

Harvard Business School Negotiation, Organizations and Markets Research Papers

HARVARD NOM UNIT RESEARCH PAPER NO. 11-037

BARBADOS GROUP WORKING PAPER NO. 10-10

SIMON SCHOOL WORKING PAPER NO. FR-10-30

Creating Leaders: An Ontological/Phenomenological Model

An earlier version of this paper is published as Chapter 16 in
The Handbook For Teaching Leadership

Edited by: Scott Snook, Nitin Nohria, and Rakesh Khurana
Sage Publications, 2012

Second Revision: 26 October 2020

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Some of the material presented in this paper is based on or derived from the consulting and program material of the Vanto Group, and from material presented in the Landmark Forum which is 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. Some of the material has appeared in earlier publications by Erhard, et al. The ideas and the methodology created by Werner Erhard underlie much of the material.

Abstract

The Editors of the *Handbook for Teaching Leadership* pose the following question in their introductory chapter: “How does one teach leadership in a way that not only informs [students] about leadership but also transforms them into actually being leaders?” (p. XXIV)

The sole objective of our ontological/phenomenological model for creating leaders is to leave students actually being leaders and exercising leadership effectively as their *natural self-expression*. By “natural self-expression” we mean a way of being and acting in any leadership situation that is a spontaneous and intuitive effective response to what one is dealing with.

In creating leaders, we employ the *ontological* discipline (from the Latin *ontologia* “science of being”). The ontological model of leader and leadership opens up and reveals the actual *nature* of *being* when one is being a leader and opens up and reveals the *source* of one’s actions when *exercising* leadership. And, ontology’s associated phenomenological methodology (explained in 2) below) provides *actionable access* to what has been opened up.

The *being* of being a leader and the *actions* of the effective exercise of leadership can be accessed, researched, and taught either:

1) as being and action are observed and commented on “from the stands”, specifically as these are *observed by someone, and then described, interpreted and explained* (third-person theory of), or

2) as being and action are actually *lived and experienced real-time* “on the court”, specifically being and action are *actually present* for the player herself (first-person experience of). As a formal discipline, the “on the court” method of accessing *being* and *action* (that is, accessing being and action as they are actually lived) is named *phenomenology*. Of course, we function in the world and interact with objects and events as they are in themselves (as they “objectively” are, or are independent of our experience of them).

In short, an epistemological mastery (a from-the-stands mastery) of a subject leaves one *knowing*. An ontological mastery (an on-the-court mastery) of a subject leaves one *being* and *acting*.

Of course, the students themselves do not need to study ontology; they only require the access to *being* and the *source* of *action* that is provided by the ontological perspective. And, they don’t need to study phenomenology; they only need to be provided with the actionable pathway to the *being* of being a leader and the *actions* of effective leadership made available by the phenomenological methodology.

The body of this paper is 26 pages long. It is followed by appendices which present the participant course evaluations of each of the courses delivered by the authors in various university and public venues.

Short Bios requested by the Editors:

Werner Erhard is an original thinker whose ideas have transformed the effectiveness and quality of life for millions of people and thousands of organizations. While known by the general public for the *est* Training and the Forum of the 1970s and '80s, his models have been the source of new perspectives by thinkers and practitioners in fields as diverse as philosophy, business, education, psychotherapy, emerging country development, medicine, conflict resolution, and community building. He lectures widely, and has served as consultant to various corporations, foundations, and governmental agencies. Erhard was acknowledged in Forbes Magazine's 40th Anniversary issue as one of the major contributors to modern management thinking, and is a recipient of the Mahatma Gandhi Humanitarian Award.

Michael Jensen, the Jesse Isidor Straus Professor of Business, Emeritus, at Harvard Business School is widely respected as a leading financial economist, organization theorist, the intellectual father of private equity, and for advancing the theory and practice of managerial compensation and corporate governance. Jensen is the creator of Agency Theory (with Bill Meckling) and Jensen's Alpha (a widely-used portfolio performance measure); he co-founded the Journal of Financial Economics and the Social Science Research Network (SSRN). Jensen has an MBA and PhD in economics from the University of Chicago. He was given the "Morgan Stanley-American Finance Association 2009 Award For Excellence in Financial Economics".

Kari Granger is a fellow of the Center for Character and Leadership Development at the United States Air Force Academy (USAFA), a former Assistant Professor there. As a decorated former military officer, Granger brings extensive field experience from leading complex logistical operations missions to combat duty in Iraq. Currently Granger is engaged in a collaborative effort to address the challenges of reintegration facing service members returning from hardship deployments. Granger is a Distinguished Graduate of USAFA with a BS in Human Factors and an MA from the University of New Mexico in Education Leadership.

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A. Introduction

Because this chapter is about creating leaders rather than teaching about leadership, the approach and language will be unfamiliar to and in fact challenging for many readers. In the first eleven years we used our classrooms as laboratories for developing a course that would actually create leaders. We found that actually creating leaders (rather than transferring knowledge about leadership) requires the use of models, methodologies and techniques that are significantly different from those generally employed in university classrooms. By the way, our methodology is not drawn from or based on *experiential learning theory*.

It is inescapable that, if one is successful at creating leaders, one has left students actually being leaders. We found the discipline of ontology, the study and science of being, to be the appropriate

* We thank Professors Ron Heifetz and Warren Bennis for their generosity in sharing not only their time with us but their leadership insights and wisdom as well. Steve Zaffron, CEO of Vanto Group, is a co-author of our leadership program. Some of the material in the course described in this paper is derived from the programs of Landmark Worldwide, LLC. We also thank Miriam Diesendruck, Sandra Carr, Michael E. Zimmerman, Chip Souba, Jeri Echeverria, Joe DiMaggio, Gonneke Spits, and Matthew Granger for their support in this effort. We thank the Harvard Business School Division of Research for financial support for Jensen. The authors are responsible for all errors or incompleteness in this work.

discipline for accomplishing this. And, the effective exercise of leadership is the inescapable result of actually *being* a leader. Of course the students themselves do not need to study ontology; they only require the access to *being* and the access to the source of *action* that is provided by the ontological perspective.

When a person is “on-the-court” engaged real-time in the exercise of leadership, it is for that person a first-person experience, an “as lived” phenomenon. We found the discipline of phenomenology, the methodology for *accessing* first-person, as-lived real-time phenomena, to be uniquely powerful in providing actionable access to the effective exercise of leadership as it exists on the court. Again, the students don’t need to study phenomenology; they only need to be provided with the *actionable pathway* to the *being* of being a leader and the *actions* of effective leadership made available by the phenomenological methodology.

We believe that this unique approach – the ontological *model* with its *methodology* of phenomenology – will create a new science of leadership by enabling scholars to access, study, research, and teach the phenomena of *being* a leader and the effective *exercise* of leadership as these are actually lived and experienced (as first-person phenomena).

We started this project with nothing more than a commitment for students to leave the course we would create actually being leaders. As experienced educators, our backgrounds variously include expertise and practice in economics, finance, management, applied philosophy, entrepreneurship, management consulting, behavioral science and organizational psychology, military officer training and on the ground battlefield leadership experience, along with being avid students of neuroscience. Nevertheless, we did our best to put aside everything we thought we knew about what leader and leadership¹ are or how they should be taught. We started with empty minds, simply committed to standing

¹ When we use the phrase “leader and leadership”, “leader” should be understood as “being a leader”, and “leadership” should be understood as “the exercise of leadership”.

in *wonder* in the face of the challenge of actually creating leaders.² We used our classrooms as laboratories to experiment with what it takes to create leaders.

B. Being a Leader and the Effective Exercise of Leadership As One's Natural Self-Expression

The sole objective of this ontological approach to creating leaders is to leave students who complete a course designed to create leaders actually being leaders and exercising leadership effectively as their *natural self-expression*. In other words, the exercise of creating a leader is complete when being a leader and exercising leadership effectively has become that student's natural self-expression. By "natural self-expression" as it is used in the previous sentences, we mean a way of being and acting in any leadership situation that is a spontaneous and intuitive effective response to what one is dealing with.

C. The Ontological Model

As we said, we employ the ontological model (from the Latin *ontologia* "science of being"³) in creating leaders because of its unique power to reveal (open up) the *nature* of being when one is being a leader and to reveal (open up) the *source* of one's actions when exercising leadership.⁴

While ontology as a general subject is concerned with the *being* of anything, here we are concerned with the ontology of human beings – the nature and function of *being* for human beings. Specifically we

² Wonder is an aspect of the phenomenological methodology. It requires that we bracket (put aside) the attitude of taken-for-grantedness and aim to awaken a profound sense of wonder about the phenomenon about which one is interested. The methodology implies an approach that can shatter the appearances of the taken-for-grantedness of our everyday reality. The "way" to wisdom, knowledge and understanding, to paraphrase Socrates, "begins in wonder". Phenomenology Online. <http://www.phenomenologyonline.com/inquiry/11.html> (accessed 21 December 2010).

³ Originally from the Greek, the earliest occurrence of *ontologia* dates back to the 1606 *Ogdoas Scholastica* by Jacob Lorhard (Lorhardus)". Wikipedia "History of Ontology", accessed 12/20/2010.

⁴ Ontology as we use the term is meant as it is explicated by Martin Heidegger (1927) in *Being and Time*, his groundbreaking book on ontology and its methodology of phenomenology. As we use the term and as Heidegger makes clear, this is not ontology in its medieval metaphysical sense – what some have termed ontotheology – e.g., in an a priori argument for the existence of God, or in the Platonic sense of an a priori existence of ideal forms or archetypes, and also not as a synonym for "noumenon".

are concerned with the ontology of leader and leadership (the nature and function of *being* when being a leader and the source of *action* in the exercise of leadership). Who one is *being* in a leadership situation shapes and colors one's perceptions, emotions, creative imagination, thinking, planning, and one's actions in the exercise of leadership.

D. The Access Provided by the Phenomenological Method

Leader and leadership can be taught employing either of two possible methods for providing students with *access* to what it is to be a leader and what it is to exercise leadership effectively. The *being* of being a leader and the *actions* of the effective exercise of leadership can be accessed and taught either 1) "as being and action are lived and experienced *on the court*", or 2) "as being and action are observed and commented on *from the stands*".

Specifically, "from the stands" is to access, research and teach what it is to be a leader and what it is to exercise leadership effectively as these are *observed by someone, and then described, interpreted and explained* (third-person theory of). By contrast, "on the court" is to access, research and teach what it is to be a leader and what it is to exercise leadership effectively as these are *actually lived* (first-person experience of).

As we said above, as a formal discipline, the "as lived" (as experienced) method of accessing *being* and *action* is named *phenomenology*.⁵

The discipline of phenomenology may be defined initially as the study of structures of experience, or consciousness. Literally, phenomenology is the study of 'phenomena': appearances of things, or things as they appear in our experience, or the ways we experience things, thus the meanings things

⁵ We are indebted to Heidegger, and to those other thinkers who drew on Heidegger's ideas in their own work in the field, for having developed ontology and phenomenology as rigorous disciplines that we were able to draw on to develop an actionable pathway to being a leader and exercising leadership effectively as one's natural self-expression.

have in our experience. (Smith 2009 Stanford Encyclopedia of Philosophy) [an unpaginated electronic work]

In short, phenomenology is a discipline that provides *actionable access* to being and action as an “as lived” first-person experience. As Martin Heidegger (1927, p. 33) said regarding accessing *being*, “Ontology is possible only as phenomenology.”

In summary, the ontological model of leader and leadership opens up and reveals the actual *nature of being* when one is being a leader and the *source of one’s actions* in the exercise of leadership, and the phenomenological methodology provides *actionable access* to what has been opened up. The ontological model with its methodology of phenomenology provides scholars with the opportunity to access, study, research, and teach the phenomena of being a leader and the effective exercise of leadership as first-person phenomena – that is, as these are actually lived and experienced on-the-court.

E. Two Approaches To Accessing, Researching And Teaching Leader And Leadership

Eleven years ago, starting with nothing more than a commitment to *leave students being leaders and exercising leadership effectively as their natural self-expression*, we began to design and teach an annual course, which course served as and continues to this day as our experimental laboratory to discover an approach that would fulfill that commitment. The course, taught for the first five years at the University of Rochester Simon School of Business, each year included 70 to 115 undergraduates, graduate students, faculty, administrators, alumni, and business executives and consultants.⁶ We found the course to be

⁶ We also taught this semester-long developmental course in six full days with our co-author of the course Steve Zaffron in 2009 at Erasmus Academie Rotterdam; 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 Corp in November 2010; at the Geisel School of Medicine at Dartmouth College, USA, in June 2012; in Whistler, B.C. Canada for the benefit of the Erhard-Jensen Ontological / Phenomenological Initiative in October 2012; at entrepreneurship@UBC, University of British Columbia, Canada in June 2013; in Cancun, Mexico for the benefit of the Erhard-Jensen Ontological / Phenomenological Initiative in October 2013, with Nanyang Technological University, Singapore, in July 2014, in Bermuda for the benefit of the Erhard-Jensen Ontological / Phenomenological Initiative in October 2014; and at Zayed University in Dubai in January 2015. In 2010 we taught a program at the US Air Force Academy to train 41

effective with each of these categories of participants. We have also taught the course to a group of over 200 consultants from more than 60 firms who now offer the course to their clients, and in 2008, 2009, and 2011 Kari Granger successfully taught the course to military service members at the United States Air Force Academy where it continues to be taught by other faculty members.

In our laboratory classrooms, faced with designing a course that would actually create leaders, we experimented with both the theoretical (from the stands) and the phenomenological (on the court) approaches. Drawing on our team's experience and our experiments with methods of providing an actionable pathway to actually being a leader we concluded that studying leaders (characteristics, styles, cognitive processing, and values, etc.) and their exercise of leadership (general principles, rules or algorithms for action, and situational awareness, etc.), leaves students knowing *about* what it is to be a leader and what it is to exercise leadership effectively. Yet, students being able to speak cogently about leader and leadership, and even with the ability to explain the style or characteristic, the principles and actions, and so forth that made or would have made this or that leader effective in this or that case, does not reliably leave students being leaders as their natural self-expression.

scholars (from various academic institutions in Europe and North America) in delivering the course (all of whom had previously taken the course) under the sponsorship of the Kauffman Foundation, the Gruter Institute and the Air Force Academy and in July 2013 and August 2014 we taught a "Creating Course Leaders Workshop" at Ryerson University in Toronto, Canada to train a total of 58 scholars from around the world. We have also taught the course to a group of over 200 consultants from more than 60 firms who now offer the course to their clients.

