GONZAGA UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES

Department of Organizational Leadership (ORGL)
Doctoral Program in Leadership Studies (DPLS)

Understanding Servant-leadership as a philosophy and as a leadership theory does not make one a servant-leader. Greenleaf claimed that one could become a natural servant-leader from the arduous discipline of learning to listen. How does one develop a listening-first disposition? This course focuses on learning to listen and discern as a way of enhancing our capacity to make decisions.

COURSE TITLE
ORGL 535: Listen Discern Decide
DPLS 7xx: Listen Discern Decide
- 3 semester credits
- Online

CSLD
- ORGL 535/DPLS 7xx is an elective course eligible for the Servant-leader Concentration

COURSE DEVELOPERS
John H. Horsman, Ph.D. & Larry Spears, Servant-leader Scholar

COURSE TEACHER
- Larry Spears

COURSE DESCRIPTION
In this course, students will learn more in-depth concepts of Servant-leadership by learning practices and approaches for listening and discerning as a way of enhancing decision-making capacity. The course begins with a focus on interior and exterior listening. Listening and awareness techniques are then integrated with the principles and practices of discernment. The course progresses from a focus on the individual, to group, to listening and discerning and decision making in organizations and communities.

COURSE GOALS
1. Learning and practicing listening-first to improve decision-making.
2. Learning and practicing discernment to improve decision-making.
3. Enhancing decision-making capacity using listening and discerning in group processes.
4. Learning respectful, responsible stewardship of the listening discerning decision-making processes at the organizational and macro-community level.
COURSE COMPETENCIES

1. Based on the course materials and processes students will demonstrate progress in their development as a Servant-leader in training by engaging the dispositions, capacity and skills of servant-first; congruence; communicator; compassionate collaborator; moral authority; foresight and strategy; and systems thinker (see attachment below).
   a. From reflection on the readings, viewings, exercises, practices and assignments students will provide examples of aspects of the dispositions, capacities and skills in an applied decision making context, and be evaluated based on the specific criteria.

2. Students will demonstrate specific knowledge and application of the of servant-first and communicator dispositions, capacities and skills, and relate (integrate) them with other Servant-leader attributes (dispositions) in a case context.
   a. Students outline (describe) the listening and decision making process; identify types of listening, and describe with examples how servant-first and communication dispositions capacities and skills influences the decision making process. Explain how listening and discerning enhance context and ownership for decision-making. Evaluation is based identification and application of dispositional criteria and the integration of listening as foundational to decision making.

3. Students will demonstrate competence of the listening and discernment process at the group, organizational and macro-community level.
   a. Applying listening and discernment to a case, students will demonstrate competency identifying the key leverage points for intervention in the listening discerning process, explain where and how stewardship of the listening discerning process may have improved decision making. Evaluation is based on the rigor of applying listening and discernment criteria; on the integration of listening and discernment processes in group situations; on the integration of listening, discerning and decision making at the societal level.

4. Students explain why and how a discerning, servant-first and communicator disposition can positively influence organizational and community decision making capacity.
   a. Drawing examples from their listening experiences and the assigned literature students demonstrate a capacity to persuasively present their understanding of why a listening-first approach complements a serving-first disposition at the individual relational, organizational and macro-systems level. Evaluation is based on professionalism, knowledge, application, example effectiveness, clarity and conciseness.

<table>
<thead>
<tr>
<th>Servant-leader Dispositions Capacities and Skills (Horsman adaption of Sipe &amp; Frick, 2009, p. 5)</th>
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<tbody>
<tr>
<td><strong>Servant-first</strong></td>
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<td><strong>Congruence</strong></td>
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### Communicator
- A listening-first disposition; speaks effectively
  - Empathetic & generative listening
  - Dialogic
  - Persuasive

### Compassionate Collaborator
- A deposition that enhances relationships; supports diversity, and creates a sense of belonging
  - Shows appreciation
  - Negotiates adversity
  - Builds community wisely

### Leads with Moral Authority
- A disposition worthy of respect; inspires trust and confidence, establishes quality standards for performance, and considers and applies the best-test
  - Accepts and delegates responsibility
  - Shares power and control
  - Creates a culture of accountability

### Foresight & Strategy
- A creative disposition; imagines possibilities, anticipates the future, and proceeds with clarity of purpose
  - Pathfinding-foresight
  - Integrative vision conceptualization
  - Discerning & action oriented

### System Thinker
- A harmony oriented disposition; thinks and acts strategically, leads change effectively and balances the whole with the sum of its parts:
  - Adaptable global systems learner
  - Comfortable with complexity and paradox
  - Servant-stewardship

### COURSE MATERIALS

The following books are required: listed here in the order to be read—


Additional texts for DPLS students


The following films are required: listed here in the order to be viewed—

See Course Schedule and Course Resources for further articles, Utube, videos, etc.

**COURSE REQUIREMENTS**

The course is designed to be presented online in four modules over an eight-week period. Each two-week module will have its own set of materials (e.g., readings, teacher presentations, etc.).

