DPLS 772 The Tao of Leadership

Fall 2009 3 Credits

Catalog Description
The Tao model of Leadership as Energy-Flow provides a theoretical basis and a practical conceptual scheme to explore and rethink theories and practices of leadership. This course delves into the theoretical premises evinced in philosophy, modern physics, and cosmology to understand and unfold evolving meanings of leadership.

Learning Facilitator
Professor: P. Caroline Fu, PhD
Office: 502 E Boone Ave, Tilford Bldg, Room: 225
Office hours: Please email or call for an appointment
Office phone: (509) 313-3488
Email: fu@gonzaga.edu
Website: https://connect.gonzaga.edu/fu

Class Logistics
Meeting place: Room 107
Meeting time: Thursdays, 6-10 pm
Meeting Dates: (2009) 9-3, 9-17, 10-1, 10-15, 10-29, 11-5, 11-19 and 12-3

Course Overview
The Tao, a 2500-year-old wisdom, has relentlessly invoked paradigm shifts (Kuhn, 1970) and stimulated new thinking. This course taps into that wisdom to introduce a Tao model of Leadership as Energy-Flow (Fu, 2008). The model consists of both a theory and a conceptual scheme. The energy-flow theory, based on the Tao philosophy and supported by the laws of nature as explained in cosmology and modern physics, yields an energy-flow conceptual scheme for leadership practice. Using the conceptual scheme enables us to explore how to perceive a leadership phenomenon as a process flow within a spatiotemporal energy field of relationships and represent the observations of a concrete fact captured in thought as energy-flow abstractions.

In this course, we will embrace the Tao philosophical concept as a frame of reference to delve into the thoughts disclosed about human affairs in the works of six polymathic thinkers/theorists of different traditions. Their works corroborate the conception of the Tao model of Leadership as Energy-Flow (Fu, 2008). Alfred North Whitehead's philosophy/thought and modern science, Ralph H.G. Siu's quantum science and art of Tao leadership, and Ilya Prigogine's nature/sustainability and physics provide a theoretical foundation for the model. Mihaly Csikszentmihalyi's psychological energy-flow, Richard Gerber's physiological energy-flow and vibrational medicine, and Abraham H. Maslow's human motivation/need hierarchy and leadership/management support the model with practice theories relating to the leader-self.

An intention of this course is to familiarize you with the works of each polymath. As in a Tao sense, what is meaningful will naturally reveal itself as you peruse the texts. Please extract from the texts what is most meaningful to you. While perusing, you will likely engage in virtual-
dialogues (Bohm, 1985) with their thoughts that speak to you and posit those thoughts as manifestations of energy-flow in your mind to stimulate your thought/imagination. In class, you will explicate your thoughts in peer-dialogues around the works of each theorist and apply the Tao concept to decipher prevailing leadership theories and look into their practice implications in human affairs. We will use the conceptual scheme in the Tao model as a framework to explore in what ways and to what extent the readings of those polymaths' works inspire our comprehension of leadership phenomena and incite us to inquire into our old paradigms to enfold new ones.

By perceiving leadership from a reference point of a united energy-spiritual base in social life (Whitehead, 1953/1970) rather than a material base, one can expect to make a paradigm shift in perspective. New perspective invokes ideas for viewing human affairs as dynamic energy-flows and manifestations of spirituality, or some other formless elements. Discounting discrete material based thinking consciously will enable one to unblock one's sense perception to discern the complex non-linear dynamics underlying leadership phenomena and find new meanings.

**Course Objectives**

Whether you are searching for a dissertation topic or deep in the throes of writing one, this course will expose you to paradigms that will help you bridle or unleash your beliefs. At the end of this course, the expectation is you will have a thorough understanding of the Tao philosophical concepts and be open to the paradoxical natures of leadership. You will:

1. Obtain insights into the dynamics of followership-leadership polarity as yin-yang energy-flow and transformation observed in nature and learn how to appreciate paradoxes and conflicts as complementarities.
2. Gain various perspectives on leadership as energy-flow, energy conservation and transformation, reverse entropy, and other spatial and temporal attributes.
3. Be able to philosophize and theorize leadership phenomena in a space where Whitehead calls "specious present" and Siu, "virtual presence;" and to unfold new meanings of leadership in a way Maslow describes as having an "unconscious impulse" and Prigogine/Wilhelm/Jung, a "chance" or an "observed moment."
4. Learn to view reality from a non-obvious realm: Whitehead's insight in displacing material based thinking with energy-spiritual based thinking in social life.
5. Comprehend Siu's concept of how quantum theory reflects Tao-time philosophy and apply his wisdom of subsuming and resonating with the Tao of leadership.
6. Demonstrate an ability to use Prigogine's dissipative structure model to perceive leadership in a high-order complexity, nature's spontaneity, and sustainability.
7. Become conversant with Gerber's vibrational medicine, dissipative structure of human physiology, yin-yang energy balance, and humans as energy beings.
8. Be familiar with Csikszentmihalyi's research on psychic energy-flow, dissipative structure of the mind, and leadership as energy-flow in a web of meanings.
9. Apply Maslow's notions on human potential, motivation, need hierarchy, unconscious impulse, and management theory to effect meaningful leadership.
10. Know how to differentiate transactional, transformational, and transforming leadership from a Tao transcendence and energy-flow perspective; and channel leadership attention to purposeful intention.
Learning Activities
This course reflects a learning philosophy that the adult education at a doctoral level functions as what Knowles (1980) describes as andragogical learning as opposed to pedagogical learning. That is, I expect doctoral leadership students to be intellectually motivated in self-directed learning with occasional individualized advice and guidance to thrive both intellectually and spiritually. Thus, during this course, I hope to co-create a learning space or virtual presence where the learning facilitator/professor, the learning materials (written/audio/visual), group discussion, and peer supports all merge in synchronicity to maximize student learning.

