



CREATING COURSE LEADERS PROGRAM
MASTERING THE FUNDAMENTALS AND EFFECTIVE DELIVERY OF THE
ONTOLOGICAL / PHENOMENOLOGICAL ACCESS TO LEADERSHIP

Faculty Handbook

***Being A Leader and
the Effective Exercise of Leadership:
An Ontological / Phenomenological Model***

WERNER ERHARD

Independent

werhard@ssrn.com

MICHAEL C. JENSEN

Jessie Isidor Straus Professor Emeritus, Harvard Business School

mjensen@hbs.edu

JERI ECHEVERRIA

Executive Vice Chancellor and Chief Academic Officer, retired, California State University

jeronima@comcast.net

May 2019



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Introduction

This 2019 version of *The Faculty Handbook* accompanies the new Creating Course Leaders Program which was launched in January 2019.

From this point forward, what constitutes being a “member of our faculty training program” or being a “member of the Creating Course Leaders Program” includes:

- being invited to join the CCL Program;
- accepting the invitation;
- registering for the Program in Moodle; and
- maintaining one’s active membership in the CCL Program.

If you are an active member of the CCL Program, you have been invited to join the Program, you have accepted, and you have registered into the Program at <https://ej.edumoot.com/>.

For those of you who have participated in the 2013 through 2018, in-person Creating Course Leaders Workshops, several of the following sections are new or contain a substantial amount of new material. For those of you who have joined the Creating Course Leaders Program this year (2019), all of the following is new. And – for each of you in the Program – this document contains useful information designed to support you in being an effective leader of the Leadership Course.

If you have any questions about the content, or suggestions for making it even more useful, please feel free to contact Jeri Echeverria at jeronima@comcast.net

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1. Our Training Program: What Is It?

Our intention is that the course, *Being A Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model*, stimulates academic research of the ontological / phenomenological laws of human nature and human behavior, and the impact of these laws on life, living, and self. In addition, we intend that the study of the ontological / phenomenological laws of human nature and human behavior enliven university instruction and become part of the university curriculum.

Because our work is given being and action by the above intentions, our training program is restricted to university and college faculty, certain academic administrators, and certain doctoral candidates in the final stages of their program. That is, faculty who are being given being and action by developing themselves as effective Leadership Course Leaders and/or are being given being and action by contributing to the scholarship of ontology and phenomenology at accredited institutions of higher education are best equipped and trained to permanently impact the curricula of higher education, which is our created future.

The foundation of our training program is the by-invitation-only *Creating Course Leaders Program* (CCL Program). The CCL Program has two precursors: first, the *Train the Trainers Workshop*, which was offered at the United States Air Force Academy in 2010, and secondly, the *Creating Course Leaders Workshops 1 and 2* which were offered from 2013 through 2018.

As in years past, the Creating Course Leaders Program is committed to supporting faculty in the four areas of mastery that will reliably produce the Promise of the Leadership Course – such that each participant leaves the Course *being a leader and exercising leadership effectively as his/her/their own natural self-expression*. Those four areas are:

1. Mastery of the **course content**
2. Mastery of **course delivery**
3. Mastery of effectively **interacting with participants**
4. A mountain-with-no-top **mastery of yourself**

2. Guidelines for Inviting and Admitting Faculty from Accredited Universities and Colleges to the Creating Course Leaders Program

In order to be invited to join the Creating Course Leaders Program, an individual is required to have:

- completed the full Leadership Course with the Core Instructional Faculty;
- demonstrated a commitment to offer the Leadership Course as designed in higher education; and
- fall into one of the following three categories:
 - instructional faculty at an accredited college or university;
 - individuals who have positions in higher education with a track record of implementing curriculum; and/or
 - graduate students in the final stages of their doctoral programs who intend to pursue a tenure-track faculty position and doctoral students who are working with a faculty member in our training program.

In order to be admitted to the Creating Course Leaders Program, an individual is required to have registered for the Program, which includes signing up on the Moodle Learning Management System and paying the annual registration fee.

3. Maintaining Active Membership in the CCL Program

Active members are expected to maintain their membership in the Program and continue developing themselves as effective Course Leaders.

Active members who have not scheduled a Leadership Course or a version of the Leadership Course with two years of registering for the Program will be encouraged to do so. If - after working with a Program Coach to schedule a Course or version of the Course - they have not yet scheduled a Course, they will be moved to inactive status or removed from the Program.

Should a member of the CCL Program leave their university position, he, she, or they will be removed from the Program. If he, she or they seeks a new position or is in a period of transition to another accredited university, an appropriate period of time to re-establish themselves in a new university position will be determined. Usually this "grace period" is 18 months from the time the faculty member left their previous university

4. Current Courses in the Creating Course Leaders Program

The new CCL Program currently contains five Courses, which are:

Mastering Reading the Slides Fully Effectively

Mastering Course Content: Pre-Classroom Readings

Mastering Course Content: Slide-Deck Textbook

Webinar Series: The Four Areas of Mastery

Living the Leadership Course

Details for each Course are located within the Moodle Learning Management System.