We are indebted to Dean Mark Zupan (Simon School of Business), Professor Richard DeMulder and Ad Hofstede (Erasmus University and Academie), Associate Dean Marty Loudder, Dean Jerry Strawser, and Assistant Professor Katalin Haynes (Mays School of Business), Col. Gary Packard and Col. Joseph Sanders (U.S. Air Force Academy, Colorado, USA, 2008 – 2010), Prabhat Kumar of the IC Centre for Governance and Mukul Kasliwal of MW Corp (Asia Plateau, Panchgani, India, November 2010), Dean Wiley "Chip" Souba of the Geisel School of Medicine (Dartmouth College, USA, June 2012), Director Anuj Singhal of entrepreneurship@UBC (University of British Columbia, Canada, June 2013) and Dean Ravi Kumar of the Nanyang Business School (Nanyang Technological University, Singapore, July 2014) for their support in providing us with the laboratories we needed to develop the course. We thank Anne Peterson for hosting three courses to benefit the Erhard-Jensen Ontological / Phenomenological Initiative, and we thank our colleague Allan Scherr for his contributions to the development of early versions of the course.

Given that when a person is actually being a leader and actually engaged in the exercise of leadership it is for that person a first-person experience, an “as lived” real-time phenomenon, we found the phenomenological methodology (the “on the court” perspective) uniquely powerful in providing an actionable pathway to being a leader and exercising leadership effectively *as one’s natural self-expression*.

In short, an epistemological mastery of a subject leaves one *knowing*. An ontological mastery of a subject leaves one *being*. (Of course when one *is* a leader, then “knowledge is power”.)

As an illustration of just how radical this course approach is, consider the following: If one were satisfied only when students are actually left being leaders and exercising leadership effectively, and if in a course on leadership nothing were said about leader and leadership (while this would probably be impossible), but students completed the course actually being leaders and exercising leadership effectively as their natural self-expression, that would fulfill the *raison d’être* of such a course.

F. One’s Way Of Being And Acting Are In-A-Dance-With (Mutually Arising With) The “Occurring”

For a simple everyday example of the difference in access provided by the theoretical-epistemological methodology (from the stands) and the ontological-phenomenological methodology (on the court): When we hammer a nail (an example Heidegger also used) we don’t do it from some *theory* about hammering, where a hammer is composed of a lever and mallet, and the lever functions to multiply the force at the mallet head and so forth. The *theory* of hammering a nail, which can be reduced to a mathematical formula, is nowhere present for one in the *act* of hammering. Rather we hammer the nail *as lived*. That is, in the presence of our intention to have the nail go into the wood, our *actions* in hammering are “in-a-dance-with” the way the hammer and nail *occurs* for us. (Note that our coined phrase “in-a-dance-with” is used as a verb [as in “is dancing”], and we mean by it, “is naturally, necessarily closely connected with,

mutually arising” – that is, a specific kind of correlation.)⁷ Or said rigorously, as hammering is actually lived, hammering happens for us as: the way the hammer and nail occur for us in order to make the nail go into the wood in-a-dance-with (correlated with) the action appropriate to that occurring (with the objective hammer impacting the objective nail) – all of this as a unity for us. All as a *unity* because you and I don’t “live” that there are two worlds: the world as it occurs for us versus the world as it objectively is.

In fact, any theory or knowledge about hammering or even trying to recall what someone showed you about hammering, if present in the act of hammering, will get in the way of the act of hammering. Think about trying to drive your car safely in traffic while trying to remember and then apply what someone showed you, or thinking about how much you need to turn the steering wheel or when to put your foot on the brake.

G. In Any Leadership Situation One’s Way Of Being And Acting Is In-A-Dance-With (A Correlate Of, Mutually Arising With) the Way In Which that Situation Occurs For One

As with the example of hammering, regarding leader and leadership the *theoretical* methodology provides an *understanding* of the constitutive elements and an *explanation* of the way they work with respect to one’s being a leader and one’s actions in the exercise of leadership; whereas the *phenomenological* methodology provides *actionable access* to the *being* of being a leader and to the *actions* of the effective exercise of leadership as these are actually lived.

In other words, a person’s *way of being and acting* in response to any leadership situation is analogous to the example of hammering. That is, if one examines from the as-it-is-lived perspective a person’s way of being and acting in any leadership situation, one finds that that person’s way of being and acting is in-a-dance-with (correlated with) the way in which that situation occurs (shows up) for that

⁷ Note that this correlation is not a mere statistical correlation.

person.⁸ While perhaps obvious in the matter of hammering, this is likely to be somewhat difficult to accept in the matter of a person's way of being and acting in a leadership situation.

The proposition that a person's way of being (mental and emotional state, bodily sensations, and thoughts and thought processes) *does not cause* a person's actions, but rather that a person's actions are *in-a-dance-with* (a correlate of) the way in which what they are dealing with occurs for them (their perception of it), may at first seem counter-intuitive. It seems counter-intuitive because a person's *actions* have traditionally been explained as being *caused* by some combination of the person's mental/emotional state (including memory), personality traits, body sensations, and their thoughts and thought processes (or as we have termed it, their "way of being").

However, neuroscience has established that neural patterns of perception (phenomenologically speaking, the way something occurs to a person) and the neural patterns that give rise to a person's way of being and acting are virtually always, as neuroscientists term it, "networked" together in the brain. Specifically, the neural patterns that give rise to a person's *way of being* are networked together with neural patterns of perception (including stored neural perception patterns – memory); and likewise the neural patterns that give rise to *action* are also networked with those neural patterns of perception.

As Clancey (1993, p.5) concludes "Perceiving, thinking, and moving always occur together as coherent coordinations of activity", and Hawkins and Blakeslee (2004, p.157) conclude in their book *On Intelligence* "... perception and behavior are almost one in the same." And in contrast to the idea that thoughts are the cause of action, Libet (1993, p.276), in his book *Neurophysiology of Consciousness*, summarizes his and others' research findings as follows "... the brain 'decides' to initiate or, at least, to

⁸ For an extensive discussion of the relation between action and the way what one is dealing with occurs for one, see Erhard, Jensen, and Barbados Group (2010), "A New Paradigm of Individual, Group, and Organizational Performance" <http://ssrn.com/abstract=1437027>

prepare to initiate the acts before there is any reportable subjective awareness that such a decision has taken place.”

Saying the foregoing from an ontological/phenomenological perspective, one’s way of being and acting arise *as though one thing* (by analogy, like the front and the back of a hand), and they do so as an *in-a-dance-with* correlate of (from a neuroscience perspective, networked together with) the way in which what one is dealing with *occurs* for one. Note that those two constitutive elements of the ontological/phenomenological perspective on leader and leadership are critical to accessing the power of the perspective – 1) a person’s *way of being and way of acting* are actually two aspects of *one* thing (rather than one a cause and the other an effect); and 2) that as one thing, those two aspects (a person’s way of being and acting) are an *in-a-dance-with* correlate of the way in which what one is dealing with *occurs* for one.

H. The Way In Which a Leadership Situation Occurs for a Person (the “Occurring”) Is the Access to Being A Leader and Exercising Leadership Effectively As One’s Natural Self-Expression

For purposes of the following discussion, a “leadership situation” could be defined simply as: a situation in which the current circumstances, and the possible futures (outcomes) that can be realized in the prevailing context for those circumstances, are unacceptable or non-optimal.

As we said above, a person’s *way of being and acting* in any leadership situation is *in-a-dance-with* (correlated with, networked with, mutually arising with) the way in which the situation they are dealing with *occurs* for them. Therefore, for a person to be a leader and to exercise leadership effectively, the situation they are dealing with must *occur* for them (show up for them) such that their naturally *correlated* way of being and acting is that of actually being a leader and exercising leadership effectively. Given that in any leadership situation a person’s way of being and acting is a correlate of the way the situation occurs for them, *the way in which the situation occurs for them* is the actionable access to the being of being a leader and the actions of the effective exercise of leadership *as their natural self-expression*.

And put simply, the actionable access to the way in which a leadership situation occurs for a person is the *context* that person brings to or creates for leadership situations.

I. The Context Is Decisive

We distinguish between the *situation* (including the environmental factors) to be dealt with as contrasted with the *context* in which that situation occurs or shows up for a person. In general, the context a person has for the situation they are dealing with shapes and colors the way in which that situation occurs for them. Specifically, the way in which a leadership situation *occurs* for a person (with which their way of being and acting in that situation is naturally correlated) is shaped and colored by their *context for what it is to be a leader and what it is to exercise leadership effectively*.

A person's context for what it is to be a leader and what it is to exercise leadership effectively is made up of 1) those aspects of their worldview that shape and color for them what it is to be a leader and what it is to exercise leadership, and 2) more directly their specific frames of reference for leader and leadership. It is as though the context for leader and leadership that a person brings to a leadership situation creates a kind of "clearing" in which that situation shows up for them, and that clearing shapes and colors the way in which that situation *occurs* for that person. Specifically, that clearing (context) determines the way in which the circumstances they are confronted with occur or show up for them, and what they can see of possible futures (outcomes) that can be realized in those circumstances. And that person's way of being and acting in that situation will be naturally correlated with that occurring.

Given that one's context for leader and leadership determines the way in which a leadership situation occurs for a person and as a result their correlated way of being and acting, we utilize what Jack Mezirow (2000) terms "transformational learning" to provide students first with an opportunity to examine and eliminate the grip of their everyday common-sense worldview and their existing frames of reference (received ideas, beliefs, and unexamined assumptions) relative to leader and leadership. We then provide

students with an opportunity to create for themselves a context for leader and leadership that shapes and colors any leadership situation they deal with, such that their natural self-expression (their naturally correlated way of being and acting) in dealing with that situation *is* one of being a leader and exercising leadership effectively.

J. The Content of this Course Creates a Context for Leader and Leadership

Employing the insights provided by the ontological model and the phenomenological methodology, the *content* of the course for creating leaders (covered in the following section) creates a *context* for leader and leadership that once mastered shapes and colors any leadership situation such that the students' naturally correlated way of being and acting (their natural self-expression) is reliably that of being leaders and exercising leadership effectively.

What follows in the next section is an outline/description of the three-part underlying theory of the course we created from the ontological/phenomenological discipline. We employ this perspective because of its power to provide students with an as-lived, first-person experience that leaves students "being used by" the context for leader and leadership that is created in the course. The outline also illustrates how the course unfolds for the students. We have adapted this section directly from the pre-course reading assignments used for the Mays School of Business Texas A&M University course taught in June 2010.

Every participant is required to complete extensive pre-course reading assignments before arriving at the first session of the course. We have edited the material somewhat to fit our use here, however we have left it in the language used with the students so the reader can get an unfiltered impression of how the course is communicated to the students (who, in the case of the Mays School of Business course, included 110 undergraduate and graduate students, faculty and administrators, military service members, CEOs, and consultants). The six pre-course reading assignments for the most recent course and the links

to download them are given in Appendix I. The rest of the materials for the course are downloadable from SSRN (795 pages) at: <http://ssrn.com/abstract=1263835>

K. Course Outline/Description Excerpted From the Pre-Course Reading

THE FUNDAMENTAL THEORY UNDERLYING THIS COURSE: BEING A LEADER AND THE EFFECTIVE EXERCISE OF LEADERSHIP

This course is designed to give you access to creating for yourself a *context* for leader and leadership that once mastered has the power to leave you in any leadership situation being a leader and exercising leadership effectively as your natural self-expression. As has been said: “The context is decisive”. We call the kind of context that has the power to leave you with the *being* and *actions* of effective leadership *as your natural self-expression* “a context that *uses you*”.

When a context uses you, there is nothing to remember and no rules to apply. Rather, when “What it is to be a leader and what it is to exercise leadership effectively” exists as *a context that uses you*, that context shapes and colors any leadership situation such that your naturally correlated way of being and acting is that of being a leader and exercising leadership effectively – that is, it is your natural self-expression. When you have learned something, that is, when you have an epistemological grasp of it, appropriately you remember what you learned and apply it. However, there can be a point where what you have been trying to learn actually becomes a part of you – or saying this in another way, *instead of you using what you have learned, it has become for you “second nature”, it so to speak uses you* – this is mastery. For example, great martial artists, skateboarders, and dancers all experience this, not to mention great physicists and great teachers. While what it means for a context to use you may not be entirely clear for you at this point, the methodology we will employ in the work we do together during the course will provide an opportunity for you to create for yourself what it is to be a leader and what it is to exercise leadership effectively as a context that uses you.

You will create this new kind of context for yourself by mastering 1) the four Foundational Factors of leader and leadership and 2) the four distinct aspects of the Contextual Framework for being a leader and for the exercise of leadership – and you will do so as they are actually lived (first-person experience of). When 1) the Foundation and 2) the Contextual Framework come together as a whole for you, they create a context that has the power in any leadership situation to shape and color the way the circumstances you are dealing with occur for you such that your naturally correlated way of *being* and *acting* is that of being a leader and exercising leadership effectively.

I. THE UNDERLYING THEORY OF THIS COURSE: PART I

The Four Foundational Factors on which Being A Leader and the Effective Exercise of Leadership Are Built

1. Integrity:

- Without being a man or woman of integrity you can forget about being a leader. And, being a person of integrity is a never-ending endeavor. Being a person of integrity is a mountain with no top – you have to learn to love the climb.
- Integrity leaves you whole and complete as a person. It is achieved by “honoring” your word when you will not be keeping your word (as we define “honoring” your word). Integrity creates workability and develops trust.

For details of this positive theory of integrity see the two pre-course readings on the subject at:

<http://ssrn.com/abstract=1511274> and <http://ssrn.com/abstract=1542759>

2. Authenticity:

- Without authenticity you can forget about being a leader.
- Authenticity is *being* and *acting* consistent with who you hold yourself out to be for others, and who you hold yourself to be for yourself. When leading, being authentic leaves you grounded, and able to be straight with yourself, and straight with others without using force.