**Dialog Forum Posting Requirements**

(M1, M2, M3, M4, 10 points per module = 40% of Grade)

Given that a key component of the approach to learning in this course is listening and dialogue among students, each module will be the focus of an internet-based discussion by students. Draw from the readings, presentations, exercises, and assigned viewings to make at least four postings each week (eight over the course of each two-week module):

a. One posting in the form of an annotated question (AQ) related to the Module topic (0-2 points each):

b. Two peer-response (PR) postings to other students’ questions (1 point each):

c. One additional response, or general comment, or summary statement (1 point each).

**Scoring Matrices for Discussion Board postings**

| ORGL 535 Listen Discern Decide: Grading Rubric Dialog Forum DF M1 M2 M3 M4 |
| Learning Outcome | Assessment Description | Desired 8/10 * 4 Modules |
| Dialog Forum ORGL 535 DF: M1; M2; M3; M4 | Blackboard Forum: Integrating literature with experience and dialogue on Servant-leadership. The focus is on comprehension and conceptualization of the philosophy in a written interactive dialogue of the what, why, how and who of Servant-leadership. Students write at least two annotated questions per module based on the assigned literature and respond to at least four other questions per module posted by other students. |

**Dialogue Forum Topic: Literature & Experience Integration**

| One Annotated Question (AQ) per week = 2 points; Minimum of 2 AQs per module | Points/Module |
| AQ identifies the concept with reference to the literature (relevant module content); adds context with an interpretation based on personal experience; poses a dialogical question. Minimum of 2 AQs per module. |

- Novice: no AQ = 0; a question is posed with little or no context, interpretation, or literature support = 0-1.62/AQ points.
- Competent: AQ refers to a topic, but no literature reference, or personal experience, or interpretative context, not dialogical = 1.63-1.8 points
- Proficient: Each post refers to a concept in the literature, provides experience with interpretation, poses a dialogical question = 1.9-2 points. |

/4
The theme framework and requirements for each Module follows.

**Module One (2 weeks) Silence: A Framework for a Listening-first disposition**
(15% of grade)
The first Module poses silence as the framework for learning to listen-first as a servant-leader. When we commit to listening first, what is the best situational condition? How do we learn to listen more holistically, to listen with and for greater clarity? What do experts advise on listening-first? This module and the entire course is an invitation for the student to practice learning to be still in silence, and to enhance our interior and exterior capacity for listening. The readings, exercises, cases and evaluation for this module are directed towards rediscovering silence as we begin an exploration for greater awareness of the individual’s listening capacity.

**READ LISTEN:**
- Concentration Introduction
- Course Introduction
- Module Introduction
- Announcements

**READ:**
- Hesse’s *Siddhartha*  
- Davis and Spears’s *Fortuitous Encounters: Wisdom Stories for Learning and Growth*  
- Greenleaf’s *On Becoming a Servant Leader* (Front matter + Part One, “The Ethic of Strength,” up to page 100)  
- Sardello, R. *Silence: The mystery of wholeness*. Introduction; Prologue; Chapter 1. Course Resources/Module One  
- Horsman: *Listening Facts*: Course Resources M1  
- Horsman: *An Overview of Listening*: Course Resources M1

**VIEW:** *The Children of Huan Shi* (theme fortuitous encounters)

**ENGAGE:** Mentor Gallery

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<tr>
<th>Peer Response (PR) 3 per week; Minimum of 6 per module. May include a General (G) or Summary (S) comment</th>
<th>PR engages AQ, draws from the literature; integrates experience and takes the dialogue further (deeper or broader). Minimum of 6 PRs per module.</th>
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<tbody>
<tr>
<td></td>
<td>• Novice: No PR = 0; PR poses an opinion, comment, little to no context, no reference to the literature = 0-.81/PR</td>
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<td>• Competent: Poses a reflective comment on AQ; may or may not refer to the literature, or another post, but not dialogical = .82-.95 points</td>
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<td>• Proficient: PR addresses the AQ, relates it with experience and understanding, provides further interpretation and context, and supports any assertion with the literature = 9.6-1 points</td>
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<td></td>
<td>o <strong>Proficient Bonus</strong>: student provides an insightful learning or teaching comment = 0-1 possible points; or an informative summary of the module learning = 0-1 point possible; or the contribution takes the topic to a deeper level of understanding, or leads to deeper question = 0-1 point possible.</td>
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Servant Leadership video Based on Robert Greenleaf’s Writings, Pt. 1
http://www.youtube.com/watch?v=OHd7s2OzpVI&list=PLA3EBC76BA215B74B
Frances Hesselbein, The Art of Listening
http://www.youtube.com/watch?v=9SxOeNCwkjE
Larry Spears, Beyond Self Interest
http://www.youtube.com/watch?v=6hkl-bd_-fs
Krishnamurti’s The Art of Listening (at least the first 10 minutes, this is a long video)

EXERCISES: The exercises are designed to be integrated into the Dialog Forum to stimulate awareness of one’s listening capacity and experience. The exercises are intended to stimulate reflections, practice, questions, examples, dialog and learning in the for each module.