5. Courses to Be Added to the Program in the Future

- A. **Mastery of Course Delivery.** Available to everyone in the CCL Program. This course will deal with a wide variety of topics that contribute to effectively delivering the Leadership Course, including reading the slides in the Slide-Deck Textbook such that they powerfully impact your students, effectively employing the Course Speaker's Notes, and strategies that work when leading.
- B. **The Course Leader's Intensive Program.** Available to faculty in the Program who are leading or about to lead the Leadership Course. Appropriate faculty are invited to attend all working sessions of the Core Instructional Team during large courses including Prep, Course, and Debrief Sessions.
- C. **Bi-annual or Quarterly Book Club Calls.** Available to everyone in the CCL Program and invited guests. Participation is optional, and participants read from the Reference Lists of the Leadership Course, the New Paradigm manuscript, the Mastery Talk and/or selected books and articles. Conference calls are open discussions of the books and articles, with some discussion of how the text addresses portions of the Leadership Course. Miriam Carey has graciously offered to host these conference calls.

6. What is Expected of Course Leaders?

A. Leading the Course “As Designed”

We are frequently asked what leading “as designed” means. While a few of the segments of the Course can be moved or re-ordered, or even condensed, it is important to note that there is a path down which participants are being led, and most segments of the Course must follow others in order to effectively deliver the Promise of the Course.

For this reason, we request that you lead the Course as it was most recently offered by the Core Instructor Team until you have mastered the Course and can reliably deliver on the Promise of the Course. Since mastery is a “mountain with no top”, honoring this request may mean that you never deviate from the Course as it was most recently offered by the Core Instructor group.

Many of our faculty prefer to move *Already-Always Listening* earlier in their classes, which the Core Instructor Team has also done in some instances. While you are authorized to move *Already-Always Listening* to an earlier part of the Course, you may not change any of the copy within those 23 slides. In sum, you may move this section if need be, and you may be forced to reduce the number of slides you present due to time constraints. However, you are never authorized to change the language of the Course.

Again, the point of the course, the essence of the course, is what is in the Slide-Deck Textbook. When an instructor combines his, her, or their mastery of the course material with his, her, or their interactions with students, a successful and effective Course becomes a possibility.

Leading the Course “as designed” is not so much about making sure that every word on every slide in the Slide-Deck Textbook has been read or “covered”. Rather, it is about “getting in” or “landing” what is on the slides such that our students are used by what is written on the slides.

See Section 7 below for a discussion of how to deal with time constraints when leading the Course.

B. Using a Current Edition of the Slide-Deck Textbook

As we said in the above section, lead the Course as it was most recently offered by the Core Instructor Team. In addition, please use the most recent version of the Slide-Deck Textbook, which is modified and updated each time the Core Instructor Team offers the Course.

The most recent Slide-Deck Textbook in Power Point can be found in Moodle and on the Faculty Link at Erhard-Jensen Initiative website. For more information on the Erhard-Jensen Initiative website, see section 19 below.

Keeping oneself informed about major changes in the Slide-Deck Textbook and staying current with those changes is expected of Course Leaders.

C. Participating in the Creating Course Leaders Program

If you are currently leading, or planning to lead, the Leadership Course, you are expected to continuously develop yourself as a Leadership Course Leader, which would look like participating in a combination of the following activities:

- submitting video and written assignments through the CCL Program Learning Management System (Moodle);
- participating in the CCL Program Webinars;
- participating in the Living the Leadership Conference calls;
- scheduling and leading Leadership Courses;
- reading for Leadership Courses;
- offering to support others in their development as Course Leaders;
- and
- inviting others to the opportunity of the Leadership Course.

D. Contributing the Development of the Leadership Course

Contributing to the development of the Slide-Deck Textbook by offering suggestions when appropriate and by offering feedback from your experience in leading the Course is most welcome. Please forward your comments to Jeri Echeverria.

E. Staying in Communication

We maintain a record of the Leadership Courses that have been offered since 2004 when the original version of the Course was first offered at Rochester. In addition to keeping a record of full leadership courses, we also record:

- partial leadership courses or versions of the Leadership Course;
- public talks about all or part of the Leadership Course; and
- paper presentations about all or part of the Course.

Please inform Jeri Echeverria when you have scheduled a Course or version of the Course at a university by sending her an email with:

- course title, title of talk or title of paper;
- instructor(s) and/or presenter(s) name(s);
- date(s) of Course or presentation;
- university name and department and/or professional conference;
- number of students or participants expected, and
- any other relevant information.

F. Being A Leadership Course Leader

Being a Leadership Course Leader requires being open to coaching – be it coaching from your students, from your peers, or coaching from yourself.

Being a Leadership Course Leader also requires conducting oneself as someone who is climbing a mountain with no top, and someone who is being used by the distinctions in the Slide-Deck Textbook – that is, someone in pursuit of mastery.

7. Dealing with Time Constraints and “Covering” the Slides

When preparing to lead the Course, each of us confronts time constraints. Often those constraints are the length of a given term or semester, such as 10-week, 14-week, and 16-week terms.¹ In some instances, the full course cannot be delivered and the Promise of the Course cannot be offered.