- The only actionable access to authenticity is being authentic about your inauthenticities. To achieve this you must find in yourself, that “self” that leaves you free to be publicly authentic about your inauthenticities. That self, the one required to be authentic about your inauthenticities, is who you authentically are.
- As you will remember from the first of your pre-course readings on “Authentic Leadership”, Bill George (2003) (former Medtronic CEO and now Harvard Business School Professor of Leadership) was able to be completely straight about his weaknesses and failures. To be a leader you must be big enough to be authentic about your inauthenticities. While counter-intuitive, in fact this kind of bigness is a sign of power, and is so interpreted by others.
- As with integrity, being authentic is a never-ending endeavor.

3. Being Committed to Something Bigger than Oneself:

- Being committed to something bigger than yourself is the source of power in leading and in exercising leadership effectively. Being committed to something bigger than yourself creates for a leader the kind of power that replaces the need for force.
- Being committed to something bigger than yourself is the 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 path gets tough.
- In a certain sense, all leaders are heroes. Heroes are ordinary people who are given being and action by something bigger than themselves.
- What we mean by “committed to something bigger than oneself” is being committed in a way that shapes one’s being and actions so that they are in the service of realizing something beyond one’s personal concerns for oneself – beyond a direct personal payoff. As they are acted on, such commitments create something to which others can also be committed and have the sense that *their* lives are also about something bigger than themselves. This is leadership!
- Each of us must make the personal choice to be a hero or not, to be committed to something bigger than ourselves or not, to go beyond the way we “wound up being” and have the purpose of our lives and our careers or schooling be about something that makes a difference or not, in other words, to be a leader or not.
- Not everyone will choose this path, that is not everyone will choose to be a leader, and that is certainly OK.

- The following is a quotation from George Bernard Shaw (1903) from his play “Man and Superman” that captures this idea of being committed to something bigger than oneself:

“This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being a force of nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.

“I am of the opinion that my life belongs to the whole community and as long as I live it is my privilege to do for it whatever I can.

“I want to be thoroughly used up when I die, for the harder I work the more I live. I rejoice in life for its own sake. Life is no “brief candle” to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.”

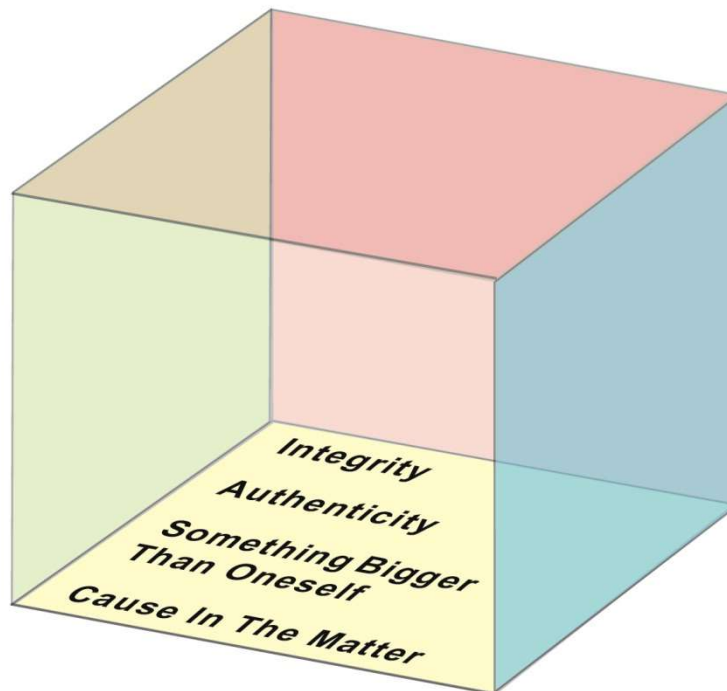
4. Being Cause in the Matter:

- By “Being Cause in the Matter” we mean being cause in the matter of everything in your life as a stand you take for yourself and life – and acting from that stand.
- To take the stand that you are cause in the matter contrasts with it being your fault, or that you failed, or that you are to blame, or even that you did it.
- It is not even true that you are the cause of everything in your life. Rather, that you are the cause of everything in your life is a place to stand from which to view and deal with life – a place that exists solely as a matter of your choice.
- The stand that one is cause in the matter is a *declaration*, not an *assertion* of fact. 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.”
- When you have taken the stand (declared) that you are cause in the matter of your life, it means that 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, while undoubtedly soothing, leave you helpless (at the effect of). At the same time, when you see how this works it will be clear that taking this stand does not prevent you from holding others responsible.
- Being cause in the matter does not mean that you are taking on the burden of, or that you will be praised for or blamed for anything in the matter. And, it does not mean that you won't fail.
- However, 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 (not to mention the challenges of life).

5. Integrity, Authenticity, Being Committed To Something Bigger Than Oneself, and Being Cause In The Matter As a Context That Uses You

Of course, merely *knowing* that integrity, authenticity, being committed to something bigger than oneself and being cause in the matter is the foundation required to be a leader and exercise leadership effectively, and clearly *understanding* what each of these is, and even being *resolute* about being each of these, will not leave you being a man or woman of integrity, authenticity, committed to something bigger than yourself and being cause in the matter *as your natural self-expression*. In the course, we will employ a methodology to deal with integrity, authenticity, being committed to something bigger than oneself and being cause in the matter *as they are lived*, and such that you have the opportunity to create them for yourself as a context that uses you.

These four Foundational Factors of leadership form the base of the context that once mastered becomes the context that leaves one being a leader and exercising leadership effectively as one's natural self expression.



II. THE UNDERLYING THEORY OF THIS COURSE: PART II

With the four Foundational Factors for being a leader and exercising leadership effectively in place as a part of the context that uses you, the context that uses you is completed by mastering the Contextual Framework that distinguishes what it is to be a leader and what it is to exercise leadership effectively as these are lived.⁹

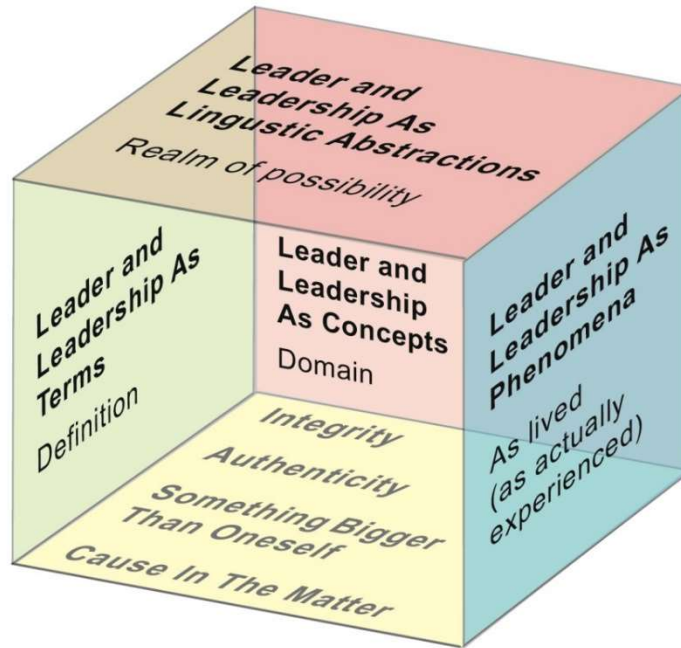
1. The Four Aspects Of The Contextual Framework For Leader And Leadership

In short, Leader and Leadership, each as:

- *Linguistic Abstractions* (leader and leadership as “realms of possibility”)
- *Phenomena* (being a leader and exercising leadership as they are actually experienced, that is, as they are lived; or conversely the experience of being led)
- *Concepts* (the temporal domain in which leader and leadership function)
- *Terms* (leader and leadership as definitions)

As an illustration, the space contained by the four surfaces of the cube over its foundational base of integrity, authenticity, committed to something bigger than oneself, and being cause in the matter represents the context for leader and leadership that is created by all five sides of the cube.

⁹ Simply defining leader and leadership, no matter how accurate and complete the definition may be, cannot provide actionable access to what it is to be a leader and exercise leadership effectively.



The following more fully explicates the four aspects of the *contextual framework* for leader and leadership:

- As *linguistic abstractions*,
 leader and leadership create leader and leadership as *realms of possibility* in which when you are being a leader all possible ways of *being* are available to you, and
 when you are exercising leadership all possible *actions* are available to you.

The point is: Mastering leader and leadership as realms of possibility leaves you free to be and free to act, rather than being constrained by common notions about what it is to be a leader and what it is to exercise leadership effectively. Instead of one’s attention being on acting in a particular way or style, one is unconstrained – that is, one has all ways of being and acting available, and such freedom is often

required to “get something done”. This is the beginning of mastering leader and leadership as a context that uses you.

- As *phenomena*,
leader and leadership exist in the *sphere of language*,
whether that be literally speaking, or speaking in the form of writing, or
speaking and listening to yourself, that is, thinking,
or the speaking of your actions, as in “actions speak louder than
words”, or
in providing what we distinguish as “authentic listening”.

The point is: If you look for yourself you will find that: 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. And, more pointedly when you are being a leader and exercising leadership you will be functioning in the sphere of language. (Remember that sometimes actions speak louder than words.)

- As *concepts*,
leader and leadership exist in the domain 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,
which future gives them being and action in the present consistent
with realizing that future.

The point is: Being a leader and the exercise of leadership is all about realizing a future that wasn't going to happen anyway.

- As a *term*,
being a leader is defined as,
committed to realizing a future that fulfills the concerns of the relevant
parties, but that wasn't going to happen anyway, and
with the availability of an unlimited opportunity set for being and action,
being the kind of clearing for leader and leadership that shapes the
way the circumstances you are dealing with occur for you
such that your naturally correlated way of being and acting is
one of being a leader and exercising leadership effectively.

- As a *term*, leadership is defined as
an exercise in language that results in the realization of a future
that wasn't going to happen anyway,
which future fulfills (or contributes to fulfilling) the concerns of the
relevant parties,
including critically those who granted the leadership (those who lead
you, and those you lead).

The point is: Leader and leadership as *terms* are based on the previous three aspects of leader and leadership. Of course, each of these four aspects that constitute the Contextual Framework for leader and leadership will require full explication during the course. And after that full explication, if this Contextual Framework is valid, what you will see when you see someone actually being a leader and exercising leadership effectively will be as defined.

2. The Contextual Framework For Being A Leader And Exercising Leadership Effectively As A Context That Uses You

As was the case with the four Foundational Factors, in the course we will employ a methodology to deal with the four aspects of the Contextual Framework *as they are lived*, and such that you have the opportunity to create them for yourself as a context that uses you.

The foregoing is the fundamental theory on which this ontological/phenomenological perspective on being a leader and the effective exercise of leadership is founded. Having created a context that uses you by mastering the four Foundational Factors and the four aspects of the Contextual Framework for leader and leadership and with complete freedom to be and act, then specific knowledge regarding the situation in which one is leading has an empowering and enabling impact. But without this empowering context and freedom to be and act, and without a transformed frame of reference for leader and leadership that creates being a leader and effectively exercising leadership as one's natural self-expression, specific knowledge regarding the situation in which one is leading is little more than a "good idea", like trying to drive your car while having to remember how to do it.

3. An Example of Our Employment of the Phenomenological Methodology in the Course

In order to transform the context for leader and leadership presented in the class from something understood and adopted as a theory by the students to a context that has the power to use them, we utilize the phenomenological methodology in the in-class and the out-of-class exercises and assignments. Each exercise and assignment is specifically designed for students to experience for themselves *as an actual experience* the various elements of the context for leader and leadership presented in the course. For the students, this transforms what is presented in the course from *received ideas* to *phenomena* (something realized in the senses, i.e., something actually experienced). Based on their own experience, the students are then able to generate for themselves the context for leader and leadership presented in the course as a context that uses them. They take what is so for them as an actual experience, and confirm for themselves that it is rigorously captured by the articulation of the context for leader and leadership presented in the course. When they do, they have mastered the context by making it their own – the context belongs to them and they belong to the context, it uses them. This process works because locating in one's experience the actual phenomenon that is present as an experience when being a leader and effectively exercising leadership, and then working out a rigorous articulation that captures that experience as a phenomenon is also the process that we instructors went through in developing the context that we present in the course.

III. THE UNDERLYING THEORY OF THIS COURSE: PART III

1. Ontological Perceptual and Functional Constraints:

- Having mastered the context that leaves one being a leader and exercising leadership effectively as one's natural self-expression, what remains is to remove what interferes with or limits one's natural self-expression. Some of these obstacles are inherent in and shared by all people – a consequence, without an intervention, of the way our brains work. And some of these obstacles are specific to each individual – the result of individual history and experience. In the course we will provide you with exercises that allow you to become aware of and remove, or at least sufficiently relax, these obstacles

to your natural self-expression. We term these obstacles to the freedom to be and act “Ontological Constraints”.

- **Ontological Perceptual Constraints:** The source of our ontological perceptual constraints is our network of unexamined ideas, beliefs, biases, prejudices, social and cultural embeddedness, and taken-for-granted assumptions about the world, others, and ourselves. These ontological perceptual constraints limit and shape what we perceive of what is actually there in the situations with which we are dealing. As a consequence, if we do not remove these perceptual constraints, then in any leadership situation we are left dealing with some distortion of the situation we are actually dealing with.
- **Ontological Functional Constraints:** In everyday language the behavior generated by an ontological functional constraint is sometimes referred to as a “knee-jerk reaction”. Psychologists sometimes refer to this behavior as “automatic stimulus/response behavior” – where, in the presence of certain stimuli (triggers), the inevitable response is an automatic set way of being and acting. From a neuroscience perspective, many ontological functional constraints could be termed “amygdala hijacks”. When triggered in a leadership situation, one’s ontological functional constraints fixate one’s way of being and acting. Saying the same thing in another way, these ontological functional constraints limit and shape our opportunity set for being and action. As a consequence, the appropriate way of being and appropriate actions may be, and in fact often are, unavailable to us.

