

MGT 5065.331— Spring 2001

Special Topics in Management—The Science and Spirit of Management *Dialogical Inquiry Seminar*

Dr. David S. Steingard • St. Joseph's University • Erivan K. Haub School of Business

Class Meets: Wednesdays from 6:30-9:10 in Mandeville 321

Office: 228 Mandeville • Office Hours: TBA and By Appointment

Telephone: 610-660-1630/3231 • Fax: 610-660-1229

Email: steingar@sju.edu • Website: <http://www.sju.edu/~steingar>

Courseinfo: <http://courseinfo.sju.edu>

“...you are called by the Society of Jesus to be men and women who reflect upon the reality of the world around you with all its ambiguities, opportunities, and challenges in order to discern what is really happening in your life and in the lives of others, to find God there and discover where God is calling you, to employ criteria for significant choices that reflect Godly values rather than narrow, exclusive self-interest, to decide in the light of what is truly for the greater glory of God and the service of those in need, and then to act accordingly.”

— Father Kolvenbach, S.J., Superior General of the Jesuits, 1997
as inscribed in gold in the foyer of Mandeville Hall

Course Overview and Objectives:

This interdisciplinary course will explore the science and spirit of management. We will engage knowledge from social science, economics, feminism, systems theory, ethics, spirituality, physics, transformational thinking, psychology, ecology, and other fields. The goal of the course is to integrate both the "outer" science of management with the "inner" spiritual dimensions of human growth and potential. This course is as much an intellectual journey as it is a spiritual one, discovering how your “small self of the ego” interrelates with the “Big Self of Creation.” You will acquire theoretical and practical knowledge directly applicable to creating a more successful, meaningful, and balanced whole life at work and at home. Our class will be an ongoing learning laboratory in which questions and dialogue about course topics will be shared. By the end of this course you will be able:

1. To enrich your understanding of the “science and spirit” of management that is both profound and practical.
2. To translate your learnings from the course into a viable, holistic career development strategy that helps you achieve and integrate your greatest dreams for career success and personal fulfillment.
3. To serve yourself and others passionately and productively so that all sustainably and spiritually evolve as persons who make a positive difference in life and business.

Texts:

Russell, P. (1998). Waking up in time: Finding inner peace in times of accelerating change. Novato, CA, Origin Press, Inc.

Thompson, C. M. (2000). The congruent life: Following the inward path to fulfilling work and leadership. San Francisco, CA, Jossey-Bass.

Zohar, D. (1997). Rewiring the corporate brain : Using the new science to rethink how we structure and lead organizations. San Francisco, Berrett-Koehler Publishers.

Heider, J. (1986). The Tao of leadership: Lao Tsu's Tao Te Ching adapted for a new age. Atlanta, GA, Humanics, Ltd.

Other materials as provided.

Course Deliverables for 100 points:

35 points: Dialogue Starters—At the beginning of class students will share 1-2 page Dialogue Starters as a way to stimulate and inspire dialogue. These dialogue starters are designed to help you “connect” to the readings and chronicle your development throughout the course. Use them in a quasi-journalistic manner to record what moves you, questions that arise, and concerns that disturb you (lots of learning in these!). Grades will be assigned as follows: “+” is 10 points; “√+” is 9 points; “√” is 8 points; and “0” is 0 points. All papers count. No late papers will be accepted.

15 points each (Total 45): Integrative Essays #1, #2, #3—These 5-7 page essays will integrate and catalyze course materials, classroom dialogues, and life experiences into “deep learning” and self/Self-transformation. I will provide topics that I will cull from the “pulse” of the class—your dialogue starters and dialogue highlights will be considered when I create the assignments.

10 points: Midterm Dialogue Participation Grade—I will assign this evaluation based on how well you serve the learning of yourself and others during classroom dialogues.

10 points: Final Dialogue Participation Grade (see above)

Grades: A = 95-100, A- = 91-94, B+ = 90-87, B = 83-86, C = 76-82, D = 70 -75, F= 69 & below.