¹ Various faculty leading the Course have been generous in posting their course syllabi – whether offered in semesters, summer courses and short courses - in the “Syllabi Folder” on the WIGGIO website.

Occasionally, course leaders confuse or collapse “leading the Course as designed” with reading and/or covering every slide in the Slide-Deck Textbook. However, there is little sense in reading the slides without ensuring that the distinction at hand has “landed” or “gotten in”. That is, “going deeper” when going deeper is called for produces far greater results than “covering” all of the material.

In summary, leading the Course “as designed” involves “going deeper” with what is on the slides – both for the instructor and the student. Rather than being overly concerned that all the slides are read, or that the instructor “looks good” or knowledgeable, leading the course “as designed” involves authentically “going deeper” with one’s self and one’s students, such that the students can say what that looks like. Discovering what it looks like to “go deeper” when leading is what it is to be leading the Leadership Course.

8. What To Do When There is Insufficient Time to Offer the Full Course

If you are planning to offer a Course and do not have 40 to 45 hours in which to offer it, you will be offering what we are referring to as a “short course” or a version of the Course. While this is a valuable educational experience, if you do not have sufficient class hours in which to offer the full Leadership Course, do not offer the Promise of the Course.

Rather than telling your students that they will “leave this Course being leaders and exercising leadership effectively as their natural self-expression”, let them know that your Course will:

contribute to their experience of being a leader and exercising leadership effectively as their natural self-expression.

If you are planning to offer a short Course, you may want to consider what some of your colleagues are most commonly including in their courses – usually the Four Foundational Factors plus some combination of other portions of the Course, such as: *Already-Always Listening*, the *Context* (as decisive), and/or *The Way You Wound Up Being*.

9. The “Nuts and Bolts” of Proper Citation for the Slide-Deck Textbook, Handouts, Break Assignments

If you are using any slide or a few slides from the Slide-Deck Textbook, or a Break assignment, or a hand out from the Slide-Deck Textbook, include the following copyright on every slide, handout, and assignment.

© Copyright 2008-19 W. Erhard, M. Jensen, Landmark Worldwide LLC. All rights reserved.

If your course takes place after 2019, go to the Slide Deck Master slide and change the copyright date to 2020 or to the appropriate year.

10. The “Nuts and Bolts” of Proper Citation: Author Page

When offering the course, place the Author Page from the Slide-Deck Textbook at the beginning of your Course Slide-Deck Textbook. (Do not pretend or allow others to believe that you are the source of this material.)

A current Author Page from last year’s Cancun Leadership Course appears below. Use this slide or a more recent Author Page from a future Slide Deck Textbook to introduce the Slide Deck you are using for your courses.

8

Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model

The Slide-Deck Textbook

AUTHORS:

WERNER ERHARD

Independent
w.erhard@csdm.com

MICHAEL C. JENSEN

Jesse Isidor Straus Professor of Business Administration Emeritus, Harvard Business School
mjensen@hbs.edu

STEVE ZAFFRON

Founder and Head of Research and Development, Vantio Group
szaffron@vantioinc.com

JERI ECHEVERRIA

Executive Vice Chancellor and Chief Academic Officer, California State University System (ret)
jec@csuonline.net

Note: We acknowledge Kari L. Granger for her past work with us and specifically for the numerous contributions she made to the development of this course.

Some of the material presented in this course is based on or derived from the consulting and program material of the Vantio Group, and from material presented in the Landmark Forum and other programs offered by Landmark Worldwide LLC, as well as from an international, interdisciplinary group of scholars, consultants and practitioners working under the name of The Barbados Group. The ideas and the methodology created by Werner Erhard underlie much of the material.

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11. Some Suggestions for Preparing for Initial Conversations

For your initial conversations with others on your campus, some preparation is required. The following are some suggestions to support you in getting ready to share:

For example,

- Get yourself clear about what you experienced as a result of completing the Course. Be clear about what you “got” rather than telling them about the Course.
- Be willing to have a conversation with another about what might be possible for the person with whom you are speaking. Do not suggest what that is to them – be open to listening for it.
- Enter useful *urls* and Course dates in your phone or PDA so that you can share them readily (Harvard Handbook *url*, EJI *url*, and Being A Leader *url*).
- When preparing to speak with someone on campus, such as your Department Chair or Dean, get yourself clear about how the Leadership Course could contribute to the university’s vision, to the department, college or university, and to the community.
- if you have offered the course, be prepared to share actual results of your course; and
- Enter each conversation clear about what you have to say and clear about the results of having participated in the Course.
- If you are planning to offer any chapter or article about the Course, either from SSRN or a colleague, be sure to lead with your invitation and your conversation. Then follow with the article as supporting your discussion. In so many words, do not simply leave a colleague with an assignment without preparing them.

12. Getting A Course Scheduled

The process of getting the Leadership Course approved and scheduled is similar to scheduling other new courses in the curriculum. A first step for any individual attempting to schedule a course is to be mindful of the protocols and procedures for scheduling a new course. Universities can vary widely in how they go about this process.

