Robert Greenleaf described foresight as the central ethic of leadership; the implication is that if we are not utilizing our capacity of foresight—we may not be leading. Some believe that foresight, like the entrepreneurial spirit, is a capacity people are born with—you either have it or you don’t. This course assumes that foresight is a capacity that can be nurtured and developed and integrated with a global systems framework.

Course Date:
Summer, 2017: May 22nd -July 14th.
Intensive at GU: June 11th-14th.

COURSE TITLE
Masters level ORGL 537: Foresight & Strategy
Doctoral Level DPLS 7**: Foresight & Strategy

• 3 semester credits
• Online Sum, 2016

CSLD
• ORGL 537 is a required course for the Servant-leader Concentration (4th & final course)

COURSE DEVOLOPER
• John H. Horsman, Ph.D.

COURSE TEACHER
• John H. Horsman

COURSE DESCRIPTION
The course is designed to further develop the student’s servant-leader disposition, and integrate more of the servant-leader characteristics. The course explores the art, science and methods leaders use to acknowledge, stimulate, and further develop their capacity of foresight. Students engage macro-system perspectives and practice working with a global systems view, applying strategy and stewardship as they consider introducing creative vision into the reality of complex organizational and community systems (includes a 4 day residency).

COURSE GOALS
1. To enhance and further integrate the students Servant-leader philosophy; (dispositions,
2. To nurture and enhance the students pathfinding-foresight experience and knowledge (capacity, and skills).
3. To practice systems thinking strategically applying a micro, meso, macro, mundo system framework.
4. To experience the power and potential of collective intelligence.

**COURSE COMPETENCIES**

<table>
<thead>
<tr>
<th>Servant-leader Consciousness: Dispositions, Capacities, Values &amp; Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dispositions</strong></td>
</tr>
</tbody>
</table>
| A Servant-consciousness is profoundly relational, creative, wholistic, and integrative. | A Servant-leader models a principle-centered empathetic moral capacity | • Accepts and delegates responsibility  
• Seeks integrity & humility  
• Seeks justice & forgiveness  
• Serves with respect & compassion |
| | A Servant-leader promotes individual and collective actualization | • Nurtures individual & collective intelligence  
• Nurtures a culture of belonging, commitment & accountability  
• Practices independence-interdependence  
• Shows appreciation, builds trust, inspires confidence & dependability |
| | A Servant-leader listens-first seeking clarity before influence | • Practices wholistic listening  
• Practice discernment  
• Practices dialog (empathetic & generative)  
• Practices persuasive influence |
| | A Servant-leader practices foresight | • Envisions, conceptualizes, enacts  
• Practices creative learning & healing  
• Practices pathfinding-foresight  
• Uses an adaptive wholistic framework |
| | A Servant-leader models a capacity for systems thinking | • Practices servant-stewardship  
• Seeks congruence & harmony  
• Seeks whole system synergies  
• Thinks and acts strategically |

Based on the course materials and processes students will demonstrate progress in their Servant-leader in training by working towards developing a profoundly relational, creative, wholistic and integrated disposition by enhancing their capacity for serving-first; moral authority; self & community actualization, listening-first; foresight, and systems thinking along with the corresponding values and skills (see attachment above).

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.

1. Systems thinking & Strategy: Demonstrate a capacity for reflection and applying experience to a global systems framework, as a foundation for developing a global systems strategy.
2. Systems thinking & Strategy: Demonstrate understanding of the principles, practices, methodology, and purpose of Theory U.


COURSE MATERIALS

Texts


Articles & Presentations (provided in Course Resources by Module)

Additional texts and readings required for DPLS students
- Matesi: *The Significance of Foresight in Vision and Narrative Leadership*. ORGL 537 Course Resources.

Films

UTube presentations
- Bhargava, Manoj in http://billionsinchange.com/film
- Burris, D: *Predicting the future* http://www.youtube.com/watch?v=VV_v5HV9mtI
- *Why wolves change whole ecosystems/Permaculture* http://www.permaculture.co.uk/videos/why-wolves-change-whole-ecosystems

COURSE REQUIREMENTS
Blackboard Dialog Forum
(40% of grade)

Masters Level ORGL 537 & Doctoral Level DPLS 7xx

- Module One (weeks 1 & 2: 10 points)
- Module Two (weeks 3 & 4: 10 points)
- Module Three (weeks 5 intensive & 6: 10 points)
- Module Four (weeks 7 & 8: 10 points)