Exercise A:
• Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily.

Listening to Silence
• This exercise may be the most important learning you experience in this course; therefore, you are strongly encouraged to engage this process as a daily discipline to enrich your interior awareness and listening capacity.
• The exercise requires 15 minutes of each day for the next 8 weeks. Preferably choose the same time each day, find a quiet place where you can be quiet and relax: a place with minimal noise distractions. You will need a timer (you may fall asleep), a comfortable seat, in which you can sit with your back straight, so it is easy to breath. And then you need to find the will do just sit there and listen. Imagine you are Siddhartha and you have been sitting by the river of life—for forty years or so.
• What you are searching for is the still quiet place deep in the river within—it is there in side of you; your task is to experience it. You won’t find it from searching or even self-willing it; rather from surrendering—surrender everything that floats by and just experience the river.
• Don’t be discouraged by the rain of thoughts, the welling up of emotions, or torrents of outside noises, phones, voices, honking, sirens, or other distractions, and agitations. Just acknowledge them in your mind when you become aware of them, then gently put them on a boat and send them down the river-out of sight and sound. When you can do this you are already half way there. If you get one second at the still quiet place it will be worth it—and if you don’t, you will have at least relaxed a bit. Consider this time a gift to your-self.
• Some people choose a mantra or a sacred word to help them focus (not be distracted), others just focus on breathing in and breathing out. You may prefer to use a guided meditation, and that is ok; find one that suits you. Some of you may already have extensive experience at meditation or contemplation, I encourage you to continue with the way you are familiar. Others may have never experienced meditation or contemplation, and may feel a little confused and frustrated with the process—just let it go and be present to your-self. Don’t worry about doing it right or wrong—send those thoughts down the river also. It does get easier with the discipline of practice.
• I also encourage you to keep a journal handy and write down any impressions, thoughts, images that arose during your time in the inner-river.
Finally; at least once a week, post about this experience with your Dialog Forum Group; discuss how, where, and what happened.

Exercise B: (From p. 10 of Burley-Allen’s book)
- Discuss findings with your Dialog Forum Group Module One.

DISCUSS: Blackboard Discussion Forum prompts:
- Findings from Exercise A
- Findings from Exercise B

Siddhartha and the river
- Who is Siddhartha and how do we find him within ourselves?
- Address the metaphor of the river
- How might silence contribute to presence and availability?

Greenleaf
- What is servant-leadership?
- Why the call for servant-leaders as exemplary listeners?
- What did Greenleaf mean by a listening-first disposition?
- How can a servant-leader be caring, listen receptively, and survive?

The Children of Huang Shi
- Identify the fortuitous encounters?
- How did the fortuitous encounters effect the lives of those involved?

Mentor Gallery and other readings
- How does commentary form the Mentor Gallery and other readings relate to a listening first disposition?

M1: WRITE PRODUCE

Masters ORGL 535
Write 5-7 content pages double space. All papers are to be presented in professional APA format, and include at least three course material references.

Doctoral DPLS 775
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 8-12 content pages, double spaced. All papers are to be presented in professional APA format, and include at least five course material references.

M1 Assignment on developing a listening-first disposition Write on the theme, “my fortuitous encounter in listening (or being listened to).” Provide an introduction to the experience and some brief background; describe the experience. Why do you consider this a fortuitous listening encounter; how did it change a course of events? Assess the qualities of this listening experience and provide supportive examples of the types of listening experienced. If you were going to do this again with someone else what might you do, how might you prepare, to enhance the listening experience (i.e. apply more effective, empathetic, generative listening strategy)? Reflect
on how a listening-first disposition might inform the decision making process. Evaluation is based on comprehension and persuasiveness, on clarity, and on reflective insight.

