The real power of this course is demonstrated by who you walk out being.

The power of this course is a function not of what you learned but of what you are being used by when dealing with leadership situations.
“Any theory that makes progress is bound to be \textit{initially} counterintuitive.”

Daniel Dennett (1989)

“He who cannot change the very fabric of his thought will never be able to change reality …”

Anwar Sadat (1978)

“… though the world does not change with a change of paradigm, the scientist afterward works in a different world.”

Thomas S. Kuhn (1962, 2012)
A leader is best when we hardly know he exists. When his work is done, his aim fulfilled, his followers will say: “We did this ourselves!”

Lao Tzu, 6th century B. C.
“It is difficult to be compassionate, and often just as difficult to be detached, but what is most difficult of all is to be both at once.”

David Brooks (2014)
“Man will be better when you show him what he is like.”

Anton Chekhov
We can choose to be audacious enough to take responsibility for the entire human family. We can choose to make our love for the world be what our lives are really about.

Each of us now has the opportunity, the privilege, to make a difference in creating a world that works for all of us. It will require courage, audacity, and heart. It is much more radical than a revolution – it is the beginning of a transformation in the quality of life on our planet. What we create together is a relationship in which our work can show up as making a difference in people's lives. I welcome the unprecedented opportunity for us to work globally on that which concerns us all as human beings.

Werner Erhard
R³ Center for Innovation in Science Education

The Performance of Leadership

260.812.01

4th term (March – May) 2020
Instructor

SEL J. HWAHNG, Ph.D.
R³ Center for Innovation in Science Education
Bloomberg School of Public Health
Johns Hopkins University
shwahng1@jhu.edu

Assistant Professor
Department of Women’s and Gender Studies
Towson University
Slide Reader

MARIA STERGIOU, M.A.S.

Master of Advanced Studies in Art and Language Sciences
Universities of Zurich and Basel, Switzerland

Senior Adviser
International Cooperation in Higher Education
Swiss National Agency Movetia
Course Support

RAJU BHANDARI, M.D.
Surgeon
Nepal
Being a Leader and the Effective Exercise of Leadership: An Ontological / Phenomenological Model

The Slide-Deck Textbook

AUTHORS:

WERNER ERHARD
Independent
werhard@ssrn.com

MICHAEL C. JENSEN
Jesse Isidor Straus Professor of Business Administration Emeritus, Harvard Business School
Co-Founder, Social Science Research Network
mjensen@hbs.edu

STEVE ZAFFRON
Founder and Head of Research and Development, Vanto Group
Executive Management Consultant, Co-author The Three Laws of Performance
szaffron@vantogroup.com

JERI ECHEVERRIA
Executive Vice Chancellor and Chief Academic Officer, California State University System (ret.)
jeronima@comcast.net

Note: We acknowledge Allan Scherr and Kari L. Granger for their past work with us, specifically for their contributions to the development of this course.

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

- University of Rochester, Simon School of Business, USA (2004 – 2008)
- Erasmus Academie, Rotterdam, NL (2009)
- Texas A&M, Mays School of Business, USA (2010)
- IC Centre for Governance & MW Corp, India (2010)
- Dartmouth College School of Medicine, USA (2012)
- University of British Columbia, entrepreneurship@UBC Canada (2013)
- Nanyang Technological University, Singapore (2014)
- Zayed University Conference Center, Dubai, UAE (2015)
- Clemson University, Clemson, South Carolina, USA (2016)
- University of California at Los Angeles, California (2018, 2019)
- Eight international locations (2012 – 2019) for the benefit of the Erhard-Jensen Ontological / Phenomenological Initiative
ABOUT DEALING WITH BREAK-TIME ASSIGNMENTS
About Break-Time Assignments

This course is not about being given answers. It is about you being empowered to *discover for yourself* what is being presented, and to do so in a way that results in expanding your opportunity set of ways of being, thinking, creative imagination, planning, and acting. (On the next slide, we will present what is meant by “discover for yourself”.)

As such, it is vitally important that you come prepared to each session having completed whatever preparatory work is requested of you so that you can engage in classroom dialogue.

This course will not be easy, and your full participation is required. The course gets done through your participation.
What is Meant by “Discover For Yourself?”

