Being a Leader – COM 691 – SLN 84231
Stauffer A431; Tues 6-8:45 p.m. – Fall, 2016, Arizona St U-Tempe

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Available to meet (virtual or Stauf 424A):
Tue 2:15-4:15 p.m. & by appt.

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Available: Tue 11 a.m.-12 noon & by appt.

WHAT THIS COURSE IS ABOUT

This course is about gaining 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* leader and leadership, this class leaves you *being* a leader as part of your natural self-expression.

This class does not unfold like most doctoral seminars. It is as much or more about *unlearning* as it is about learning. We will identify blind spots, accept breakdowns, and celebrate breakthroughs. This is only possible by keeping an open mind, rejecting preconceived notions, and authentically sharing how the course material shows up in our own as-lived leadership activities and experiences.

We will examine how our language, our listening, and our brain's neural functioning fundamentally construct what we can perceive and accomplish in our relationships, organizations, families, and societies. Topics include authentic listening, how conversational domains and language create access to leadership, speech acts, integrity, authenticity, and epistemological vs. ontological approaches to leadership.

Course activities include weekly reading, participation, field exercises, journal writing, small group meetings, and a semester-long project called the *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, you will discover and begin experiencing whatever personal transformation is required for you to be an effective leader. Specific objectives include:

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 effective leadership
4. Identifying breakdowns in listening and communication, practicing new ways of being, & celebrating breakthroughs
5. Identifying and fulfilling the concerns and interests 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) being given being and action by something bigger than yourself
8. Practicing authentic listening and being "out here" with other people in your life so they actually feel "gotten"
9. Generating speech acts that have you being a leader and creating action in the world
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

TRANSFORMATIVE PEDAGOGY – DISCOVERING FOR YOURSELF

Transformative learning requires inquiring and discovering for yourself. Much of this learning happens in groups where we can collectively discover, support, and be with others. 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?" and "How might I most effectively interact with others to support their journey of discovery and being a leader?"

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. Being open to "unlearning" your practiced habits is crucial for discovering anew. Indeed, 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.

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 ethnicity, 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 may enhance one's ability to produce art, but it will not automatically make a person into an artist.

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 show up. How a situation "occurs" 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, represents how our life shows up, and how this life will predictably unfold– *unless something disrupts it.* In this class, we will distinguish how to alter contexts and how, in turn, a transformed context alters our own and others' 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, you will have the opportunity to become aware of, deal with, and relax the grip of personal obstacles (ontological constraints) to exercising leadership. We will develop a context for leader and leadership with the power to give you the *being and action* of a leader as your natural self-expression.

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Course Assignments, Policies, Resources

Assignment	Points
In-class Presence, Participation, Preparation, Rules of the Game	75
Group Meetings (12 @ 5 pts each) and Group Reflection (15 pts)	75
Journal Entries (8 @25 pts each)	200
Cre8 a Future Adventure (Brainstorm, Proposal, Meeting, Final's Cre8tion)	150
Total	**Up to 500**

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

In-class Presence, Participation, Preparation Rules of the Game (up to 75 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, both in talking and listening. And, more pointedly, when you are being a leader and exercising leadership, you will be functioning in the sphere of language and action.

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, supporting your classmates, and making discoveries along the way.

Students should listen alertly, take notes, concentrate on course material rather than external distractions, and 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 questions and recommendations. To earn As and Bs in participation, students must not miss class more than once, and additionally must provide thoughtful, appropriate verbal participation informed by the class resources, and generate questions that forward the learning for oneself and others.

The teaching team will take notes about participation throughout the semester and students will be asked for their own self-assessment one or more times. Students are welcome to ask to receive feedback about their participation at any time.

If students miss a class due to an emergency or a university-excused absence, they are able to make up participation / attendance points by proposing other ways to participate and coming to an agreement about their relative points (e.g., one option may be contributing to the class discussion board). 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 the overall course grade. After three instances, late arrivals or early departures (of 15 or fewer minutes) to class or break will result in a 5 point deduction.

