Being a Leader – COM 494 – SLN 75847
Stauffer A315; Tues 6-8:45 p.m. – Fall, 2015, Arizona St U-Tempe

Professor: Dr. Sarah J. Tracy, Ph.D.
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Phone/voice mail: (480) 965-7709
Available to meet (virtual or Stauf 424A):
Tue 3:15-4:15, Wed 1:25-2:25 & by appt.

Class Apprentice: Eryn Wuori
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Meeting (virtual or in-person Stauff A137)
Tuesday 4:30-5:30 and by appointment

Doctoral Co-leaders
Jessica Kamrath, M.A. – jkamrath@asu.edu
Matt Donovan, M.A. – mcdonova@asu.edu
Meeting (virtual or Stauf 308) by appt.

WHAT THIS COURSE IS ABOUT

This course is about access for creating a future that was not going to happen anyway—for yourself, for those you lead, and for those who grant you leadership. While typical leadership classes leave you knowing *about* leadership and other leaders, this class leaves you *being* a leader.

This class does not feel like a typical college class. We will explore how listening, speech acts, and language are instrumental to being a leader. We will identify blind spots, practice new ways of being, accept breakdowns, and celebrate breakthroughs. This is only possible by keeping an open mind, rejecting preconceived notions, and being authentic.

Topics include authentic listening, integrity, authenticity, and epistemological vs. ontological approaches to leadership. Furthermore, we will examine how our brain's neural functioning, our listening, and our language fundamentally construct what we can perceive and accomplish as leaders in our relationships, organizations, families, and societies.

Weekly course activities include reading, field exercises, journal writing and group sharing. The course includes a self-assessment; mastery quizzes and a *Cre8 a Future Adventure*.

This course is all about *practicing* and *being.* And...
Anything worth doing *well* is worth doing badly in the beginning.

LEARNING OUTCOMES & Objectives

If you complete all activities, you will leave this course with *access* to being a leader and the effective exercise of leadership. While you may not have all of the experience and specific knowledge you think you need to be a truly extraordinary leader, you will discover and begin experiencing whatever personal transformation is required for you to be an effective leader.

KEEP CALM AND GO PRACTICE

1. Recognizing and appreciating the difference between an epistemological or "in the stands" and an ontological or "on the court" approach to being a leader and leadership
2. Critically observing and distinguishing the contexts within which you are currently acting
3. Moving beyond entrenched past-based frames of reference and revealing constraints (e.g., amygdala hijacks, rackets, and already always listenings) that limit leadership
4. Identifying breakdowns in listening and communication, practicing new ways of being, & celebrating breakthroughs
5. Identifying and fulfilling the concerns of those you are leading and those who have granted you leadership
6. Practicing integrity and honoring your word in time and space
7. Accessing and living out: a) authenticity, b) being cause in the matter, and c) given being and action by something bigger than yourself
8. Practicing authentic listening and being "out here" with other people in your life so you actually "get" them
9. Generating speech acts that have you being a leader
10. Identifying a default future, creating a "created future," and distinguishing how this creates a powerful context for your day-to-day actions and commitments

WHAT PAST STUDENTS HAVE SAID (on anonymous end of course surveys)

- This course has literally changed my life.
- I cannot tell you the last time I went through a whole semester without missing a class session.
- It makes such a difference when you get to live out what you are learning and not just have to memorize and take a test on it. I can't wait to continue on this journey in becoming a leader.
- I have gained access to the ability to lead myself and others, and to create things that previously seemed unimaginable. Today, when I hit an obstacle, I have options for how I can handle it, how I can show up and how I can create it. Today, I have finally moved beyond surviving the whirlwind of my life, and instead, I am truly living out loud. I am learning and trying and falling and getting back up and trying new things and being bigger and bolder than before. I am so grateful for all that I got out of this course.
- My on the court experiences (life) has changed because of this class, which is more I can say about any other course I have taken throughout my 16 years in school.
- We have covered a variety of information that has altered the way I personally think. It has given me a new perspective, not only on life but who I am, and my purpose in this life.
- I have always been given instructions and for once in the last four years of my college career I had the power to discover for myself what I was being presented with.