### ORGL 535 M1 Listen Discern Decide: Grading Rubric

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Method Description</th>
<th>Desired 12/15</th>
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<tbody>
<tr>
<td>Write ORGL 535 M1</td>
<td>Write on the theme: My fortuitous encounter in listening (or being listened to). Provide an introduction to the experience and some brief background; describe the experience. Why do you consider this a fortuitous listening encounter? Assess the qualities of this listening experience and provide supportive examples of the types of listening experienced. If you were going to do this again with someone else what might you do, how might you prepare, to enhance the listening experience (i.e. apply more effective, empathetic, generative listening strategy)? Reflect on how a listening-first disposition might inform the decision making process. Evaluation is based on comprehension and persuasiveness, on clarity, and on reflective insight.</td>
<td>Points</td>
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<td>1. Timely (students forfeit ½ grade for late papers: i.e. A to an A-)</td>
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<td>1</td>
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<td>2. Length (1/15 points)</td>
<td>a. Novice: 3-5 content pages = 0-0.90 points</td>
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<td>b. Competent: 8 plus content pages = 0.91-0.95 points</td>
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<td>c. Proficient: Required 5-7 content pages = 0.96-1 points</td>
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<td>3. Grammar and writing etc.: (1/15 points)</td>
<td>a. Novice: 5+ major &amp; minor errors = 0-0.90 points</td>
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<td>b. Competent: 4+ minor errors = 0.91-0.95 points</td>
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<td>c. Proficient: 0-3 minor errors = 0.96-1 points</td>
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<td>4. APA Citations &amp; References (1/15 points)</td>
<td>a. Novice: 5+ major &amp; minor omissions or errors = 0-0.90 points</td>
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<td>b. Competent: 4+ minor omissions or errors = 0.91-0.95 points</td>
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<td>c. Proficient: 0-3 minor errors = 0.96-1 points</td>
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<td>5. Introduction (2/15 points)</td>
<td>a. Introduction and general overview = 1 point</td>
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<td>i. None, incomplete, approximate, changed = 0-0.90 points</td>
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<td></td>
<td>ii. Overview and purpose addressed but incomplete/some change = 0.91-0.95 points.</td>
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<td>iii. Introduction focused, purpose accurate, and succinct = 0.96-1 points</td>
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<td>b. Purpose Statement = 0.5 points</td>
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<td>i. None, incomplete, approximate, changed = 0-0.45 points</td>
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<td>ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points</td>
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<td>iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points</td>
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<td>c. Why was the encounter considered fortuitous .5 points</td>
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<td>i. Not stated/implied = 0-0.45 points</td>
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<td>ii. Loosely stated, or changed somewhat from assignment = 0.451-0.475 points</td>
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<td>iii. Comprehensive = 0.476-0.5 points</td>
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<td>6. Define and Conceptualize types of listening involved = 4/15 points</td>
<td>a. Novice: One listening type identified, but not clearly defined and cited: Not stated, implied, not sufficient = 0-3.6 points</td>
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<td>b. Competent: A partial conceptualization of more than one type of listening; in own words or used a definition, but not comprehensive = 3.7-3.8 points</td>
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<td>c. Proficient: Clear articulated comprehensive definitions in own words and/or with accurately derived from the literature = 3.85-4 points</td>
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<td>7. Application and examples: Findings 5/15 points</td>
<td>a. Novice: Some reference to examples, applications; some partially related to or supported with the literature. Or good findings but not supported or related to the literature = 0-4.5 points</td>
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<td>b. Competent: Adequate examples and applications (2-3), partially related and supported with the literature = 4.55-4.75 points</td>
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Module Two (2 weeks): *Deepening the Silence: The discipline of learning to listen and discern* (15\% of grade)

The struggle to find and maintain silence is synonymous with the struggle to maintain an attentive listening and discerning disposition. Module Two is focused on enhancing awarenesses and skills through using listening techniques, methods, and models. Discernment is introduces as a complimentary aspect of the listening and decision making framework. The readings, exercises, cases and evaluation are focused on enhancing the individual’s interior and exterior listening and discerning capacity.

**LISTEN READ:**
- Module Introduction
- Announcements

**READ:**
- Frick’s *Greenleaf and Servant-Leader Listening*
- Burley-Allen’s *Listening: The Forgotten Skill—A Self-Teaching Guide* (Chapters 3-4, up through page 105)
- Sardello, R. *Silence: The mystery of wholeness*: Chapter 2, 3 & 4

**Spears’ Announcements**

**Course Resources/Module Two**
- *Active Listening*
- *Listening Circles*
- *Listening Silence & Wisdom*

**VIEW:** *Lincoln (Spielberg)*

**ENGAGE:** Mentor Gallery
- Tom Peters, LEADERSHIP: Servant Leadership  
  [http://www.youtube.com/watch?v=BHIKRmEaC6Y](http://www.youtube.com/watch?v=BHIKRmEaC6Y)
- Raymond Reyes, Greenleaf  
  [http://www.youtube.com/watch?v=aFrWfAiZC6M](http://www.youtube.com/watch?v=aFrWfAiZC6M)
- Robert Greenleaf, Robert Greenleaf Calls for a Theology of Institutions  
  [http://www.youtube.com/watch?v=GjiGCvoAlU](http://www.youtube.com/watch?v=GjiGCvoAlU)

**EXERCISES:** The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.
Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily. (If confused, see the M1 Preamble for this exercise)

Exercise B: Getting started in Ignatian Discernment: Steps 1 & 2


DISCUSS: Blackboard Discussion Forum prompts:
- Discuss Exercise A: Listening to Silence
- Discuss Exercise B: What did you learn about listening from this exercise?
- Discuss Exercise C: Getting Started in Ignatian Discernment: Steps 1 & 2
- Do I seek first to understand by being silent and allowing others to speak?
- Am I prepared to ask good questions and wait in silence for a response?
- In what ways did Lincoln demonstrate his own powers of deep listening and discernment?
- Provide examples where Lincoln demonstrated his capacity for listening?
- Are there similarities to Lincoln’s discerning and what Krishnamurti and/or other authors wrote about?