Reading and Activity Journals (8 @ 25 pts each; up to 200 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. Doing so will inform a typewritten 1000+ word journal entry that you will turn in via Blackboard on or before 11:59 p.m. the Sunday before class nine (9) 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?
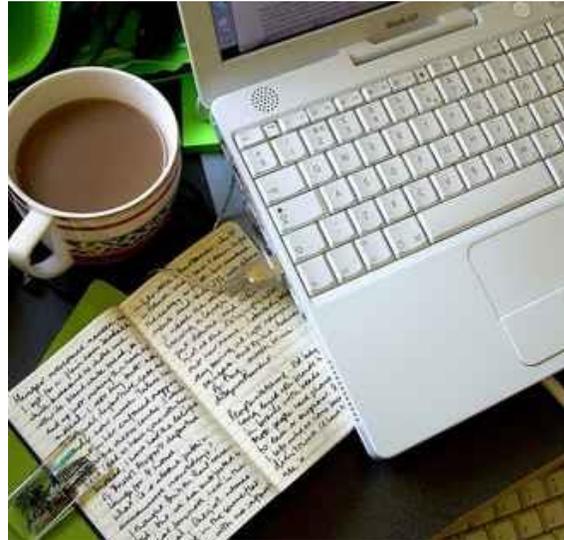
For #2 and #3 above, consider these questions:
A) What actions could I have taken? B) What actions did I take? C) What actions did I commit to that I did not take? D) What worked (a breakthrough), E) what didn't work (a breakdown)?

Points awarded on each journal entry depend on:
1. Does it evidence informed reflection of the course materials/readings? 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 over the last week since exploring 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 one or two weeks. (5 pts)
4. Does the entry attend to requested 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.

Weekly Group Meetings & Final Group Reflection Essay (75 points; 12 meetings @5 pts each + 15 pt. reflection essay)

The purpose of groups in this course is to provide a supportive environment to:
#1) experiment with and practice the ideas and distinctions of the course in real-time
#2) plan with and provide accountability to one another in your Cr8 a Future Adventure

The groups will meet almost every week of class for one+ hour. Groups are free to choose the day and time of their meeting and whether to meet face-to-face, via Skype, or a conference call. Setting a regular and predictable time is recommended. The doctoral assistants will intermittently attend group meetings in rotation, share their own discoveries, and provide support.

The expectation is to be *fully present* at each of the 12 group meetings.
>*fully present* = attending on time and for the full time agreed upon, being prepared by practicing on-the-court activities before the meeting, and being fully attentive to group members (e.g., choosing to serve fully in rotation in one of the group roles, not focusing on side conversations / technology, not getting bored).

You will be responsible for tracking your own progress of the group work assignment, and we will provide a rubric for doing so.

You should meet at least 12 times to earn the full 60 points for group work. That said, you are not limited to these 12 meetings. You are welcome to organize additional group meetings with 3+ members (e.g., on the "optional weeks") if you want to bolster points.

Reflection - In addition to keeping track of points each week, please make notes about your group interactions and leadership throughout the term. In what ways are you showing up? What are your typical ways of being? In what ways do your ways of being influence the workability of the group? In what ways are you dealing with integrity? What contexts are you bringing to the situation? What are your breakdowns? Breakthroughs?

Several times throughout the term you'll be asked about group work in your journals. At the end of the semester (for a 15 point final reflection) you'll be asked to write about your group interactions and turn in the rubric of you've tracked for yourself across the semester.

The habits, patterns, roles, and pet peeves you have typically experienced related to group interactions will likely also come up in this class. We encourage you to encounter these patterns as opportunities to practice leadership. The following are some recommendations for creating workability in your group:
  a. Recognize that an important part of being a leader is being a follower at the right times. In fact, you cannot lead unless you can follow.
  b. Have *listening* be your primary access to supporting others in your group.
  c. Empower and support your group members in completing the journal assignments and taking bold steps in their *Cr8 a Future Adventure*.
  d. Do not coach someone who has not directly requested it. And, if they request coaching, consider whether it is really appropriate to provide any coaching and / or consider how you might ask a question so that the other person might discover for themselves.
  e. Do not give advice to or correct those in your group. Correcting, providing help, or supplying "the answer" will undermine others' self-discovery.