For example, in some universities, a Professor in good standing has the ability to offer an elective course as a pilot course – that is, it can be offered on a trial basis for a number of years before it undergoes the rigors of the College

and University Curriculum Review Committees. To add to the complexity, approval processes for adoption of curricula in North American settings tend to differ widely from those in Southeast Asia, Europe, South America, the Middle East, or Africa. So the first step is to learn whether you need formal approval for your course and from whom. For example, some departments have offered the Leadership Course as a pilot course, requiring that it garner sufficient faculty and student interest for a limited number of years.

Once you have discovered the “Rules of the Game” on your campus, look to see whether you have sufficient standing to carry the course through to approval. If, for example, you are a part-time lecturer or you have recently joined the faculty, enlisting the support of senior faculty or your Department Chair may be a good idea.

13. Name of the Leadership Course

Please be aware that the official name of our course is: “Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model”. In some instances, faculty have been required by their department to use an existing course title, rather than using our title for the Course. Whenever possible, use the full name of the Course. We have also noticed that some have shortened the official course title and used the title, “Being A Leader”. Using “Being A Leader” for the course title conceptualizes the Course – please avoid using “Being A Leader” for the title of this Course.

As you may have noticed, in our large courses, we often use the term “Leadership Course” and explain that when we say “Leadership Course” we are referring to the course with the full title. Using the full title reveals what the course is actually about.

14. Planning Your Course

NOTE: You may find the Checklist in APPENDIX C supportive for Planning your Leadership Course.

A. Recruiting Students

If this is the first time the Leadership Course is offered on your campus, you may find yourself in the position of recruiting students for your course. Students frequently do not hear about new courses except by

word-of-mouth or from flyers posted in hallways. Share information about the Leadership Course with students currently in your courses and consider visiting other classes.

If you have the good fortune to be offering the Leadership Course in or as an already-existing required leadership course, you may not have to recruit students.

However, once you have offered this Course once or twice, you will be able to rely on your students to “get the word out” and they will begin recruiting other students for your future Courses.

B. Length of Term and Making the Promise of the Course

Will you have a full semester to deliver the Course at your university? The six-day version of the Leadership Course takes about 40 to 45 hours which is the approximate length of a full, sixteen-week semester course.

As was stated above (Section 6), if the term in which you are offering the Course is shorter than 14 weeks, you may have to eliminate portions of the full Course. If you are forced to eliminate significant portions of the Course, do not offer the promise of the Course to your students.

Instead, let your students know that this Course will *contribute to* their experience of being a leader and exercising leadership effectively as their natural self-expression.

C. Dividing the Course into Class Sessions

Many course instructors find a 3-hour session offered once per week to be desirable. Some prefer six, eight-hour Saturday sessions. Faculty have offered the course in several configurations, including Monday-Wednesday-Friday one-hour sessions, eight Tuesday-Thursday 90-minute sessions, sixteen half-day sessions, and the like.

Whatever the configuration of your class sessions, you will be forced to address how you “divide” the slides into class sessions. To the extent possible, consider what it will take to get what is in each segment into your class session with sufficient time for discussion and amplification.

Faculty have found it useful to have the most recent version of the Detailed Curriculum at hand while scheduling which segments will be

dealt with in which sessions.² In addition, consulting the course syllabi of colleagues who are teaching the course elsewhere has been helpful.

D. Break Assignments and Handouts

Many faculty use the Break Assignments as they appear in the Course. If you use them, be sure to replace the header on the assignment sheet with the name of your university, and be sure to retain the copyright at the foot of the Break Assignment.

E. Pre-Classroom Reading Assignments

Several faculty report that their university does not allow them to assign students reading (or other assignments) before the term officially begins. If this is the case at your university, you will likely decide to assign the Pre-Classroom Readings early in the term. We recommend that you assign Readings #1 through #5 early in your course, as well as the introductory pages of Pre-Classroom Reading #6 and #7. Several faculty have reported that Pre-Classroom Reading #6 provides a useful reference for students throughout the Course.

There are now nine Pre-Classroom Readings being prepared for the UCLA 2019 Leadership Course. The nine titles follow, are required reading for all Leadership Courses, and are posted on the SSRN website at <http://ssrn.com/>.

1. Reading 1: The Transformational Experiences That Leave Ordinary People *Being* Leaders
Selected quotations from "Crucibles of Leadership" by Warren Bennis and Robert Thomas
2. Reading 2: Selected Quotations from "Education as Stretching the Mind" by Jamshed Bharucha
3. Reading 3: Your Leadership Project Assignment, Part I
4. Reading 4: Integrity is a Matter of a Person's Word, Nothing Else, *Rotman Magazine* (Interview of Mike)

² See Appendix A for the Detailed Curriculum planned for UCLA 2019.

