruptions, some calls Some mail, some reports Some meetings Proximate, pressing matters Popular activities	IV ACTIVITIES: Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities

Important

Not Important

**"WHAT COLOR IS YOUR PARACHUTE?"
(Spiritual Aspects)**

Motive for finding your Mission

No Intellectual Puzzle

Mission leads to God

**Main Obstacle to Finding
Mission**

Secret for Finding Mission

Three Stages of Mission

Examples of Mission Statements

The Motive for Finding A Mission in Life

- * Uniqueness**
- * Not primarily an intellectual puzzle for the mind alone to solve.**
- * It is your will and your heart that must be involved in the search as well as your mind.**

The Main Obstacle in Finding Your Mission-

Separation from Religion or Faith

“a continuing task or responsibility that one is destined or fitted to do or specially called upon to undertake.”

-Webster

* Calling/Vocation

- Someone who calls
- Someone who determines destination

* Temptation/Mission, secular
A Purpose you choose
Identify enthusiasms & put together

”Enthusiasms” - ‘en theos’

* To figure out your mission in life, you need to be willing to think about God in connection with your job hunt, career, or business.

*

The Three Stages of Mission

(1) Your **first Mission** here on Earth is to seek out and find, in daily-even hourly-communication, the One from whom your Mission is derived.

(2) Your **second Mission** here on Earth is to do what you can, moment by moment, day by day, step by step, to make this world a better place - following the leading and guidance of God in & around you.

(3) Your **third Mission** here on Earth
is one

(a) which is uniquely yours, and that
exercises **that Talent** which you
particularly came to Earth to use-
your greatest gift, which you most
delight to use,

(b) in the place or setting God has
provided that appeals to you the
most.

(c) for those purposes which God
most needs to have done.

Examples of Mission Statements

“My mission is to create the purest foods I can, to help people’s bodies not get in the way of their spiritual growth”

“My mission is to make people laugh, so that the travail of this earthly life doesn’t seem quite so hard to them.”

“My mission is to help people know the truth, in love, about what is happening out in the world, so that there will be more honesty in the world.”

“My mission is to create beautiful gardens, so that in the lilies of the field people may behold the Beauty of God and be reminded.”

"The Path"

Laurie Beth Jones

A Sense of Mission

*** Fits you Perfectly**

*** Know Yourself**

"The Path"

False Assumptions

about the Mission

- | | |
|------------------------|-----------------------|
| 1. Your Job | 2. Your Role |
| 3. To-Do-List | 4. Not current |
| 5. Not Import. | 6. Very Grand |
| 6. Suffer | 8. God's not
yours |
| 9. Peer Appr. | 10. Geography |
| 11. Close as I can get | |



Inadequate Mission Statements

1. Uninspiring
2. For the benefit of one person or party only.
3. Unintelligible by “outsiders”
4. Trite or ordinary phrases

Mission Statement Examples:

“ My mission is to enliven, encourage, and reinspire the love of music for children in public schools.”

The Path

Laurie Beth Jones

Mission Elements

* Action Verbs

Area / Arena

Core belief/Quality

Fusing them

A Compelling Vision Statement

- Key Elements -

- * It is written down
- * Present tense
- * Covers a variety of activities and time frames
- * Filled with descriptive details that anchor it to reality

Vision Statement Examples:

Create a Vision Statement for Your Relationship

It is Friday afternoon, 5:30 P.M. My husband picks me up from the airport with champagne on ice. We drive to our newly constructed home, and have dinner which he has lovingly prepared. After dinner we walk down the two steps to our sunken living room, and sit in front of the fire, have wine, and talk about our day.

What Is Success?

To laugh often and much;

To win the respect of intelligent people and
the affection of children;

To earn the appreciation of honest critics and
endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a
healthy child, a garden patch, or a redeemed
social condition;

To know even one life has breathed easier
because you have lived;

This is to have succeeded.

-Ralph Waldo Emerson

Final Comment: A Job-Hunt Done Well

If you approach your work life as an opportunity to work on the spiritual aspects of a mission as well as how to keep body and soul together, hopefully your career search will end by being able to say:

“Life has deep meaning to me. I have discovered more than my ideal job; I have found my Mission, and the reason why I am here on Earth”