Weekly Group Meetings, cont.

Whenever the group meets, select a:
   a. Conversation facilitator – *keep changing this person* so everyone has the opportunity to facilitate the conversation of the group. This leadership role is about figuring out format and ordering of sharing, not being in charge of or dominating the conversation.
   b. Conversation recorder – the role of this person is to capture and keep in existence notes regarding whatever is relevant in the group's work—especially if the groups are asked to return to class with something specific to discuss. Also, *keep changing this person.*
   b. Conversation timer – the role of this person is to alert the group as to where they are regarding the pace of the work yet to be done, to make sure that each person has an opportunity to participate in the group, and to make sure that everything gets completed in the time provided. Also, *keep changing this person*.
   c. Conversation communicator – the role of this person is to communicate with a group member who, in the unfortunate event, has missed class or a group session (or portion thereof). The communicator should briefly outline what occurred when this group member missed and check in as to that person's practice of class distinctions. Also, *keep changing this person*.

Cre8 a Future Adventure (**Brainstorm, Proposal, Meeting, Final Cre8tion) – Up to 150 pts**

Using the practices you learn in this class, 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 in your life that is not ideal, and one that you believe may never change…that seems to you, "may always be this way."
It can be a future you want to create in your workplace, academic career, home life, school, family, community, church, neighborhood, gym, mediated community, larger society, or in other areas of your life. During this semester, 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.

Use the course distinctions and the contextual framework (the "box" pictured here) when writing and speaking about your adventure. Breakdowns are part of any adventure. This project is about the journey—not the destination. Therefore, do not sugar coat your adventure (e.g., do not attempt to make it seem more or less successful than it actually is).
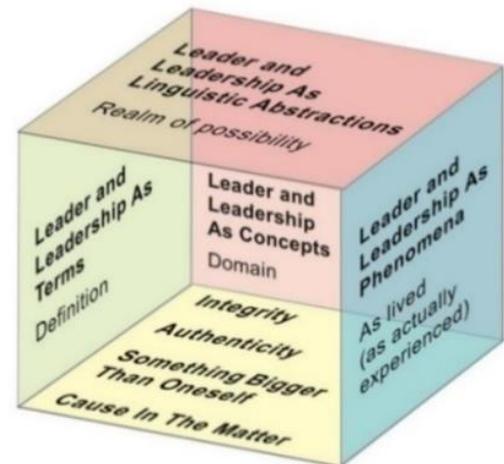
> **"An *adventure* is an exciting or unusual experience. It may also be a bold, usually risky undertaking, with an uncertain outcome."** Wikipedia.

Cre8 a Future Adventure, cont.

Your **Brainstorm** (Wk 4) and **Proposal** (Wk 7) includes 8 steps.
1. A title and a vision/goal statement (make these inspiring to you and to the relevant parties)
2. Why is this situation 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 who you will work with to actively help Cre8 this future.
4. An outline of steps in Cre8ing this future. What needs to happen? By when? By whom?
5. Discussion of how this adventure may require you to go beyond the "way you wound up being."
6. The promises & declarations (and perhaps revocations) you will make to Cre8 this future.
7. The 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 doing some additional brainstorming and **Meeting** with a teaching team member to discuss your progress during Week 10 or 11. Details for that meeting will be provided in class.

The culmination of your adventure (at least for the purposes of this class) is the final (**Cre8tion** – Week 15). You will receive details throughout the term, but its likely form will be a presentation and brief paper that evidences your use of course material / language / distinctions and answers:
• What was the almost certain predictable future in the adventure you took on?
• What is the future you have created (or are creating)?
• Describe in concrete terms how your and specific peoples' occurring have transformed / are transforming because of the action taken by you and relevant parties? [include key breakthroughs and/or breakdowns]
• What did you learn about yourself, being a leader, and the effective exercise of leadership, through this adventure?
• What is the created future (as a context) of this adventure that gives you and the relevant parties access to action on the court in the present?