ORGL 537 Foresight & Strategy: Grading Rubric Dialog Forum DF M1 M2 M3 M4

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Method</th>
<th>Assessment Description</th>
<th>Desired 8/10 * 4 Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 537 DF</td>
<td>Assignment Project</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
<td>AQ per week = 2 points; Minimum of 2 AQs per module = 4 points</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
<td>PR 3 per week. A minimum of 6 per module. May include a General (G) or Summary (S) comment = 1 point/post</td>
<td>PR engages AQ, draws from the literature; integrates experience and takes the dialogue further (deeper or broader). Minimum of 6 PRs per module.</td>
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</tbody>
</table>

Module One: The Framework (2 weeks)
(M1 Dialog Forum + M1 Assignment = 25% of grade)
During Module One students will survey standard practices of forecasting; review Servant-leadership and foresight and be introduced to Greenleaf’s foresight model, the topic of Strategy and a Systems framework will also be introduced. Students will engage exercises, discussion, to stimulate reflection and learning on the topics.

M1: CONTEXT & EXPERIENCE

Introduction
- Listen to the Module One Introduction by the course developer.
- View Horsman’s *The Foresight Strategy Framework*

Read (in the following order)
Knowledge: Foresight and Forecasting

A Global Systems Framework & Model

View
Foresight & Strategy
- Wallas, R. (director). (2010). *Secretariat.* USA: Disney, DVD
- Burris, Daniel: *Predicting the future* (Exercise: differentiating predicting from pathfinding-foresight) [http://www.youtube.com/watch?v=VV_v5HV9mtI](http://www.youtube.com/watch?v=VV_v5HV9mtI)

REFLECTION & PRACTICE

Dialogue Forum: Engage (question prompts) 5 points/week = 10/100 points
- What is your experience and knowledge of futuring and forecasting methods?
- What is your experience and understanding of foresight (Greenleaf & Horsman)?
- How does the film *Secretariat* reveal/address foresight and strategy?
- Describe your experience and reactions to Scharmer’s global systems framework.
- What is the difference between predicting (Burris) and pathfinding-foresight?

Exercise (blackboard)
The exercises are designed to generate awareness of our foresight capacity and experience, and are offered to stimulate learning, practice, questions, examples, reflections and dialogue in the Discussion Forum for each module.
- Based on commentary by Burris [http://www.youtube.com/watch?v=VV_v5HV9mtI](http://www.youtube.com/watch?v=VV_v5HV9mtI):
  - List 2-4 relevant natural cycles that impact your organization
  - List (2-4 relevant linear trends that impact your organization
  - What can you predict when you project these cycles and trends into the future?
  - Discuss your findings from the (Burris) Exercise with your group on the Blackboard Engage in the Dialogue Forum
Assignment: using Scharmer’s global systems framework

Part of the purpose of this assignment is to practice going from a global systems framework (the mundo) through the macro, meso to the micro or your experience.

A. Write on how the ecological, socioeconomic, and spiritual-cultural divides show up in your experience of work and life. Use Scharmer’s framework of the three divides with examples, of the eight acupuncture points (address at least three) that are relevant in your experience. Relate where you have experienced moments of disruption with a particular divide; where you have experienced a world that is dying, and a world that is waiting to be born; describe what you have noticed about your intuitive response to these moments in society; in your organization; in your body self. (ORGL approximate 5 pages; DPLS 7 pages)

B. Why are foresight and strategy necessary for deep transformational change at both the systems level and the personal level? What is your understanding of predicting verses pathfinding-foresight? (ORGL approximate 2 pages; DPLS 3 pages)

The assignments will be evaluated based on clarity, comprehension, reflection, application and examples. All work is to be presented in a professional APA format. Refer to M1 Rubric on Syllabus.

Masters Level ORGL 537
Module One Assignment is a 5-7 page double space paper, due end of week three. All papers are to be presented in professional APA format.

Doctoral Level DPLS 7xx
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; b) applying an additional theoretical perspective, or c) including additional research. Module One Assignment is an 8-12 page double space paper, due end of week two. All papers are to be presented in professional APA format.

The assignments will be evaluated based on clarity, comprehension, reflection, application and examples. All work is to be presented in a professional APA format.

