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Novel Strategies for Creative Learning and Education of Spirituality for Stress Management of Corporate Sector Managers

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Abstract- **We present and discuss in detail the role of Creative Teaching and Learning of Spirituality for Stress management of Corporate Sector Managers, and the need to include Spirituality in Education. The interrelationship of Creativity, Spirituality, and the Future has been explained briefly, along with Spiritual Leadership. Also, some novel strategies to achieve the objective have been described, by including the parameter of stress parameter (inversely proportional to the spiritualism level) in the innovation Equation. The paper should be useful for the corporate sector managers for reducing their stress level.**

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I. Introduction

Spirituality is an important concept, which though we cannot measure in absolute terms, yet can evaluate in terms of emotions, which are not calculable. Spirituality can still be defined in many forms as, e.g. "form and structures of the life of prayer," "type of wholeness," and "a search for meaning and significance,"; and thus it appears that the definition of spirituality is not so clear. Mary Rose O'Reilley, a Minnesotan English teacher and author of The Peaceable Classroom and Radical Presence (1998)., happened to be perhaps the first person who tried to define it as: "can mean anything you want it to mean, " and for that reason, she was tempted to discard it. R. Joseph Hoffmann, director of the Oxford Center for Critical Studies, also agreed with this thought, after having noted various definitions given above. Another expert of the subject Iris Yob, who has written the widely read book - Religion and Education and Educational Theory, has expressed his view that spirituality is a term, which tends to be used indiscriminately, embodying different meanings within different contexts, e.g. (i) the religion, (ii) it's feature, (iii) Independent of it, (iv) it's Counter, (v) A human quality, (vi)An extra-human quality-Natural, or contrived; Subjective or objective, and (vi) a psychological event.

Most of the individuals interested in holistic education know that discussion with others about our feelings means taking the risk of being considered as unscientific, and impractical. According to Parker Palmer, an observer of American education, a suspicion of spirituality is that "any way of knowing that requires subjective involvement between the knower and the known; is regarded as primitive, unreliable, and even dangerous. Another notable observation is by Byers, who also alluded to the same kind of skepticism, by noting that as early as a century ago, words related to spirit often referred to fortune-telling and communing with the spirits. Elizabeth Tisdell, a teacher and scholar of the spirituality in adult learning and culture, asserted, that it is only the rational, scientific thought that is worthy of attention. Thus it follows that our reputations as valid scholars may be at risk if we openly explore the development of relationships between student, subject, and teacher. Also, since it is our reputation as scholars rather than our ability to bring our students for understanding our topics, that is rewarded in the traditional system, many teachers tend to think that it is better to remain discreet about the spirituality of teaching.

Spirituality is neither religion, nor a study of rightness and wrongness in human conduct. Robert Nash (2002), professor in the College of Education and Social Services at the University of Vermont, stated that the Religion is considered as what we do with others; and spirituality is what we do within ourselves. Beverly-Colleene Galyean, a member of the World Commission on Global Concerns and Spirituality also upholds the concept that spirituality is not a doctrine, but rather the vital energy that creates meaning in our lives (cited in Wolf, 1996, p. 25 and Paul Byers, 1992). Another case worth mentioning is the idea of Joseph Dunne, philosophy teacher at Dublin City University, that spirituality is not a character trait.

Whereas education is learning to see with new eyes, attending to spirituality, is beneficial to the learning process. Steven Glazer, one of the founders of the Naropa Institute, refers to the transcendent aspects of spirituality in his definition of spirituality as it relates to teaching. Palmer (2004) has expressed an illuminating analogy for the connections that comprise our spirituality, and stated that Spirituality is our rope, showing us the way home, and when at home with ourselves and the world.

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Aline Wolf, the author of Nurturing the Spirit in Non-sectarian Classrooms (1996)., has written passionately about the need to recognize the human connections, and has stated that while the "education" is without reflection on the questions of life that it can produce; the Spirituality is wholeness alternative education. An important aspect of spirituality in education is the motive, for our teaching and learning. Parker Palmer, acknowledging the primary historical Motives for learning, those of curiosity, and control, has stated that another kind of knowledge is available, which originates from compassion. Denise Tolliver (cited in Tisdell, 2003) has provided a meaning that Spiritual is that which can "raise consciousness, stimulate awareness, foster creativity and imagination, connect us with grander issues of purpose and meaning, and facilitate connection with that which animates us" (p. 199). This divine process begins with our willingness to allow the subject, and the learners to engage our hearts each time we do the mind- and soul-expanding trek of adventure. Laura Jones (2005) has also explained the meaning of Spirituality in Education.