AN ONTOLOGICAL-PHENOMENOLOGICAL APPROACH

In this course, we place an emphasis on *language* as the vehicle through which the question of "being" can be examined, created, and unfolded. Ontology is the study of the *nature and function of being "as lived" in real-time*. If you have ever wondered what it is like to be a bird or to be a person of another gender, you were engaged in an ontological inquiry. In this course, our focus is on what it means to *be* a leader. If we can identify the nature or essence of *being* a leader, we are likely to *act* as a leader and exercise leadership effectively.

In contrast to ontology, epistemology deals with the varieties, grounds, and validity of *knowledge*. An epistemological mastery of a subject leaves you *knowing*, while an ontological mastery leaves you *being*. Rather than focusing on *knowing* individual characteristics, traits, or leadership behaviors that distinguish effective and ineffective leaders, this course provides *access* to making leadership happen.

Epistemological knowledge is useful for leadership. It's just not enough to *be* a leader. As an analogy, knowledge of brush strokes, lighting, and hue will not make a person into an artist, but an artist who has this knowledge will have an enhanced ability to produce art.

CREATING A CONTEXT

Through an ontological inquiry, we will explore the importance of context, considered to be the way in which situations, people, and events "occur" or seem to us. How a situation

"occurs" to us serves to shape our choices and actions and, most importantly, impacts how we listen, what we learn, and the way we lead. How situations and even our own very selves occur to us represents how our life shows up, and how this life will predictably unfold for us – *unless something disrupts it*. In this class, we will distinguish how to alter contexts and how, in turn, this alters our own and others' actions and ways of being.

We have considerable choice over the contexts we accept or create. Contexts can be constraining and distorting, or freeing and empowering. For example, imagine an important person in your life. Now consider your context for this person. Does this person occur to you as someone you:
a) deal with; b) avoid; c) accept; or d) choose?

The physical reality of that person can be unchanged, but your created context and "occurring" of that person will dramatically alter your interactions related to this person in the world.

During the course, we will develop a context for leader and leadership with the power to give you the *being and actions* of a leader as your natural self-expression. You will have the opportunity to become aware of, deal with, and relax the grip of personal obstacles (ontological constraints) to exercising leadership.

TRANSFORMATIVE PEDAGOGY – DISCOVERING FOR YOURSELF

Transformative learning requires inquiring and discovering for yourself, rather than memorizing answers. You should constantly be asking yourself: "What does this insight open up or make available to me in regard to my being a leader and exercising leadership effectively?"

Entering the course with a beginner's mind—with a childlike wonder—is imperative for adopting a discovery mindset. You will engage in critical self-reflection and try out new ways of being. It is not a leader's job to *know* everything, but rather to *question* one's own beliefs, *listen* to others, and *leverage the wisdom* of others.

This course provides multiple opportunities to practice going beyond concerns of "having to know it all," or "looking" like you're a leader. Rather, you will practice authentically being in a space of inquiry, questioning, generous listening, and vulnerability. This type of learning will be active and engaging, providing you with opportunities to grow, stretch, and discover.

COURSE BACKGROUND

The course is based on transformative learning methodologies developed over the past decade by a team of academics and organizational change consultants in a course called: *Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model*. It was developed by Werner Erhard (Independent consultant), Michael C. Jensen (Jesse Isidor Strauss Professor Emeritus, Harvard Business School), Steve Zaffron (CEO, Vanto Group), and Kari L. Granger (Center for Character and Leadership Development, US Air Force Academy). Since that time, versions of the course have been further developed and taught internationally at more than 20 research universities by scholars from a variety of fields including communication, psychology, management, medicine, and education.