What is meant by “discover for yourself” is both what those words mean in the everyday common-sense meaning of those words, and at the same time, there is a term-of-art meaning that we will make clear a bit later.

What is meant by “discover for yourself” in its term-of-art sense is fundamental and critical to your achieving being a leader and exercising leadership effectively as your natural self-expression.

However, at this point your understanding of “discover for yourself” in its everyday common-sense meaning will suffice. And for now, “discover for yourself” contrasts with “received knowledge” or mere information.
What is Meant by “Discover For Yourself?”

In this course we will be asking questions that are different than you might be used to and requiring answers that reflect your having dug deeply into what is presented by “discovering for yourself” the as-lived experience of what has been presented.

In order to realize the promise of the course, it is critical that you transform what is presented from something you understand and maybe even see the validity of (something conceptual) to something that becomes a part of your natural self-expression (something that, so to speak, uses you).

One practice that will make a difference in your effecting that transformation is to ask yourself “What does this look like in the living of it?”, or “What does this look like in my life?”, or when appropriate “What does this look like in doing it?”
What is Meant by “Discover For Yourself?”

Each time you complete a break-time assignment, be ready to share what you discovered for yourself as a result of engaging with the assignment.
THE MODEL AND THE METHODOLOGY EMPLOYED IN THIS COURSE
Distinguishing the Ontological Model from the Psychological Model

The *ontological* model deals with the nature and function of *being* as it impacts human nature and human behavior. The ontological model contrasts with the *psychological* model which deals with the nature and function of *mind* and its impact on human nature and human behavior.

The fact that both models deal with human beings, and because most people are unfamiliar with the ontological model, some people confuse the ontological model with the psychological model. As a result, such people fail to distinguish between these two models – one dealing with being and the other dealing with mind.

This leaves some people conflating or confusing the methodology of ontology with psychotherapy.
Don’t Confuse Phenomenological Interactions with Psychotherapeutic Interactions

In the course we use the phenomenological methodology to deal with the ontological constraints that get in the way of (interfere with) being a leader and exercising leadership effectively as one’s natural self-expression.

Because, as we said, most people are unfamiliar with the phenomenological methodology, you may find yourself falling into the trap of attempting to understand what you are observing from a psychological perspective, and therefore as an attempt to do psychotherapy.
Leaving You with the Ontological Model

Having made clear the difference between the ontological model and the psychological model in your Pre-Classroom Reading, and having warned you about the trap of confusing one model with the other, what we want to leave you with is the ontological model and its phenomenological methodology.

Phenomenology as a methodological discipline deals with being and action as these are actually lived on the court (first-person experience of), as contrasted with a third-person theory of, that is as being and action are observed by someone, and then described and commented on, figured out, and explained from the stands.
The Pedagogical Method Used in this Course

In this course we primarily employ what is known as *Transformational Learning* rather than the more familiar *Informative Learning*. Informative learning and transformational learning are both valuable; however, transformational learning occurs in a different domain than informative learning.

Informative learning endeavors to increase the sum of what we already know, to add to our available skills, to extend our already established cognitive capacities, and to bring valuable new content to add to or fill in our current everyday common sense *worldview* (model of reality) and our pre-existing *frames of reference* (mindsets).

Transformational learning on the other hand examines the validity of what we already know and in what way that ‘knowing’ may constrain, shape, and distort skills and cognitive capacities that would otherwise be available to us.
Transformational Learning

Transformational learning provides us with the opportunity to examine our everyday common sense *worldview*, and those pre-existing *frames of reference* that are relative to what we are studying.

This allows us to critically reflect on the constraining and shaping nature of our network of unexamined ideas, beliefs, biases, prejudices, social and cultural embedded-ness, and taken-for-granted assumptions that constitute our *worldview*, and our *frames of reference* relative to this subject or that subject.

For example, it is important to identify what I might believe is true as a belief rather than as “the truth”. Because when a belief is held as “the truth”, it imposes limits on my being and acting.
Transformational Learning

Transformational learning then leaves us with the opportunity to relax the limits on our being and acting imposed by our everyday common sense worldview and the pre-existing frames of reference we wound up with.

As a result, transformational learning provides one with new openings for being and new openings for action that were previously unavailable within the constraints imposed by the worldview and frames of reference that one wound up with.