**STRATEGIC PLANNING AND IMPLEMENTATION**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

This course develops leadership and management skills for both leaders and managers, focusing especially on planning and implementation of organizational vision and mission.

**COURSE OBJECTIVES:**

By the end of the course, the student will be able to:

1. Describe and follow the processes and procedures for developing an organizational strategic plan;
2. Develop corporate vision and mission statements, using a team process.
3. Establish a strategic, long-term, and short-term plan for organizational development;
4. Identify key management concerns within a Christian organization;
5. Prepare a framework of policies and procedures for managing human, financial, and material resources;
6. Administrate ministry programs, embodying biblical principles and values.

**COURSE CONTENT:**

Topics include: biblical principles of management, identifying core values, assessing needs and goals (SWOT), developing corporate vision and mission, team-building, developing corporate strategy, creating plans, administration skills (overseeing tasks, managing resources: human, material, financial), leadership styles and communication, leading meetings, empowering teams, problem-solving, and evaluation processes.

**TEACHING METHODS:**

Lectures, class discussion, small groups, skill exercises, debates, and case studies.

**INSTRUCTIONAL MATERIALS:**

Textbooks, handouts, flipchart, laptop/LCD projector.

**COURSE READINGS:**

Adadevoh, Delayno (2011) *Strategic Planning Made Simple: New Life Planning Guide* Orlando, FL: ILF Publishers.

Kotter, John P. (1996) *Leading Change* Boston: Harvard Business School Press

Mintzberg, Henry (1994*) The Fall and Rise of Strategic Planning (Henry Mintzberg)* Harvard Business Review: President and Fellows of Harvard College. January-February 1994, p. 7-14

**COURSE ASSIGNMENTS**:

*Assignment #1: Active class participation*. – 20%

During the 5-day residential training for Strategic Planning and Implementation, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Strategic Planning and Implementation” in the last six month. The assessment includes major lessons learnt, daily journal entries of residential course, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Strategic Planning and Implementation”.

*Assignment #2: 12-page Personal Course Project – 40%*

1. Give a personal definition/description of strategic planning. What does it mean to you?

2. What country are you from? In your country, what is the expectation (cultural norm) about the leader’s role in planning?

3. Describe an experience you have had with strategic planning that you thought was a very effective process. Briefly describe how it was done and what you found effective about the process. Describe what made the process work well. Add comments on what could have made it work even better. Did the outcome (the strategic plan) help the ministry? If so, how? If not, why not?

4. Describe another experience you have had with strategic planning that you thought was a much less effective process. Briefly describe how it was done and what you found ineffective about the process. Describe what prevented the process from working well. How could those problems have been corrected? Did the outcome (the strategic plan) help the ministry? If so, how? If not, why not?

5. Compare and contrast the two approaches to strategic planning that you described. Do not simply repeat details from your answers to questions 3 and 4 but go deeper into underlying issues, motivations, values. Please make sure you state the reasons for your opinions – ***why*** was that aspect of the particular approach effective/ineffective? Also note which was closer to the cultural norm.

6. What have you learned from this reflection?

What can you apply to your leadership?

*Assignment #3: 12-p. Biblical Course Paper: Apostle Paul and the early church – 40%*

Describe various Biblical principles of Strategic Planning and Implementation from the life of the apostle Paul. Provide a thorough analysis of the current state of strategic planning and management in the early church from the life of the apostle Paul. You can use scriptural references, geographic places and key team members as mentioned from the book of Acts and his writings in the New Testament.

1. Briefly describe the early church organization that Paul worked for.
2. Discuss the nature and process of strategic decision-making from the life of the apostle Paul in his missionary church planting organization.
3. State the vision and mission statements of the early church as a result of Paul’s missionary journeys.
4. Undertake a thorough external and internal environmental scan/investigation of Paul’s early church organization and identify the key issues of strategic importance to his organization.
5. Based on the above, develop and state clear strategic objectives for his organization using Scripture and his writings.
6. Clearly state the strategic options available to the early church during the life of Paul on the basis of the above strategic issues, vision, mission, and strategic objectives.
7. Provide an example of an implementation plan that indicates activities, responsibilities, performance measurement, monitoring, evaluation, controls, with clear time frames/lines that Paul used.