I acknowledge Jeri Echeverria, Tony Zampella, LECOLE faculty members, and Landmark Worldwide—all of whom have generously provided access to teaching resources which have been instrumental to constructing this course and its written materials.

The version of the course offered in the Hugh Downs School of Human Communication at ASU is called "Being a Leader" and has been designed by your instructor to include material developed by a variety of scholars as listed in the course resources.

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Sarah.Tracy@asu.edu, Eryn.Wuori@asu.edu, jkamrath@asu.edu, mcdonova@asu.edu

Course Assignments, Resources, and Policies

Assignments and Grading Overview (out of 500 points total)

Assignment	Points
Presence, Participation, Being Coachable, Discussion Board	100
Mastery Quizzes (2), Self-Assessment, & End of Course Feedback to Dr. Tracy	125
Journal Entries (6)	150
Cre8 a Future Adventure (Brainstorm, Proposal, Meeting, Final's Cre8tion)	125
Promises, Conditions, Rules of the Game and Course Docs Mastery Points	+ ( )
Absence or civility deductions: (after one absence) -20 points per more than 15+ minutes missed from a week's class; -5 points being late / leaving early from class or break; up to -5 points per incident not honoring other 'rules of the game'	- ( )
Total	**Up to 500**

sometimes life can overwhelm you with work.

just prioritize and knock things out one at a time.

chibird.tumblr.com

Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 299 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

ASSIGNMENTS (see course schedule for due dates)

Presence, Participation, Being Coachable, Discussion Board (up to 100 pts)

When you see someone being a leader or exercising leadership, or when you have experienced being led, you see someone functioning in the sphere of language—which is a key type of action. And, more pointedly, when you are being a leader and exercising leadership, you will be functioning in the sphere of language and action. As a leader, communication, presence, and interaction are vital and necessary to your success.

Being punctual and fully present for all the class periods are integral parts of this class. An ontological approach is all about *being* with the course material as presented. Assignments are explained in class, and many activities/mini-assignments are completed during class.

An absence in this class equates to missing any one class for more than 15 minutes. Every absence over one absence will result in a 20 point deduction (or 4%) from your final grade. Late arrivals or early departures (of 15 or fewer minutes) to class or break will result in a 5 point deduction. These deductions will significantly affect your course grade. **If you cannot attend Oct 20, Dec. 1, or Dec. 8 (the dates of the two quizzes and final session) you should drop this course.**

Students should listen alertly, take notes, concentrate on course material rather than external distractions, and actively engage in enthusiastic and supportive interaction with other class members. Minimally, participants will be expected to share insights and experiences based upon the assignments and course activities and are asked to "be coachable"—that is, to be open and responsive to suggestions and recommendations. To earn As and Bs in participation, students must additionally provide thoughtful, appropriate verbal participation informed by the class resources and generate questions that forward the learning for oneself and others.

If you would like to bolster attendance points, you can do so by posting questions, resources (e.g., related articles or videos), and commentary related to the course on our Blackboard Discussion Board. Points depend on breadth and quality of the Discussion Board contributions.

The teaching team will take notes about the quantity and quality of participation throughout the semester. Students are welcome to ask to receive feedback about their participation at any time.

Mastery Quizzes, Midterm Self-Assessment, & End of Course Feedback (up to 125 points)

We will have two mastery quizzes that test your mastery of the terms and materials. The quizzes will be a mix of T/F, multiple choice, fill in the blank, and short answer. The self-assessment provides insight on how well you are keeping up with the promises and conditions of the course and provides an opportunity for an integrity check, recommitment, and feedback to the teaching team. At the end of the term, students will turn in feedback about the course for Dr. Tracy.

Promises, Conditions, Rules of the Game and Course Docs Mastery Points (Bonus)

Students should master the promises, conditions, rules of the game and all the course documents (including this one). They will have the opportunity to earn bonus points for doing so.