M2: WRITE PRODUCE
Masters ORGL 535
Write 5-7 content pages double spaced paper. All papers are to be presented in professional APA format, and include at least three course material references.

Doctoral DPLS 775
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write a Servant Leader Assessment 8-12 page double spaced paper. All papers are to be presented in professional APA format, and include at least five course material references.

M2 Assignment: Assess a film character on the theme of developing capacity for the group process of listening and decision-making. Relate your understanding of how Lincoln used listening in his decision making process to end slavery by applying listening-first criteria. Provide examples from the film to support your findings as you describe Lincoln’s decision process; identify occurrences of individual and group listening. Identify examples of types of listening, and decision making with supportive evidence, and evaluate how well the chosen type/method fits this case situation. How did listening, affect Lincoln individually, the political parties, and the whole society. Relate what you learned about the listening process from this exercise and from this module. In your conclusion/summary comments refer to the Servant-leader Dispositions Capacities and Skills form and relate what you learned about Servant-leadership from completing this exercise (module) that might be beneficial to you in your future (1-3 statements). Evaluation is based on a demonstration of the comprehension of the listening, on clarity, and on persuasive presentation.
### ORGL 535 M2 Listen Discern Decide Grading Rubric

Demonstrate an advanced understanding of the Servant-leader as communicator disposition listening-first as an attitudinal disposition of a Servant-leader (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking).

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<th>Assessment Description</th>
<th>Desired 12/15</th>
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<tr>
<td>Assess a film character on the theme of developing capacity for the group process of listening and decision-making. Relate your understanding of how X uses listening in the decision making process by applying listening-first criteria. Provide examples from the film to support your findings as you describe X’s decision process; identify occurrences of individual and group listening. Identify examples of types of listening, and decision making with supportive evidence, and evaluate how well the chosen type/method fits this case situation. How did listening affect X individually, the political parties, and the whole society. In conclusion, relate what you learned about the listening process from this exercise and from this module. Evaluation is based on a demonstration of the comprehension of the listening, on clarity, and on persuasive presentation.</td>
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</table>

1. **Timely** (students forfeit ½ grade for late papers: i.e. A to an A-)
2. **Length** (1/15 points)
   - a. Novice: 3-5 content pages = 0.0-0.90 points
   - b. Competent: 8 plus content pages = 0.91-0.95 points
   - c. Proficient: Required 5-7 content pages = 0.96-1 points
3. **Grammar and writing etc.:** (1/15 points)
   - a. Novice: 5+ major & minor errors = 0.0-0.90 points
   - b. Competent: 4+ minor errors = 0.91-0.95 points
   - c. Proficient: 0-3 minor errors = 0.96-1 points
4. **APA Citations & References** (1/15 points)
   - a. Novice: 5+ major & minor omissions or errors = 0.0-0.90 points
   - b. Competent: 4+ minor omissions or errors = 0.91-0.95 points
   - c. Proficient: 0-3 minor errors = 0.96-1 points
5. **Introduction** (1/15 points)
   - a. Introduction and general overview = .5 point
     - i. Novice: None, incomplete, approximate, changed = 0-0.45 points
     - ii. Competent: Overview and purpose addressed but incomplete/some change = 0.45-0.475 points
     - iii. Proficient: Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
   - b. Purpose Statement = 0.5 points
     - i. Novice: None, incomplete, approximate, changed = 0-0.45 points
     - ii. Competent: Overview and purpose addressed but incomplete/some change = 0.45-0.475 points
     - iii. Proficient: Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
6. **Describe assessment method and model & criteria to be applied** = 3/15 points
   - a. Novice: Aspects or criteria of the model not defined or described, or not accurately described = 0-2.70 points
   - b. Competent: Criteria described, but too brief or too much information relative to the purpose of the paper. Or some minor misinterpretation of aspects of the model = 2.71-2.85 points
   - c. Proficient: Accurate definitions, summary and conceptualization/interpretation, quotes, paraphrases of the model = 2.86-3 points
7. **Procedure & Findings; applying aspects of the model to case character incidence** = 7/15 points
   - a. Novice: Identified character incidents, but incomplete or inaccurate applications of the model to the character incidents, not well justified with examples or literature = 0-6.3 points
   - b. Competent: Identified (3) incidents, generally met application and justification expectations. Sufficient use of the model application to the character incidents, but the applications has gaps, or is inconsistent, or not consistently justified, or not clearly supported, or examples didn’t seem appropriate, or the literature was used loosely = 6.4-
6.6 points
c. Proficient: Identified at least four character incidents that are accurately applied to an aspect of the model; apply the model criteria to the incident, justified with appropriate example or other persuasive evidence drawing on the case and the literature = 6.7-7 points.