“Ideal Blueprint” for the 5065 Dialogical Inquiry Seminar (Expectations):

“In many schools, teaching is expected to follow syllabi that lay out what students will learn, as well as when and how they will learn it. But in a real classroom, whether kindergarten, graduate school, or the school of life, there are live people with personal needs and knowledge. A particular tap in *this* direction will shift this person’s perspective; after today’s discussion you know that *this* reading will be good to assign, based on what seems like the natural flow to the next step. You cannot plan these things. You have to reach each person, each class group, and each moment as a particular case that calls out of particular handling. Planning an agenda of learning without knowing who is going to be there, what their strengths and weaknesses are, how they interact, prevents surprises and prevents learning. The teacher’s art is to connect, in real time, the living bodies of the students with the living body of the knowledge.”

—Stephen Nachmanovitch, *FreePlay: The Power of Improvisation in Life and the Arts*, New York: Jeremy P. Tarcher, 1990, p. 20.

1. Learning is the superordinate goal of this course. We, as a relationally interdependent learning community (or community of learners or stakeholders), engage in activities that directly result in learning. We politely dispense with those activities that do not foster learning.
2. Ours is a course full of inquiring and lively adult learners who take responsibility for their own and others’ life-long learning. Ultimately, “to learn or not to learn,” is entirely the choice of the learner—myself and others can only nurture your personal desire to learn.
3. My job as professor is like that of a coach, mentor, dialogue facilitator, and gardener—I provide fertile soil in which you can grow. I am not the authority or final word on anything. I am not the “sage on the stage,” the transmitter of knowledge from my brain to yours.
4. Teaching and learning are the same activity. I expect all of us to seamlessly flow from one role to the other—we are all teachers and students. Collaborative learning is most powerful—a roomful of “teacher-students” is better than one professor standing at the front of the class.
5. The learning processes (class) and intellectual content (course ideas) of the course are interdependent and co-determinant—we “walk our talk” in our subject matter, and our classroom learning dynamics. Our dialogical community of learners is the ultimate embodiment of this synergistic interdependence between intellectual knowledge and experiential learning.
6. There are no “tests” per se. I don’t believe that regurgitating objective (book) knowledge on an exam is a demonstration of learning. Knowledge is for action—you will learn as much as you desire by actively participating in classroom dialogues and your personal assignments.
7. While this course is about your intellectual and practical learning about managing and working in organizations, it is also holistically about your life, growth, development, and evolution as a whole human being—emotions, body, spirit, family, relationships, dreams, etc. Truly integrated learning touches all areas of your life.
8. Because trusting and open relationships are the foundation of learning, you will act ethically, honestly, and with pure intentions in course activities. For most course activities, collaborative, cooperative, and shared learning and work production are highly encouraged. Academically dishonest behavior, of any sort, will result in a grade of “0.”
9. Course structure will be “emergent,” “negotiated,” and “self-organizing.” This means that classroom and field project activities, scheduling, assignments, levels of participation, etc. are all subject to change. The course will develop a “flow” or “rhythm” based on the needs of the learning community.
10. Learning is a delightful, special adventure shared by human beings. If our journey together becomes less than charming, then we need to collectively rethink and reorganize our activities. Everybody should find some

avenue of fulfilling personal development in this course; if not, then we, as a learning community, are largely responsible to change our direction.

Calendar of Fun and Thrills!

Week #	MGT 5065.331— Spring 2001
Date	Topics in Management—The Science and Spirit of Management <i>Dialogical Inquiry Seminar</i>
1) 1/15	Introductions • Syllabus • Intro to Dialogue • Courseinfo
2) 1/22	WUT: ix-38
3) 1/29	WUT: 39-82
4) 2/5	WUT: 83-131
5) 2/12	WUT: 132-187
6) 2/19	RCB: ix-40 • Integrative Essay #1 Due
7) 2/26	RCB: 41-107 • Midterm Dialogue Participation Grade
8) 3/5-11	Spring Break!
9) 3/12	RCB: 108-156
10) 3/19	The Female Advantage in Leadership/The Tao of Leadership
11) 3/26	TCL: xiii-48
12) 4/2	TCL: 49-114 • Integrative Essay #2 Due
13) 4/9	TCL: 115-178
14) 4/16	TCL: 179-233
15) 4/23	TCL: 234-270
16) 4/30-5/5 Finals	Integrative Essay #3 Due Final Debriefing and Celebration!