Reading and Activity Journals (up to 150 points)
The largest percentage of course points comes from Blackboard journal entries where you will reflect on readings, activities, breakthroughs, breakdowns, and your *Cre8 a Future Adventure*. You should jot down questions and reflections as you review course materials, take notes during class, and record your reflections about course activities and exercises throughout the week. You will take all your notes and reflections to inform a typewritten 1200+ word journal entry that you will turn in via Blackboard on or before 11:59 p.m. the Sunday before class six (6) times throughout the semester.

Journal entries should include:
1. Reflections on readings & slides since previous journal entry. Included in this, write at least one thing you "get" and one thing you "don't get" from these materials.
2. Reflections on activities and exercises since previous journal (prompts given in class & Blackboard). Write 2-3 "on the court" ways you've practiced the activities since learning about them in this class.
3. Reflections on *Cre8 a Future Adventure* – What steps did you take or not take since last journal and how are these informed by the course materials and activities?

For #2 and #3 above, consider these questions:
A) What actions could I have taken? B) What actions did I take? C) What actions did I commit to that I did not take? D) What worked (a breakthrough), E) what didn't work (a breakdown)?

Points awarded on each journal entry depend on:
1. Does it evidence informed reflection of the course materials? Does it demonstrate what you "get", show an authentic consideration of what you "don't get", and include specific questions about where you're stuck? (5 pts)
2. Does it show that exercises were actively practiced on the court over the last couple weeks since learning about them in this class? Include 2-3 "on the court" descriptions. (10 pts)
3. Are you taking action on your *Cre8 a Future Adventure* and being authentically present to both breakthroughs and breakdowns? Detail steps taken (and not taken) in the last two weeks and steps you commit to take in the next two weeks. (5 pts)
4. Does the entry attend to logistical details? (5 pts)
    a. Submitted on time (due on or before Sunday 11:59 p.m. *before* class) and available during class (printed or digitally)
    b. Well-written (using good grammar, punctuation, sentence and paragraph structure)
    c. Written *within* Blackboard (NOT attached as separate document). Note: We recommend you initially draft the response in a separate word-processing program (e.g. Microsoft Word), save a copy for yourself, and then *copy and paste* response into Blackboard.
    d. Word count of response is explicitly typed at end of entry (e.g., "word count: 1342").
    e. Uses black print, single-spaced, and a standard readable font.

> **"An *adventure* is an exciting or unusual experience. It may also be a bold, usually risky undertaking, with an uncertain outcome."** Wikipedia.

***Cre8 a Future Adventure* (Brainstorm, Proposal, Meeting, Final's Cre8tion) – Up to 125 pts**
Using the practices you learn in this class about Being a Leader, you will take on a specific area of your life and create a future that is meaningful to you and meaningful to the relevant parties

Note: "relevant parties" = at least three other people who help make it happen and at least one person it impacts.

This future should be an area that you believe will never change…that seems to you, "will always be this way." It can be a future you want to create in your workplace, home life, school, family, community, church, neighborhood, gym, mediated community, or in other areas of your life. During this class, you are to launch (and possibly complete) the *Cre8 a Future Adventure*. It must involve other people – it must require your *leadership*, not you working alone to create.

