

Being A Leader And The Effective Exercise Of Leadership: An Ontological / Phenomenological Model



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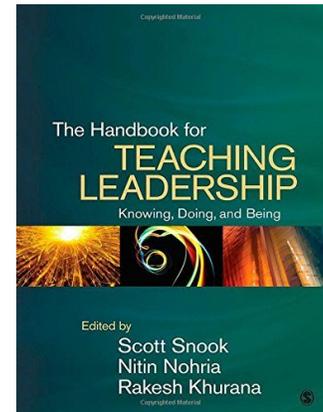


Being A Leader And The Effective Exercise Of Leadership: An Ontological / Phenomenological Model

"The Handbook for Teaching Leadership: Knowing, Doing, and Being"

Edited by:

Scott Snook, Senior Lecturer, Harvard Business School
Nitin Nohria, Dean of the Business School and George Baker Professor
of Administration, and Rakesh Khurana, Marvin Bower Professor of
Leadership Development



The chapter in this book written by three of the authors of this course, "*Creating Leaders: An Ontological/Phenomenological Model*" provides an overview of this course with an emphasis on its Ontological/Phenomenological methodology. The book editors (Snook, Nohria, Khurana) introduce this chapter as follows:

"How does one teach leadership in a way that not only informs them about leadership but also transforms them into actually being leaders? ...this eclectic group of scholars argues for adopting a decidedly ontological approach to leadership education that promises to leave students actually being leaders. Contrasting their ontological approach described as being and action as experienced "on the court" with more traditional perspectives where leadership is observed and commented on "from the stands," this chapter presents a rigorous theory of leadership education that begins and ends with the following bold promises to students:

- "You will leave this course being who you need to be to be a leader.
- "You will leave this course with what it takes to exercise leadership effectively.

"...by following a rigorous, phenomenologically based methodology, students have the opportunity to create for themselves a context that leaves them actually being a leader and exercising leadership effectively as their natural self-expression."

The chapter described above by the editors is available for download on the Social Science Research Network: <http://ssrn.com/abstract=1681682>

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Promise of the Course

The outcome you are promised from your participation in this course

You will leave this course being a leader and exercising leadership effectively as your natural self-expression in any situation and no matter what the circumstances.

This course has a track record of having made a significant difference for past participants -- whether they already successfully held major leadership positions or had little or no leadership experience.

When you have completed this course, each of you will have experienced whatever personal transformation is required for you to be a leader and to exercise leadership effectively as your natural self-expression -- in any environment and no matter with what conditions you are confronted. Even when you personally lack certain experience or knowledge, you will know what to do to be an effective leader.

The pedagogical method that allows us to make the promise of this course

This course is taught in a way that provides participants with actionable access to mastering 1) being a leader and 2) the effective exercise of leadership as these are actually lived and experienced "on the court". This "on the court" approach contrasts with the almost universal "from the stands" approach to learning about leader and leadership as these are observed by someone "from the stands", and then described, interpreted, and explained to students. Technically, the on the court approach is termed an "ontological/phenomenological" model. In more everyday terms, the on the court approach is spoken of as a "first person -- as it is actually lived and personally experienced" pedagogical model.

The way the pedagogical method of this course differs from contemporary leadership pedagogy

As we have said, the "on the court" pedagogical method employed in this course contrasts with the almost universal "from the stands" method of teaching leadership, where being a leader and exercising leadership (which actually happen "on the court") are observed by someone "from the stands", and then described, interpreted, and explained to students. In the "from the stands" method, students study and attempt to emulate the characteristics, styles, and actions of noteworthy leaders (or someone's notion of ideal leadership) as these are described and explained "from the stands". In this method students are presented with knowledge about leader and leadership and attempt to remember and figure out how to apply such knowledge in each leadership situation. This is a third person theoretical/explanatory pedagogical model that leaves one with no more access to being a leader and exercising leadership effectively than mere understanding.

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What this course makes available

The course gives you access *as your natural self-expression* to the ways of being, creative imagination, thinking, planning, and action required to be a leader and to exercise leadership effectively. It is specifically designed to provide participants with the tools needed to achieve significant breakthroughs in their professional and personal lives - in any environment, and no matter what the circumstances.

This new model of leadership and its practice is applicable to all aspects of life, including personal and family leadership, group and organizational leadership in any arena such as business, politics, and government, and any other aspect of life in which you are committed to making a difference.

