Being a Leader – COM 494 – SLN 12942 (O)
Stauffer A114; Tues-Thur 1:30-2:45 p.m. – Spring, 2017, Arizona St U-Tempe

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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 courses. 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, having compassion for oneself and others, and authentically sharing how the course material shows up in our own as-lived 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 self-compassion and 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, and *be compassionate and patient along the way.*

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, Reading / Resources, and Policies

Assignments and Grading Overview (out of 500 points total)

Assignment	Points
Extra Credit (pre & post course survey, interview)	+ ( )
Journal Entries (6 @ 25 pts each)	150
Mastery Quizzes (2) & Self-Assessment	110
In-class Presence, Participation, Preparation, Following Rules of the Game	40
Group Meetings (10 @ 5 pts each)	50
Leadership Scenario and Live Role Play	25
Cre8 a Future Adventure (Likely point breakdown: Brainstorm & Proposal-25, Meeting & Worksheet-50, Final's Cre8tion-50)	125
Absence or civility deductions: (after two absences): -10 points for more than 15+ minutes missed from a class; -3 points being late / leaving early or 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)

EXTRA CREDIT
This course (its assignments, approach, and instructor) is being studied by a team of researchers. *Your insight is extremely valuable* and you have the opportunity to earn extra credit through several activities across the semester. You can earn extra credit for participating in these activities whether or not you choose to contribute your responses to the research team.

PRESENCE, PARTICIPATION, BEING COACHABLE (up to 40 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 twice, and additionally must provide thoughtful, appropriate verbal participation informed by the class resources, and generate questions that forward the learning for oneself and others. Students are welcome to ask to receive feedback about their participation at any time.

GROUP MEETINGS & REFLECTION (50 points; 10 meetings @ up to 5 pts each)
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 may intermittently attend group meetings in rotation and provide support.

You should meet at least 10 times to earn the full 50 points for group work. That said, you are not limited to these 10 meetings. You are welcome to organize additional group meetings with 3+ members if you want to bolster points. You will be responsible for tracking your own progress of the group assignment – as discussed on the next page.

GROUP MEETINGS & REFLECTION (50 points; 10 meetings @ up to 5 pts each)
The habits, patterns, roles, and pet peeves you have typically experienced related to group interactions will likely also come up in this class. Encounter these 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.

Whenever the group meets, select a:
a. Conversation facilitator – <u>keep changing this person</u> 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, <u>keep changing this person.</u>
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, <u>keep changing this person</u>.
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, <u>keep changing this person</u>.

Throughout the term, keep track of your own points using this rubric (available on Blackboard):
a. Award yourself 3 points for each meeting in which you attend, are prepared and **fully present** [**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)].
b. Award yourself 1 point every time you attend but are late, leave early, or are not fully present. Raise this to 2 points if you honor your word using the integrity script used in class.
• For each meeting, identify your group role and then reflect in the excel spread sheet via ~100 words on your group interactions and leadership. 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 are your breakdowns? Breakthroughs? (these reflections will be worth up to 2 pts for each meeting)

Attach your updated group work rubric every time you turn in a journal (see below) and turn in the final version near the end of the semester via Blackboard for its final evaluation.

READING AND ACTIVITY JOURNALS (up to 150 points)

You will journal 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 9 a.m. the Monday before class six (6) times throughout the semester.

Points awarded on each journal entry depend on:

1. Informed reflections on readings, course concepts & slides since previous journal entry. Does it demonstrate what you "get," how it *might* apply to your life, and show an authentic grappling with what you "don't get"? (10 pts)

2. Clear evidence of practicing "on-the-court" activities and exercises since previous journal (prompts given in class & on Blackboard). Were exercises and distinctions substantially and actively practiced in life as lived over the last couple weeks since exploring them in this class? To do this, provide "on the court" descriptions and authentically reflect on breakthroughs and breakdowns. (10 pts)

   [If you did not practice one or more exercises substantially and actively, don't fake it. Simply note this and either say that you will not be practicing the activity or commit to when and how you will practice the activity].

3. Does the entry attend to requested logistical details? (5 pts)
   a. Submitted on time (due on or before Monday 9 a.m. *before* class) and available during class (printed or digitally)
   b. Well-written (using good grammar, punctuation, sentence and paragraph structure)
   c. Write your response *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.

4. Did you attach an updated and filled-out group meeting excel rubric (for journals 2-6)?

MASTERY QUIZZES & SELF-ASSESSMENT (up to 110 points)

We will have two 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. Additionally, you should master the promises, conditions, rules of the game and all the course documents (including this one) and will be provided opportunities in class to earn points for showing your mastery of them.

You will also fill out a self-assessment midway through the semester. It provides insight on how well you enacting the promises and conditions of the course and provides an opportunity for an integrity check, recommitment, and feedback to the teaching team.

CRE8 A FUTURE ADVENTURE (AND ITS COMPONENTS) – Up to 125 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 to the relevant parties. Note: "relevant parties" = at least three (3) 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 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.