5. Reading 5: Integrity: A Positive Model That Incorporates the Normative Phenomena of Morality, Ethics, and Legality – Abridged
6. Reading 6: Introductory Reading for Being A Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model
7. Reading 7: Your Leadership Project Assignment, Part II
8. Reading 8: Promises, Conditions, and Rules of the Game
9. Reading 9: Course Administrative Matters

F. Course Assignments

Faculty who offer the Course over a 14- or 16-week term usually add assignments throughout the term. Frequently, faculty assign weekly journal assignments (or weekly email assignments) which provide students with the opportunity to share progress on their Leadership Project, and share “what they are getting” and “what they are not getting”. This feedback from students is extremely useful to the Course Instructor in conducting the Course.

Time permitting, faculty also assign discipline-specific reading, as well as well as relevant videos from *Vimeo* and *YouTube*. Be sure that the videos you select will augment what is written in the Slide Deck Textbook, or perhaps link your academic discipline to what is in the Slide deck Textbook. At all costs, avoid using a video to substitute for, water down, or replace a point made in the Slide Deck Textbook.

Faculty who are offering the course for a grade frequently assign a midterm paper or quiz and/or a final paper. Some samples can be located the Wiggo site.

Finally, we encourage those faculty who are assigning an additional course reading assignment to consider assigning *The Three Laws of Performance* by Steve Zaffron and Dave Logan (San Francisco, California, Jossey-Bass, 2009).

G. Leadership Project

Generally speaking, semester course instructors assign the Course Leadership Project and find that it adds a great deal of value to their courses. The Course Leadership Project has been updated and the first part of it appears as Pre-Classroom Reading #3. The second part of the Course Leadership Project appears as Pre-Classroom Reading #7.

For courses that are shorter in overall length, faculty report that there may not be sufficient time for students to develop and make much progress on their project.

H. Grading Policies

We frequently hear that faculty prefer offering credit-no credit or pass-fail grading for this course. That is, assigning traditional, letter grades for the type of looking we ask of our students is unfamiliar to both faculty and students.

If you do offer the Course for a letter grade, we advise flexibility sufficient enough to allow students who “catch on” later in the Course to succeed. Judging from a review of faculty course syllabi, nearly all include clear grading scales which include point values for participation, the Leadership Project, weekly journal assignments, papers, and exams.

I. University Policies

If your university has policies for course syllabi, those should be incorporated. In addition to the above, some require learning objectives, office hours, grading policies, and the like.

15. The First Day of Class

There are a number of issues to be dealt with as you prepare for the first day of your class, including but not limited to the following:

- What of the introductory slides in the Slide-Deck Textbook will you include and what will you remove?
- How will you deal with the opportunity to leave and choosing?

- What of the *Promises, Conditions, and Rules of the Game* will you use for your class? (see sections 16 and 17 below)
- How will you deal with Integrity? Will you use an “Integrity Script”? (see section 16 below)
- What will you say to your students to introduce this Course?
- What will you say about reading the slides out loud?
- Which of the Pre-Classroom Readings will you assign?

16. Dealing with Integrity in Your Class

We receive reports of various ways in which faculty deal with Integrity in their classrooms. Quite frequently, faculty report that having students in their chairs ready to start at the beginning of class, submitting assignments on time, not allowing food in class, and maintaining the confidentiality of others constitute the foundation upon which they establish and maintain integrity in their classes.

Several faculty have implemented what is referred to as an “Integrity Script”. With such an integrity script, faculty inform students on the first day of class what will happen if they do not observe the *Promises, Condition, and Rules of the Game* (see next section). Students are informed about the difference between keeping one’s word and honoring one’s word, and how to go about restoring one’s word.

The following is an example of the “Integrity Script” that Carolyne White at Rutgers University uses when her students enter her classroom late:

“I acknowledge that I (am late; did not turn in my paper on time; etc.) I did not honor my word. You can count on me to honor my word going in the future.”

If you choose to offer such a script to students, be sure that the exercise leaves them with the on-the-court, as lived experience of honoring their word rather than leaving them with a conceptual grasp of what it means to clean up and honor one’s word.

17. Promises, Conditions, and Rules of the Game for Classroom Setting

While you are welcome to use any or all of the "Promises, Conditions and Rules of the Game" from *Being a Leader and The Effective Exercise of Leadership: An Ontological / Phenomenological Model*, you are not required to do so. Faculty leading the Course have reported that establishing at least a few of the "Rules of the Game" have supported effective Course management in their classrooms. We recommend listing the "Rules" in your Course Syllabus.

In an earlier conference call with faculty leading the Course, the "Rules of the Game" they most consistently used and recommended were the following:

Maintaining the Integrity of the room, and restoring the integrity when it is "out". Focus student attention on honoring their word, using attendance, being on time, and submitting work on time as a laboratory.

No "open" electronic devices during class. "Cell phones, smart phones, tablets, Personal Digital Assistants, iPads, Voice and/or Video recorders, any type of camera and the like must be turned off, and not even in airplane mode during class time. Before the beginning of each class session please confirm for yourself that you have done this."

No drinks (other than water) or food in class. "If you want to drink water during class time, please bring bottled water with you."

Re-reading the Slides. "If you want something read again, just say "Please read (the whole slide, the last paragraph, or the last sentence) again"

Confidentiality. "Honor confidentiality regarding what other participants share during the course.