L. Promise Of The Course

In conclusion, the combination of Parts I, II and III of the Underlying Theory of the course allows us to make the following promise to our 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.

While you will not necessarily have all of the experience and knowledge you need to be a truly extraordinary leader, you will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader, and with what it takes to exercise leadership effectively.

M. Realizing the Promise of the Course: Outcome Measurements

In response to the following course evaluation question, “This is one of the three most important courses I have taken in my life”, 53 out of 57 cadet and faculty participants (21 faculty members completed a special course for the faculty) at the U.S. Air Force Academy gave this question a 6 out of 6. In the Erasmus course 75 of the 101 participants that answered this question, and in the Mays School of Business at Texas A&M University course 68 of the 100 participants that answered this question, gave this question a 5 out of 5 with overall averages of 4.5 and 4.29 respectively.

In response to the question, “I will be able to use the teachings of the course in my personal and professional development”, 87 of the 103 Erasmus participants that answered this question and 85 of the 104 participants that answered this question at the Mays School of Business gave this question a 5 out of 5.

In response to the question: “This course delivered on its promise: ‘You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader, and with what it takes to exercise leadership effectively. In other words, you will be a leader’”, 97 out of the 104 Erasmus Academic participants who answered this question, and 91 of the 103 Mays School participants who answered this question gave it a 4 or 5 out of 5.

Because the USAFA course was unique in that the semester-long course spanned four months, we were able to ask whether or not the course had had an impact on their actual leadership performance. In response to the following course evaluation question, “I have witnessed my leadership shift to a new level in my personal and professional life here at USAFA in this term as a direct result of my participation in the course”, 54 out of 57 cadet and faculty participants gave this question a 5 or 6 out of 6 (with a large preponderance of 6’s).

Complete course evaluation summaries for the USAFA courses, the Texas A&M course, the Erasmus Course, and the Panchgani, India course are provided in Appendix II, III, IV, and V respectively.

In addition to these course evaluations, a research team at Texas A&M is conducting a longitudinal study with the 102 course participants from the June 2010 course using a 360-degree performance evaluation pre-, post- and 6-9 months post-course, and when complete, the findings will be summarized in future versions of this paper as well as evaluations from future courses.

Our assessment of the results and our experience as faculty members gives us a strong belief that teaching the course over a semester (as was done at the Air Force Academy) is much more effective than teaching it over 5 or 6 days as we have done in our experimental courses. The “soak” time that is available for the students to put the course to work in their day-to-day lives over a semester course plus the ability to more effectively work on a personal leadership project are, we believe, strong reasons for this increased effectiveness.

Part of what makes measurement a difficult issue is that most evaluative efforts on leadership development rely on psychological constructs to show an indirect and implied leadership ability. While we experimented with these evaluative techniques and achieved a statistically significant increase ($p < 0.05$) in both the Authentic Leadership Questionnaire and the Psychological Capital Questionnaires in a pre-/post- self-report, we were left wanting a more direct line to actual results in the lives of the leaders.

10

In following up with many of the participants from each of the courses, they express the different ways in which they are being a leader and exercising leadership. For example, in addition to securing high-level positions, cadets at the Air Force Academy have gone on to lead significant efforts in diverse areas such as combating domestic violence, leading the Air Force Academy to more sustainable ‘green’ programs, starting an African-American male mentorship program in inner cities, and reducing recidivism

¹⁰ Avolio, Bruce J., Gardner, William L., and Walumbwa, Fred O. 2007. Authentic Leadership Questionnaire (ALQ). Mind Garden, Inc. www.mindgarden.com
Luthans, Fred, Avolio, Bruce J., and Avey, James B. 2007. Psychological Capital (PsyCap) Questionnaire (PCQ). Mind Garden, Inc. www.mindgarden.com

amongst juvenile delinquents, as well as other leadership initiatives in education, generational poverty, supporting our deployed troops, health and well-being, and many more.

We believe further research efforts will require a scholarship appropriate to the ontological model of leader and leadership with its methodology of phenomenology that acknowledges that being a leader and the effective exercise of leadership is a first-person as lived experience.

N. Summary and Conclusion

While both are useful in their own right, teaching about leadership is distinct from creating leaders. The exercise of creating a leader is complete when being a leader and exercising leadership effectively has become a student's natural self-expression. Given that being a leader and exercising leadership "on the court" is an as-lived phenomenon, we draw on the ontological/phenomenological methodology to provide actionable access to the source of a person's way of being and acting in any leadership situation. From that perspective we find that a person's way of being and acting are a natural correlate of the way in which a leadership situation occurs for a person. Based on that, we provide our students with the opportunity to create for themselves a context for leader and leadership that shapes and colors any leadership situation such that their naturally correlated ways of being and acting are those of being a leader and exercising leadership effectively.

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APPENDIX I

Directory of Links for the Pre-Course Readings

What follows are links to the four pdf files that contain the 6 Pre-Course readings for our leadership course "Being A Leader and The Effective Exercise Of Leadership: An Ontological/Phenomenological Model".

Pre-Course Readings 1-3 available at: <http://ssrn.com/abstract=1513400>

This document (compiled by Erhard, Jensen and Granger) is the first, second and third of six pre-course reading assignments for our full semester leadership course. The pdf file contains the following three documents:

— "The Transformational Experiences That Leave Ordinary People Being Leaders"
(primarily contains quotes selected from Warren Bennis & Robert Thomas, "Crucibles of Leadership" (2002), and most of Chapter 2 from Bill George, "Authentic Leadership:" (2003), regarding "crucibles", reprinted with permission and with commentary by us).

— "Access To A Context That Uses You"
(primarily contains quotes selected from Carol Dweck, "Mindset: The New Psychology of Success" (2006) regarding the contrast between "fixed and growth mindsets", with commentary by us).

— "Education as Stretching the Mind" by Jamshed Bharucha (2008).
http://www.edge.org/q2008/q08_16.html#bharucha

Pre-Course Reading 4:

Integrity: Without It Nothing Works (Interview of Jensen by Karen Christensen).
<http://ssrn.com/abstract=1511274>

Pre-Course Reading 5:

Integrity: A Positive Model that Incorporates the Normative Phenomena of Morality, Ethics, and Legality - Abridged (by Erhard, Jensen and Zaffron).
<http://ssrn.com/abstract=1542759>

Pre-Course Reading 6:

Introductory Reading for Being a Leader and the Effective Exercise of Leadership: An Ontological Model (by Erhard, Jensen, Zaffron and Granger).
<http://ssrn.com/abstract=1585976>

APPENDIX II
USAFA Faculty and Cadet Leadership Course Evaluations
2008 – 2009

| Question | 2008 | 2009 | | Comparison | |
|---|---------------------------|---------------------------|-----------------------------|---|------|
| | 2008 Cadet Average Scores | 2009 Cadet Average Scores | 2009 Faculty Average Scores | Aggregate data from all other Social Science courses offered to cadets at USAFA | |
| | | | | 2008 | 2009 |
| Instructor's ability to stimulate my interest was: | 5.88 | 6 | N/A | 4.96 | 4.75 |
| Instructor's ability to provide clear, well-organized instruction was: | 5 | 6 | N/A | 5.07 | 4.93 |
| Instructor's ability to present alternative explanations when needed was: | 5.75 | 6 | N/A | 5.1 | 4.96 |
| Instructor's knowledge of course material was: | 6 | 6 | N/A | 5.41 | 5.43 |
| As a military role model or civilian professional role model, my instructor was: | 6 | 6 | N/A | 5.39 | 5.32 |
| Course organization was: | 5.12 | 5.62 | N/A | 4.78 | 4.53 |
| Reasonableness (difficulty and amount) of assigned work was: | 5.5 | N/A | N/A | 4.86 | N/A |
| Evaluative and grading techniques (tests, papers, projects, etc.) were: | 5.88 | 5.62 | N/A | 4.68 | 4.42 |
| Relevance and usefulness of course content was: | 6 | N/A | 5.8 | 4.88 | N/A |
| This course improved my ability to deal with problems that don't have an approved solution. | 6 | N/A | 5.6 | 4.64 | N/A |
| Overall, this course is: | 6 | 6 | N/A | 4.67 | 4.61 |
| Overall, my instructor is: | 6 | 6 | N/A | 5.13 | 5.16 |

| | | | | | |
|---|------|------|------|------|------|
| On average, for every hour I spent in this class, I spent about ___ outside of class completing work in this course (including studying, reading, writing, doing homework or lab work, etc.). | 2.25 | 2.5 | N/A | 2.21 | 2.19 |
| The course activities (e.g., assigned readings, lectures, discussions, labs, projects, etc.) were effective in helping me accomplish the learning goals of this course. | 5.75 | 5.88 | N/A | 4.89 | 4.86 |
| In this course, the graded events (e.g., GR's, papers, projects, etc.) provided the opportunity for me to demonstrate my accomplishment of the course learning goals. | 5.88 | 5.57 | N/A | 4.76 | 4.77 |
| In this course, I received feedback that improved my ability to meet the course learning goals. | 6 | 5.75 | N/A | 4.76 | 4.78 |
| I gave my best possible effort to learning in this course. | 5.5 | 5.62 | 5.25 | 4.65 | 4.65 |
| The course addressed concerns, questions, and issues important to leadership and to my exercise of leadership. | 6 | 5.88 | 5.92 | N/A | N/A |
| This course challenged me to consider new perspectives. | 6 | 6 | 6 | N/A | N/A |
| This course provided me an opportunity to reflect on my personal role as a leader | 6 | 6 | 5.75 | 4.56 | 4.6 |
| Through this course I recognized aspects about myself that I was previously unaware of | 5.88 | 6 | 5.58 | N/A | N/A |

| | | | | | |
|--|------|------|------|-----|-----|
| I was challenged to critically examine my interpretations, beliefs, assumptions and worldview in a way that resulted in growth and development as a leader. | 5.86 | 6 | 5.67 | N/A | N/A |
| I have witnessed my leadership shift to a new level in my personal and professional life here at USAFA in this term as a direct result of my participation in the course | 5.43 | 6 | 5.42 | N/A | N/A |
| I can see how I will apply the concepts presented in this course in my role as a leader. | 5.71 | 6 | 5.67 | N/A | N/A |
| The course gave me new information about leadership, but did not alter my ability to lead in any significant way. | 3.86 | N/A | N/A | N/A | N/A |
| I feel it is my responsibility to enact positive change within the organizations I belong to. | 5.86 | 5.88 | 5.57 | N/A | N/A |
| This course gave me the ability to reframe problems to find new solutions. | 5.86 | 6 | 5.33 | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character who embody the Air Force Core Values” was addressed. | 5.29 | 6 | N/A | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character committed to societal, professional and individual responsibilities” was addressed. | 5.57 | 6 | N/A | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character who engage in ethical reasoning and action” was addressed. | 5.43 | 5.88 | N/A | N/A | N/A |

| | | | | | |
|--|------|------|------|------|------|
| In this course, the USAFA outcome “Commission leaders of character who have a respect for human dignity” was addressed. | 5.71 | 5.88 | N/A | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character who are committed to service to the nation” was addressed. | 5.71 | 5.88 | N/A | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character who engage in lifelong development and contributions” was addressed. | 5.71 | 5.88 | N/A | N/A | N/A |
| In this course, the USAFA outcome “Commission leaders of character who are competent to interact and be involved with different cultures” was addressed. | 5.71 | 5.88 | N/A | N/A | N/A |
| I believe I will be a better military officer as a result of taking this course. | 5.86 | 6 | N/A | 4.13 | 4.12 |
| This is one of the three most important courses I have taken in my life. | 5.71 | 6 | 5.53 | N/A | N/A |
| The methods used to teach the course were satisfying to me. | 5.57 | 6 | N/A | N/A | N/A |
| The Final Project was important and useful in developing me to be a leader and exercise leadership effectively. | 5.71 | 5.88 | 5.25 | N/A | N/A |
| The Course Experiments were important and useful in developing me to be a leader and exercise leadership effectively. | 5.71 | 5.88 | 5.75 | N/A | N/A |
| Being a coach is important and useful in developing me to be a leader and exercise leadership effectively. | N/A | 5.86 | 5.0 | N/A | N/A |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Being coached was important and useful in developing me to be a leader and exercise leadership effectively. | N/A | N/A | 5.5 | N/A | N/A |
| The course fulfilled on its purpose to equip, enlighten, and energize faculty and staff to become masterful in developing leaders of character. | N/A | N/A | 5.6 | N/A | N/A |
| Please rate the extent to which the course fulfilled on the following objective: "Faculty and staff are able to ongoingly create breakthroughs with regard to your leadership in your own life and in the lives of others." | N/A | N/A | 5.4 | N/A | N/A |
| Please rate the extent to which the course fulfilled on the following objective: "Equipped as a powerful coach, able to integrate character and leadership development in your areas of concern (classroom, squadron, athletic fields, department, etc)." | N/A | N/A | 5.5 | N/A | N/A |
| Please rate the extent to which the course fulfilled on the following objective: "Faculty and staff are energized to go beyond the 'way it is' and make the kind of difference you are committed to making." | N/A | N/A | 6.0 | N/A | N/A |

APPENDIX III**Mays School Leadership Course Evaluation****June 2010****Number of Participant Responses To Each Question For Each Point on the 5-Point Scale (NR=No Response)**

All answers on a 5 point scale, unless otherwise noted:
1 = disagree
2 =
3 = neither agree nor disagree
4 =
5 = agree