<table>
<thead>
<tr>
<th>ORGL 537 Foresight &amp; Strategy Grading Rubric</th>
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<tbody>
<tr>
<td><strong>Servant-leadership Knowledge and Skills</strong></td>
</tr>
<tr>
<td><strong>Learning Outcome</strong></td>
</tr>
<tr>
<td><strong>Method</strong></td>
</tr>
<tr>
<td>Write Paper ORGL 537 M1</td>
</tr>
</tbody>
</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 = 0.90-0.95 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 = 0.90-0.94 points
   b. Competent: 4+ minor errors = 0.94-0.95 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 = 0.90-0.94 points
   b. Competent: 4+ minor omissions or errors = 0.94-0.95 points
   c. Proficient: 0-3 minor errors = 0.96-1 points

5. **Introduction** (1.5/15 points)
   a. Introduction and general overview = 1 point
      i. None, incomplete, approximate, changed = 0.90-0.95 points
      ii. Overview and purpose addressed but incomplete/some change = 0.91-0.95 points
      iii. Introduction focused, purpose accurate, and succinct = 0.96-1 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. **Conceptualization of the global systems framework, the three divides and eight acupuncture points** = 5/15 points.
   a. Novice: Not stated, implied, or introduced but insufficient definition, explanation, or examples = 0-4 points
   b. Competent: A partial conceptualization in own words or integrated a definition, or not comprehensively supported with examples = 4.1-4.5 points
   c. Proficient: Clear articulated comprehensive definition in own words and/or accurately derived from the literature, along with relevant justification and examples = 4.6-5 points

7. **Conceptualization of the Pathfinding-foresight model and interpret how foresight and strategy might be used for personal & organizational transformation** = 4/15 points
   a. Novice: Not stated, implied, or introduced but insufficient definition, explanation, or examples, or interpretation = 0-3.24 points
   b. Competent: A partial conceptualization in own words or used a definition, but not comprehensively supported with examples, or clarity of interpretation = 3.25-3.8 points
   c. Proficient: Clear articulated comprehensive definition in own words and/or accurately derived from the literature, along with relevant justification and examples and interpretation = 3.85-4 points

8. **Conclusion** = 1.5/15 points
   a. Novice: Not stated, implied, not sufficient = 0-1.35 points
   b. Competent: A partial conceptualization in own words or used a definition, but not comprehensive = 1.36-1.425 points
   c. Proficient: Clear articulated comprehensive definition in own words and/or with accurately derived from the literature = 1.44-1.5 points

<table>
<thead>
<tr>
<th>Points</th>
<th>Total</th>
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<tr>
<td>/1</td>
<td>/15</td>
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**Module Two (weeks 3 & 4-Residency) (40% of grade)**

**Masters Level ORGL 537 & Doctoral Level DPLS 7xx**

During Module Two students prepare for, attend and conclude the three day residency.

Blackboard postings for Week 3 are to be focused on materials and preparation for the residency.
All Master and Doctoral students are required to attend the residency scheduled during the fourth week of the course. During the residency (beginning of week 4) students participate in individual and group exercises, build community, dialogue, capture artifacts, and use them to reflect on the methods applied to create a strategy for implementing their ideas. Students arrive prepared to present and participate in a Case Clinic; engage in foresight generating methods, and afterwards apply strategy using a systems framework. The residency is in Spokane, at Gonzaga (or another designated location). Students are responsible for travel and accommodations. The location of the residency, along with options for room and board during the residency will be provided to the student in advance. There is an extra fee for the residency.

**CONTEXT & EXPERIENCE**

**Introduction**
- Listen/View: *Module Two Introduction*

**Read** (in the following order prior to the residency)

**Collaborative leaders**
- Blanchard: *Building trust* in Course Resources M2
  - Part I, Chapter 5: *Openness to knowledge*, (pp. 53-64)
  - Part I, Chapter 6: *The practice of openness*, (pp. 65-72)
  - Part I, Chapter 7: *The future is now* (p. 73-80)
- Scharmer: in Course Resources M2
  - *U Tool Case Clinics*
  - *U Tool Journaling*
  - *Social Presencing Theater Letter*
  - *Systems Sculpting US*
- Horsman: Notes in Course Resources
  - *Servant-leadership & Theory U.ppt:* Course Resources M2
  - *Foresight & Strategy Exercises.ppt* Course Resources M2

**View** (before the residency)
- Bhargava, Manoj in [http://billionsinchange.com/film](http://billionsinchange.com/film)

**REFLECTION & PRACTISE**

**Dialogue Forum: Engage** (week 3-4: 10/100 points)
- Query and dialogue about your knowledge and experience of UTools type exercises you have experienced.
- Query and dialogue on Blanchard’s Greenleaf’s writings.
- Query and dialogue on Billions in Change
- Prepare Case Clinic to present during intensive

**Residency Exercises: participate, collaborate, dialog and reflect** (20/100 points)
Students are expected to participate and collaborate in a number of exercises, so dress to be comfortable and flexible in a variety of situations. After the Residency you will be strategically prototyping an idea using a systems framework. Refer to Grading Rubric H for guidance; Course Resources M2.