All types of computer applications have become popular in the teaching/learning process. The teachers are encouraged to make use of a virtual educational environment, which helps the development of personal educational space for the learner on the Internet.

In schools ICT is used as a tool for implementing separate tasks in different subjects, which are in the school curriculum. In recent years, the use of computers for educational purposes at home is also considerably rising, though they are mainly used for entertainment. However, in natural science classes, we use them for simulations, experiments, visualization of phenomena, and other related processes.

The professional development of the teachers (Kirova et al., 2012; and Mitkova and Georgieva) has recently been a subject of interest. Creativity and innovation are playing useful role in organizational growth and performance improvement of the corporate managers. Creativity is the generation of original and useful ideas. Initially, creativity was the characterization of the creative people and focused on the individual level, but recently, factors for creativity at a team and organizational level (Brazdauskaite & Rasimaviciene, 2015; Hennessey, & Amabile, 2010); have drawn the attention of the Researchers.

Some factors for creativity have a consistent and large effect, which provides insights into the theory and practice of managing creativity and innovation. However, some cases do not show this effect (Amabile et al., 1996), e.g., autonomy does not show much difference between projects of different levels of creativity. Various ideas about this are: It is clear that the Individual autonomy has two opposite effects on team creativity, depending on the task interdependence - negative impact if the task interdependence is high and a positive if the task interdependence is low. Another thought is that the team autonomy has positive impact on team creativity if task interdependence is high, and the effect is just opposite if task interdependence is low. Also, the team level creative self-efficacy has a positive impact on team creativity. Interesting thought of the experts is that the team autonomy has a negative effect on team creativity when the team level creative self-efficacy is low, and positive if the team level creative self-efficacy is high. Hence, the investigations of the effect have to be done very carefully and that too by an experienced person. Other papers on the subject (Pirola-Merlo, & Mann, 2004).; and www.journalcbi.com ISSN 2351 – 6186, Journal of Creativity and Business Innovation, Vol. 2, 2016) are useful for understanding the concepts of creativity from different points of view.

Spiritualism is a metaphysical belief that the world is made up of at least two fundamental substances - matter and spirit, which has developed into many forms by the inclusion of details about what spiritual entities exist, such as a soul, the afterlife, spirits, deities and mediums; as well as details about the nature of the relationship between spirit and matter. It may also refer to the philosophy, doctrine, or religion pertaining to a spiritual aspect of existence (Key Data on Learning and Innovation through ICT at School in Europe 2011. Education, Audiovisual and Culture Executive Agency, P9 Eurydice, 2011.). Also, it refers to various psychic or paranormal practices and beliefs recorded throughout humanity's history ; State educational requirements for obtaining qualifications by occupation, and in a variety of cultures (Regulations on the rules for pedagogical staff qualification improvement National Programme for Developing School Education and Pre-School Education and Training,2006 – 2015 г).

Spiritualistic traditions appear deeply rooted in shamanism, and perhaps are one of the oldest forms of religion. Medium ship is a modern form of shamanism, and such ideas are very much like those developed by Edward Burnett Tylor in his theory of animism, in which there are other parallel worlds to our own, though invisible to us and not accessible to us in our state. A psychic is to be one of the connecting links between these worlds. A psychic is defined as someone endowed with exceptional sensitivity to the occult dimension, who experiences visions and revelations.

Some studies (Backstrom & Soederberg, 2016; Bechtoldt et al, 2010; Chen et al , 2015; Cheong et al 2016; Eisenbeis, & Boerner, 2010; Farh et al, 2010; and Patanakul et al, 2012) concerning Group Creativity, Social Tuning, Team Autonomy, Transformational Leadership and Innovation, show the realization of efforts for improving the general performance level of the Managers, Transformational Leadership and Innovation.

