

***Being a Leader* – COM 691 – SLN 92306**

Stauffer A417; Tues 3-5:45 p.m. – Fall, 2019, Arizona St U-Tempe



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Tue 9-10 a.m. & 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 our own oversights, 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 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 as part of your natural self-expression. Although you may not have all 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 the effective exercise of 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, crafting a “created future,” and distinguishing how this creates a powerful context for your day-

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 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, *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. We use the word ontology to refer to 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 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.



BEING A LEADER THROUGH LANGUAGE

RULES OF THE GAME TO ACHIEVE THE COURSE PROMISE

This course is about discovering for yourself, exploring, and practicing in life as lived so that you might expand your ways of being, thinking, planning, and acting effectively as a leader.

Doing so requires maturity, courage, and vulnerability. It means critical self-reflection, which involves the willingness to not only identify the frames of reference through which you see and act in the world, but to question, unsettle, and modify these frames as well. All of this requires:

1. Willingness to be open and ruthlessly straight about your ways of being and acting.
2. Being open to have your worldview and frames of reference examined and questioned.
3. Taking on / participating fully with what is presented before determining if it fits for you.
4. Being open to coaching.
5. Taking responsibility for your own learning and the learning of others.
6. Discovering and confronting your inauthenticities, and being straight about them

The Promise of this Course – You will leave this course being a leader and exercising leadership effectively as *your natural self-expression*.

There are lots of games in life—sports, the stock market, board games, and more. This class is also a game. To fulfill on the course promise, players need to know and honor the rules of the game.

Rules of the Game



1. Fully complete assignments before they are due and engage fully in class activities.
2. Be seated, attentive, and ready to begin at the start time of each session and after any break. If there is a dire need for you to leave outside of scheduled breaks, return as quickly as possible. Going in and out of the room reduces the effectiveness of the class for everyone.
3. Make visible your name placard (provided in class) and return it at the end of each class.
We are committed to addressing students using their correct gender pronouns, nicknames, and name pronunciations. You are invited to provide this information and correct the teaching team or each other so we all address each other in ways that match our identities.
4. During class sessions, stay verbally and nonverbally present with the instructor and other students. Listen generously and try to really get what each other are trying to express.
5. Configure all electronic devices (e.g., phones, smartwatches, and computers) and place them in a location where they are not heard, seen, or felt by you, other class participants or members 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.
6. When you have a question or comment, or something you want to share, raise your hand and share with the entire group. Hold any parallel or private comments between yourself and another participant until a scheduled break.

Rules of the Game, cont.

7. Honor confidentiality. By this, we ask that you do not mention other participants' names or stories outside of this class. Although we cannot guarantee confidentiality on the part of all course participants, in past courses, we have not heard of people violating this request. You are welcome to share anything that we, the instructors, share about ourselves and to share anything about the course material.
8. Do not shout out answers or uninvited "coaching" when others are sharing. The point of this course is to "discover for oneself" rather than being given answers. If you have a comment for another participant that will move the class forward, please raise your hand.
9. When we interact with you, please don't confuse our rigorous compassion for anything else, including anger, annoyance, or insensitivity.
10. Be willing to participate in the deep reflection required in course assignments. Experience tells us that the more you engage deeply, the more you'll get out of the course. Although you, personally, may not choose to share private or deep reflections, if you are unwilling to be present and supportive when your classmates share their experiences (which may include the expression of various emotions), you should not be in this course.
11. If you experience upset with any material or any person associated with the class, provide space for its resolution as soon as possible by communicating with one of the instructors. You may know of specific topics or situations which trigger sensitivity or upset in you. You are always welcome to share such information with the teaching team. This class provides opportunities to practice being present in the face of such situations or topics.