- Arrive prepared to present and participate in Case Clinics. The theme of the Case is I am Stuck or We are Stuck! Prepare your personal, group, or organizational Case using information from one or more of the following methods (dialogue interview; sensing journey; shadowing; stakeholder interview, and/or personal experience). The case is to be presented to a group of your classmates during the 3 day residency.
  - Present the Case in accord with the Case Clinic format and time frame.
  - Journal Outcomes: summarize findings of Case Clinic a) general impressions of presentation experience; b) group impressions; c) learning from feedback; c) what appears to be emerging; d) how the process could be improved.
  - Debrief with your group, with the whole class.

- Engage and apply U theory in an experiential methodology and procedure: capture artifacts of the U process with journal, pictures, symbols, metaphors, etc.

- Collaborate and support classmates, identify shifts and stages in the method, seek examples from experience and procedure and engage in generative dialogue about the process.

### ORGL 537 Foresight & Strategy Grading Rubric

<p>| Servant-leader Dispositions Capacities and Skills | Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy and dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking). |</p>
<table>
<thead>
<tr>
<th>Method</th>
<th>Assessment Description</th>
<th>Desired Points = 16/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ORGL 537 M2</td>
<td>Prepare and Present a case applying the Case Clinic format during the 3 day residency. The topic is “We are Stuck”, draw background information from a) a dialogue interview; b) sensing journey; c) shadowing; d) a stakeholder interview. Participate in all intensive exercises.</td>
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<tr>
<td>1. Case Clinic: Present a case and be a participant mentor in other Case presentations = 10 points.</td>
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<tr>
<td>a. Novice: minimum preparation delivery and support = 0-8.1 points</td>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>b. Competent: fair preparation delivery and support = 8.2-9.5 points</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>c. Proficient: excellent preparation delivery and support = 9.6-10 points</td>
<td></td>
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</tr>
<tr>
<td>2. Engage and Collaborate in the experiential methodology and procedure and exercises: capture artifacts of the U process with journal, pictures, symbols, metaphors; support classmates, identify shifts and stages in the method, seek examples from experience and procedure and engage in generative dialogue and conceptual integration with the process = 8 points</td>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>a. Novice: minimal engagement and support = 0-8.1 points</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>b. Competent: fair engagement and support = 8.2-9.5 points</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>c. Proficient: excellent engagement and support = 9.6-10 points.</td>
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</tbody>
</table>
Module Three: Integrating a strategic systems framework (2 weeks)  
(Dialog Forum + M3 Assignment = 30/100 points)  
During Module Three students practice prototyping and applying a systems framework to their ideas, then begin develop a strategy to integrate products and process to fruition in organizational systems.

CONTEXT & EXPERIENCE  
Introduction  
➢ Module Three Introduction  

READ (in the following order)  
➢ Scharmer  
  o UTool Dialog Interviews  
  o UTool Sensing Journeys  
  o UTool Shadowing  
  o UTool Stakeholder Interviews

REFLECTION & PRACICE  
Dialogue Forum: Engage (question prompts) 5 points/week = 15/100 points  
➢ Reflect on the residency experience report on your findings, new awareness, insights, epiphanies etc.  
➢ Comment on Collective Wisdom; macro-system applications  
➢ Discuss of readings on Source  
➢ Discuss Manoj Bhargava in billions in change

Masters Level ORGL 537  
Module Three: is a 5-7 page paper due the end of week seven. All papers are to be presented in professional APA format. Due end of week 7 of the class.

Doctoral Level DPLS 7xx  
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; b) applying an additional theoretical perspective, or c) including additional research. Module Three: is an 8-12 page paper due the end of week 7 of class. All papers are to be presented in professional APA format.

Assignment M3: The reality of crystalizing, developing and testing a prototype idea/solution often takes years. The purpose of this paper is to jump start the process by encouraging you to continue the crystallizing process and begin to apply some U Tools to help you begin refining a solution. Take your Case up the U by strategically integrating foresight into a systems framework—this means going from the micro to the meso, macro mundo.
Based on information presented in the course (and the intensive); apply the pathfinding-foresight model to the crystalizing and prototyping processes. In addition you are tasked with applying Scharmer’s global systems framework to help clarify its value (acupuncture points) and to test your solution as you go, to be sure it is not inadvertently contributing to the problem (three divides).