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The educational programs including Symposia and Conferences are mainly intended for the managers to improve their organizational and financial competences, as well as to apply ICT in the management process. However, hardly any effort is made for reducing their stress, termed as Stress Management.

II. Normal and Novel Strategies

Since the subject of Spiritualism for stress reduction of managers is a new one, we have to be careful in adopting strategies. We should set the context of the learning program, and tie the topics together continually. We must give Pre-assignments, and should have lectures and activities in the group. Also, there should be opportunities to practice, along with the much-needed feedback. The audience should have response system and short but realistic examples. Finally, there should be regular assessments, flexibility in the approach, and need to check whether the learners are following the topic and devise means to improve them.

Novel Strategies should be of using different methods, e.g., Encouraging critical thinking and synthesis, creating opportunities for reflection, setting the tone for creating an environment that supports learning, and encourages different points of view, along with maintaining rigor, and exciting the learners about content.

a) Strategies for Innovation and Creativity

We can improve the success rate of innovation by applying the design principles to strategy and innovation, and solve the problems encountered in business management by analysis and imagination, and this is just the basis for the strategy development and organizational change. Since Creativity is a core competency for market leaders and managers, it is a significant part of the innovation equation; as both are interrelated. Creativity is possible for the managers, if they have an optimum combination of whole-brain thinking; right-brain imagination, brain logic and planning. Also, they have to be stress-free, or with it's minimum value. It is here that the spirituality e.g., desire-free action has to play a significant role, since the Organizations led by creative leaders with stress-free mind can achieve higher success rate in innovation and creativity, and also higher employee engagement and satisfaction.

Byrd and Brown (2002) have discussed the Innovation Equation, which describes the building of creativity and risk-taking in the Organization and is still considered the most important relation to study this topic. This equation serves as a definitive guide for building innovative capacity in organizations and very clearly explains to the managers the ways for creating an environment, which helps in growth of creativity and innovation, which in turn helps in understanding the risk-taking.

Innovation equation uses the strategy that the Innovation depends mainly on three factors: Knowledge, Imagination, and Entrepreneurship, which are not only interrelated but also to the business skills of the managers of the corporate world; and this has to be well understood by the intelligent managers. As explained (Byrd and Brown, 2002) the strategy of innovation can be expressed as:

$$In = (K + \mathrm{Im} + E) \tag{1}$$

where, In, K, Im and E represent innovation, knowledge, imagination, and entrepreneur- ship respectively.

b) Mathematical Formula of Innovation

Another general approach for computing innovation has is by Massoudi (http://management-of-innovation.over-blog.com/article-the-secret-magic-mathematic-formula-of-innovation-99318843.html), and the formula is:

$$\left[\left\{\sum_{k=2}^{n=1} \frac{n!}{k!(n-k)!}\right\} + \varphi + 1\right] \tag{2}$$
$$n, k \geq 2$$

where n (number of individuals)=1, and k(number of ideas or routes) =2; and therefore the combinations can be = 2 or > 2. Depending upon the number of individuals and the number of ideas or 2, where the parameter φ refers to an unforeseen encountered problem and has to be separately calculated for the particular problem faced by the manager.

Some managers give weight to Know-how , and thus make use of the following expression:

$$In = (K + \mathrm{Im} + Kh) \tag{3}$$

where Kh is the Know-how, and is just a craft.

Here, we have to appreciate that Know-how alone is just a Craft, which is a useful skill but without a mission, and therefore is of not much value. Thus, an

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optimum combination is the requirement for the manager to succeed in the organization.

Since the stress-free mind has been observed to help the managers in giving better performance, we can write this equation in the form:

$$In = (K + \mathrm{Im} + Kh + SM) \quad (4)$$

where SM is the stress level of the person.

The parameter SM is inversely proportional to the level of spirituality learning and education (SLE), given as

$$SM \alpha (\frac{1}{SLE}) \quad (5)$$

Hence, the parameter SM improves with the level of spirituality learning and education (SLE).

c) The Need to include Spirituality in Education

The world is facing a tug of war between the best and the worst possible situations. While on one hand , we see the possibility of the victory of forces of unity and harmony , and the application of science and technology to end poverty and deprivation, on the other we observe the possibility of the forces of violence and human's criminal nature to cause all-round turmoil and destruction, implying that violence, greed, and hatred defeat humanity.