- a. With people who are not in the course you may share what has been shared by participants in the class, but do not ever mention the name of the person who shared it, or any other identifying information, or the names of anyone else who was involved in that sharing.
- b. You are responsible for managing this request; obviously we are not able to guarantee it. You should know that in our years of doing this work, we have not heard of people violating this request."

Come to Class Prepared. "In this course it is vitally important that you come prepared to each class having fully completed the break assignments so that you can effectively engage in the classroom work we will do based on those assignments." Each of these assignments is required for you to realize the promise of the course.

Be open and be coachable.

18. Getting Support

As many of you are aware, we have faculty offering the Leadership Course in dozens of universities around the world, including Canada, Colombia, England, Kenya, Mexico, Myanmar, Saudi Arabia, Thailand, Trinidad, the United Arab Emirates, and the United States. Many of the individuals who have been offering the Course have been generous in assisting others as they begin offering the Course.

For additional support in any aspect of scheduling, planning and/or leading the Course, feel free to reach out to other experienced course leaders in the Program. You may also contact Jeri Echeverria for more information on leading the Course or you can contact to request a recommendation of other faculty leading in your area. Jeri's email is jeronima@comcast.net.

19. University Faculty Link on Erhard-Jensen Initiative Website

We have developed a link on the Erhard-Jensen Initiative website designed to support you and other faculty in our training program who are currently leading the Leadership Course. The link contains the following:

- the Faculty Slide Deck from the most recent Course in Power Point;
- the videos used in the most recent Leadership Course; and
- videos from recent Creating Course Leaders Workshops.

This site is updated after each large Leadership Course has completed and, in previous years, after the Creating Course Leaders Workshops completed. Our intention is to provide all active course instructors with access to the most recent Slide Deck Textbook used by the Core Instructor Group along with videos useful in training to lead the Course.

If you have a course scheduled within the next twelve months, or have offered a course in the past twelve months, you will receive the *url* and password for the University Faculty Link (at EJI) in an email. If you have questions about the site, please contact Jeri Echeverria at jeronima@comcast.net.

The password for this site is changed periodically. If you are among the faculty who are currently offering the Course, you will receive email notification of the change. If you are currently offering the Course and have not been provided access, please contact Jeri Echeverria and let her know about your scheduled and completed Courses so that she may add you to the mailing list.

LECOLE

The Learning Community for Ontological / Phenomenological Leadership in Education (LECOLE) was launched by a few university professors who had completed the *Train the Trainers Workshop* in 2010. Their stated intention was to establish a learning community for faculty who are being given being and action by introducing the Leadership Course to higher education, either via teaching the Course or researching ontology and phenomenology.

While not a part of our faculty training program, LECOLE provided an opportunity and a venue for members to either gather in-person or virtually and share what they have discovered regarding university teaching and ontological scholarship since 2010.

In recent years, the in-person LECOLE meetings were discontinued due to the challenges of scheduling and costs. The group occasionally has hosted conference calls in areas of special interest, and one of its very successful activities – the Book Club (see section 5c above) has been absorbed into CCL Program optional offerings.

I. APPENDIX A: Detailed Curriculum, UCLA 2019

1. Introductory Slides: Instructor Introductions, Background of this Course, Who Is In The Room.
2. What is it that allows us to deliver on our promise to you?
 “You will leave this course being a leader and exercising leadership effectively as your natural self-expression.”
3. What provides me with access to leaving this course actually dwelling in the world of being a leader and exercising leadership effectively? A Conversational Domain
4. What Is required of Me to Master A Conversational Domain?
 Mastering a conversational domain leaves you actually *dwelling* in the *world* constituted by that conversational domain. Dwelling in a world leaves you *being* and *acting* in that world at a high level of effectiveness as your natural self-expression. This is the way we deliver on our promise to you.
5. The Purpose of the Various Segments Presented in the Course
6. Dealing with Cognitive Dissonance
7. The Three Fundamental Structural Elements
8. What is the Result of Mastering Something?
9. Mastery Requires Discovering Something for Yourself
10. Addressing What Will Get In Your Way of Realizing the Promise of This Course
11. Already-Always Listening: An Ontological Perceptual Constraint
12. The Model and Methodology Employed in This Course

13. An Introduction to the First of the Three Fundamental Structural Elements
 - a. Foundation
 - b. Contextual Framework
 - The Different Perspectives That Constitute the Contextual Framework
 - c. Ontological Constraints
14. About Life, Living, and You
15. Three Ways of Engaging Life, Others and Self
16. You Go Through Life As If "I Am Here" and "Everything Not Me is There"
17. Discovering Discovering: If You Don't Discover It For Yourself, You Can't Master It
18. When Being a Leader and Exercising Leadership Effectively As Your Natural Self-Expression, What is the *Reality* with which You will be Dealing?
 - a. Another Perspective on Two Distinct Realities
19. Integrity: A Review
20. In or Out, Choose
21. The Power of a Context to Use You – A Deeper Cut (The Power of a Context And Its Impact on Your Way of Being & Acting)
 - a. The Difference Between the Set of Conditions that Constitute a Situation and the Context for that Situation
 - b. The Difference Between a Default Context And A Created Context
 - c. One More Fact About A Context: A "Conversational Domain" When Mastered, Becomes "A Context That Uses You"