8. Conclusion = 1/15 points
a. Novice: No conclusion/summary, or a partial summary with no interpretation or evaluation = 0-0.90 points
b. Competent: Summarized, evaluation but no interpretation; or interpretation but no evaluation = 0.91-0.95 points
c. Proficient: Summarize the findings, interpret and evaluate the exercise = 0.96-1 points.

Module Three (2 weeks): Expanding the Silence: Respectful receptive listening and discerning (15% of grade)
In Module Three, the complexity increases as our framework for listening and discerning expands to include groups and organizations. The test of servant-leadership is whether those served become healthier, wiser, freer, more autonomous, more likely themselves to become servants; and, what is the effect on the least privileged in society—will they benefit, or at least not be further deprived. Integrating the views of others with our own listening discerning process can be most challenging; however, the collective forum is where listening and discerning clarity for decision-making is most needed and valued. Students will practice applying a discernment methodology for individual and group applications. The readings, exercises, cases and evaluation are focused on group discernment and the importance of the individual’s role in the group process.

LISTEN READ:
- Module Introduction
- Announcements

READ:
- Burley-Allen’s Listening: The Forgotten Skill—A Self-Teaching Guide (Chapters 5-7)
- Sparough’s What’s your decision? How to make choices with confidence and clarity.
- Ignatian Discernment with groups http://www.ignatianspirituality.com/making-good-decisions/an-approach-to-good-choices/a-method-of-group-decision-making/
- Sardello, R. Silence: The mystery of wholeness: Chapter 5, 6 & 7

Course Resources/Module Three
- Scharmer 4 Ways of Listening
- Listening Empathy Exercise
- Sardello The Virtue of Discernment

VIEW: Of God’s and Men (Armada Films)
ENGAGE: Mentor Gallery
    Peter Senge, Part 1: Peter Senge on contemplation and organizational well-being http://www.youtube.com/watch?v=BtSeK2MP228
Parker Palmer, Clearness Committee 1
http://www.youtube.com/watch?v=n1eaZl0F2To
Stan Deetz, Reflect on the words of Greenleaf
http://www.youtube.com/watch?v=VZD9EJxchGQ
Fr. McDermott, Saint Ignatius’s Spiritual Exercises (Pt 1, 2, 3, 4, 5)

EXERCISES: The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.

Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily

Exercise B: This session is designed to help you gain more experience with empathetic listening. First Review Scharmer 4 Ways of Listening (Course Resources/Module Two), then review Listening Empathy Exercise (Course Resources/Module Two). During this module, whether at work or at home, be alert to an opportunity to practice empathetic listening as described in the exercise. When the opportunity arises, and it will, listen empathetically (15-30 minutes) and then report to your discussion group the results. Report your findings to your group on the Dialog Forum.
- Provide a brief background of the person and situation, no names…
- What did you become aware of?
- What did the other person experience in your estimation?
- What did you learn about empathetic listening?


DISCUSS: Blackboard Discussion Forum prompts:
- Discuss Exercise A: Listening to Silence
- Discuss Exercise B: Listening Empathy Exercise
- What is my understanding and experience of discernment?
- How does servant-leadership inform the process of discernment?
- How might we bring silence to our listening, such that receptive generative listening and dialogue become somewhat deeper expression of our listening?
- What does it mean to be a seeker and a servant?
- What strategies can be used for developing a listening-first disposition?

M3: WRITE PRODUCE
Masters ORGL 535
Write 5-7 content pages double spaced paper. All papers are to be presented in professional APA format, and include at least three course material references.

Doctoral DPLS 775
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write a Servant Leader Assessment 8-12 page double
spaced paper. All papers are to be presented in professional APA format, and include at least five course material references.

**M3 Assignment:** Developing a listening-first discerning disposition for decision-making. Apply the steps and procedures outlined in Mode 2, or Mode 3 (pp. 159-161) of Sparough, J. M. (2010) *What’s Your Decision? How to make choices with confidence and clarity: An Ignation approach to decision making.* Identify a decision you (your group) either had to make, or are in the process of making; it can be a personal or organizational decision (if it is an organizational decision approach the process as preparation for your personal contribution to the decision process). Identify and provide a brief description of the Mode you have chosen. Document the process according to each step of the Mode 2 or Mode 3 outline. Note the internal and external listening movements and offer insights into how you addressed each step and came to a (consolation or desolation) decision. Reflect on how listening influences the discernment process. Explain with examples how listening and discerning influence the context for making decisions. Explain with examples how listening and discerning might enhance an individual’s, and the groups, capacity for making decisions. Evaluation is based on the rigor of applying the method to experience, on persuasiveness, clarity, and listening-first and integrating discernment criteria.