It is true that though the recent advances in the fields of computers, robotics, and artificial intelligence, have changed the scenario of the world, yet our moral character and the values have not improved considerably. In the light of these arguments, there is a strong need to shift the focus of education from the material improvements to holistic growth of mind, body and spirit i.e., spiritual growth. In order to build a novel world as a safer place in future, we have to put stress on improving the moral stature by using an approach of education with emphasis on Spiritualism e.g. Teachings of Bible , Buddhism, and Bhagvat Gita, in which desire-free actions (Nishkam Yoga) are very effective in reducing the stress of managers and improving the performance of all the employees of the company, since it helps in creating an environment free from jealousy and enhances team spirit on the basis of emphasizing religious, moral, spiritual and academic education. Hence, the managers and employees must be educated for exploring the deeper and higher dimensions of the human resources to enable them to successfully complete their targets of profit and output by practicing desire-free and greed-free actions and following the principles of human values, will-power and ethical and spiritual teachings like - teaching an individual the real meaning of the individual and Nature, and declaring the purpose of each life for the realization of divine potential, teaching that success depends on our effort, though simultaneously realizing that all events are divinely decided. It is believed and thought by Spiritual Gurus (Teachers) that when our education will be integrated with spiritualism, we will achieve success by being either stress-free or with it's minimum value, and thereby experience a life full of blessing, and ever-lasting peace.

III. Concluding Remarks

We know that in education system, the emphasis is on finding ways to ignite, and protect the innate creativity of school children, even when is not for spirituality.. The Spiritual Gurus still think that there is a neutral and secular stance. However, it is now clear that the subject has now broadened, so much that both creativity and spirituality are inextricable and integrated with hardly any difference in their nature, and impact on each other. Creativity is intuitive phenomenon, associated with arts, and all social, scientific and philosophical studies, in the form of the basis of their innovation. So we have to do more scientific research to understand their interrelationship. Spirituality represents an intangible, transcendent connection with some unknown and mysterious entity, though it is quite common in our lives.

Creativity and Spirituality are also just like mirror images of each other, as both of them are unknown quantities, which can only be experienced and somewhat understood. The mysterious relationship is that whereas Creativity is experienced in the form of a tangible expression, Spirituality is honored, as it's source. Hence, creativity is inherently just a spiritual expression. Moving from creativity to spirituality is similar to moving from unconsciousness to consciousness, where we are able to reach our human potential. Thus, it is clear that the future education has to focus on both, the creative innovation, and the development of spiritual quality.

Spirit is the force within a person, which gives the body life, energy, and power in the same way, leadership is the force within a group that gives it life, energy, and power. Hence, spiritual leadership is a process, which gives a person or persons within a group, the life-affirming aims and the power to bring those aims to fruition. This definition of spiritual leadership is consistent with previous efforts to define it.

Fry and Nisiewicz (2012) have stated that spiritual leadership is involved with intrinsically inspiring" followers based on faith in a "vision of services linked culturally with altruistic love". There are two key processes of spiritual leadership: (i) Spiritual leaders create "a vision in which leaders and followers

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experience a sense of calling so that their lives have meaning.", and (ii,) They "establish a culture based on the values of altruistic love, whereby leaders and followers have a sense of membership, who feel understood and appreciated, and have genuine care, concern, and appreciation for both self and others". Another expert-Doohan (2007) has claimed that spiritual leadership is the only acceptable form of leadership in the world today. This is directly connected with - "The heart of leadership," and according to Doohan, "lies in the heart of leaders".

Leadership is only about the exercise of "moral values, ethics; and the resources of our hearts and heads. .Recently, Chopra (2015) has discussed the relationship of innovation with entrepreneurship for the guidance of Business management. Chopra (2018) has also discussed at length the interrelationship between Creativity and Innovation Also, Chopra et al. (2018) have discussed the role of Spiritualism for Stress management in modern tough competition of business world. The purpose of this paper is to combine the advantages of these studies to provide an integrated approach for including Spiritualism in strategies for Creative learning and Education for innovations in Stress management and performance improvement of the Corporate Sector.

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