22. The Power of a Context to Use You – An Even Deeper Cut (The Source of Your Way of Being And Your Actions)
 - a. “Way of Being”
 - b. “Action” or “Acting”
 - c. What is the Relation Between Your Way of Being and the Way You Act?
 - d. Beyond the Obvious: On the Relation Between Your *Way of Being* and Your *Way of Acting*
 - e. What You Are Dealing With
 - f. What is Meant by the Term Occur
 - g. What is Meant by the Term Correlated
 - h. Now We Are Ready to Answer The Question: Given that your Way of Being and Acting arise together as though One Thing, What is the Source of Your Way of Being and Acting?
 - i. When I am Leading, What is the Source of My Way of Being and Acting?
 - j. Putting This Together with the Power of a Context to Use You.
23. Who Are You, Really? Discovering that Self for Whom Being a Leader and the Effective Exercise of Leadership is one’s Natural Self-Expression
24. The Current State of Leadership
25. The Contextual Framework for Leader and Leadership (in brief)
26. First Aspect of the Contextual Framework for Leader and Leadership: Linguistic Abstraction
27. Distinguishing Leader and Leadership so That They Create a Context That Uses You
28. The Four Foundational Factors for Leader and Leadership
 - a. Integrity (and Integrity in the World of Business and Organizations)

- b. Authenticity
 - c. Being Given Being and Action by Something Bigger than Yourself
 - d. Being Cause-in-the-Matter
 - e. The Foundation for Leader and Leadership Provides One with Access to Power
29. Second Aspect of the Contextual Framework for Leader and Leadership: Phenomena
- a. Certain Kind of Listening: Authentic Listening
 - b. All Leading Begins with Yourself
30. "Where We Are At This Point"
31. Third Aspect of the Contextual Framework for Leader and Leadership: Domain
- a. The Future
 - b. Future as Context
 - c. Clarifying Created Future
 - d. The Cosmic Joke
 - e. Completing Living Into the Almost Certain Future
 - f. Creating A Created Future
32. Creating A Created Future: Who You Need to Be
- a. Nothing Between You and What You Are Dealing With
33. The Contextual Framework for Leader and Leadership As A Whole
34. Functional Constraints: An Introduction
35. Perceptual Constraints
- a. Change Blindness
 - b. Moon Walking Bear (Awareness Video)
 - c. Already-Always Listening (brief review)
36. Ontological Functional Constraints
37. An Ontological Functional Constraint: Rackets

38. An Ontological Functional Constraint: Life Sentence
39. Creating A Created Future: Speech Acts
40. Where is Your Word When it Comes Time for You to Keep Your Word?
41. Being A Leader and Exercising Leadership Effectively as Your Natural Self-Expression
42. Completing Your Participation in This Course
 - a. Acknowledgments
 - b. How Will You Speak About This Course?
 - c. Our Promise
 - d. Future Leadership Courses
 - e. Commencement

APPENDIX B: Three Steps to Reading the Slides Fully Effectively

1. For each slide in the Slide-Deck Textbook, the reader is
 - a) at least clear about the meaning of what is being read (the meaning of the words, and the meaning of the phrases, and the meaning of the sentences, and the meaning of the paragraphs, and the meaning of the sections), and
 - b) can convey the meaning of what is being read (the meaning of the words, and the meaning of the phrases, and the meaning of the sentences, and the meaning of the paragraphs, and the meaning of the sections), and
 - c) have that meaning actually land in the listener's listening, and leave the listener impacted by that meaning.
-

2. The next step is complete when:

the reader can say what-they-are-reading actually looks like.

What does it look like for **you** to "say what-I-am-reading actually looks like?"

3. The final step is complete when:

you are out here where each of the participants' listening is, which will leave you reading so that the listeners are left actually seeing what-is-being-read actually looks like, and, being impacted by what it actually looks like.

What would it look like for **you** to reliably read in this way?

APPENDIX C: Checklist for Planning Your Leadership Course (contributed by Miriam Carey)

PRE-COURSE: Do you have the following in place?

- Inform Jeri Echeverria of the name of the course, whether it's the full course or part(s) thereof, who is leading it, name of the university, approximately how many participants, the dates, and any comments you want to make about the course
- Registration system
- Payment system (if required)
- Access for participants to pre-classroom readings
- Access for participants to course rules of the game (modify as appropriate)
- Access for participants to daily postings of the slide deck and assignments
- Provide access to and request the completion of a pre-course questionnaire if you are doing one
 - If you do this, align on the use of the data with the participants and allow for participants not to give their questionnaires to you
 - informed consent is critical, whether formal (through an ethics review process) or informal
- If leading with others, align on who is doing what
- Name tags and/or name tent cards for participants and leaders/readers
- Check room for computer, projector, screen, and workable sound and seating
- Clean-up latest faculty slide deck
 - Clean up the introductory slides for the institution and leaders/readers of the particular delivery
 - Clean up any slides that relate to public deliveries (number of people in the course and from where, eliminate Landmark material if advisable, in or out choose and to whom to communicate, etc.)
 - Clean up (hide or delete) any slides in development (lots of red therein)