Learning Assumption and Practice
We assume students in this course are eager to learn the Tao of leadership; build the dexterity in logic reasoning; take precaution to guard against making fallacious statements; and develop skills in philosophizing and theorizing new concepts and meanings of leadership.

Logic reasoning in leadership practice will help one maintain a stoic perspective, which is a neutral/supportive/authentic stance, and recognize that there are multiple solutions to a problem in leadership phenomena. Multiple solutions are a situation of mathematical singularity and multiple realities are a concept of modern physics, both reveal sense perceptions of being in realities of different temporal-spatial dimensions. Those scientific disciplines enable us to think out-of-the-box and enhance our ability to understand paradoxes in events and to find complementarity in the energy-flow field generated by multiple opposing polar forces.

As a learning community of practice, we expect all learners to be open and honest in sharing their own experiences, and to respect those of others. By holding open a learning space, in which they will honor differences in viewpoints, beliefs, values, stages in life, states of being, and paradigmatic opinions. Our learning activities will require us all to support one another and mutually strengthen commitment to social justice and morality.

Learning Buddies
In our 1st class meeting, we will form 2-4 person learning buddy groups. Your learning buddies are to become supportive peers who are always there for you throughout this course. You may toss wild ideas around and share your learning with them. They will diligently review your papers (all, except 1st & final) and give you feedback before you present them to the class and the professor. Each buddy group will decide the appropriate processes for exchanging paper reviewing as well as for completing reading assignments.

Reading Assignments
Please complete the required reading assignments, listed in Table 2: Outline of Class Sessions, prior to class meeting. You might peruse the whole book in general then read areas of special interest in detail. Beyond the required readings, you might want to venture into additional works pertain to your interests individually. Please write thoughts and learning in your reflection journals. Bring your points and inquires to dialogue with peers in class meetings.

Class Meeting Attendance
In-class discussions will focus on integrating themes from the various texts and are pertinent as they stimulate intellectual growth for all members. Thus, participation in the eight class meetings is a requirement for this course. If you miss a class meeting, please inform me via email or phone prior to the missed meeting. Missing two or more class meetings
will result in an incomplete grade and require either taking the course again or auditing it at some future time.

Writing Assignments
Please email writing assignments (in ms-Word, APA style), except the Reflection Journals, to me at fu@gonzaga.edu before or on the due date specified in Table 2. They are:

1. Pre-class paper is due at our 1st class meeting—a 3-page (max.) paper reflecting on first readings, *Spirited leading and learning: Process wisdom for a new age* (Vaill, 1998) and the Blackboard postings. Please include a statement about a leadership theory of your interest for going deeper in thought (10-30 words).

2. Reflection Journals are due at our 2nd - 8th class meetings—each is a 1-page (text, graphic, and/or sound) learning journal that reflects on class discussions, presentations, and/or thoughts on next reading assignments. These journals, excluding confidential material, are to be shared with a “writing buddy” with whom you will exchange critiques prior to class presentation/sharing. To receive quality feedback in class, I suggest you post your paper on the Blackboard's Discussion Board to share with your buddies at least a full day prior to class.

3. Special interest project proposal is due at our 4th class meeting—a 2-page (max.) paper that ideates the nature of your proposed leadership theory or theory-in-use. The proposal could be about modifying an existing theory to address a gap in explaining some leadership phenomenon or conceptualizing a new theory. A new theory could be a major modification of an existing theory or a combination of numerous disciplines and existing theories formulated into a new concept. Please include your thought on how the proposed concept will benefit and contribute to the leadership studies to better address, analyze, and/or explain the complexity of leadership phenomena.

4. Special interest project final paper is due five days after our last class meeting—a 20-page (max.) paper that describes your proposed concept, theorizes, philosophizes, and suggests a method for confirming/validating the concept. Please include presentation slides, your reflections, revelations, and epiphanies on project experience, learning in this course, possible future extended learning, and any modifications made to your original special interest proposal.