Your **Brainstorm** and **Proposal** of your *Cre8 a Future Adventure* includes 8 steps.
1. A title and a vision/goal statement (make these inspiring to you and to the relevant parties)
2. A description of why this issue is challenging, inspiring, and meaningful to you and to the relevant parties.
3. Names of the relevant parties:
   a. Names of one or more people impacted by Cre8-ing this future
   b. Names of three or more people you will involve who will actively take steps to help Cre8 this future.
4. An outline of major steps in Cre8-ing this future. What needs to happen? By when? By whom?
5. A discussion of how you may go beyond "the way you wound up being" to Cre8 this future.
6. The promises & declarations (and perhaps revocations) you will make to Cre8 this future.
7. A list of invitations, requests, and commands you will make to others to Cre8 this future.
8. Any other comments on the project, such as why it is important and what difference it will make for you and/or others if you are successful.
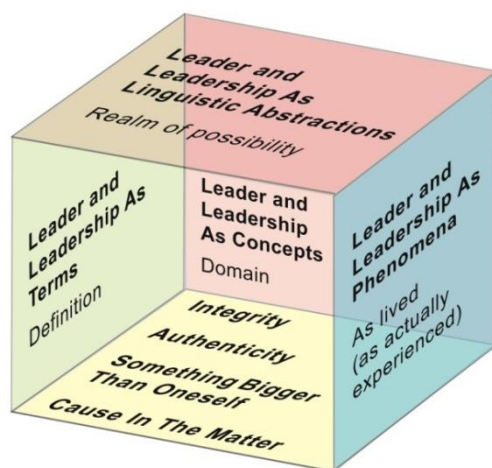
You will be **Meeting** with the course apprentice or another teaching team member to discuss your progress during Week 10. Expectations for that meeting are similar to those expected in terms of class participation. Exact details for that meeting will be provided in class.

The culmination of your adventure (at least for the purposes of this class) is what we're calling **Final's Cre8tion** (Week 15). You will receive more details about this throughout the term.

Use the course distinctions and the contextual framework language (the "box" pictured here) when considering, writing and speaking about your adventure.

Breakdowns are part of any meaningful journey. Therefore, do not sugar coat your descriptions (e.g., do not attempt to make your adventure seem more or less successful than it actually is).

COURSE RESOURCES & BACKGROUND

This course is based on transformative learning methodologies developed by a team of academics and organizational change consultants in a course called: *Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model*. Versions of the course have developed and taught internationally at more than 20 research universities with scholars from a variety of fields including communication, management, medicine, and education. *The COM 494 course readings and resources come from authors in a variety of disciplines, including communication, psychology, management, philosophy, neuroscience, and appreciative inquiry.*
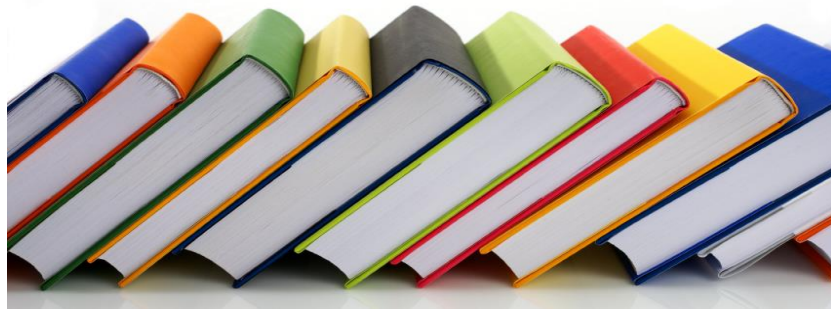
Required "Text"

The primary "text" for the course is an evolving ~800-slide power point presentation edited by the course instructor and originally authored by the original instructors of this course: Werner Erhard (Independent), Michael C. Jensen (Jesse Isidor Straus Professor of Business Administration Emeritus, Harvard Business School Chairman, Social Science Research Network—SSRN), Steve Zaffron (CEO, Vanto Group), and Kari L. Granger (Fellow, Performance Consultant, Sunergos LLC). It is titled as follows: *Being A Leader And The Effective Exercise Of Leadership: An Ontological / Phenomenological Model* - Latest published version: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1263835

The version designed for COM 494 will be provided to students via Blackboard over the semester.

Required Articles (also see next page)

 (listed in rough order of how we will read them in class—see Blackboard and course schedule for links to articles or indication that PDF is on blackboard)

Erhard, Werner and Jensen, Michael C. and Zaffron, Steve and Granger, Kari L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.*

Jensen, M. C. (2009). Integrity: Without it nothing works. *Rotman Magazine: The Magazine of the Rotman School of Management*, 16-20.