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This course delivered on its promise: “You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader. ” | 1 | 1 | 10 | 29 | 61 | 4.46 | 5 | 1 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|------|----|------|-----|----|
| My overall rating of the course is that it was one of the three best courses I've ever taken | 8 | 1 | 13 | 10 | 67 | 4.29 | 5 | 4 |
| The course <u>effectively</u> addressed concerns, questions, and issues important to leadership and my practice of it. | 2 | 2 | 4 | 34 | 60 | 4.45 | 5 | 2 |
| The overall contents of the course lived up to my expectations | 2 | 4 | 15 | 19 | 60 | 4.31 | 5 | 4 |
| The overall contents of the course were in line with the course descriptions as mentioned on the website | 1 | 1 | 8 | 22 | 65 | 4.54 | 5 | 7 |
| The academic level of the course lived up to my expectations | 3 | 9 | 14 | 17.5 | 56 | 4.15 | 5 | 4 |
| I will be able to use the teachings of the course in my personal and professional development | 1 | 1 | 2 | 14 | 85 | 4.77 | 5 | 1 |
| There was a lively interaction between theory and practice | 1 | 1 | 8 | 28 | 65 | 4.5 | 5 | 1 |
| The course was well structured | 3 | 2 | 6 | 32 | 59 | 4.39 | 5 | 2 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 | Av | Med | NR |
|---|---|---|---|---|---|---|---|-----|----|-----|----|-----|----|------|-----|----|
| I award this course an overall grade of X where X is a number from 1 to 10, where X=1 is lowest and X=10 is highest | 1 | 1 | 0 | 1 | 2 | 3 | 7 | 1 | 17 | 3 | 21 | 3 | 41 | 8.72 | 9 | 3 |

3. THE METHOD OF PRESENTING THE CONTEXTUAL FRAMEWORK FOR LEADERSHIP

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|----|------|-----|----|
| The use of fully written out slides that are read word for word with the instructor commenting is effective in presenting this particular material. | 1 | 3 | 13 | 28 | 58 | 4.35 | 5 | 1 |
| This presentation method made the material accessible and useful to me. | 0 | 5 | 8 | 30 | 58 | 4.40 | 5 | 3 |
| This presentation method must be used in future versions of this program. | 3 | 8 | 25 | 27 | 39 | 3.89 | 4 | 2 |
| The instructors' judgment on the amount of time spent with this presentation method was just right. | 3 | 9 | 17 | 37 | 36 | 3.93 | 4 | 2 |

4. BREAKS AND OVERNIGHT ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|----|----|----|----|------|-----|----|
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 1 | 3 | 10 | 26 | 63 | 4.43 | 5 | 1 |
| The assignments were constructed in a way that was accessible and useful to me. | 0 | 2 | 13 | 31 | 55 | 4.38 | 5 | 3 |
| The assignments must be included in future versions of this program. | 0 | 2 | 12 | 21 | 66 | 4.5 | 5 | 2 |
| The instructors' judgment on the amount of time spent on the assignments was just right. | 5 | 10 | 17 | 26 | 43 | 3.91 | 4 | 3 |

5. SHARING

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|-----|----|
| Having participants share their personal experiences with the material was an important and useful design element. | 1 | 0 | 7 | 14 | 82 | 4.69 | 5 | 0 |
| Sharing must be included in future versions of this program. | 0 | 0 | 4 | 14 | 82 | 4.78 | 5 | 4 |

6. COACHING TRIADS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| Being in groups was an important and useful course design element. | 1 | 3 | 10 | 18 | 71 | 4.50 | 5 | 1 |
| Groups must be included in future versions of this program. | 2 | 1 | 11 | 13 | 75 | 4.55 | 5 | 2 |

7. RATE THE EFFECTIVENESS OF THE INSTRUCTORS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---------------|---|---|---|----|----|------|-----|----|
| Werner Erhard | 0 | 3 | 1 | 16 | 82 | 4.74 | 5 | 2 |
| Mike Jensen | 0 | 2 | 0 | 25 | 76 | 4.70 | 5 | 2 |
| Steve Zaffron | 2 | 3 | 5 | 23 | 68 | 4.50 | 5 | 2 |
| Kari Granger | 0 | 4 | 5 | 28 | 65 | 4.51 | 5 | 2 |

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|----|------|-----|----|
| The instructors were competent in their field of expertise and were able to transfer the course contents in a clear and understandable manner | 0 | 1 | 1 | 12 | 87 | 4.83 | 5 | 3 |
| The instructors communicated well with the participants | 0 | 2 | 3 | 18 | 79 | 4.71 | 5 | 2 |
| The instructors were open to questions and remarks of the participants | 0 | 1 | 3 | 18 | 80 | 4.68 | 5 | 1 |
| The instructors presented the course in a captivating manner | 1 | 2 | 9 | 14 | 78 | 4.74 | 5 | 2 |

APPENDIX IV**Erasmus Course Evaluations**
June 2009**Number of Participant Responses To Each Question For Each Point on the**
5-Point Scale (NR=No Response)

All answers on a 5 point scale, unless otherwise noted:
1 = disagree
2 =
3 = neither agree nor disagree
4 =
5 = agree

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|-----|----|
| This course delivered on its promise: “You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader. ” | 0 | 0 | 7 | 41 | 56 | 4.47 | 5 | 1 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| My overall rating of the seminar is that it was one of the three best courses I've ever taken | 3 | 3 | 4 | 16 | 75 | 4.55 | 5 | 4 |
| The course <u>effectively</u> addressed concerns, questions, and issues important to leadership and my practice of it. | 1 | 0 | 8 | 28 | 67 | 4.54 | 5 | 1 |
| The overall contents of the course lived up to my expectations | 0 | 5 | 11 | 28 | 58 | 4.36 | 5 | 3 |
| The overall contents of the course were in line with the course descriptions as mentioned on the website | 2 | 5 | 12 | 22 | 60 | 4.32 | 5 | 4 |
| The academic level of the course lived up to my expectations | 2 | 5 | 7 | 23 | 66 | 4.42 | 5 | 2 |
| I will be able to use the teachings of the course in my personal and professional development | 0 | 0 | 1 | 16 | 87 | 4.83 | 5 | 1 |

| | | | | | | | | |
|--|---|---|---|----|----|------|---|---|
| There was a lively interaction between theory and practice | 0 | 3 | 6 | 36 | 59 | 4.45 | 5 | 1 |
| The course was well structured | 0 | 4 | 7 | 31 | 60 | 4.44 | 5 | 3 |

| | | | | | | | | |
|---|-----------------|--|--|--|--|------|-----|----|
| | Grade 1 thru 10 | | | | | Av | Med | NR |
| I award this course an overall grade of (1 to 10) | | | | | | 8.85 | 9 | 3 |

3. PRE-COURSE READING: INTRODUCTION TO THE COURSE DOCUMENT (WORLDVIEW AND FRAMES OF REFERENCE)

| | | | | | | | | |
|---|---|---|----|----|----|------|-----|----|
| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
| This is an important and useful document in the study and practice of leadership. | 0 | 1 | 4 | 30 | 70 | 4.61 | 5 | 0 |
| This document was presented in a way that made it accessible and useful to me. | 1 | 2 | 9 | 36 | 57 | 4.39 | 5 | 0 |
| This document must be included in future versions of this program. | 0 | 2 | 5 | 21 | 77 | 4.65 | 5 | 0 |
| The instructors' judgment on the amount of time spent on this document was just right | 1 | 2 | 16 | 25 | 53 | 4.31 | 5 | 8 |

4. PRE-COURSE READING: BILL GEORGE ON LEADERSHIP AND CRUCIBLE EVENTS

| | | | | | | | | |
|---|---|---|----|----|----|------|-----|----|
| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
| This is an important and useful document in the study and practice of leadership. | 3 | 6 | 18 | 30 | 48 | 4.09 | 4 | 0 |
| This document was presented in a way that made it accessible and useful to me. | 1 | 3 | 9 | 27 | 65 | 4.45 | 5 | 0 |
| This document must be included in future versions of this program. | 3 | 6 | 15 | 24 | 56 | 4.19 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this document was just right | 2 | 1 | 13 | 33 | 50 | 4.29 | 5 | 6 |

5. PRE-COURSE READING: INTEGRITY PAPER

| | | | | | | | | |
|---|---|---|---|----|----|------|-----|----|
| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
| This is an important and useful document in the study and practice of leadership. | 0 | 0 | 4 | 21 | 78 | 4.72 | 5 | 2 |

| | | | | | | | | |
|---|---|---|----|----|----|------|---|---|
| This document was presented in a way that made it accessible and useful to me. | 0 | 6 | 13 | 28 | 56 | 4.30 | 5 | 2 |
| This document must be included in future versions of this program. | 0 | 1 | 7 | 13 | 81 | 4.71 | 5 | 3 |
| The instructors' judgment on the amount of time spent on this document was just right | 1 | 2 | 11 | 20 | 62 | 4.46 | 5 | 9 |

6. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – LEADERSHIP AS A REALM OF POSSIBILITY

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 2 | 19 | 84 | 4.78 | 5 | 0 |
| This topic was presented in a way that made it accessible and useful to me. | 2 | 2 | 7 | 30 | 64 | 4.45 | 5 | 0 |
| This topic must be included in future versions of this program. | 0 | 1 | 2 | 17 | 84 | 4.77 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this topic was just right | 0 | 2 | 13 | 23 | 63 | 4.46 | 5 | 4 |

7. SEMINAR TOPIC: PERCEPTUAL CONSTRAINT – ALREADY ALWAYS LISTENING

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 0 | 7 | 97 | 4.93 | 5 | 1 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 2 | 0 | 9 | 93 | 4.86 | 5 | 1 |
| This topic must be included in future versions of this program. | 0 | 0 | 0 | 4 | 100 | 4.96 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this topic was just right | 0 | 1 | 5 | 11 | 84 | 4.76 | 5 | 4 |

8. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – LEADERSHIP AS A TERM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 1 | 6 | 22 | 74 | 4.64 | 5 | 2 |

| | | | | | | | | |
|--|---|---|----|----|----|------|---|---|
| This topic was presented in a way that made it accessible and useful to me. | 0 | 4 | 9 | 31 | 59 | 4.41 | 5 | 2 |
| This topic must be included in future versions of this program. | 0 | 0 | 7 | 17 | 79 | 4.70 | 5 | 2 |
| The instructors' judgment on the amount of time spent on this topic was just right | 0 | 1 | 12 | 29 | 57 | 4.43 | 5 | 6 |

9. SEMINAR TOPIC: BEING AND ACTION ARE A CORRELATE OF THE OCCURRING

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 1 | 2 | 8 | 92 | 4.85 | 5 | 2 |
| This topic was presented in a way that made it accessible and useful to me. | 2 | 3 | 5 | 20 | 73 | 4.54 | 5 | 2 |
| This topic must be included in future versions of this program. | 0 | 2 | 2 | 10 | 89 | 4.81 | 5 | 2 |
| The instructors' judgment on the amount of time spent on this topic was just right | 1 | 1 | 12 | 12 | 73 | 4.57 | 5 | 6 |

10. SEMINAR TOPIC: BEING AUTHENTIC ABOUT ONE'S INAUTHENTICITIES

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 1 | 10 | 93 | 4.88 | 5 | 1 |
| This topic was presented in a way that made it accessible and useful to me. | 1 | 2 | 5 | 14 | 81 | 4.67 | 5 | 2 |
| This topic must be included in future versions of this program. | 0 | 0 | 2 | 11 | 91 | 4.86 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this topic was just right | 1 | 2 | 12 | 14 | 71 | 4.52 | 5 | 5 |

11. SEMINAR TOPIC: INTEGRITY – VEIL OF INVISIBILITY

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|----|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 2 | 4 | 16 | 80 | 4.71 | 5 | 3 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 5 | 8 | 21 | 68 | 4.49 | 5 | 3 |
| This topic must be included in future versions of this program. | 0 | 3 | 4 | 9 | 86 | 4.75 | 5 | 3 |
| The instructors' judgment on the amount of time spent on this topic was just right | 3 | 10 | 14 | 22 | 50 | 4.07 | 5 | 6 |

12. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – LEADERSHIP AS A CONCEPT (FUTURE)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 1 | 2 | 16 | 83 | 4.77 | 5 | 3 |
| This topic was presented in a way that made it accessible and useful to me. | 2 | 3 | 7 | 20 | 70 | 4.50 | 5 | 3 |
| This topic must be included in future versions of this program. | 0 | 0 | 5 | 14 | 83 | 4.76 | 5 | 3 |
| The instructors' judgment on the amount of time spent on this topic was just right | 2 | 2 | 14 | 15 | 66 | 4.42 | 5 | 6 |

13. SEMINAR TOPIC: AMYGDALA HIJACK

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 1 | 5 | 16 | 82 | 4.72 | 5 | 1 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 0 | 11 | 13 | 80 | 4.66 | 5 | 1 |
| This topic must be included in future versions of this program. | 0 | 0 | 6 | 15 | 83 | 4.74 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this topic was just right | 2 | 1 | 21 | 12 | 64 | 4.35 | 5 | 5 |

14. SEMINAR TOPIC: FUNCTIONAL CONSTRAINT - RACKETS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 3 | 0 | 7 | 95 | 4.85 | 5 | 0 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 3 | 5 | 17 | 80 | 4.66 | 5 | 0 |
| This topic must be included in future versions of this program. | 2 | 1 | 2 | 8 | 92 | 4.78 | 5 | 0 |
| The instructors' judgment on the amount of time spent on this topic was just right | 2 | 3 | 12 | 13 | 72 | 4.47 | 5 | 3 |

15. SEMINAR TOPIC: FUNCTIONAL CONSTRAINT – LIFE SENTENCE

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 1 | 2 | 4 | 14 | 84 | 4.70 | 5 | 0 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 4 | 7 | 15 | 79 | 4.61 | 5 | 0 |
| This topic must be included in future versions of this program. | 2 | 2 | 3 | 12 | 86 | 4.70 | 5 | 0 |
| The instructors' judgment on the amount of time spent on this topic was just right | 2 | 4 | 16 | 14 | 65 | 4.35 | 5 | 4 |

16. SEMINAR TOPIC: FUNCTIONAL CONSTRAINT – GENESIS OF IDENTITY

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 2 | 6 | 10 | 12 | 75 | 4.45 | 5 | 0 |
| This topic was presented in a way that made it accessible and useful to me. | 1 | 6 | 16 | 14 | 68 | 4.35 | 5 | 0 |
| This topic must be included in future versions of this program. | 2 | 4 | 12 | 12 | 75 | 4.47 | 5 | 0 |
| The instructors' judgment on the amount of time spent on this topic was just right | 3 | 8 | 19 | 18 | 54 | 4.10 | 5 | 3 |

17. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – LEADERSHIP AS A PHENOMENON (AUTHENTIC LISTENING)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 3 | 10 | 91 | 4.85 | 5 | 1 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 3 | 7 | 17 | 77 | 4.62 | 5 | 1 |
| This topic must be included in future versions of this program. | 0 | 0 | 2 | 11 | 91 | 4.86 | 5 | 1 |
| The instructors' judgment on the amount of time spent on this topic was just right | 3 | 9 | 11 | 14 | 63 | 4.25 | 5 | 5 |

18. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – LEADERSHIP AS A PHENOMENON (WORD TO WORLD FIT AND WORLD TO WORD FIT)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 1 | 0 | 11 | 14 | 79 | 4.62 | 5 | 0 |
| This topic was presented in a way that made it accessible and useful to me. | 3 | 6 | 14 | 17 | 65 | 4.29 | 5 | 0 |
| This topic must be included in future versions of this program. | 0 | 2 | 8 | 18 | 77 | 4.62 | 5 | 0 |
| The instructors' judgment on the amount of time spent on this topic was just right | 3 | 5 | 17 | 17 | 59 | 4.23 | 5 | 4 |

19. SEMINAR TOPIC: CONTEXTUAL FRAMEWORK – CREATING A CREATED FUTURE

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 1 | 12 | 90 | 4.86 | 5 | 2 |
| This topic was presented in a way that made it accessible and useful to me. | 0 | 0 | 10 | 23 | 70 | 4.58 | 5 | 2 |
| This topic must be included in future versions of this program. | 0 | 0 | 0 | 10 | 93 | 4.90 | 5 | 2 |
| The instructors' judgment on the amount of time spent on this topic was just right | 5 | 4 | 11 | 18 | 61 | 4.27 | 5 | 6 |

20. SEMINAR TOPIC: ORGANIZING FOR A CREATED FUTURE (EFFECTIVE MANAGEMENT)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|----|----|----|----|------|-----|----|
| This is an important and useful topic in the study and practice of leadership. | 0 | 0 | 10 | 18 | 65 | 4.59 | 5 | 12 |
| This topic was presented in a way that made it accessible and useful to me. | 4 | 5 | 25 | 19 | 40 | 3.92 | 4 | 12 |
| This topic must be included in future versions of this program. | 0 | 1 | 11 | 15 | 67 | 4.57 | 5 | 11 |
| The instructors' judgment on the amount of time spent on this topic was just right | 8 | 14 | 22 | 16 | 31 | 3.53 | 4 | 14 |

21. THE METHOD OF PRESENTING THE CONTEXTUAL FRAMEWORK FOR LEADERSHIP

| | NA | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|----|---|---|----|----|----|------|-----|----|
| The use of fully written out slides that are read word for word with the instructor commenting is effective in presenting this particular material. | 0 | 1 | 2 | 6 | 16 | 79 | 4.63 | 5 | 1 |
| This presentation method made the material accessible and useful to me. | 0 | 1 | 0 | 10 | 20 | 73 | 4.58 | 5 | 1 |
| This presentation method must be used in future versions of this program. | 0 | 2 | 2 | 7 | 12 | 80 | 4.61 | 5 | 2 |
| The instructors' judgment on the amount of time spent with this presentation method was just right. | 0 | 1 | 4 | 17 | 13 | 62 | 4.35 | 5 | 8 |

22. BREAKS AND OVERNIGHT ASSIGNMENTS

| | NA | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|----|----|---|----|----|----|------|-----|----|
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 0 | 0 | 3 | 8 | 14 | 80 | 4.63 | 5 | 0 |
| The assignments were constructed in a way that was accessible and useful to me. | 0 | 2 | 3 | 13 | 33 | 54 | 4.28 | 5 | 0 |
| The assignments must be included in future versions of this program. | 0 | 1 | 2 | 6 | 15 | 81 | 4.65 | 5 | 0 |
| The instructors' judgment on the amount of time spent on the assignments was just right. | 0 | 10 | 5 | 18 | 15 | 36 | 3.74 | 4 | 21 |

23. SHARING

| | NA | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|----|---|---|---|---|----|------|-----|----|
| Having participants share their personal experiences with the material was an important and useful design element. | 0 | 2 | 3 | 4 | 8 | 88 | 4.69 | 5 | 0 |
| Sharing must be included in future versions of this program. | 0 | 2 | 3 | 3 | 7 | 89 | 4.71 | 5 | 1 |

24. GROUPS

| | NA | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|----|---|---|---|----|----|------|-----|----|
| Being in groups was an important and useful course design element. | 0 | 3 | 3 | 8 | 13 | 77 | 4.52 | 5 | 1 |
| Groups must be included in future versions of this program. | 0 | 4 | 2 | 7 | 12 | 77 | 4.53 | 5 | 3 |

25. RATE THE EFFECTIVENESS OF THE INSTRUCTORS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---------------|---|---|---|----|----|------|-----|----|
| Werner Erhard | 0 | 1 | 3 | 10 | 91 | 4.82 | 5 | 0 |
| Mike Jensen | 0 | 0 | 2 | 29 | 74 | 4.69 | 5 | 0 |
| Kari Granger | 0 | 0 | 4 | 28 | 73 | 4.66 | 5 | 0 |
| Steve Zaffron | 1 | 1 | 6 | 31 | 66 | 4.52 | 5 | 0 |

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|----|------|-----|----|
| The instructors were competent in their field of expertise and were able to transfer the course contents in a clear and understandable manner | 0 | 0 | 0 | 9 | 96 | 4.91 | 5 | 0 |
| The instructors communicated well with the participants | 0 | 0 | 0 | 10 | 95 | 4.90 | 5 | 0 |
| The instructors were open to questions and remarks of the participants | 0 | 1 | 3 | 8 | 93 | 4.84 | 5 | 0 |
| The instructors presented the course in a captivating manner | 0 | 0 | 1 | 16 | 88 | 4.83 | 5 | 0 |

APPENDIX V**Being a Leader, And The Effective Exercise Of Leadership An Ontological Model**

Asia Plateau, Panchgani, India
Sponsored by the IC Centre for Governance and MW Corp
22 November – 27 November 2010

India Leadership Course Evaluation
November 2010

All answers on a 5 point scale, unless otherwise noted:

1 = disagree

2 =

3 = neither agree nor disagree

4 =

5 = agree

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|------|----|
| This course delivered on its promise: “You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader. ” | 0 | 2 | 7 | 71 | 136 | 4.58 | 5.00 | 3 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|-----|------|------|----|
| My overall rating of the course is that it was one of the three best courses I've ever taken | 3 | 1 | 10 | 25 | 154 | 4.69 | 5.00 | 26 |
| The course <u>effectively</u> addressed concerns, questions, and issues important to leadership and my practice of it. | 0 | 2 | 7 | 74 | 134 | 4.57 | 5.00 | 2 |
| The overall contents of the course lived up to my expectations | 2 | 2 | 21 | 71 | 115 | 4.40 | 5.00 | 8 |
| The overall contents of the course were in line with the course descriptions as mentioned on the website | 1 | 2 | 9 | 58 | 135 | 4.58 | 5.00 | 14 |
| I will be able to use the teachings of the course in my personal and professional development | 0 | 0 | 7 | 37 | 173 | 4.76 | 5.00 | 2 |
| There was a lively interaction between theory and practice | 2 | 2 | 15 | 60 | 138 | 4.52 | 5.00 | 2 |
| The course was well structured | 0 | 3 | 20 | 50 | 128 | 4.51 | 5.00 | 18 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 | Av | Med | NR |
|---|---|---|---|---|---|---|----|-----|----|-----|----|-----|----|------|------|----|
| I award this course an overall grade of X where X is a number from 1 (lowest) to 10 (highest) | 0 | 1 | 1 | 0 | 3 | 4 | 16 | 4 | 55 | 3 | 65 | 3 | 55 | 8.64 | 9.00 | 9 |

All answers on a 5 point scale, unless otherwise noted:

| |
|---|
| 1 = disagree 2 = 3 = neutral 4 = 5 = agree |
|---|

3. THE METHOD OF PRESENTING THE CONTEXTUAL FRAMEWORK FOR LEADERSHIP

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|-----|------|------|----|
| The use of fully written out slides that are read word for word with the instructor commenting is effective in presenting this particular material. | 5 | 7 | 19 | 47 | 138 | 4.42 | 5.00 | 3 |
| This presentation method made the material accessible and useful to me. | 2 | 3 | 17 | 43 | 152 | 4.57 | 5.00 | 2 |
| This presentation method must be used in future versions of this program. | 6 | 3 | 29 | 41 | 137 | 4.69 | 5.00 | 3 |

Write-in comments:

4. BREAKS AND OVERNIGHT ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 0 | 1 | 9 | 47 | 159 | 4.69 | 5.00 | 3 |
| The assignments were constructed in a way that was accessible and useful to me. | 0 | 2 | 7 | 47 | 159 | 4.69 | 5.00 | 4 |
| The assignments must be included in future versions of this program. | 1 | 1 | 6 | 29 | 178 | 4.78 | 5.00 | 4 |

Write-in comments:

5. SHARING

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|------|----|
| Having participants share their personal experiences with the material was an important and useful design element. | 2 | 2 | 8 | 28 | 179 | 4.74 | 5.00 | 0 |
| Sharing must be included in future versions of this program. | 2 | 1 | 8 | 17 | 183 | 4.79 | 5.00 | 8 |

Write-in comments:

6. GROUPS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|------|-----|
| Being in groups was an important and useful course design element. | 1 | 0 | 7 | 16 | 84 | 4.69 | 5.00 | 111 |
| Groups must be included in future versions of this program. | 1 | 0 | 2 | 11 | 90 | 4.82 | 5.00 | 115 |

Write-in comments:

7. RATE THE EFFECTIVENESS OF THE INSTRUCTORS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---------------|---|---|----|----|-----|------|------|----|
| Werner Erhard | 0 | 0 | 2 | 9 | 205 | 4.94 | 5.00 | 3 |
| Mike Jensen | 0 | 0 | 22 | 69 | 125 | 4.48 | 5.00 | 3 |
| Steve Zaffron | 0 | 5 | 24 | 74 | 113 | 4.37 | 5.00 | 3 |
| Kari Granger | 2 | 5 | 18 | 67 | 124 | 4.42 | 5.00 | 3 |

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|-----|------|------|----|
| The instructors were competent in their field of expertise and were able to transfer the course contents in a clear and understandable manner | 0 | 1 | 4 | 33 | 179 | 4.80 | 5.00 | 2 |
| The instructors communicated well with the participants | 0 | 0 | 5 | 42 | 170 | 4.76 | 5.00 | 2 |
| The instructors were open to questions and remarks of the participants | 2 | 2 | 12 | 44 | 157 | 4.62 | 5.00 | 2 |
| The instructors presented the course in a captivating manner | 2 | 0 | 10 | 51 | 153 | 4.63 | 5.00 | 3 |

Write-in comments:

IS THERE ANYTHING ELSE?

Circle one: Asia Plateau IC Center for Governance MW Corporation
 Business Government Academic Student Academic Faculty
 Other

OPTIONAL

NAME _____

APPENDIX VI**Being A Leader, And
The Effective Exercise Of Leadership
An Ontological Model****Dartmouth Leadership Course Evaluation
Geisel School of Medicine at Dartmouth - June 2012****Evaluative Tabulated Results****All answers on a 5 point scale, unless otherwise noted:**

| |
|--|
| 1 = disagree 2 = 3 = neither agree nor disagree 4 = 5 = agree |
|--|

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|----|------|------|----|
| This course delivered on its promise: “You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader . | 1 | 2 | 7 | 38 | 91 | 4.55 | 5.00 | 0 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|-----|------|------|----|
| My overall rating of the course is that it was one of the three best courses I’ve ever taken . | 4 | 3 | 12 | 23 | 94 | 4.47 | 5.00 | 3 |
| The course <u>effectively</u> addressed concerns, questions, and issues important to leadership and my practice of it | 1 | 1 | 7 | 39 | 87 | 4.56 | 5.00 | 4 |
| The overall contents of the course lived up to my expectations | 0 | 4 | 7 | 38 | 87 | 4.53 | 5.00 | 3 |
| The overall contents of the course were in line with the course descriptions as mentioned on the website | 0 | 0 | 8 | 23 | 101 | 4.70 | 5.00 | 7 |
| I will be able to use the teachings of the course in my personal and professional development | 0 | 0 | 4 | 17 | 117 | 4.82 | 5.00 | 1 |
| There was a lively interaction between theory and practice | 2 | 2 | 7 | 26 | 100 | 4.61 | 5.00 | 2 |

| | | | | | | | | |
|--------------------------------|---|---|---|----|----|------|------|---|
| The course was well structured | 0 | 7 | 9 | 50 | 69 | 4.34 | 5.00 | 4 |
|--------------------------------|---|---|---|----|----|------|------|---|

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|-----|----|-----|----|------|------|----|
| I award this course an overall grade of X where X is a number from 1 (lowest) to 10 (highest) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8.5 | 9 | 9.5 | 10 | Av | Med | NR |
| | 0 | 1 | 0 | 2 | 0 | 4 | 6 | 28 | 2 | 42 | 2 | 45 | 8.82 | 9.00 | 7 |

All answers on a 5 point scale, unless otherwise noted:

1 = disagree
2 =
3 = Neutral
4 =
5 = agree

3. THE METHOD OF PRESENTING THE CONTEXTUAL FRAMEWORK FOR LEADERSHIP

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|----|----|----|----|------|------|----|
| The use of fully written out slides that are read word for word with the instructor commenting, discussing and answering questions is effective in presenting this material. | 7 | 7 | 11 | 40 | 71 | 4.18 | 5.00 | 3 |
| This presentation method made the material accessible and useful to me. | 4 | 6 | 15 | 38 | 73 | 4.25 | 5.00 | 3 |
| This presentation method must be used in future versions of this program. | 6 | 12 | 23 | 31 | 62 | 3.98 | 4.00 | 5 |