Make use of The Design Context for a Created Future:
1. Create a "created future" looking from the future you are creating back to the present, so that the future you are creating is allowed rather than constrained by what is so in the present. Make sure this future moves, touches, and inspires!
2. Who are the relevant parties for this created future? Remember: the goal is the realization of a future which "fulfills matters of fundamental interest or importance to the relevant parties, including those who granted the leadership (those who lead you and those you lead)."
3. What are the opportunities in this created future for the relevant parties? Remember, in the realizing of that "created future", the people you are leading (those who must act to realize that "created future") must see an opportunity to a) *fulfill their concerns*, b) *contribute*, and c) *express themselves*.
4. How can you and your life become about the creation and realization of this future?

Use of Personal Electronic Devices in Class

The latest research suggests that focus, comprehension, recall of ideas, and information processing increase when people hand-write their 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 Dr. Tracy will alert the class. *Otherwise, please 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 12/9). In-class work (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 12/2.

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 miss a class due to a university-excused absence (e.g., practice of a religious holiday) should alert Dr. Tracy in the first two weeks of class. The following website explains ASU's "university excused absence" policy: http://www.asu.edu/aad/manuals/acd/acd304-02.html.

If students miss a class due to an emergency or a university-excused absence, they are able to make up participation / attendance points by proposing other ways to participate and coming to an agreement their relative points (one option may be contributing to the class discussion board). 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 the overall course grade. After three instances, late arrivals or early departures (of 15 or fewer minutes) to class or break will result in a 5 point deduction.

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" if the student's behavior disrupts the educational process.

Blackboard and Technology Help: You need to access and navigate Blackboard to succeed in this class (resource: https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students/)

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).

Academic Integrity at ASU: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. Forms of academic dishonesty are varied but include plagiarism. In the *Student Academic Integrity Policy* manual, ASU defines plagiarism as 'using another's words, ideas, materials, or work without properly acknowledging and documenting the source.' For more information, see https://provost.asu.edu/academic-integrity."

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).

COURSE RESOURCES & BACKGROUND

A primary resource for the course is an evolving ~800-slide slide deck adapted by the course instructor and sourced from the original designers and authors of 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), Kari L. Granger (Center for Character and Leadership Development, US Air Force Academy), and Jeri Echeverria (Executive Vice Chancellor and Chief Academic Officer, California State University). Latest published version: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1263835

Since that time, versions of the course using transformative learning methodologies have been further developed and taught internationally at more than 20 research universities. The version of the course offered in the Hugh Downs School of Human Communication at ASU supplements course materials from the team above with resources authored by scholars in a variety of disciplines, including communication, psychology, management, philosophy, neuroscience, medicine, education, and appreciative inquiry. I acknowledge Jeri Echeverria and other LECOLE faculty members whom have generously shared their related scholarly resources.

The slide deck adapted for COM 691 will be provided via Blackboard over the semester.

Readings / Resources

(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)

Bharucha, J. *Education as Stretching the Mind - 863 words* – Published on "the Edge" and available here: https://www.edge.org/response-detail/10131

Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, *28*(4), 407-426.

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. ***Just need to read pps 1-26 (rest are appendices).*** Available at SSRN: http://ssrn.com/abstract=1681682

Erhard, W. and Jensen, M. C. and Zaffron, S. and Echeverria, J. L. (April 29, 2016). *Introductory Reading for the 'Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at: http://ssrn.com/abstract=1585976

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.

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

Budd & Rothstein (2000) - You are what you say. *New Age, 17, 9*.

The above brief article provides an overview of the following book: Budd, M., & Rothstein, L. (2000). *You are what you say: A Harvard doctor's six-step proven program for transforming stress through the power of language*. New York: Three Rivers Press.

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.

Brief Blog - http://www.curiousapes.com/the-science-of-happiness-why-complaining-is-literally-killing-you/

Tracy, S. J. (2016). Buds bloom in a second spring: Storying the male voices project. *Qualitative Inquiry, 22,* 17-24.

Souba, W. W. (2014). The phenomenology of leadership. *Open Journal of Leadership*, *3*, 77-105. http://file.scirp.org/Html/1-2330067_52331.htm#p102

Readings / Resources, cont.