Erhard, Werner and Jensen, Michael C. and Zaffron, Steve, Integrity: A Positive Model that Incorporates the Normative Phenomena of Morality, Ethics, and Legality – Abridged.

Required Articles, cont.

Budd & Rothstein (2000) - You are what you say

Zampella – Three different one-pagers on Promises and Conditions (PDFs on Blackboard)

Boroditsky, L. (2009). How does our language shape the way we think? In M. Brockman (Ed.), *What's Next? Dispatches on the Future of Science* (pp. 116–129). New York: Vintage Books.

Bharucha, J. *Education as Stretching the Mind* **-** 863 words – Published on "the Edge"

Bennis, Warren G. and Thomas, Robert J. (2002). *Crucibles of Leadership*. Harvard Business Review, September 2002, pp 39- 45.

This is Water - David Foster Wallace (Commencement speech, Kenyon College, 2005). 9 min, 22 second video.

Goss, T., Pascale, R., & Athos, A. (1993). The reinvention roller coaster: Risking the present for a powerful future. *Harvard Business Review, 71*(6), 97–108.

Recommended Auxiliary Resources

Tracy, S. J., Franks, T., Brooks, M. M., Hoffman, T. K. (2015). An OPPT-in approach to relational and emotional organizational communication pedagogy. *Management Communication Quarterly, 29*, 322-328.

Erhard, Werner and Jensen, Michael C. and Granger, Kari L. (2012). Creating Leaders: An Ontological/Phenomenological Model. In Snook, S., Nohria, N., Khurana, R. (Eds.) *The Handbook for Teaching Leadership*. Sage Publications. Harvard Business School NOM Unit Working Paper 11-037; Barbados Group Working Paper No. 10-10; Simon School Working Paper Series No. FR 10-30. Available at SSRN: http://ssrn.com/abstract=1681682

Erhard, W., Jensen, M. C., & Zaffron, S. (2009). Integrity: A positive model that incorporates the normative phenomena of morality, ethics and legality. Available at SSRN: http://ssrn.com/abstract=920625

Erhard, Werner, Jensen, Michael C., and Barbados Group. 2010. *A New Paradigm of Individual, Group, and Organizational Performance* http://ssrn.com/abstract=1437027

Brothers, Chalmers – Language and the Pursuit of Happiness - http://www.amazon.com/Language-Pursuit-Happiness-Chalmers-Brothers/dp/0974948705

Ford, J. D., Ford, L. W., & McNamara, R. T. (2002). Resistance and the background conversations of change. *Journal of Organizational Change Management, 15*(2), 105–121. – PDF on Blackboard and also available here: http://w.zampellagroup.com/resources/papers/Ford_3_Resistance%20Background.pdf

Resources available here: http://zampellagroup.com/executiveCoachingResources.htm

Resources available on Blackboard (see "Remix"!)

COURSE POLICIES

Use of Personal Electronic Devices in Class

The latest research suggests that focus, comprehension, recall of ideas, and information processing increase when students hand-write class notes and read from physical paper. During class, please take notes by hand, and make handwritten notes on printed readings. For information: http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html, http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html, and http://www.scientificamerican.com/article/reading-paper-screens/.

Many of us are irresistibly drawn to our electronic devices. In the classroom, put them away and turn off any buzzer, flasher, or vibrator that would be sensed by you, your classmates, or a member of the teaching team. If you are involved in an emergency situation in which you would like to request an exception to this policy, contact Dr. Tracy before class begins.

If there is an activity in which use of the internet will enhance our collective work, or a situation where students should have access to an electronic journal entry I'll alert the class. *Otherwise, in choosing to take COM 494, you agree to go screen and keyboard free*.

Absences, Due Dates, Late Work, "Making up" Attendance / Participation:

Assignments will be marked down up to 10% each day and may not be accepted more than two weeks past their due date (none will be accepted after 12/8). In-class work (e.g., quizzes, presentations, and class activities) will receive credit only on the day they are due. Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate the incomplete before 12/1.