4. BREAKS AND OVERNIGHT ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|-----|------|------|----|
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 0 | 1 | 4 | 30 | 103 | 4.70 | 5.00 | 1 |
| The assignments were constructed in a way that was accessible and useful to me. | 0 | 0 | 13 | 35 | 90 | 4.56 | 5.00 | 1 |
| The assignments must be included in future versions of this program. | 0 | 2 | 5 | 15 | 115 | 4.77 | 5.00 | 2 |

5. SHARING

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| Having participants share their personal as-lived experiences with the material was an important and useful design element. | 1 | 1 | 5 | 13 | 119 | 4.78 | 5.00 | 0 |
| Sharing must be included in future versions of this program. | 1 | 1 | 6 | 14 | 116 | 4.76 | 5.00 | 1 |

6. GROUPS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|---|-----|------|------|----|
| Being in groups was an important and useful course design element. | 0 | 0 | 6 | 9 | 123 | 4.85 | 5.00 | 0 |
| Groups must be included in future versions of this program. | 0 | 0 | 5 | 9 | 124 | 4.86 | 5.00 | 1 |

7. RATE THE EFFECTIVENESS OF THE INSTRUCTORS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--------------------|---|---|----|----|-----|------|------|----|
| Werner Erhard | 1 | 0 | 1 | 16 | 117 | 4.83 | 5.00 | 3 |
| Mike Jensen | 1 | 2 | 13 | 36 | 84 | 4.47 | 5.00 | 3 |
| Steve Zaffron | 1 | 4 | 12 | 35 | 84 | 4.45 | 5.00 | 3 |
| Kari Granger | 0 | 0 | 2 | 20 | 114 | 4.82 | 5.00 | 3 |
| Wiley (Chip) Souba | 0 | 4 | 12 | 42 | 78 | 4.43 | 5.00 | 3 |

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| The instructors were competent in their field of expertise and were able to transfer the course contents in a clear and understandable manner | 0 | 0 | 3 | 21 | 112 | 4.80 | 5.00 | 3 |
| The instructors communicated well with the participants | 0 | 1 | 3 | 40 | 91 | 4.64 | 5.00 | 4 |
| The instructors were open to questions and remarks of the participants | 0 | 3 | 9 | 24 | 100 | 4.63 | 5.00 | 3 |
| The instructors presented the course in a captivating manner | 0 | 2 | 5 | 24 | 105 | 4.71 | 5.00 | 3 |

APPENDIX VII**Being A Leader, And
The Effective Exercise Of Leadership
An Ontological/Phenomenological Model****Whistler Leadership Course Evaluation
October, 2012****Evaluative Tabulated Results****Answers below are on the following 5-point scale:**

- | |
|--------------------------------|
| 1 = strongly disagree |
| 2 = disagree |
| 3 = neither agree nor disagree |
| 4 = agree |
| 5 = strongly agree |

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|------|----|
| This course delivered on its promise: "You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader. " | 0 | 0 | 5 | 42 | 80 | 4.59 | 5.00 | 0 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| My overall rating of the course is that it was one of the three best courses I've ever taken. | 0 | 4 | 9 | 24 | 90 | 4.57 | 5.00 | 0 |
| The course effectively addressed concerns, questions, and issues important to leadership and my practice of it. | 0 | 1 | 2 | 20 | 104 | 4.79 | 5.00 | 0 |
| The overall contents of the course lived up to my expectations. | 0 | 2 | 6 | 35 | 84 | 4.58 | 5.00 | 0 |
| I will be able to use the teachings of the course in my personal and professional development. | 0 | 0 | 0 | 19 | 108 | 4.85 | 5.00 | 0 |
| There was a lively interaction between theory and practice. | 0 | 0 | 5 | 33 | 89 | 4.66 | 5.00 | 0 |

| | | | | | | | | |
|---------------------------------|---|---|---|----|----|------|------|---|
| The course was well structured. | 0 | 3 | 8 | 48 | 68 | 4.43 | 5.00 | 0 |
|---------------------------------|---|---|---|----|----|------|------|---|

| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|----|----|----|------|-------|----|
| I award this course an overall grade of X where X is a number from 1 (lowest) to 10 (highest). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Av | Med | NR |
| | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 46 | 64 | 9.33 | 10.00 | 0 |

Answers below are on the following 5-point scale:

- | |
|--|
| 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree |
|--|

3. THE METHOD OF PRESENTING THIS COURSE

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|------|----|
| The use of fully written out slides that are read word for word with the instructor commenting, discussing and answering questions is effective in presenting this material. | 0 | 0 | 5 | 27 | 95 | 4.71 | 5.00 | 0 |
| This presentation method made the material accessible and useful to me. | 0 | 0 | 6 | 29 | 92 | 4.68 | 5.00 | 0 |
| This presentation method must be used in future versions of this program. | 0 | 1 | 22 | 34 | 70 | 4.36 | 5.00 | 0 |

4. COURSE CONTENT

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| The overall content of the course was in line with the course descriptions on the website. | 0 | 0 | 9 | 30 | 88 | 4.62 | 5.00 | 0 |
| In my experience of life "as-lived", I can see the difference between being "in the stands" and being "on the court". | 0 | 0 | 0 | 15 | 112 | 4.88 | 5.00 | 0 |

Answers below are on the following 5-point scale:

| |
|----------------|
| 1 = not at all |
| 2 = not much |
| 3 = neutral |
| 4 = somewhat |
| 5 = very much |

4. COURSE CONTENT (Continued)

To what degree did you find that the following course distinctions had a positive and productive effect in the way you see yourself, others, and situations you are confronted with?

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|------|----|
| Discovering Discovery | 0 | 0 | 2 | 18 | 107 | 4.83 | 5.00 | 0 |
| “Where Seeing X is Happening” | 0 | 3 | 1 | 18 | 105 | 4.77 | 5.00 | 0 |
| First Person/On-the-Court and Third Person/In-the-Stands | 0 | 0 | 2 | 13 | 112 | 4.87 | 5.00 | 0 |
| Way of Being and Actions Correlated with Occurring | 0 | 0 | 1 | 9 | 117 | 4.91 | 5.00 | 0 |
| Foundations: Integrity | 0 | 0 | 0 | 5 | 122 | 4.96 | 5.00 | 0 |
| Foundations: Authenticity | 0 | 0 | 2 | 11 | 114 | 4.88 | 5.00 | 0 |
| Foundations: Being Committed to Something Bigger than Self | 0 | 0 | 1 | 13 | 113 | 4.88 | 5.00 | 0 |
| Foundations: Being Cause-in-the-Matter | 0 | 0 | 2 | 13 | 112 | 4.87 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Linguistic Abstractions | 1 | 1 | 5 | 37 | 83 | 4.57 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Concepts | 1 | 3 | 2 | 44 | 77 | 4.52 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Phenomenon | 1 | 0 | 2 | 43 | 81 | 4.60 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Terms | 1 | 1 | 5 | 39 | 81 | 4.56 | 5.00 | 0 |
| Ontological Constraints: (Functional) Rackets | 0 | 0 | 3 | 23 | 101 | 4.77 | 5.00 | 0 |
| Ontological Constraints: (Functional) Life Sentences | 0 | 1 | 2 | 25 | 99 | 4.75 | 5.00 | 0 |
| Ontological Constraints: (Functional) Amygdala Hijack | 0 | 0 | 0 | 23 | 104 | 4.82 | 5.00 | 0 |

Answers below are on the following 5-point scale:

| |
|--------------------------------|
| 1 = strongly disagree |
| 2 = disagree |
| 3 = neither agree nor disagree |
| 4 = agree |
| 5 = strongly agree |

5. SHARING, GROUPS, BREAKS AND ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|----|----|----|----|------|------|----|
| Through my own and others' sharing our experiences with the material, I saw things about myself, my leadership or my life that I had not seen before. | 0 | 0 | 3 | 27 | 97 | 4.74 | 5.00 | 0 |
| Being in groups was an important and useful course design element. | 0 | 3 | 5 | 25 | 94 | 4.65 | 5.00 | 0 |
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 0 | 0 | 5 | 39 | 83 | 4.61 | 5.00 | 0 |
| The assignments were clear and accessible to me. | 0 | 1 | 5 | 57 | 64 | 4.45 | 5.00 | 0 |
| The assignments were clear to everyone in my group. | 1 | 16 | 15 | 64 | 31 | 3.85 | 4.00 | 0 |
| The breaks were well-managed. | 1 | 5 | 12 | 42 | 67 | 4.33 | 5.00 | 0 |
| There was the right ratio of group work to individual and paired work in the course. | 0 | 9 | 19 | 38 | 61 | 4.19 | 4.00 | 0 |

Answers below are on the following 5-point scale:

| |
|--------------------------------|
| 1 = not enough |
| 2 = |
| 3 = just right |
| 4 = |
| 5 = too much/too many/too long |

5. SHARING, GROUPS, BREAKS AND ASSIGNMENTS (Continued)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|----|---|-----|---|----|------|------|----|
| The amount of work in groups was: | 8 | | 90 | | 29 | 3.33 | 3.00 | 0 |
| The amount of paired work was: | 31 | | 94 | | 2 | 2.54 | 3.00 | 0 |
| The amount of individual work was: | 30 | | 91 | | 6 | 2.62 | 3.00 | 0 |
| The number of breaks was: | 9 | | 118 | | 0 | 2.86 | 3.00 | 0 |
| The length of breaks was: | 30 | | 96 | | 1 | 2.54 | 3.00 | 0 |
| The amount of time between breaks was: | 8 | | 114 | | 5 | 2.95 | 3.00 | 0 |

6. RATE THE EFFECTIVENESS OF THE INSTRUCTORS (presented alphabetically)

| <i>1 = low, 5 = high</i> | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--------------------------|---|---|----|----|-----|------|------|----|
| Werner Erhard | 0 | 0 | 0 | 10 | 117 | 4.92 | 5.00 | 0 |
| Kari Granger | 0 | 1 | 5 | 25 | 96 | 4.70 | 5.00 | 0 |
| Michael Jensen | 2 | 0 | 10 | 44 | 71 | 4.43 | 5.00 | 0 |
| Steve Zaffron | 0 | 2 | 9 | 39 | 77 | 4.50 | 5.00 | 0 |

APPENDIX VIII**Being A Leader, And
The Effective Exercise Of Leadership
An Ontological/Phenomenological Model****University of British Columbia sponsored by entrepreneurship@UBC
Leadership Course Evaluation
July, 2013****Evaluative Tabulated Results****Answers below are on the following 5-point scale:**

- 1 = strongly disagree
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|------|----|
| This course delivered on its promise: “You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively . In other words, you will be a leader. ” | 0 | 0 | 5 | 28 | 29 | 4.39 | 4.00 | 0 |

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|----|------|------|----|
| My overall rating of the course is that it was one of the three best courses I've ever taken. | 1 | 4 | 3 | 17 | 37 | 4.37 | 5.00 | 0 |
| The course effectively addressed concerns, questions, and issues important to leadership and my practice of it. | 0 | 0 | 5 | 19 | 38 | 4.53 | 5.00 | 0 |
| The overall contents of the course lived up to my expectations. | 0 | 1 | 3 | 25 | 33 | 4.45 | 5.00 | 0 |
| I will be able to use the teachings of the course in my personal and professional development. | 0 | 0 | 0 | 11 | 51 | 4.82 | 5.00 | 0 |

| | | | | | | | | |
|---|---|---|---|----|----|------|------|---|
| There was a lively interaction between theory and practice. | 0 | 1 | 5 | 17 | 39 | 4.52 | 5.00 | 0 |
| The course was well structured. | 1 | 3 | 7 | 28 | 23 | 4.11 | 4.00 | 0 |

| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|----|----|----|------|------|----|
| I award this course an overall grade of X where X is a number from 1 (lowest) to 10 (highest). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Av | Med | NR |
| | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 11 | 24 | 23 | 9.02 | 9.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

3. THE METHOD OF PRESENTING THIS COURSE

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|----|----|----|------|------|----|
| The use of fully written out slides that are read word for word with the instructor commenting, discussing and answering questions is effective in presenting this material. | 0 | 2 | 3 | 30 | 27 | 4.32 | 4.00 | 0 |
| This presentation method made the material accessible and useful to me. | 0 | 2 | 4 | 26 | 30 | 4.35 | 4.00 | 0 |
| This presentation method must be used in future versions of this program. | 0 | 4 | 13 | 21 | 24 | 4.05 | 4.00 | 0 |

4. COURSE CONTENT

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|----|------|------|----|
| The overall content of the course was in line with the course descriptions on the website. | 1 | 0 | 5 | 24 | 32 | 4.39 | 5.00 | 0 |
| In my experience of life "as-lived", I can see the difference between being "in the stands" and being "on the court". | 1 | 0 | 0 | 9 | 52 | 4.79 | 5.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = not at all
- 2 = not much
- 3 = neutral
- 4 = somewhat
- 5 = very much

4. COURSE CONTENT (Continued)

To what degree did you find that the following course distinctions had a positive and productive effect in the way you see yourself, others, and situations you are confronted with?