The history of this course

The course was first developed by the authors at the University of Rochester Simon School of Business, NY, USA, from 2004 to 2008, working each year with 70 to 115 undergraduates, graduate students, administrators, alumni, business executives and consultants, and faculty from various academic institutions. The course has been taught in the curriculum at the US Air Force Academy since 2008; at Erasmus Academie Rotterdam, Netherlands, in June 2009 (a version of which was also taught at the Erasmus University Law School in 2009 and 2010); at Texas A&M University Mays School of Business, USA, in June 2010; in India under the auspices of the IC Centre for Governance and MW Corporation in November 2010; at the Geisel School of Medicine at Dartmouth College, USA, in June 2012; at University of British Columbia's entrepreneurship@UBC, Canada, in June 2013; at Nanyang Technological University, Singapore, in July 2014; held at the Zayed University Convention Center in Dubai, United Arab Emirates, in January 2015; and at Clemson University in Clemson, South Carolina, USA, in June 2016. Courses offered for the benefit of the Erhard-Jensen Ontological / Phenomenological Initiative include: Whistler, B.C. Canada, in October 2012; Bermuda in November 2014; and Cancun, Mexico, in October 2013 and December 2015.

In 2010, under the sponsorship of the Kauffman Foundation, the Gruter Institute and the Air Force Academy, we taught a program at the Academy to train 41 scholars (from various academic institutions in Europe and North America) in delivering the course (all of whom had previously taken the course). In July 2013, August 2014, and July 2015 we taught the "Creating Course Leaders Workshop" in Toronto, Canada, to train a total of 92 scholars from around the world, 26 of which are currently teaching the course in their universities or colleges. We have also taught the course to a group of over 200 consultants from more than 60 firms who now offer the course or material from the course to their clients.

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Course Content

The content dealt with in each of the three parts of this course is not presented merely as ideas to be learned and understood. Rather, what is made available to master are a set of certain contexts that have the power to shape and color any leadership situation. This set of contexts shapes and colors 1) the way in which the circumstances one confronts in leadership situations occur or show up for one, 2) what possibilities one is able to see for achieving a leadership result in any leadership situation, and 3) how one occurs for oneself in such situations. When mastered, this set of contexts shapes and colors the way in which any leadership situation occurs or shows up for one (including the way one occurs for oneself in that situation) such that one's naturally correlated way of being and acting is that of being a leader and exercising leadership effectively.

Part I

The four ways of being and acting that constitute the foundation of the context for leader and leadership that when mastered leave one being a leader and exercising leadership effectively as one's natural self-expression:

Integrity

(in our new model of integrity, a natural cause/effect, nonjudgmental, "positive" phenomenon, as we define it): Integrity is the state of being whole, complete, unbroken, unimpaired, sound, in perfect condition -- achieved for human beings by honoring one's word as we define honoring (creates workability, creates trust).

Authenticity

Being and acting consistent with who you hold yourself out to be for others, and who you hold yourself to be for yourself, (leaves you grounded and able to be straight with others without using force). Counter-intuitively, authenticity begins with being authentic about your inauthenticities.

Being Given Being and Action by Something Bigger Than Oneself

Source of the serene passion (charisma) required to lead and to develop others as leaders, and the source of persistence (joy in the labor of) when the going gets tough. If you are only committed to yourself (your personal goals and aspirations), you will be living a small life, or living a life of pretense.

Being Cause-in-the-Matter

Being cause in the matter of everything in one's life as a stand one takes on self and life, and acting from that stand. It is not true that you are the cause of everything in your life; rather this is a place to stand – a place from which to deal with life that you have chosen for yourself. It simply says, "You can count on me (and, I can count on me) to look at and deal with life from the perspective of my being cause in the matter." In taking this stand you give up the right to assign cause to the circumstances, or to others, or to the waxing and waning of your state of mind - all of which leave you helpless (at the effect of).

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(cont'd)

When you see how this works, it will be clear that taking this stand does not prevent you from holding others responsible. By contrast, when you have mastered this aspect of the foundation required for being a leader and exercising leadership effectively, you will experience a state change in effectiveness and power in dealing with the challenges of leadership.

Part II

Along with the foundation, the following are the other four aspects of the context for leader and leadership that when mastered leave one being a leader and exercising leadership effectively as one's natural self-expression:

Leader and Leadership as Linguistic Abstractions

These abstractions create leader and leadership as "realms of possibility" in which context you find yourself free to be and act when being a leader. The constraints of certain aspects of one's worldview, and all aspects of one's frame of reference for leader and leadership are at least significantly relaxed, if not removed.