What Contributes to Delivering on the Course Promise:

1. Sharing a current example, personal experience, insight, opening, or breakthrough related to what is being presented in the course.
2. A query (including a "yeah but," "how 'bout," "what if," or an opinion) with the intention to further understanding of, or to clarify, something specific being presented in the course.
3. Repeating something for you to confirm your grasp of what has been presented.
4. If you want something stated again, shouting out "Please repeat".
5. When another participant is speaking, listening to how their experience has relevance to your life. To the degree that you find elements of yourself in what others share, you will have important insights about yourself and be learning a key aspect of leadership—listening.
6. Asking how what is being presented might look like in action—that is, what it looks like as it is lived (this is distinct from asking for an "example").
7. Participating in a way that "forwards the action" for everyone in the class. This includes taking something presented and building on it to expand its usefulness or potency or making it clearer or more readily accessible.
8. Authentic dissent also forwards the action. This comes in the form of presenting something you are struggling with, does not make sense, or cannot resolve—and doing so as an opportunity for it to be worked with and get resolved. This is distinct from an expression of confusion or helplessness. It requires you to identify something specific like a word, phrase, or sentence you're not clear on or to share an as-lived personal experience that seems to be inconsistent with what is being presented.
9. Approaching integrity and your word as a matter of increased workability and a mountain with no top (rather than as issues of morality, good/bad, or right/wrong).

What Impedes the Delivery of the Course Promise:

1. Something that comes up for a participant (a “yeah but,” “how ‘bout,” “what if,” or an opinion) that is presented as an insurmountable invalidation rather than looking for a resolution (one way or the other).
2. Tuning out, leaving the classroom outside of scheduled breaks, or getting “bored.” These can be non-conscious cover-ups (or conscious ruses) to avoid looking at and learning something about yourself. If there is an ongoing situation in which you will need to leave the classroom outside of scheduled breaks (or an emergency situation), please be in touch with Dr. Tracy.
3. A “that’s just like ...” comment that muddies the specificity of what is presented.
4. Substituting terminology and/or theory from another discipline (even when perfectly useful in other venues). This course purposefully uses specific terminology so that we can examine situations newly.
5. Attempting to “look good” through voicing something because it is the viewpoint of others in the room and/or campaigning others to enlist in a certain point of view.
6. An emotionally charged rant that blames, judges, distracts, or rushes to self-righteousness (e.g., “I know better”).
7. Dissenting in the form of under one’s breath comments, side conversations during class, gossiping outside of class, complaining about or blaming others without taking action to communicate or deal with a concern, refusing to accept something for consideration, or disguising a criticism or comment as a question.

Course Interactions

The teaching team will be interacting with you from time to time, ranging from coaching to answering informative questions. This may drive up an array of emotions and reactions. These interactions are for one purpose only, and that is to support you in being a leader and exercising leadership effectively as your natural self-expression.

Although interaction is often connected to realizing the promise of this course, you always have the choice to cease interaction by simply saying “pass”.

Because your teaching team has worked and lived through the course material (and because we continue to do so), please know that we have compassion for anyone who has the courage to delve into an ontological-phenomenological inquiry. Indeed, we have likely had many of the same questions, feelings, and thoughts that you will experience in this course (including reactions that you may have to reading this very document!). So, in addition to compassion, we respect your willingness to step into a transformative learning experience that is likely unfamiliar to what you have experienced in prior courses.



We ask you to make the following promise if you choose to play this game and participate in this course:

“I give my word to myself, to my co-participants, and to the instructors that I will honor and play by the rules of the game. And, I give my word to myself that I will honor that word.”

If you are willing to make this promise, welcome to the game called “Being a Leader Through Language.” If you are uncertain, please ask us questions so that you get clear. Staying silent with “rules of the game” you will not honor or are confused about, or staying in the class with the idea that you will be a spectator rather than a player, do not work. We hope you choose to play. 😊

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Course Assignments, Reading / Resources, and Policies

Assignments and Grading Overview (out of 300 points total)

Assignment	Points
In-class Preparation, Participation, Critical Self-Reflexivity, Coachability	25
Journal Entries & Reading Reflections (6 @ 25 pts each)	150
Group Meetings (10 @ 5 pts each)	50
<i>Cre8 a Future Adventure</i> (Likely point breakdown: Brainstorm 10; Proposal 15, Meeting & Worksheet-15, Final's Cre8tion-35)	75
Total	Up to 300



Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 291 – 300 pts	B+ 261 – 269 pts	C+ 231 – 139 pts		
A 279 – 290 pts	B 249 – 260 pts	C 210 – 230 pts	D 180 – 209 pts	E 179 pts and below
A- 270 – 278 pts	B- 240 – 207 pts			XE - academic dishonesty

ASSIGNMENTS (see course schedule for due dates)

PRESENCE, PREPARATION, PARTICIPATION, CRITICAL SELF-REFLEXIVITY, COACHABILITY (up to 25 pts max)

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 prepared, punctual, and fully present are integral parts of this class. An ontological approach is all about *being* with the course material as presented, being critically self-reflexive about (questioning and unsettling) your frames of reference, supporting your classmates, and making discoveries along the way.