1. For this assignment you are encouraged to use insights and learning from your Intensive Case Clinic exercise (you may also choose a new case issue to address).
2. Use U Tool Prototyping.pdf (M3 Course Resources) as the guide for the assignment, and write up your findings following the Prototyping: Address the 7 steps and the Prototyping Criteria 1-7 (adapt to context as necessary).
   a. To further test/develop your idea; collect additional organizational/societal data for this presentation using at least one of the following processes: Dialogue Interview; Sensing Journey; Shadowing; or, Stakeholder Interview (see Course Resources: Module Three).
   b. Developing a global systems strategy: consider the eight acupuncture points (Scharmer), which ones are relevant to your idea, does your prototype improve Scharmer’s three divides or contribute to the problem?
3. Conclude with an explanation of why foresight is the central ethic of leadership? Why is foresight strategically relevant for deep transformational change at both the systems level and the personal level?

The assignments will be evaluated based on clarity, comprehension, reflection, application and examples. All work is to be presented in a professional APA format. Refer to M1 Rubric on Syllabus.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Method/Assessment Description</th>
<th>Desired points = 12/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 537 Foresight &amp; Strategy: M3 Rubric</td>
<td>Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy and dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight; systems thinking).</td>
<td></td>
</tr>
<tr>
<td>Servant-leader Dispositions Capacities and Skills</td>
<td>Apply &amp; Write ORGL 537 M3</td>
<td>Take your Case up the U by strategically integrating foresight into a systems framework. Based on what you information presented in the course (and the intensive); apply the pathfinding-foresight model to the crystalizing and prototyping processes.</td>
</tr>
<tr>
<td></td>
<td>For this assignment you are encouraged to use insights and learning from your Intensive Case Clinic exercise (you may also choose a new case issue to address).</td>
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<td>To further test/develop your idea; collect additional organizational/societal data for this presentation using at least one of the following processes: Dialogue Interview; Sensing Journey; Shadowing; or, Stakeholder Interview (see Course Resources: Module Three).</td>
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<tr>
<td></td>
<td>Use U Tool Prototyping.pdf (M3 Course Resources) as the guide for the assignment, and write up your findings following the Prototyping: Address each the seven steps and the prototyping criteria 1-7 (adapt to context as necessary).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing strategy: consider the eight acupuncture points (Scharmer), which ones are relevant to your idea, how does your prototype improve Scharmer’s three divides.</td>
<td></td>
</tr>
</tbody>
</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 =0-0.9 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)  

Points /1
1. **Novice:** 5+ major & minor errors = 0-0.90 points
2. **Competent:** 4+ minor errors = 0.91-0.95 points
3. **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 (1.5/15 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 = 0.451-0.475 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 = 0.451-0.475 points
      iii. **Proficient:** Introduction focused, purpose accurate, and succinct = 0.476-0.5 points

6. **Describe methods used and prototyping strategy = 4/15 points:** Identify the processes and helpers used to gather data (i.e. Dialogue Interview; Sensing Journey; Shadowing; Stakeholder Interview, Case Clinic). Identify/list relevant data from the data collection processes (intensive and/or other methodologies)
   a. **Novice:** Aspects or criteria of the model not defined or described, or not accurately described = 0-3.24 points
   b. **Competent:** Criteria described, but too brief or too much information relative to the purpose of the paper. Lack of clear detail = 3.25-3.8 points
   c. **Proficient:** Accurate definitions, summary and conceptualization/interpretation, quotes, paraphrases of the model =

7. **Crystalizing and prototype = 4/15 points:** using interpretive imagination and insight demonstrate your idea development strategy to systematize your idea. Demonstrate integration of the findings from the applications into the case idea by taking the reader through the 7 prototyping steps and the 7 prototyping criteria. What needs to be done next?
   a. **Novice:** Aspects or criteria of the model not defined or described, or not accurately described 0-3.24 points.
   b. **Competent:** Criteria described, but too brief or too much information relative to the purpose of the paper. Lack of clear detail = 3.25-3.8 points
   c. **Proficient:** Accurate definitions, summary and conceptualization/interpretation, quotes, paraphrases of the model = 3.81-4 points.