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

Readings:

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Student’s Signature

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**ORGANIZATIONAL AND CULTURAL LEADERSHIP**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

This course addresses the principles and processes of skillfully leading and developing organizations, whether churches, local communities, NGO’s, CBO’s, or businesses. Built upon the foundation of biblical principles and values, topics will be studied in light of current leadership research and literature, to enable the student to be strategic in leadership, for effective and sustainable ministries and organizations which contribute to the larger good, and in which the participants thrive and grow.

**COURSE OBJECTIVES:**

By the end of the course, the student will be able:

1. To discuss principles and processes of organizational leadership;
2. To demonstrate an understanding of organizational culture and development processes;
3. To analyze and strategically address organizational leadership and systemic problems, especially in the student’s context;
4. To lead an organization with more wisdom and skill than before, leading the way as a servant-leader, empowering all within the organization to succeed and excel, even as the organization grows and flourishes.

**COURSE CONTENT:**

Topics to be covered include: vision, mission, core values, corporate culture, visionary and strategic leadership, organizational identity, participation and equity, organizational diagnostics, SWOT analysis and other evaluation models, motivation, trust-building, planning, implementing strategic change as a dynamic process, integration of faith as foundation for corporate leadership.

**TEACHING METHODS:**

Lecture, class discussions, small group exercises, debates, and case studies.

**INSTRUCTIONAL MATERIALS:**

Laptop and LCD projector, textbooks, handouts, video clips, and flipchart.

**COURSE READINGS:**

Rothwell, W., Stavros, J., Sullivan, R. & Sullivan A. editors (2010) *Practicing Organizational Development: A Guide for Leading Change.* 3rd edition. San Francisco, CA: John Wiley and Sons.

Schein, Edgar H. (2004) *Organizational Culture and Leadership*. 3rd ed. San Francisco: Jossey-Bass.

The Willowbank Report: Consultation on Gospel and Culture Lausanne (1978) *Occasional Paper 2 Lausanne Committee for World Evangelization Movement: Connecting Influencers and Ideas for Global Mission*

**COURSE ASSIGNMENTS:**

*Assignment #1: Active class participation*. – 20%

During the 5-day residential training for Organizational and Cultural Leadership, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Organizational and Cultural Leadership” in the last six month. The assessment includes major lessons learnt, experiences gained, daily journal entries of residential course, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Organizational and Cultural Leadership”.

*Assignment #2: 12-page Personal Course Project – 40%*

1. Give a personal definition/description of Organizational and Cultural Leadership. What does it mean to you?

2. What country are you from? In your country, what is the expectation (cultural norm) about the leader’s role in Organizational and Cultural Leadership?

3. Describe an experience you have had with Organizational and Cultural Leadership that you thought was a very effective process. Briefly describe how it was done and what you found effective about the process. Describe what made the process work well. Add comments on what could have made it work even better. Did the outcome (Organizational and Cultural Leadership) help the ministry? If so, how? If not, why not?

4. Describe another experience you have had with Organizational and Cultural Leadership that you thought was a much less effective process. Briefly describe how it was done and what you found ineffective about the process. Describe what prevented the process from working well. How could those problems have been corrected? Did the outcome (Organizational and Cultural Leadership) help the ministry? If so, how? If not, why not?

5. Compare and contrast the two approaches to Organizational and Cultural Leadership that you described. Do not simply repeat details from your answers to questions 3 and 4 but go deeper into underlying issues, motivations, and values. Please make sure you state the reasons for your opinions – ***why*** was that aspect of the particular approach effective/ineffective? Also note which was closer to the cultural norm.

6. What have you learned from this reflection?

What can you apply to your leadership?