<table>
<thead>
<tr>
<th>ORGL 535 M3 Listen Discern Decide: Grading Rubric</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Outcome</strong></td>
</tr>
<tr>
<td><strong>Method</strong></td>
</tr>
<tr>
<td><strong>Application</strong></td>
</tr>
<tr>
<td><strong>1. Timely</strong> (students forfeit ½ grade for late papers: i.e. A to an A-)</td>
</tr>
<tr>
<td><strong>2. Length (1/15 points)</strong></td>
</tr>
<tr>
<td>a. Novice: 3-5 content pages = 0-0.90 points</td>
</tr>
<tr>
<td>b. Competent: 8 plus content pages = 0.91-0.95 points</td>
</tr>
<tr>
<td>c. Proficient: Required 5-7 content pages = 0.96-1 points</td>
</tr>
<tr>
<td><strong>3. Grammar and writing etc.: (1/15 points)</strong></td>
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<tr>
<td>a. Novice: 5+ major &amp; minor errors = 0-0.90 points</td>
</tr>
<tr>
<td>b. Competent: 4+ minor errors = 0.91-0.95 points</td>
</tr>
<tr>
<td>c. Proficient: 0-3 minor errors = 0.96-1 points</td>
</tr>
<tr>
<td><strong>4. APA Citations &amp; References (1/15 points)</strong></td>
</tr>
<tr>
<td>a. Novice: 5+ major &amp; minor omissions or errors = 0-0.90 points</td>
</tr>
<tr>
<td>b. Competent: 4+ minor omissions or errors = 0.91-0.95 points</td>
</tr>
<tr>
<td>c. Proficient: 0-3 minor errors = 0.96-1 points</td>
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<tr>
<td><strong>5. Introduction (2/15 points)</strong></td>
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<tr>
<td>a. Introduction and general overview = 1/15 point</td>
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<tr>
<td>i. None, incomplete, approximate, changed = 0-0.90 points</td>
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<tr>
<td>ii. Overview and purpose addressed but incomplete/some change = 0.91-0.95 points.</td>
</tr>
<tr>
<td>iii. Introduction focused, purpose accurate, and succinct = 0.96-1 points</td>
</tr>
<tr>
<td>b. Purpose Statement = 0.5/15 points</td>
</tr>
<tr>
<td>i. None, incomplete, approximate, changed = 0-0.45 points</td>
</tr>
<tr>
<td>ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475</td>
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</tbody>
</table>
Module Four (2 weeks): Collecting the Silence: Listening Discerning & Decision Making (15% of grade)

All that has been learned in the course has been preparation for developing a listening discerning philosophy to enhance one’s capacity for making decisions. Module Four is about taking the next step; gathering what we have heard in our listening and discerning and integrating that with what we have collectively come to know, to make decisions as effective servant-leaders. The module focuses on how listening and discerning may influence our input into decision processes and provides opportunities to practices applying a collective decision model. The readings, exercises, cases and evaluation are focused on making decisions at the individual, the organization and the whole system (community) level.

LISTEN READ:
- Module Introduction
- Announcements

READ:
- Greenleaf’s On Becoming a Servant-Leader (Part Four: “In Person with Robert K. Greenleaf,” (pp. 339-394)
- Sardello, R. Silence: The mystery of wholeness: Chapter 8 & 9

Course Resources/Module Four
- Steiger M. From Me to We: Practical Guidelines
- Baurain B. Listening & Generative Silence
- A review of decision making methods
- Vroom Decision Making Model

ENGAGE: Mentor Gallery
- Parker Palmer, Spiritual Journey http://www.youtube.com/watch?v=pqzvfxzSCtg
- Tom Peters, Leadership: Listening and four words http://www.youtube.com/watch?v=xrN55gq0q68
EXERCISES: The exercises are designed to generate awareness of our listening capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.

Exercise A: Listening to Silence: Ten minutes of daily silence for eight weeks: Journaling on silence experience 2-5 minutes daily

Exercise B: Read *Vroom Decision Making Model* (M4 course resources). Apply Vroom’s decision model and criteria to the decision you wrote about in Module Three, (or another decision you were involved with). Discuss on Blackboard. Some of the information presented in this exercise will be relevant to part c) of your M4 Assignment.

DISCUSS
- Discuss Exercise A: Listening to Silence
- Discuss Exercise B: How does Vroom’s process add to or take away from the listening discerning and decision making process?
- What does it mean to be a servant-leader?
- How do I model servant-leadership as an effective listener?
- How has my understanding of listening, discernment, and decision-making changed?

M4: WRITE PRODUCE

Masters ORGL 535
Write 5-7 content pages double spaced paper. All papers are to be presented in professional APA format, and include at least three references.

Doctoral DPLS 775
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 8-12 content pages double spaced; or produce a 12 minute video; or produce 15-18 content PowerPoint slides (don’t count introduction slide or reference slides). All papers are to be presented in professional APA format, and include at least five references.