8. **Developing a global systems strategy for your case = 2/15:** consider the eight acupuncture points (Scharmer), which ones are relevant to your idea, how does your prototype improve one or more of the three divides?
   a. **Novice:** Aspects or criteria of the model not defined or described, or not accurately described = 0-1.62 points
   b. **Competent:** Criteria described, but too brief or too much information relative to the purpose of the paper. Lack of clear detail = 1.63-1.9 points
   c. **Proficient:** Accurate definitions, summary and conceptualization/interpretation, quotes, paraphrases of the model = 1.91-2 points.

9. **Conclusion = .5/15 points:** Summarize significant learning points from doing the exercise
   a. **Novice:** Not stated, implied, not sufficient = 0-1.35 points
   b. **Competent:** A partial conceptualization in own words or used a definition, but not comprehensive = 1.36-1.425 points
   c. **Proficient:** Clear articulated comprehensive definition in own words and/or with accurately derived from the literature = 1.44-1.5 points.

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Total = 15/15 points.
Module Four: integrating Servant-leader dispositions capacities & skills (2 weeks Dialog Forum 10 + 5 points = 15/100)

CONTEXT & EXPERIENCE
Introduction
View/Listen: Module Four Introduction
Read (in the following order)
On Strategy
- Horsman
  - Servant-leader Dispositions: Course Resources M4
- Draw on any resources and materials used in the Servant-leader Concentration that you think may be helpful; i.e. review your Module Three ORGL 530 Servant-leader paper.

View
- How Wolves Change Rivers/Ecosystems at https://www.youtube.com/watch?v=ysa5OBhXz-Q

REFLECTION & PRACTICE
Dialog Forum: Engage (first question prompt = 5 pts, remaining prompts = 10 points).
- What is strategy?
- Dialog on your process and practice/experience applying the various U Tools
- Discuss the Wolf Ecosystem: what does that have to do with foresight and strategy.
- Practice using the Global Systems Framework by assessing your prototypes to the 3 divides and some of the acupuncture points.
- Philosophy of Servant-leadership in the Dialog Forum. Describe your journey through the Servant-leader Concentration. How has knowledge, experience and learning of the Servant-leader dispositions, capacities and skills influenced the development of your Servant-leader philosophy? In what ways is your practice of servant-leading emerging as a way of being, a world view? See Servant-leader Dispositions.pdf in Course Question Prompts
  - How does one make foresight the central ethic of leadership?
  - How does one learn to be a servant-leader through learning to listen?
  - How do servant-leaders build community?
  - What does justice and forgiveness have to do with servant-leading?

| ORGL 537 Foresight & Strategy – M4 Rubric |
| Servant-leader Dispositions Capacities & Skills |
| Learning Outcome | Students will demonstrate an advanced understanding of the Servant Leadership (SL) philosophy its dispositions (servant-first; character congruence; communicator; compassionate collaborator; moral authority; foresight and systems thinking. |
| Method | Paper ORGL 537 M4 |
| Assessment Description | Understanding the philosophy of Servant-leadership and integrating the dispositions, capacities and skills are central to the emerging practitioner in the field. Demonstrate your knowledge of the dispositions, capacities and skills of the servant-leader by writing summation statements, addressing your knowledge and practice as a servant-leader in training. Write no more than the equivalent of three succinct pages. Identify, describe and explain with examples/applications your |
| Desired Points = | 8/10 |
progress on at least 4 of 7 dispositions (or elements thereof), conclude with a plan for ongoing dispositional development. Draw on all that you have learned and experienced in this course as well as ORLG 530 Servant-leadership; ORGL 522 Leadership & Community; ORGL 532 Leadership Justice & Forgiveness; ORGL535 Listen Discern Decide. You will be graded on content only (see attached Servant-leadership Dispositions Capacities & Skills)

<table>
<thead>
<tr>
<th>Servant-leader Summation Statements:</th>
<th>Disposition development and integration = 10/100 points</th>
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<tbody>
<tr>
<td>1. Novice: Summation statements presented; however, less than the minimum number of dispositions; example applications incomplete, approximate, or changed from assignment; no further development proposal = 0-8.1 points</td>
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<tr>
<td>2. Competent: Adequate presentation; met minimum required summation statements; some examples/applications not clear or fully addressed; some topics addressed lighter than others, some light/incomplete, or some changed = 8.2-9.5 points</td>
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<tr>
<td>3. Proficient: Summation statements presented; example applications presented; focused, accurate, succinct; reasonable proposal for further development = 9.6-10 points.</td>
<td>/10</td>
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