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|----|------|------|----|
| Discovering Discovery | 0 | 1 | 5 | 18 | 38 | 4.50 | 5.00 | 0 |
| “Where Seeing X is Happening” | 0 | 2 | 5 | 19 | 36 | 4.44 | 5.00 | 0 |
| First Person/On-the-Court and Third Person/In-the-Stands | 0 | 0 | 0 | 7 | 55 | 4.89 | 5.00 | 0 |
| Way of Being and Actions Correlated with Occurring | 0 | 1 | 0 | 8 | 53 | 4.82 | 5.00 | 0 |
| Foundations: Integrity | 0 | 0 | 0 | 3 | 59 | 4.95 | 5.00 | 0 |
| Foundations: Authenticity | 1 | 0 | 2 | 8 | 51 | 4.74 | 5.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = not at all
- 2 = not much
- 3 = neutral
- 4 = somewhat
- 5 = very much

| | | | | | | | | |
|--|---|---|---|----|----|------|------|---|
| Foundations: Being Committed to Something Bigger than Self | 0 | 1 | 0 | 13 | 48 | 4.74 | 5.00 | 0 |
| Foundations: Being Cause-in-the-Matter | 0 | 0 | 0 | 9 | 53 | 4.85 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Linguistic Abstractions | 0 | 2 | 2 | 12 | 46 | 4.65 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Concepts | 0 | 1 | 2 | 30 | 29 | 4.40 | 4.00 | 0 |
| Contextual Framework: Leader/Leadership as Phenomenon | 0 | 2 | 4 | 23 | 33 | 4.40 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Terms | 0 | 0 | 1 | 24 | 37 | 4.58 | 5.00 | 0 |
| Ontological Constraints: (Functional) Rackets | 0 | 0 | 1 | 15 | 46 | 4.73 | 5.00 | 0 |
| Ontological Constraints: (Functional) Life Sentences | 0 | 0 | 1 | 18 | 43 | 4.68 | 5.00 | 0 |
| Ontological Constraints: (Functional) Amygdala Hijack | 0 | 1 | 1 | 23 | 37 | 4.55 | 5.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

5. SHARING, GROUPS, BREAKS AND ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|----|------|------|----|
| Through my own and others' sharing our experiences with the material, I saw things about myself, my leadership or my life that I had not seen before. | 0 | 0 | 2 | 18 | 42 | 4.65 | 5.00 | 0 |
| Being in groups was an important and useful course design element. | 1 | 0 | 4 | 10 | 47 | 4.65 | 5.00 | 0 |
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 1 | 0 | 4 | 16 | 41 | 4.55 | 5.00 | 0 |
| The assignments were clear and accessible to me. | 0 | 2 | 3 | 26 | 31 | 4.39 | 4.50 | 0 |
| The assignments were clear to everyone in my group. | 1 | 8 | 6 | 35 | 12 | 3.79 | 4.00 | 0 |
| The breaks were well-managed. | 1 | 3 | 7 | 25 | 26 | 4.16 | 4.00 | 0 |
| There was the right ratio of group work to individual and paired work in the course. | 0 | 2 | 10 | 25 | 25 | 4.18 | 4.00 | 0 |

Answers below are on the following 3-point scale:

- 1 = not enough
- 3 = just right
- 5 = too much/too many/too long

5. SHARING, GROUPS, BREAKS AND ASSIGNMENTS (Continued)

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|----|---|----|---|---|------|------|----|
| The amount of work in groups was: | 10 | | 46 | | 6 | 2.87 | 3.00 | 0 |
| The amount of paired work was: | 17 | | 41 | | 4 | 2.58 | 3.00 | 0 |
| The amount of individual work was: | 17 | | 44 | | 1 | 2.48 | 3.00 | 0 |
| The number of breaks was: | 8 | | 54 | | 0 | 2.74 | 3.00 | 0 |
| The length of breaks was: | 16 | | 46 | | 0 | 2.48 | 3.00 | 0 |
| The amount of time between breaks was: | 9 | | 47 | | 6 | 2.90 | 3.00 | 0 |

6. RATE THE EFFECTIVENESS OF THE INSTRUCTORS (presented alphabetically)

| <i>1 = low, 5 = high</i> | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--------------------------|---|---|----|----|----|------|------|----|
| Werner Erhard | 0 | 1 | 2 | 10 | 49 | 4.73 | 5.00 | 0 |
| Kari Granger | 0 | 1 | 2 | 12 | 48 | 4.74 | 5.00 | 0 |
| Michael Jensen | 0 | 0 | 1 | 21 | 40 | 4.63 | 5.00 | 0 |
| Steve Zaffron | 0 | 2 | 8 | 22 | 30 | 4.29 | 4.00 | 0 |
| Jeri Echeverria | 0 | 3 | 12 | 20 | 27 | 4.15 | 4.00 | 0 |

APPENDIX IX**Being A Leader, And
The Effective Exercise Of Leadership
An Ontological/Phenomenological Model****Cancun, Mexico
October, 2013****Evaluative Tabulated Results**

Questions new to this survey are highlighted in yellow.

Answers below are on the following 5-point scale:

- 1 = not at all
- 2 = not much
- 3 = neutral
- 4 = somewhat
- 5 = very much

1. PROMISES OF THE COURSE

Obviously, you cannot know yet the full extent of the impact this course will have on you. Please answer the following to the best of your present knowledge.

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| Was there a time during the course where you experienced yourself being a leader as your natural self-expression? | 0 | 5 | 3 | 51 | 88 | 4.51 | 5.00 | 0 |
| Do you experience yourself being a leader as your natural self-expression now? | 0 | 1 | 4 | 56 | 86 | 4.54 | 5.00 | 0 |
| In those moments when you choose to be a leader, do you feel that you can count on yourself to generate your own access to being a leader as your natural self-expression? | 0 | 0 | 6 | 40 | 101 | 4.65 | 5.00 | 0 |
| Is the future you are living into one in which you exercise leadership as your natural self-expression? | 1 | 2 | 5 | 39 | 100 | 4.60 | 5.00 | 0 |
| This course delivered on its promise: "You will have experienced whatever personal transformation is required for you to leave the course being who you need to be to be a leader , and with what it takes to exercise leadership effectively ." | 0 | 2 | 5 | 35 | 105 | 4.65 | 5.00 | 0 |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| In other words, you will be a leader. " | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

Answers below are on the following 5-point scale:
 1 = strongly disagree
 2 = disagree
 3 = neither agree nor disagree
 4 = agree
 5 = strongly agree

2. OVERALL PROGRAM

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|----|----|-----|------|------|----|
| My overall rating of the course is that it was one of the three best courses I've ever taken. | 4 | 6 | 16 | 30 | 91 | 4.35 | 5.00 | 0 |
| The course effectively addressed concerns, questions, and issues important to leadership and my practice of it. | 3 | 1 | 6 | 42 | 95 | 4.53 | 5.00 | 0 |
| The overall contents of the course lived up to my expectations. | 2 | 1 | 8 | 42 | 94 | 4.53 | 5.00 | 0 |
| I will be able to use the teachings of the course in my personal and professional development. | 3 | 0 | 0 | 29 | 115 | 4.72 | 5.00 | 0 |
| There was a lively interaction between theory and practice. | 3 | 2 | 12 | 39 | 91 | 4.45 | 5.00 | 0 |
| The course was well structured. | 2 | 6 | 16 | 53 | 70 | 4.24 | 4.00 | 0 |

| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|----|----|------|------|----|
| I award this course an overall grade of X where X is a number from 1 (lowest) to 10 (highest). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Av | Med | NR |
| | 0 | 0 | 0 | 0 | 1 | 2 | 13 | 30 | 40 | 61 | 8.97 | 9.00 | 0 |

Answers below are on the following 5-point scale:
 1 = strongly disagree
 2 = disagree
 3 = neither agree nor disagree
 4 = agree
 5 = strongly agree

3. THE METHOD OF PRESENTING THIS COURSE

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|---|---|----|-----|----|
| | | | | | | | | |

| | | | | | | | | |
|--|---|---|----|----|----|------|------|---|
| The use of fully written out slides that are read word for word with the instructor commenting, discussing and answering questions is effective in presenting this material. | 3 | 2 | 13 | 36 | 93 | 4.46 | 5.00 | 0 |
| This presentation method made the material accessible and useful to me. | 2 | 1 | 9 | 40 | 95 | 4.53 | 5.00 | 0 |
| This presentation method must be used in future versions of this program. | 3 | 5 | 20 | 40 | 79 | 4.27 | 5.00 | 0 |

4. COURSE CONTENT

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|---|---|----|-----|------|------|----|
| The overall content of the course was in line with the course descriptions on the website. | 2 | 0 | 7 | 45 | 93 | 4.54 | 5.00 | 0 |
| In my experience of life “as-lived”, I can see the difference between being “in the stands” and being “on the court”. | 1 | 0 | 0 | 18 | 128 | 4.85 | 5.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = not at all
- 2 = not much
- 3 = neutral
- 4 = somewhat
- 5 = very much

4. COURSE CONTENT (Continued)

To what degree did you find that the following course distinctions had a positive and productive effect in the way you see yourself, others, and situations you are confronted with?

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|------|----|
| Discovering Discovery | 2 | 7 | 7 | 44 | 87 | 4.41 | 5.00 | 0 |
| “Where Seeing X is Happening” | 1 | 2 | 4 | 25 | 115 | 4.71 | 5.00 | 0 |
| First Person/On-the-Court and Third Person/In-the-Stands | 0 | 0 | 3 | 24 | 120 | 4.80 | 5.00 | 0 |
| Way of Being and Actions Correlated with Occurring | 0 | 0 | 1 | 9 | 137 | 4.93 | 5.00 | 0 |
| Foundations: Integrity | 0 | 0 | 0 | 5 | 142 | 4.97 | 5.00 | 0 |
| Foundations: Authenticity | 1 | 0 | 2 | 18 | 126 | 4.82 | 5.00 | 0 |
| Foundations: Being Committed to Something Bigger than Self | 0 | 0 | 4 | 28 | 115 | 4.76 | 5.00 | 0 |
| Foundations: Being Cause-in-the-Matter | 0 | 1 | 3 | 23 | 120 | 4.78 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Linguistic Abstractions | 1 | 1 | 6 | 47 | 92 | 4.55 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Concepts | 2 | 3 | 7 | 44 | 91 | 4.49 | 5.00 | 0 |

| | | | | | | | | |
|---|---|---|---|----|-----|------|------|---|
| Contextual Framework: Leader/Leadership as Phenomenon | 1 | 2 | 9 | 49 | 86 | 4.48 | 5.00 | 0 |
| Contextual Framework: Leader/Leadership as Terms | 1 | 5 | 9 | 48 | 84 | 4.42 | 5.00 | 0 |
| Ontological Constraints: (Functional) Rackets | 0 | 1 | 6 | 30 | 110 | 4.69 | 5.00 | 0 |
| Ontological Constraints: (Functional) Life Sentences | 1 | 1 | 8 | 29 | 108 | 4.65 | 5.00 | 0 |
| Ontological Constraints: (Functional) Amygdala Hijack | 0 | 0 | 3 | 26 | 118 | 4.78 | 5.00 | 0 |

Answers below are on the following 5-point scale:

- 1 = strongly disagree
- 2 = disagree
- 3 = neither agree nor disagree
- 4 = agree
- 5 = strongly agree

5. SHARING, GROUPS, BREAKS AND ASSIGNMENTS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|---|---|----|----|----|-----|------|------|----|
| Through my own and others' sharing our experiences with the material, I saw things about myself, my leadership or my life that I had not seen before. | 0 | 1 | 9 | 54 | 83 | 4.49 | 5.00 | 0 |
| Being in groups was an important and useful course design element. | 1 | 1 | 11 | 25 | 109 | 4.63 | 5.00 | 0 |
| The assignment exercises were important and useful in developing myself to be a leader and exercise leadership effectively. | 0 | 2 | 10 | 38 | 97 | 4.56 | 5.00 | 0 |
| The assignments were clear and accessible to me. | 0 | 2 | 9 | 66 | 70 | 4.39 | 4.00 | 0 |
| The assignments were clear to everyone in my group. | 4 | 19 | 27 | 67 | 30 | 3.68 | 4.00 | 0 |
| The breaks were well-managed. | 2 | 2 | 13 | 43 | 87 | 4.44 | 5.00 | 0 |
| There was the right ratio of group work to individual and paired work in the course. | 0 | 20 | 27 | 44 | 56 | 3.93 | 4.00 | 0 |

6. RATE THE EFFECTIVENESS OF THE INSTRUCTORS

| | 1 | 2 | 3 | 4 | 5 | Av | Med | NR |
|--|---|---|---|----|-----|------|------|----|
| Werner Erhard was an effective instructor. | 0 | 1 | 0 | 14 | 132 | 4.88 | 5.00 | 0 |
| Werner Erhard was able to transfer the course contents in a clear and understandable manner. | 0 | 1 | 1 | 13 | 132 | 4.88 | 5.00 | 0 |
| Werner Erhard was open to and had clarity regarding the questions and remarks of the participants. | 0 | 0 | 4 | 27 | 116 | 4.76 | 5.00 | 0 |

| | | | | | | | | |
|--|---|----|----|----|-----|------|------|---|
| Werner Erhard presented the course in a captivating manner. | 1 | 0 | 0 | 6 | 140 | 4.93 | 5.00 | 0 |
| Michael Jensen was an effective instructor. | 0 | 1 | 3 | 33 | 110 | 4.71 | 5.00 | 0 |
| Michael Jensen was able to transfer the course contents in a clear and understandable manner. | 0 | 0 | 3 | 31 | 113 | 4.75 | 5.00 | 0 |
| Michael Jensen was open to and had clarity regarding the questions and remarks of the participants. | 0 | 0 | 4 | 29 | 114 | 4.75 | 5.00 | 0 |
| Michael Jensen presented the course in a captivating manner. | 1 | 3 | 8 | 55 | 80 | 4.43 | 5.00 | 0 |
| Steve Zaffron was an effective instructor. | 0 | 3 | 12 | 41 | 92 | 4.51 | 5.00 | 0 |
| Steve Zaffron was able to transfer the course contents in a clear and understandable manner. | 0 | 4 | 6 | 46 | 91 | 4.53 | 5.00 | 0 |
| Steve Zaffron was open to and had clarity regarding the questions and remarks of the participants. | 0 | 6 | 11 | 32 | 98 | 4.51 | 5.00 | 0 |
| Steve Zaffron presented the course in a captivating manner. | 2 | 15 | 16 | 47 | 67 | 4.10 | 4.00 | 0 |
| Jeri Echeverria was an effective instructor. | 0 | 2 | 12 | 57 | 75 | 4.39 | 5.00 | 0 |
| Jeri Echeverria was able to transfer the course contents in a clear and understandable manner. | 0 | 1 | 14 | 57 | 75 | 4.40 | 5.00 | 0 |
| Jeri Echeverria was open to and had clarity regarding the questions and remarks of the participants. | 0 | 2 | 8 | 48 | 90 | 4.52 | 5.00 | 0 |
| Jeri Echeverria presented the course in a captivating manner. | 1 | 5 | 23 | 65 | 53 | 4.12 | 4.00 | 0 |