*Assignment #3: 12-page Biblical Course Project – Moses on Organizational Culture & Leadership*. – 40%

Students will study, and write a paper on, the life and leadership of Moses with especial emphasis on his calling, the culture around him, and his practice of organizational leadership. The studies are based on the books of Exodus, Leviticus, Numbers and Deuteronomy. A recommended structure of the paper:

* His first forty years in Egypt: family background, birth, early development, education
* His second forty years: birth of vision, a sense of responsibility, rejection, and exile
* His third forty years: calling, courage, confrontation, leadership competence, shortcomings
* Evaluation of Moses’ leadership from the perspective of contemporary leadership practice

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

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Student’s Signature

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**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
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**COURSE GRADING SYSTEM:**

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**ADVANCED STEWARDSHIP OF MISSION IN LEADERSHIP**

**2 CREDITS**

**COURSE PURPOSE:**

The aim of this course is to help students reflect on the Stewardship of Mission. The course is intended to enable students integrate the knowledge they have gained in “*Strategic Planning and Implementation”* and *“Organizational Culture and Leadership”.* The course enables the learner to understand and apply the nature and dynamics of institutional growth. Students will focus on the organizational system analysis for leadership change and performance. Students will need to do a preliminary study on organizational planning, culture and development. The student will to synthesize theoretical organizational concepts into a practical framework for organizational change and implementation. In the major research paper, the student will perform an evaluation plan of an organization and suggest practical strategies for change and improvement.

**COURSE OBJECTIVES:**

1. Diagnose the characteristics of an organization based on its organizational culture and environment.
2. Implement strategic plan that supports improved organizational performance.
3. Evaluate the organization and its strategic plan and examine steps in the ongoing leadership process in the development of organizations.

**COURSE CONTENT:**

1. Organizational culture and effectiveness
2. Organizational assessment & interventions
3. Community and institutional development in relevant cultural context
4. Organizational strategic planning, change, and development

**TEACHING METHODS:**

Students will facilitate learning by research writing, discussion, observation, reflection, hands-on involvement, journaling and interviews of the organization’s leaders and staff members.

**INSTRUCTIONAL MATERIALS:**

Materials from previous courses can be used such as books, handouts that are relevant to organizational culture, leadership, planning, implementation and development.

**COURSE READINGS:**

Cooper, Donald, R. and Schindler, Pamela S. (2014) Business Research Methods. Twelfth Edition. New York: McGraw-Hill Irwin.

Students will consult and document relevant resources as they analyze the Organizational Case Study.

**COURSE ASSIGNMENT:**

**Organizational Case Study**

The purpose of this 20-page research paper is to enable you to integrate *Strategic Planning and Implementation and Organizational Culture and Leadership* in your laboratory of practice. You need to identify your organization and apply strategic management principles to your organization so that you:

* Understand current models of strategic planning.
* Undertake strategic assessment of your organization/institution.
* Formulate strategic plans for your organization/institution.
* Identify strengths and constrains in your organization/institution.
* Assess situations relative to the objectives of their organizations/institutions.
* Review organizational mission statement and objectives with the view to reformulate.
* Visualize possible future situations for your organizations/institutions.
* Deal with both personnel and political resistance under girded by values.
* Build effective implementation of the strategic plan.

With reference to the literature on Strategic Planning and Implementation and Organizational Culture and Leadership, provide a thorough analysis of the current state of strategic planning and management in your organization.

1. Briefly describe your organization ((purpose, history). Discuss the nature and process of strategic decision-making within your organization.
2. Evaluate the vision and mission statements and core values of your organization, if any, and indicate modifications or changes that may be necessary.
3. Undertake a thorough external and internal environmental scan/investigation of your organization SWOT analysis (strengths, weaknesses, opportunities, threats). How does the organization maximizes its strength/opportunities and minimizes its weaknesses/threats?
4. Identify the key issues of strategic importance to your organization.
5. Based on the above, develop and state clear strategic objectives for your organization.
6. Clearly state the strategic options available to your organization on the basis of the above strategic issues, vision, mission, and strategic objectives.
7. Recommend 3-5 strategies towards increasing the effectiveness of the organization.
8. Provide an example of an implementation plan that indicates activities, responsibilities, performance measurement, monitoring, evaluation, and controls, with clear time frames/lines.