**M4 Assignment:** Understanding, explaining, and practicing listening and discerning to facilitate servant-leading and decision making. Write a paper that evaluates your capacity of a) listening, b) discerning and c) decision making.

a) What is your highest current level of listening (i.e. somewhere between ignoring and deep or generative listening), provide examples. What might you do to progress further?

b) Then relate your current capacity of listening to what you have learned about your capacity for discernment (modes one, two, & three). How does your level of listening enhance and/or inhibit your discernment capacity? How might you improve your capacity for listening and discerning?

c) Read *Vroom Decision Making Model* (M4 course resources). Apply Vroom’s decision model to the decision you wrote about in Module Three, (or another decision you were involved with).
involved with). How does Vroom’s process add to or take away from the listening discerning decision making process? Finally, relate why and how an integrated understanding of the purposes and skills of listening and discerning may enhance decision-making capacity for your group/organization, provide application examples.

In your conclusion/summary comments refer to the Servant-leader Dispositions Capacities and Skills form and relate what you learned about Servant-leadership from completing this exercise (module) that might be beneficial to you in your future (1-3 statements). Evaluation is based on clarity, persuasiveness, and on an integrated understanding of the course materials and processes.

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**ORGL 535 M4 Listen Discern Decide: Grading Rubric**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Description</th>
<th>Desired 80/100</th>
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<tbody>
<tr>
<td><strong>Method</strong></td>
<td></td>
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</table>
| Paper ORGL 535 M4| Explaining, and practicing listening and discerning to facilitate servant-leading and decision making.  
                   a) Write a paper that evaluates your capacity of a) listening, b) discerning and c) decision making.  
                   d) What is your highest current level of listening (i.e. somewhere between ignoring and deep or generative listening), provide examples. What might you do to progress further?  
                   e) Then relate your current capacity of listening to what you have learned about your capacity for discernment (modes one, two, & three). How does your level of listening enhance and/or inhibit your discernment capacity? How might you improve your capacity for listening and discerning?  
                   f) Read Vroom Decision Making Model (M4 course resources). Apply Vroom’s decision model to the decision you wrote about in Module Three, (or another decision you were involved with). How does Vroom’s process add to or take away from the listening discerning decision making process?  
                   g) Finally, relate why and how an integrated understanding of the purposes and skills of listening and discerning may enhance decision-making capacity for your group/organization, provide application examples. |

---

1. **Timely** (students forfeit ½ grade for late papers: i.e. A to an A-)
2. **Length** (1/15 points)  
   a. Novice: 3-5 content pages = 0-0.90 points  
   b. Competent: 8 plus content pages = 0.91-0.95 points  
   c. Proficient: Required 5-7 content pages = 0.96-1 points
3. **Grammar and writing etc.: (1/15 points)**  
   a. Novice: 5+ major & minor errors = 0-0.90 points  
   b. Competent: 4+ minor errors = 0.91-0.95 points  
   c. Proficient: 0-3 minor errors = 0.96-1 points
4. **APA Citations & References (1/15 points)**  
   a. Novice: 5+ major & minor omissions or errors = 0-0.90 points  
   b. Competent: 4+ minor omissions or errors = 0.91-0.95 points  
   c. Proficient: 0-3 minor errors = 0.96-1 points
5. **Introduction (1/15 points)**  
   a. Introduction and general overview =.5/15 points  
   i. None, incomplete, approximate, changed = 0-0.45 points  
   ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points  
   iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points  
   b. Purpose Statement = 0.5 points  
   i. None, incomplete, approximate, changed = 0-0.45 points  
   ii. Overview and purpose addressed but incomplete/some change = 0.451-0.475 points  
   iii. Introduction focused, purpose accurate, and succinct = 0.476-0.5 points
6. **Current level of listening (3 points), understanding of discerning (3 points), understanding of**
listening and discerning (3 points), how and why ones capacity might be improved (1 point) = 10/15 points

a. Novice: addresses some or all of the 3 criteria but not all adequately and/or misses the how and why integration = 0-8 points
b. Competent: Address all of the 3 criteria, some more effectively than others, addresses the how and why integration = 8.1/9.5 points
c. Proficient: clear, succinct and comprehensive = 9.6-10 points

7. Conclusion = 1/15 points

a. Novice: No summary, summarized findings, no interpretation, or evaluation of the exercise = 0-.8 points.
b. Competent: Summarize findings with some interpretation and/or evaluation of exercise; no learning take away points = .85-.95 points
c. Proficient: Summarize findings, with clear interpretations and an evaluation of the exercise, with take away learning points for the future = .96-1

<table>
<thead>
<tr>
<th>ORGL Listen Discern Decide Grading Matrix</th>
<th>A= 96-100</th>
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<tbody>
<tr>
<td>Module</td>
<td>M1</td>
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<tr>
<td>Dialog Forum</td>
<td>10</td>
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<tr>
<td>Assignments</td>
<td>15</td>
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<th>Total</th>
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<tbody>
<tr>
<td>Dialog Forum</td>
<td>B+ = 85-90</td>
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<tr>
<td>Assignments</td>
<td>B = 78-84</td>
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<tr>
<td></td>
<td>100</td>
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<td>B- = 70-77</td>
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