Students should listen alertly, 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 an A in participation, students must not miss class more than once, and additionally must provide thoughtful, appropriate verbal participation that is clearly informed by the class resources, and generate questions that forward the learning for oneself and others.

You will also fill out a self-assessment midway through the term. It provides insight on how well you are engaging in course participation and presence expectations, and provides an opportunity for an integrity check, recommitment, and feedback to the teaching team. Students are welcome to ask to receive feedback about their participation at any time.

Please see attendance and late work policy for more details. Students may bolster participation (to 25 max pts) by posting a resource (reading, video, podcast, etc.) with a ~300 word reflection of how it relates to the course to our Canvas Discussion Board within one week of the related session. Each contribution will be worth 1 point and students may contribute 3 times.

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 may choose the day and time of their meeting and whether to meet face-to-face, via Zoom, or a conference call. Setting a regular and predictable time is recommended. The doctoral assistant may (with notice) attend group meetings in rotation and provide support.

You have the potential to earn 50 points with full participation in 10 regularly scheduled group meetings over the semester. You are welcome to bolster group work (to 50 pts max) by participating in up to 3 additional group meetings with 3+ members. Each additional meeting will be worth 2 points (for up to 6 pts). You will be responsible for tracking your own progress of the group assignment – as discussed on the next page.

GROUP MEETINGS & REFLECTION (CONTINUED)

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 (and “being helpful”), or supplying “the answer” will undermine others’ self-discovery.

Whenever the group meets, assign these roles to the people present:

- 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 responsibilities of this role are 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*.
- c. Conversation timer – the responsibility of this role 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*.
- d. Conversation communicator – the responsibility of this role 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 and ask about this person’s on-the-court practice of class distinctions. Also, *keep changing this person*.

Throughout the term, keep track of your own points using this rubric (available on Canvas):

- 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.
- c. For each meeting, identify your group role and then reflect in the excel spread sheet via ~250 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 (6 @ 25 pts each, up to 150 pts total)

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 1500+ word journal entry that you will turn in via Canvas on or before 8 a.m. Tuesday six (6) times throughout the semester.

Points awarded on each journal entry depend on:

1. Informed reflections on course readings, concepts, and 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”? (5 pts)
2. Clear evidence of practicing “on-the-court” activities and exercises since previous journal (prompts given in class & on Canvas). 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. (15 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 Tuesday 8 a.m.) and available during class (printed or digitally)
 - b. Well-written (using good grammar, punctuation, sentence and paragraph structure)
 - c. Write your response as a Microsoft Word document and upload it as an assignment.
 - d. Word count of response is explicitly typed at end of entry (e.g., “word count: 1542”).
 - e. Uses black print, single-spaced, and a standard readable font.
 - f. Did you attach an updated and filled-out group meeting excel rubric (for journals 2-6)?

CRE8 A FUTURE ADVENTURE (AND ITS COMPONENTS) – Up to 75 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 1-1000+ additional people 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 preferred 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 create action with (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** (Module 4) and **Proposal** (Module 6) includes 8 steps.

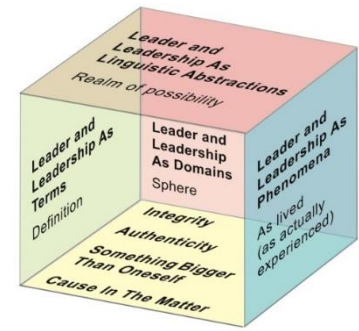
1. What is your stand in the world? In other words, what are you committed to that gives you being and action that is bigger than your own individual fame, fortune, and well-being?
2. Describe a situation in your community or world that is particularly challenging and meaningful that requires leadership 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. Whose and what concerns must you consider in 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 the concerns you must meet 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 the doctoral assistant during Week 10. Details for that meeting will be provided in class.

Cr8 a Future Adventure, cont.

The culmination of your adventure (at least for the purposes of this class) is the **Final's Cre8tion**. You will receive details throughout the term, but its likely form will be a live Q&A and a ~5000 word (~10 pages SS) essay 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 critically self-reflexive and 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 POLICIES**Absences, Due Dates, Late Work, Incompletes:**

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 12/10). In-class work (e.g., participation, 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 12/6.