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

Your **Brainstorm** (Wk 4) and **Proposal** (Wk 6) includes 8 steps.
1. What is your stand in the world? In other words, what are you committed to that gives you being and action that is bigger than your own individual fame, fortune, and well-being?
2. Describe a situation in your community or world that is particularly challenging and meaningful that requires leadership in order to transform [and that is related to your stand].
3. Describe your ideal created future in terms of this situation—make sure this future moves, touches, and inspires—and is related to your stand. [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.]
4. Identify the relevant parties and understand their concerns:
   a. Who must you listen to in order to understand the situation? What must you do in order to learn about these peoples' concerns, hopes, and fears in regard to the situation?
   b. Provide the names of three or more people who you will work with to actively help Cre8 this future (this will come in the form of listening to them and specific speech acts with them, such as you making requests, promises, offers, and invitations).
   c. How will the Adventure provide opportunities for these relevant parties to a) *fulfill their concerns*, b) *contribute*, and c) *express themselves*?
5. Create a title and vision/goal statement for the Adventure—both of which are inspiring and meaningful to you and to the relevant parties.
6. Develop an outline of steps in Cre8ing this future. What needs to happen? By when? By whom? Among other things, consider:
   a. The promises & declarations (and perhaps revocations) you will make to relevant parties to Cre8 this future.
   b. The people you must listen to and incorporate their concerns in order to Cr8 this future.
   c. The invitations, requests, and commands you will make to others to Cre8 this future.
7. A discussion of how this adventure requires you to go beyond the "way you wound up being."
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 complete an additional worksheet and attend a **Midterm Cr8 Meeting** with a doctoral assistant during Week 10. Details for that meeting will be provided in class.

Cre8 a Future Adventure, cont.

The culmination of your adventure (at least for the purposes of this class) is the **Final's Cre8tion** (Week 14-16). You will receive details throughout the term, but its likely form will be a live Q&A and a 5-page (~3000 word) essay or 20 min video that attends to these questions:

1. Describe your created future and stand in the world. How does your Cr8 Adventure relate to this created future and stand? Make sure this stand, this future, and its related adventure moves, touches, and inspires! What was the almost certain predictable future in the adventure you took on?
2. In what ways has this adventure provided an opportunity for you to practice course distinctions (be specific and discuss on the court)?
3. Describe in concrete terms how you and relevant the parties have taken action in life as lived. What have been the opportunities for the relevant parties to a) *fulfill their concerns*, b) *contribute*, and c) *express themselves*? 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)."
4. How does this created future give you and the relevant parties access to continued action on the court? How can you/your life become about the creation and realization of this future? [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.]
5. What did you learn about yourself, being a leader and the effective exercise of leadership, through this adventure?
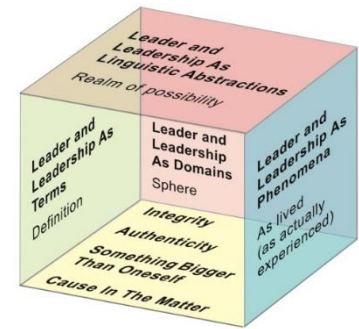
Be authentic, include key breakthroughs and/or breakdowns, and evidence your grasp and use of course material / conversational domain / distinctions. Discuss the project using elements from the course and the contextual framework (or "the box" shown here). Remember that setbacks are part of any project. Therefore, do not sugar coat (e.g., do not attempt to make your adventure seem more or less successful than it actually is).

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 494 will be provided via Blackboard over the semester.

Required Readings / Resources

(listed in rough order of how we will read them in class—see Blackboard for access)

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

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

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.

Budd & Rothstein (2000) - You are what you say. *New Age, 17, 9*.
This brief article overviews: 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.

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

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. Available on Blackboard.

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 are available on Blackboard

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 there is an emergency or ongoing situation in which you would like to request exception to this rule, contact Dr. Tracy.

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, 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 4/28). In-class work (e.g., exams, 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 4/21.

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.

An absence in this class equates to missing any one class for more than 15 minutes. Every absence over two absences will result in a 10 point deduction (or 2%) from your final grade. Every late arrival or early departures (of 15 or fewer minutes) will result in a 3 point deduction. These deductions can significantly affect your course grade. Students who desire to "make up" attendance points should post a resource along with a ~300 word reflection of how it relates to the course to our Blackboard Discussion Board within one week of the missed session. Points depend on breadth and quality of the contribution.

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.

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/

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. You may
not recycle papers or work from other courses you've taken, including if you are taking this
course over again. Academic dishonesty also includes excessive "help" or "editing" on
assignments from others (if in doubt, ask). 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).

This class, as all others in the School, is taught in English. If English is not your first language
and you are having difficulty in speaking, writing, or understanding—please seek assistance at
the Writing Center on campus or with the International Student office which provides
conversational groups for non-native speakers. Since this class is taught in English, all work in
this course will be graded based on a common rubric that assumes an understanding of English.