Students who miss class or a due date because of an unavoidable emergency should notify Dr. Tracy within 24 hours, following up with documentation / explanation. Students who will miss a class due to a university-excused absence (e.g., participation in an ASU athletic event or practice of a religious holiday) should alert Dr. Tracy in the first two weeks of class.

Even when absences are for "good reasons", students do not earn participation or attendance points for missed class sessions. Students who miss class for any reason and desire to "make up" participation/attendance points should 1) propose and come to an agreement with Dr. Tracy about other ways to participate and their relative points, and 2) contribute to the class discussion board. The following websites explain ASU's "university excused absence" policies: http://www.asu.edu/aad/manuals/acd/acd304-04.html; http://www.asu.edu/aad/manuals/acd/acd304-02.html.

ASU's Civility Policy:

ASU's policy on "Handling Disruptive, Threatening, or Violent Individuals on Campus" at http://www.asu.edu/aad/manuals/ssm/ssm104-02.html, explains how interfering with the peaceful conduct of university-related activities or remaining on campus grounds after a request to leave may be considered a crime. Students may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process.

Academic Integrity at ASU:

ASU's policies for academic integrity are available here https://provost.asu.edu/index.php?q=academicintegrity.

Assignments with integrity are written at the collegiate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.

Cheating or plagiarizing on any assignment or exam includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. It also includes excessive "help" or "editing" on assignments from others (if in doubt, ask me). Students in violation of academic integrity guidelines face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file. Student assignments are routinely checked against plagiarism-detection websites and files of past student papers. Please do your own work and cite all sources.

Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see ASU's "Commercial Note Taking Services" policy at: http://www.asu.edu/aad/manuals/acd/acd304-06.html).

Unique Academic Needs:

Students with unique academic needs who would like to coordinate special accommodations should contact me in the first couple sessions to discuss options and document their needs with ASU's disability resource center (https://eoss.asu.edu/drc).

Blackboard and Technology Help:

You need to access and navigate Blackboard to succeed in this class. The following provides a helpful resource: http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/

Sarah Tracy COM 494 Fall '15 Schedule (May change, see Blackboard for latest version)

Date, Class, Topic	To read or review (on or before the Saturday before class)	Turn in (on or before the Sunday before class 11:59 p.m. unless otherwise noted)	
Week 1 Aug 25 Introduction	Course Docs, Promises, Conditions, Rules of the Game P. 54 (A&B) and pps. 63-97 from Erhard, W., Jensen, M. C., Zaffron, S., & Granger, K. L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at SSRN: http://ssrn.com/abstract=1585976.	Self-introduction(via Blackboard discussion board) Email to instructor with any questions or concerns (not required)	
Week 2 Sep 1 In/out - choose	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Course Docs, Promises, Conditions, Rules of the Game (reread & master) Review P. 54 (A&B) &. Pp.s 63-97 and read for 1st time pages 7-13 Erhard, W., Jensen, M. C., Zaffron, S., & Granger, K. L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at SSRN: http://ssrn.com/abstract=1585976.		Opportunity to earn points for mastery of course docs, promises, conditions, rules of the game
Week 3 Sep 8 Integrity	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Jensen, M. C. (2009). Integrity: Without it nothing works. *Rotman Magazine: The Magazine of the Rotman School of Management*, 16-20. - Harvard Business School NOM Unit Working Paper No. 10-042; Barbados Group Working Paper No. 09-04; Simon School Working Paper No. FR 10-01. Available at SSRN: http://ssrn.com/abstract=1511274 - [6 pages] Erhard, Werner and Jensen, Michael C. and Zaffron, Steve, Integrity: A Positive Model that Incorporates the Normative Phenomena of Morality, Ethics, and Legality – Abridged. Available at SSRN: http://ssrn.com/abstract=1542759 - [34 pages]		Journal #1
Week 4 Sep 15 Speech Acts; Leadership as Phenomenon	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Budd & Rothstein (2000) - You are what you say (PDF on Blackboard) [5 pages] Zampella, T. – Three different one-pagers on Promises and Conditions (PDFs on Blackboard)		*Cre8 a Future Adventure* handwritten or typed notes for brainstorm in class