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 one absence will result in a 10-point deduction (or 3.33%) from the overall course grade. After three instances, every late arrival or early departure (of 15 or fewer minutes) will result in a 3-point (1%) deduction. These deductions can significantly affect your course grade.

Addressing Each Other Correctly

We are committed to addressing each other using correct gender pronouns, nicknames, and name pronunciations. You are invited to provide this information and correct the teaching team and each other so we all address each other in ways that match our identities.

Use of Personal Electronic Devices in Class

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.***



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>).



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.

Canvas and Technology Help: Students can navigate directly to the course Canvas website via myASU or <http://canvas.asu.edu>. If you need technical assistance, it is available via the Canvas "Help" icon located on the left-hand navigation menu and phone and live chat support are available 24/7 at <http://contact.asu.edu>. ASU Tech Studios provide a variety of walk-in support services on all ASU campuses: <https://uto.asu.edu/services/campus-it-resources/techstudio>. To learn the basics, refer to the Student Guide: <https://community.canvaslms.com/docs/DOC-10701> and the Canvas Glossary: <http://links.asu.edu/student-canvas-glossary>.

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.

COURSE RESOURCES & BACKGROUND

A primary resource for the course is an introductory reading and 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*, 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, California State University). Published slide deck: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1263835
Published introductory reading: <http://ssrn.com/abstract=1585976> Citation: Erhard, W. and Jensen, M. C. and Zaffron, S. and Echeverria, J. L. (April 29, 2016b). *Introductory Reading for the 'Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model' Course*.

Versions of this course have been further developed and taught internationally at more than 25 research universities. The class offered in the Hugh Downs School of Human Communication at ASU supplements course materials with articles authored by scholars in a variety of disciplines, including communication, psychology, management, philosophy, neuroscience, medicine, education, and appreciative inquiry.

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

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



- hooks, b. (1994). Teaching to transgress. Education as the practice of freedom. New York: Routledge. Chapter on “Theory as Liberatory Practice”.; - pps. 59-75.
- Rugut, E. J., & Osman, A. A. (2013). Reflection on Paulo Freire and classroom relevance. *American International Journal of Social Science*, 2(2), 23-28.
- Bharucha, J. *Education as Stretching the Mind - 863 words* – Published on “the Edge” and available here: <https://www.edge.org/response-detail/10131>
- Donovan, M. C. J., & Tracy, S. J. (2017). Critical pedagogy meets transformation: Creating the being of communication activists. *Communication Education*, 66, 378-380.
- 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.
- Erhard, W., Jensen, M. C. and Granger, K. 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; **Just need to read pps 1-26 (rest are appendices)**. Available at SSRN: <http://ssrn.com/abstract=1681682>
- Cunliffe, A. L. (2004). On becoming a critically reflexive practitioner. *Journal of Management Education*, 28(4), 407-426.
- Jensen, M. C. (2009). Integrity: Without it nothing works. *Rotman Magazine: The Magazine of the Rotman School of Management*, 16-20.
- Erhard, W., Jensen, M. C. and Zaffron, S. (February 1, 2016a). Integrity: A Positive Model that Incorporates the Normative Phenomena of Morality, Ethics, and Legality – Abridged. Harvard Business School NOM Unit Working Paper No. 10-061. Available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1542759
- Budd & Rothstein (2000) - You are what you say. *New Age*, 17, 9. [An overview of 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)
- 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.
- 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.




- 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
- Bennis, Warren G. and Thomas, Robert J. (2002). *Crucibles of Leadership*. Harvard Business Review, September 2002, pp 39- 45.
- The Free Listening Project. <http://urbanconfessional.org/partner/> and partner guide <https://drive.google.com/file/d/0B76AX3pieau8akxjcFRUaElONW8/view>.
- Cunliffe, A. L. (2009). The philosopher leader: On relationalism, ethics and reflexivity—A critical perspective to teaching leadership. *Management Learning*, 40(1), 87-101.
- 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=eC7xzavzEKY>
- Schwartz, B., & Sharpe, K. E. (2006). Practical wisdom: Aristotle meets positive psychology. *Journal of Happiness Studies*, 7(3), 377-395.
- Tracy, S. J., & Donovan, M. C. J. (2018). Moving from practical application to expert craft practice in organizational communication: A review of the past and OPPT-ing into the future. In P. J. Salem & E Timmerman (Eds.), *Transformative practices and research in organizational communication* (pp. 202-220). Hershey, PA: IGI Global.
- 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.