Barge, J. K. (2014). Pivotal leadership and the art of conversation. *Leadership*, *10,* 56-78. Doi: 10.1177/1742715013511739.

This is Water - David Foster Wallace (Commencement speech, Kenyon College, 2005). 9 min, 22 second video. Available: https://www.youtube.com/watch?v=pfw2Qf1VfJo

Cunliffe, A. L. (2009). The philosopher leader: On relationalism, ethics and reflexivity—A critical perspective to teaching leadership. *Management Learning*, *40*(1), 87-101.

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.

The Free Listening Project. http://urbanconfessional.org/partner/ and partner guide https://drive.google.com/file/d/0B76AX3pieau8akxjcFRUaElONW8/view.

Auxiliary Resources

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

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

Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability. *Journal of Transformative Education*, *3*, 76-91.

Mortenson, S. T. (2007). Raising the Question# 7 Should We Teach Personal Transformation as a Part of Interpersonal Communication? If so, How is it Done? *Communication Education*, *56*(3), 401-408.

Souba, C. (2010). Perspective: The language of leadership. *Academic Medicine*, *85*(10), 1609-1618.

Souba, W. W. (2011). The being of leadership. *Philosophy, Ethics, and Humanities in Medicine*, *6*(1), 1.

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.

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

Resources available on Blackboard (see "Remix"!)

Sarah Tracy COM 691 Fall '16 Schedule (May change, see Blackboard for latest version)

To read or review (on or before the Saturday before class)	Assignments [submit journals Sunday before class by 11:59 p.m. and hold group meetings (GMs) any time before class]	Date, Class, Topic
Course Primer / Documents Bharucha, J. *Education as Stretching the Mind* **‑** *863 words* – Published on "the Edge" and available here: https://www.edge.org/response-detail/10131 Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, *28*(4), 407-426. 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. ***Just need to read pps. 1-26 (rest are appendices).*** Available at SSRN: http://ssrn.com/abstract=1681682 *Recommended:* Moore, J. (2005). Is higher education ready for transformative learning? A question explored in the study of sustainability. *Journal of Transformative Education*, *3*, 76-91. Mortenson, S. T. (2007). Raising the Question# 7 Should We Teach Personal Transformation as a Part of Interpersonal Communication? If so, How is it Done? *Communication Education*, *56*(3), 401-408. 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.	Email to instructor with any questions about course (not required) Bring to class responses to these questions: *What struck you from the readings?* *What has been your experience with and what are your expectations, hopes, or concerns regarding transformative learning, critical reflexivity, or an ontological-phenomenological pedagogical approach?*	**Week 1 Aug 23** **Intro-duction** **and** **Choosing**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) Course Primer / Documents (please review again) **Pages. 7-13 & 63-99** from: Erhard, Werner and Jensen, Michael C. and Zaffron, Steve and Echeverria, J. L. (April 29, 2016). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at: http://ssrn.com/abstract=1585976	Self-introduction (via Blackboard discussion board) Journal #1 (due 8/28) GM #1 (meet anytime b4 class 8/30)	**Week 2 Aug 30** **Already Always Listening**

To read or review (on or before the Saturday before class)	Assignments [submit journals Sunday before class by 11:59 p.m. and hold group meetings (GMs) any time before class]	Date, Class, Topic
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 #2 (due 9/4) GM #2 (meet anytime b4 class 9/6)	**Week 3** **Sep 6** **Integrity**
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]. This brief article provides an overview of the following book: Budd, M., & Rothstein, L. (2000). *You are what you say: A Harvard doctor's six-step proven program for transforming stress through the power of language*. New York: Three Rivers Press. Zampella, T. – Three different one-pagers on Promises and Conditions (PDFs on Blackboard)	GM #3 (meet anytime b4 class 9/13) *Cre8 a Future* brainstorm	**Week 4** **Sep 13** **Speech Acts; Leadership as Phenomenon**
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 **Pages 16-45** from: Erhard, Werner and Jensen, Michael C. and Zaffron, Steve and Echeverria, J. L. (April 29, 2016). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at: http://ssrn.com/abstract=1585976.	Journal #3 (due 9/18) GM #4 (meet anytime b4 class 9/20)	**Week 5** **Sep 20** **Leadership as Linguistic Abstraction & Foundation Authenticity**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) **Pages 46-55** (just reading, not the incorporated assignments) from: Erhard, Werner and Jensen, Michael C. and Zaffron, Steve and Echeverria, J. L. (April 29, 2016). *Introductory Reading for the 'Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course.* Available at: http://ssrn.com/abstract=1585976.	Journal #4 (due 9/25) GM #5 (meet anytime b4 class 9/27)	**Week 6** **Sep 27** **Perceptual & Functional Constraints**