Date, Class, Topic	To read or review (on or before the Saturday before class)	Turn in (on or before the Sunday before class 11:59 p.m. unless otherwise noted)
Week 5 Sep 22 Foundation Authenticity	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Bennis, Warren G. and Thomas, Robert J. (2002). *Crucibles of Leadership*. Harvard Business Review, September 2002, pp 39- 45. PDF on Blackboard and also available here: http://home.trg-inc.com/sites/default/files/Crucibles%20of%20Leadership.pdf Bharucha, J. *Education as Stretching the Mind*, Published on "the Edge" and available here: http://edge.org/q2008/q08_16.html#bharucha [only 863 words or 1.5 pages…make sure to scroll to specified article]	Journal #2
Week 6 Sep 29 Perceptual & Functional Constraints	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Pages 25-40 and 43-53 from: Erhard, W., Jensen, M. C., Zaffron, S., & Granger, K. L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at SSRN: http://ssrn.com/abstract=1585976.	*Cre8 a Future Adventure* proposal turned in on blackboard
Week 7 Oct 6 Perceptual & Functional Constraints	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Boroditsky, L. (2009). How does our language shape the way we think? In M. Brockman (Ed.), *What's Next? Dispatches on the Future of Science* (pp. 116–129). New York: Vintage Books. Available: http://edge.org/conversation/how-does-our-language-shape-the-way-we-think	Journal #3
Oct 13 Fall Break		
Week 8 Oct 20 Perceptual & Functional Constraints	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Tracy, S. J. (In Press, 2013). Buds bloom in a second spring: Storying the male voices project. *Qualitative Inquiry.* Available: http://www.sarahjtracy.com/wp-content/uploads/2013/07/Tracy-Buds-Bloom-In-Press.pdf	Self-Assessment & Mastery Quiz
Week 9 Oct 27 Foundation Bigger than oneself; Cause in the Matter	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Pages 16-24 Erhard, W., Jensen, M. C., Zaffron, S., & Granger, K. L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at SSRN: http://ssrn.com/abstract=1585976	Journal #4

Date, Class, Topic	To read or review (on or before the Saturday before class)		Turn in (on or before the Sunday before class 11:59 p.m. unless otherwise noted)
Week 10 Nov 3 Context	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Pages 41-42 Erhard, W., Jensen, M. C., Zaffron, S., & Granger, K. L. (September 2, 2014). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at SSRN: http://ssrn.com/abstract=1585976 *This is Water* - David Foster Wallace (Commencement speech, Kenyon College, 2005). 9 min, 22 second video. https://vimeo.com/68855377		*Cre8 a Future Adventure* Meeting (with CA or other teaching team member)
Week 11 Nov 10 Context, a Deeper Cut	Slides from previous session (uploaded by Thursday night 11:59 p.m.) Goss, T., Pascale, R., & Athos, A. (1993). The reinvention roller coaster: Risking the present for a powerful future. *Harvard Business Review, 71*(6), 97–108. Available: https://hbr.org/1993/11/the-reinvention-roller-coaster-risking-the-present-for-a-powerful-future/ar/1		Journal #5
Week 12 Nov 17 Out Here		Slides from previous session (uploaded by Thursday night 11:59 p.m.) TBA	
Week 13 Nov 24 Authentic listening		Slides from previous session (uploaded by Thursday night 11:59 p.m.) TBA	Journal #6
Week 14 Dec 1 Creating a Created Future		Slides from previous session (uploaded by Thursday night 11:59 p.m.) TBA	Mastery Quiz Two
Week 15 Dec 8 Final Exam Session		Slides from previous session (uploaded by Thursday night 11:59 p.m.)	*Final's Cre8tion* Course feedback