Sarah Tracy COM 494 *SLN 12942 (O)* - Sp '17 Schedule
(Subject to change, see Blackboard for latest version)

Assignments [see below for date/time due]	To read or review (Before coming to class on Tuesday)	In-class Topic / Activity	Date of class
		Pre-Course Survey Introduction	Wk 1a 1/10
On Thurs, bring to class response: *What struck you from the Bharucha reading?*	Course Primer and Documents (study to make an authentic choice about class) Bharucha, J. *Education as Stretching the Mind* **-** *863 words* – Published on "the Edge" https://www.edge.org/response-detail/10131	Authentic Choice	Wk 1b 1/12
Review slides from previous week On Tues, bring to class response to: *What has been your experience with transformative learning?* *What are your expectations, hopes, and "yeah, buts" regarding this course?*	Course Primer / Documents (Study for bonus mastery points) 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).**	Already Always Listening	Wk 2 1/17 & 1/19
Review slides from previous week. Journal #1 (due Monday 1/23 9 a.m.)	**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.* Jensen, M. C. (2009). Integrity: Without it nothing works. *Rotman Magazine: The Magazine of the Rotman School of Management*, 16-20. [6 pages]	Integrity Determine Groups	Wk 3 1/24 & 1/26

Assignments [see below for date/time due]	**To read or review** (Before coming to class on Tuesday)	In-class Topic / Activity	Date of class
Review slides from previous week Bring hard copy *Cre8 a Future Adventure* brainstorm for 2/2 class GM #1 (meet any time before class 2/2)	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)	Speech Acts; Leadership as Phenomenon	Wk 4 1/31 & 2/2
Review slides from previous week Journal #2 (due M 2/6 9 a.m.) GM #2 (meet any time before class 2/9)	**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.*	Leadership as Linguistic Abstraction & Foundation Authenticity	Wk 5 2/7 & 2/9
Review slides from previous week *Cre8 a Future Adventure* proposal (due M 2/13 by 9 a.m.) GM #3 (meet any time before class 2/16)	**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.*	Perceptual & Functional Constraints	Wk 6 2/14 & 2/16
Review slides from previous week Journal #3 (due Monday 2/20 by 9 a.m.) GM #4 (meet anytime before class 2/23)	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. Tracy, S. J. (2016). Buds bloom in a second spring: Storying the male voices project. *Qualitative Inquiry, 22,* 17-24.	Perceptual & Functional Constraints The way we regularly go through life	Wk 7 2/21 & 2/23

Assignments [see below for date/time due]	To read or review (Before coming to class on Tuesday)	In-class Topic / Activity	Date
Review slides from previous week Self-Assessment & Mastery Quiz (due by Monday 2/27, 9 a.m.) GM #5 (meet anytime before class 3/2)	TBA	Life Sentences Bigger than oneself Cause in the Matter	Wk 8 2/28 & 3/2
		Spring Break No class	3/7 & 3/9
Review slides from previous week Journal #4 (due by Monday 3/13 9 a.m.) GM #6 (meet any time before class 3/16)	Bennis, Warren G. and Thomas, Robert J. (2002). *Crucibles of Leadership*. Harvard Business Review, September 2002, pp 39- 45. PDF on Blackboard	Out Here	Wk 9 3/14 & 3/16
Review slides from previous week *Cre8 a Future Adventure* Midterm Meeting w/ teaching team member	Reread Erhard et al intro reading for a review of mindset / frame of reference	Authentic Listening	Wk 10 3/21 & 3/23
Review slides from previous week Journal #5 (due by Monday 3/27 9 a.m.) GM #7 (meet any time before class 3/30)	TBA	Context	Wk 11 3/28 & 3/30
Review slides from previous week GM #8 (meet any time before class 4/6)	*This is Water* - David Foster Wallace (Commencement speech, Kenyon College, 2005). 9 min, 22 second video. https://www.youtube.com/watch?v=MZjpihl2pfg	Context, a Deeper Cut	Wk 12 4/4 & 4/6

Assignments [see below for date/time due]	To read or review (Before coming to class on Tuesday)	In-class Topic / Activity	Date of class
Review slides from previous week Journal #6 (due by Monday 4/10 9 a.m.) GM #9 (meet any time before class Thursday 4/13)	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. Auxiliary Neuroscience slides	Creating a Created Future	Wk 13 4/11 & 4/13
Review slides from previous week Mastery Quiz #2 (due by Monday 4/17 9 a.m.) GM #10 (meet any time before class Thursday 4/20)	TBA	Creating a Created Future & Where do We Go From Here?	Wk 14 4/18 & 4/20
Review slides from previous week Cr8 a Future Adventure Culmination Essay Final Group Meeting Rubric (both due Monday 4/24 9 a.m. on Blackboard)	Attend and participate in live leadership scenario	Live Leadership Scenarios	Wk 15 4/25 & 4/27
Develop Cr8 Culmination Presentation	End of Course Survey administered in class Cr8 Culminations Live Q&A in Class	Final period	Wk 16 Thur May 4, 12:10 -2 p.m.

Optional Auxiliary Resources

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

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

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

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

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.

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

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

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

Resources available on Blackboard (see "Remix"!)

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