Leader and Leadership as Phenomena

Leader and leadership as these are actually lived and experienced, and as they are exercised in real time (or from another perspective what one observes or is impacted by in the presence of leadership). Mastering leader and leadership as phenomena transforms what it is to be a leader and what it is to exercise leadership effectively from something understood or a skill to be used, and makes being a leader, and the effective exercise of leadership as these are actually lived and experienced available as one's natural self-expression.

Leader and Leadership as Domains

As domains, leader and leadership exist in the temporal sphere of a created future, a future that fulfills the concerns of the relevant parties that the leader and those being led come to live into. This is the type of future that has the power to give the leader and those being led being and action in the present that is consistent with realizing that future.

Leader and Leadership as Terms

This is leader and leadership as definitions, which are derived from the previous three aspects of the contextual framework. Once mastered these definitions leave one with a fully complete, clear picture from which one can discover for oneself what being a leader actually looks like, and discover for oneself what exercising leadership effectively actually looks like. Moreover, from the picture derived from these definitions of leader and leadership, one is also able to discover for oneself what the result of being a leader and exercising leadership effectively as one's natural self-expression actually looks like.

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Part III

The Ontological Constraints that get in the way of one's natural self-expression in being a leader and in exercising leadership effectively:

Ontological Perceptual Constraints

That which limits and shapes (distorts) what we perceive of the situations we are dealing with in any leadership situation

Ontological Functional Constraints

Automatic stimulus-response behavior that limits one's way of being and acting in any leadership situation.

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Scholarly Views of this Course

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The chapter in this book written by three of the authors of this course - “Creating Leaders: An Ontological/Phenomenological Model” – provides an overview of this course with an emphasis on its Ontological/Phenomenological methodology. The book editors (Snook, Nohria, Khurana) introduce Section III of the book -- “Teaching Leadership: Approaches That Emphasize Being” -- as follows:

“Most experienced teachers are fairly comfortable teaching about leadership. ... Even more importantly, perhaps, we know how to do this. We know how to inform; we know how to “transfer knowledge”; we know how to train skills. Most of us have spent much of our adult lives either learning or teaching important conceptual knowledge and technical skills. ... **How does one teach leadership in a way that not only informs them about leadership but also transforms them into actually being leaders?**”

“Erhard, Jensen and Granger anchor this collection by taking dead aim at the BE component. ... this eclectic group of scholars argues for adopting a decidedly ontological approach to leadership education that promises to leave students actually being leaders. Contrasting their ontological approach described as being and action as experienced “on the court” with more traditional perspectives where leadership is observed and commented on “from the stands,” this chapter presents a rigorous theory of leadership education that begins and ends with the following bold promises to students:

“You will leave this course being who you need to be to be a leader.”

“You will leave this course with what it takes to exercise leadership effectively.”

“For these authors, integrity, authenticity, and being committed to something bigger than oneself form the base of “the context for leadership,” a context that once mastered, leaves one actually being a leader. It is not enough to know about or simply understand these foundational factors [and the other aspects of “the context for leadership”], but rather by following a rigorous, phenomenologically based methodology, students have the opportunity to create for themselves a context that leaves them actually being a leader and exercising leadership effectively as their natural self-expression.” [emphasis added]

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A Medical Profession Perspective on this New Model of Leadership

Wiley “Chip” Souba, Dean of the Geisel School of Medicine at Dartmouth, after completing the course a few years ago, had the following to say in his paper "A New Model of Leadership Performance in Health Care" (Academic Medicine, 2011, V. 86, 1241-1252)

Current leadership models are based largely on concepts and explanations, which provide limited access to the being and actions of an effective leader in health care. Rather than teaching leadership from a theoretical vantage point, the ontological perspective teaches leadership as it is lived and experienced. When one exercises leadership "as lived," concurrently informed by theories, one performs at one's best.

Authors / Instructors

The [Being A Leader And The Effective Exercise of Leadership: An Ontological/ Phenomenological Model Course](#) is an accumulation of the 11+ years of work of authors and instructors Werner Erhard, Steve Zaffron, Dr. Michael C. Jensen, and Dr. Jeri Echeverria (and Kari L. Granger, from 2008-2015) and their new approach to leadership.



Contact Information

For more information and to see upcoming course offerings, visit www.BeingALeader.net

For questions, contact Innovative Event Management:

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