Optional Auxiliary Resources

- Adame, E. A., Tracy, S. J., Towles, M., Town, S., Razzante, R., Tietsort, C., Kamrath, J., Clark, L., Tremblay, R., Pettigrew, J., Donovan, M., & Becker, K. (2019). Communicating Leadership Beyond Classroom Boundaries: An Investigation of Two Leadership Pedagogies. National Communication Association Conference, Baltimore.
- 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 Canvas
- 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.
- 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.

Sarah Tracy COM 691 Fall '19 Schedule – See Canvas for exact due dates

To read or review – before class and before completing in assignments	Assignments due Journal / discussion assignments due on Canvas by 8 a.m. Tues; group meetings and think-about prompts due by class time	In-class Topic / Activity	Date of class & module M #
Course Primer / Documents Bharucha Donovan & Tracy (2017) hooks (1994) Rugut & Osman (2013)	Bring to class response: <i>What struck you from the readings? What is present and invisible in today's pedagogy?</i>	Context of Class Authentic Choice	M 1 8/27
Course Primer / Documents (please reread) Slides from previous week Cunliffe (2004) Erhard, et al, (2012). <i>Just need to read pp. 1-26 (rest are appendices).</i> Intro reading pp. 1-17 & 48-80	Self-introduction (via Canvas Discussion Board) Bring to class response to: <i>What struck you from the readings? What has been your experience with transformative learning? What are your expectations, hopes, and "yeah, buts" regarding this course?</i>	Already Always Listening Determine Groups	M 2 9/3
Slides from previous week Jensen, M. C. (2009). Erhard, et al (2016a)	Journal #1 GM #1	Integrity	M 3 9/10
Slides from previous week Budd & Rothstein (2000) Zampella, T. – Three different one-pagers	Bring hard copy <i>Cre8 a Future Adventure</i> brainstorm for class GM #2	Speech Acts; Leadership as Phenomenon	M 4 9/17
Slides from previous week Intro reading pp. 17-47	Journal #2 GM #3	Leadership as Linguistic Abstraction & Foundation Authenticity	M 5 9/24
Slides from previous week Moore (2005)	Cre8 a Future Adventure proposal GM #4	Perceptual & Functional Constraints	M 6 10/1
Slides from previous week Boroditsky, L. (2009) Tracy, S. J. (2016)	Journal #3 GM #5	Perceptual & Functional Constraints The way we regularly go through life	M 7 10/8

To read or review – before class and before completing in assignments	Assignments due Journal / discussion assignments due on Canvas by 8 a.m. Tues; group meetings due by class time	In-class Topic / Activity	Date of class & module M #
 		Fall Break No class	10/15 7
Slides from previous week Souba (2014)	Participation Self-Assessment GM #6	Life Sentences Bigger than oneself Cause in the Matter	M 8 10/22
Slides from previous week Bennis & Thomas (2002)	Journal #4 GM #7	Out Here	M 9 10/29
Slides from previous week Intro reading: review sections on mindset / frame of reference (pp. 61-78) The Free Listening Project http://urbanconfessional.org/partner/ and partner guide https://drive.google.com/file/d/0B76AX3pieau8akxjcFRUaEIONW8/view Cunliffe (2009)	<i>Cr8 a Future Adventure</i> Midterm Meeting w/ doctoral assistant	Authentic Listening	M 10 11/5
Slides from previous week Barge (2014)	Journal #5 GM #8	Context Rackets	M 11 11/12
National Communication Association Convention in Baltimore 11/14-11/17			
Slides from previous week <i>This is Water</i> video - David Foster Wallace Schwartz & Sharpe (2006)		Context, a Deeper Cut	M 12 11/19
Slides from previous week Auxiliary Neuroscience slides Tracy & Donovan (2018)	Journal #6 GM #9	Creating a Created Future	M 13 11/26
Slides from previous week Goss, et al. (1993)	Final Group Meeting Rubric GM #10	Stepping into a Created Future	M 14 12/3
Slides from previous week	Cr8 a Future Adventure Culmination Essay & Presentation	Culmination and Celebration	M 15 Final Period TBA