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

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**Paper/Project Policies**

1. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
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**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**BIBLE SURVEY AND PRAXIS**

**4 CREDIT HOURS**

**COURSE PURPOSE:**

This course develops Biblical skills for church and community leaders, focusing especially on Spiritual Leadership in the Old and New Testaments. This is a course elective for the Biblical Foundations Track.

**COURSE OBJECTIVES:**

By the end of the course, the student will be able to:

1. Understand the narrative emphasis and articulate the narrative flow of the Old Testament and New Testament, seeing how each of its smaller stories and passages are founded in a larger, cohesive, beautiful, compelling and missional story.

2. Practiced a variety of narrative-focused “lenses” that will deepen their vision of the overall Bible story and give them skills for a lifetime for leadership.

3. Find vital and relevant connections to individual Old Testament and New Testament stories to a significant number of its important themes, to both the story of their city and of their life, as a leader in today’s global world. In particular they will identify key themes for their leadership context and follow it through the entire Bible.

4. Articulate personal *before and after* *class* assumptions (i.e. lenses) of how they see and interpret the Bible as a whole.

5. Planfor how they will continue to build on this Biblical foundation and narrative emphasis after the class is over.

**COURSE CONTENT:**

Topics include: Creation, Fall, Redemption, Restoration, Exodus from Egypt, Israel’s Kings, Southern & Northern Kingdoms, Prophets & Priests, Assyrian Empire, Babylonian & Persian Captivity, Gospels of Jesus, the early Church, and the Kingdom of God.

**TEACHING METHODS:**

Lectures, class discussion, small groups, skill exercises, debates, and case studies.

**INSTRUCTIONAL MATERIALS:**

Textbooks, handouts, flipchart, laptop/LCD projector.

**COURSE READINGS:**

House, Paul R. (1998) Old Testament Theology. Downers Grove, Illinois: InterVarsity Press.

Lasor, W.L., Hubbard, D.A., Bush, F.W. (Second edition 1996) Old Testament Survey: The Message, Form, and Background of the Old Testament. Grand Rapids, Michigan: Wm. B. Eerdmans Publishing Co.

Theissen, Gerd (2002) The New Testament: History, Literature, Religion. London: T & T Clark.

**COURSE ASSIGNMENTS**:

*Assignment #1: Active class participation*. – 20%

During the 5-day residential training for Bible Survey and Praxis, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Bible Survey and Praxis” in the last six months. The assessment includes major lessons learnt, daily journal entries of residential course, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Bible Survey and Praxis”.

*Assignment #2: 12-page Old Testament Survey and Praxis Paper – 40%*

The Old Testament paper will require you to practice your ability to design and communicate your own expression of the entire Old Testament as a continuous story to your chosen audience. You will rewrite the Old Testament story from the slant of a theme relevant to your business or ministry context. Your paper will allow you to integrate, practice and evaluate many of the perspectives and skills you will have been exposed to in the class. The Old Testament Survey and Praxis paper will involve the analysis and reflection upon the theme itself, first as it is revealed in the Old Testament story and then upon its connections and implications to your leadership and ministry.

*Assignment #3: 12-p. New Testament Survey and Praxis Paper – 40%*

The New Testament Survey and Praxis paper will be a Personal Ministry Evaluation Based on Principles of Movement Building in the New Testament.

1. Identify and explain key principles in building spiritual movements from the New Testament. State how they could be used in your personal work and ministry. Give the references from the New Testament where these principles are found. Sources other than the Bible and required course readings will not be used for this paper.
2. Critique a phase of your past work and ministry on principles of building spiritual movements. Explain any wise and unwise decisions you made and actions performed in building movements. Also include the background of the ministry setting: when it happened, place; audience; the non-Christians’ level of exposure to biblical Christianity; the number and maturity of believers; details of the team ministering with you, and any other key related facts.

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

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**COURSE GRADING SYSTEM:**

A: 95-100; A-: 90-94; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 65-69; D: 60-64; F: 50 and below