Writing Criteria
APA style is required. This document illustrates some of the APA style format criteria: 1-inch margins—top, bottom, left, and right; 12 point Times New Roman font. There are other guidelines such as, appropriate selection of headings, proper placement of citations, enclosing direct quotes with quotation marks (author, year, cited page numbers) within the text and a complete reference list. You can find further APA guidelines and examples on internet.

Your writing should be clear and succinct demonstrating careful word choice with skillful, parsimonious, and purposeful sentence constructions. We expect all papers to be grammatically flawless. Transitions between paragraphs and sections evidence your efficacy of weaving concepts, themes, and purposes together. Appropriate summaries and effective conclusions are vital elements of good writing. Careful proof reading of your paper is a basic expectation before exchanging your paper with your learning buddies.
Special Interest Project
As a doctoral student of leadership studies, we expect you are passionate about some leadership theories; such as a concept that you "just intuitively know" but often not sure how to formulate, frame, or even communicate it. Yet again and again whenever you encounter a leadership phenomenon, that knowing incites you to appraise, assess, conclude, and express your opinion regarding a leadership incidence. For example, reflecting on my own experience as a manager/scientist in corporations, I encountered the leader-follower paradox. I came to realize that I was engaging in a Tao dance between the "yang" of active leading and the "yin," passive.

This special interest project is to help you explicate that vague concept in your thought and help you determine if you want to follow-through, modify, or change your mind about it. Whatever concept you decide to pursue, we hope this project will help you find comfort in philosophizing and theorizing. Creating a "virtual presence" within which you and your project support group can comfortably crystallize or at least congeal your concept enabling you to articulate your deep-thought idea.

The project proposal is to include a narrative about the nature of your leadership theory, an explanation about how the theory is unique from others and why it deserves your attention, and a description of how it may contribute to scholarly leadership studies. The proposal is a high-level plan, which includes strategies for confirming the theory and a procedure for evaluating your proposed theory. Please prepare a short, 5-minute (max.) presentation in which you convey the theme and purpose of your selection; describe what and why your understanding of existing leadership theories lead you to propose your special interest project.

At our 4th class meeting, we will invite you to present your special interest project proposal (outlined in Writing Assignment #3 above) and coax others of like-kind interests to partner and support your concept. We will then self-organize into special-interest support groups of 3-5 persons per group. In your newly formed support group, impart your personal goals and strategies for achieving the proposed project outcomes and solicit the specific support you want from your group. Together you will agree on how you will contribute your talents to support each other as a small group.

In the remaining semester, we will dedicate time during each class meeting to work on the special interest project, share/report project progress as we explore and learn from other project groups. In the last class meeting, we will have a grand presentation for you to report your project, the role you played in the special interest group, and learning outcomes.

A final 20-page paper (outlined in Writing Assignment #4 above) wraps up your learning in this course. It includes reflections on your special interest project, presentation, theories in use, self-evaluation, feedback/critiques of the other project presentations, and learning achievements. This essential scholarly paper with citations and reference requires you to articulate your learning in solidifying a leadership theory from a concept.

Electronic Learning Portfolio
We ask each of you to build an electronic learning portfolio, which reflects all learning accumulated over the semester. The electronic portfolio consists of your papers as outlined in the
Writing Assignments above, special interest project presentation slides and other learning papers that reflect your learning in this course. The following is a portfolio checklist and corresponding percentages toward your grade for guiding you through the assembly process.

Table 1: Learning Portfolio

<table>
<thead>
<tr>
<th>Portfolio item</th>
<th>Percent toward grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-class paper</td>
<td>10%</td>
</tr>
<tr>
<td>7 Reflection Journals</td>
<td>7 x 5% = 35%</td>
</tr>
<tr>
<td>Special interest project proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Special interest project final paper</td>
<td>35%</td>
</tr>
<tr>
<td>Portfolio folder completeness</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading

The grading conveys your individual learning achievement in this course, a before-after comparison of self, not a bell-curve competition with others. Point/Grade correspondence:

- 95 - 100% = A
- 90 - 94.99% = A-
- 85 - 90% = B
- 80 - 84.99% = B-

Table 2: Outline of Class Sessions

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-class Readings</th>
<th>Writing due</th>
<th>Class Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>(Gerber, 2001) *(Fu, 2008, pp. 94-106)</td>
<td>Reflection journal 4</td>
<td>Vibrational medicine, dissipative structure of human physiology Buddy group presentation 4</td>
</tr>
</tbody>
</table>
| 7th   | (Maslow, 1998)                                                                    | Reflection journal 6       | Maslow on management, human


potential, motivation, need hierarchy
Transaction, transformation, transforming leadership
Buddy group presentation 6


Reflection journal 7 Harvest products of learning Special interest project presentations

12-8 Present special interest paper Learning portfolio

*Journal articles or book chapters posted in Blackboard Course Document folders

Reference List

Required Books


Required Web-based Texts (available on Blackboard)


Suggested Special Interest Readings
• Einstein, A. (1956). The world as I see it. Secaucus: Carol.