To read or review (on or before the Saturday before class)	Assignments [submit journals Sunday before class by 11:59 p.m. and hold group meetings (GMs) any time before class]	**Date, Class, Topic**
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 Brief Blog - http://www.curiousapes.com/the-science-of-happiness-why-complaining-is-literally-killing-you/	*Cre8 a Future* proposal (due 10/2) GM #6 (meet anytime b4 class 10/4)	**Week 7 Oct 4** **Perceptual & Functional Constraints** **The way we regularly go through life**
		Fall Break **Oct 11**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) Tracy, S. J. (2016). Buds bloom in a second spring: Storying the male voices project. *Qualitative Inquiry, 22,* 17-24.	Journal #5 (due 10/16) GM #7 (meet anytime b4 class 10/18)	**Week 8 Oct 18** **Life Sentences** **Out Here**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) Souba, W. W. (2014). The phenomenology of leadership. *Open Journal of Leadership*, *3*, 77-105. http://file.scirp.org/Html/1-2330067_52331.htm#p102	Journal #6 (due 10/23) GM #8 (meet anytime b4 class 10/25)	**Week 9 Oct 25** **Foundation: Bigger than oneself; Cause in the Matter**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) *This is Water* - David Foster Wallace (Commencement speech, Kenyon College, 2005). 9 min, 22 second video. https://vimeo.com/68855377 Barge, J. K. (2014). Pivotal leadership and the art of conversation. *Leadership*, *10,* 56-78.	GM #9 (meet anytime b4 class 11/1) *Cre8 a Future Midterm Meeting* & *Paperwork* (~1 hour scheduled sometime between 10/26 & 11/8)	**Week 10 Nov 1** **Context**

To read or review (on or before the Saturday before class)	Assignments [submit journals Sunday before class by 11:59 p.m. and hold group meetings (GMs) any time before class]	**Date, Class, Topic**
Slides from previous session (uploaded by Thursday night 11:59 p.m.)	GM – optional (Some midterm Cr8 meetings scheduled this week and finished by 11/8)	**Week 11-TBA (Either Friday, Nov 4, 10 a.m.-12:45 p.m. Or Tues 11/8)** **Context, a Deeper Cut**
National Communication Association Convention in Philadelphia 11/8-11/13		
Slides from previous session (uploaded by Thursday night 11:59 p.m.) The Free Listening Project. http://urbanconfessional.org/partner/ and partner guide https://drive.google.com/file/d/0B76AX3pieau8akxjcFRUaElONW8/view.	Journal #7 (due 11/13) GM #10 (meet anytime b4 class 11/15)	**Week 12 Nov 15** **Authentic listening**
Slides from previous session (uploaded by Thursday night 11:59 p.m.) Cunliffe, A. L. (2009). The philosopher leader: On relationalism, ethics and reflexivity—A critical perspective to teaching leadership. *Management Learning*, *40*(1), 87-101.	Journal #8 (due 11/20) GM #11 (meet anytime b4 class 11/22)	**Week 13 Nov 22** **TBA**
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	GM #12 (meet anytime b4 12/4) [note, a 10-day span for this meeting]	**Week 14 Nov 29** **Creating a Created Future**
Slides from previous session (uploaded by Thursday night 11:59 p.m.)	GM tracking & Reflection Essay (due 11/4) *Final's Cre8tion* (due in class) Course feedback (complete in class)	**Week 15 Dec 6** **Final Exam Period**