- Prepare a course schedule for time allotted
 - Note on the schedule the slide numbers for each session and each main section within
 - Note the times when the linguistic abstraction session happens
 - be sure the break assignment preceding it is what MUST/NOT...
 - Place session on where is seeing X happening at the end of one day, if possible

DURING THE COURSE

“BACK-OF-THE- HOUSE”

- Be sure each reader/leader aligns on and knows the slide numbers of the main sections, assignments (or anything else important) for each session they are delivering
- De-brief after each session with all those leading from the front and the back of the room
- Debrief each day and plan for the next day, aligning on what needs to get in for each session and whether something needs to be reviewed or gone over again
- Prepare the day’s slides in a **pdf** and post for the participants at the end of each day of the course
 - Note that all pdfs are for personal use only
- Watch for participants whom you may not be reaching and make a point to reach out to them privately or publicly
- Create an attendance system so as to track participants who miss parts of the course
 - Create opportunities for them to catch up on what they have missed
 - It is useful to have one of the back-of-the-room leaders accountable for this system and activity
- Insert the videos in the blank slides for the introductory conversation about ontological constraints before that session arrives
 - Hide the slides with the urls for the course presentation
 - For the daily slide deck pdf, and the final slide deck pdf, ensure that the slides with the urls only are in the deck (ie., delete the blank slides)
 - A back-up could be to use the link to connect directly to the video

- Produce completion certificates for all participants who fully complete the course
 - Decide what kind of commencement process, if any, you wish to have
 - The completion certificates are to be distributed at the commencement exercise

“FRONT-OF-THE-HOUSE”

- Be prepared to step in to read or lead for any session coming up in anticipation of any problems or concerns arising for the person who is accountable for either reading or leading in that session (in short, be prepared to cover and deliver)
- Align on whether there will be invited comments from the back of the room people or co-leader(s) or not, and if so when and how they will be invited
- At the point of discussing upcoming leadership courses, consider adding a comment or creating the opportunity for the group to create for itself ways of continuing the conversation
 - Offer to participate if they wish

POST-COURSE

- Each day, post the day’s deck in pdf form
- At the end of the course, post the entire deck in pdf form and the course schedule for the personal use of participants
 - Make it available for a period of time (for example, one month) and then withdraw it
- Consider facilitating ongoing conversations which continue to give access to the conversational domain for those participants who would like to remain engaged
- Provide access to and request the completion of a post-course questionnaire if you are doing one
- Consider what you might share and with whom (Jeri and/or the ----- --- community or others) about what you have learned from this course delivery

APPENDIX D: What To Deliver in a 10-12 Week Term

(contributed by Khush Cooper)

1. Introductory Slides Instructor Introductions, Background of this Course, Who IS In The Room.
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17. Discovering Discovery: If You Don't Discover It For Yourself, You Can't Master It
18. When Being a Leader and Exercising Leadership Effectively As Your Natural Self-Expression, What is the *Reality* with which You will be Dealing?
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 - d. Beyond the Obvious: On the Relation Between Your *Way of Being* and Your *Way of Acting*
 - e. What You Are Dealing With
 - f. What is Meant by the Term Occur
 - g. What is Meant by the Term Correlated
 - h. Now we Are Ready to Answer The Question: Given that your Way of Being and Acting arise together as though One Thing, What is the Source of Your Way of Being and Acting?
 - i. When I am Leading, What is the Source of My Way of Being and Acting?
 - j. Putting This Together with the Power of a Context to Use You.
23. Who Are You, Really? Discovering that Self for Whom Being a Leader and the Effective Exercise of Leadership is one’s Natural Self-Expression (“Where is Seeing X Happening?” Living with Mastery -- Where Life Actually Happens -- A Personal Experiment to Reveal a Master’s Source of Power -- Out Here)
24. The Current State of Leadership
25. The Contextual Framework for Leader and Leadership (in brief)
26. First Aspect of the Contextual Framework for Leader and Leadership: Linguistic Abstraction (Mastering Leader and Leadership as Realms of Possibility)

27. Distinguishing Leader and Leadership so That They Create a Context That Uses You
28. The Four Foundational Factors for Leader and Leadership
 - a. Integrity (and Integrity in the World of Business and Organizations)
 - b. Authenticity
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 - k. Completing Living Into the Almost Certain Future
 - l. Creating A Created Future
32. Creating A Created Future: Who You Need to Be
 - a. Nothing Between You and What You Are Dealing With
33. The Contextual Framework for Leader and Leadership As A Whole
34. Creating A Created Future: Speech Acts (Maybe)

35. Where is Your Word When it Comes Time for You to Keep Your Word?
36. Being A Leader and Exercising Leadership Effectively as Your Natural Self-Expression
37. Completing Your Participation in This Course
 - a. Acknowledgments
 - b. How Will You Speak About This Course?
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[End]