LS5104 DE Vision, Strategy, Execution, and Assessment
3 credits.

Directed Study

January 15-April 18, 2024
Winter 2024

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Course Goals

Course Description
The purpose of this course is to examine four building blocks of an effective organization. It includes the cyclical stages of articulating a vision and mission statement, developing a strategy, implementing that strategy, and establishing formal assessment of results for review and revision of organizational behavior.

Relationship to Horizon's Mission
Horizon's mission is "Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry." This course will help students to become competent leaders and administrators.

Course Competencies and Learning Outcomes

To demonstrate competency in *leadership and administration,* students will
1. Identify and discuss key principles and practices in setting vision and leading strategy, execution, and assessment.
   - *Assessment:* Textbook Reading, Oral Debrief
2. Explain the importance of vision, strategy, execution, and assessment for organizational health.
   - *Assessment:* Textbook Reading, Oral Debrief
3. Evaluate an organization's ability to communicate vision, set strategy, execute plans, and assess results.
   - *Assessment:* Oral Debrief, Case Study

4. Plan for an organization to communicate vision, set strategy, execute plans, and assess results for a new initiative or established organizational practice.
   - *Assessment*: Case Study

Course Work

Required Readings

Vision

Blanchard, Ken and Jesse Stoner. *Full Steam Ahead: Unleash the Power of Vision in Your Work and Your Life*. Second edition. San Francisco: Berrett-Koehler Publishers, 2011. ISBN: 978-1459626126.

Hagemann, Bonnie et al. *Leading with Vision: The Leader's Blueprint for Creating a Compelling Vision and Engaging the Workforce*. Boston: Nicholas Brealey Publishing, 2017. ISBN: 978-1857886818.

Strategy

Im, Daniel. *No Silver Bullets: 5 Small Shifts That Will Transform Your Ministry*. Nashville: B&H Publishing, 2017. ISBN: 978-1433651540.

Saffold, Guy. *Strategic Planning for Christian Organizations: Finding God's Direction for Your Ministry*. Second edition. Langley, BC: Independent Publisher, 2020. ISBN: 979-8654857927.

Execution

Lake, Mac. *The Multiplication Effect: Building a Leadership Pipeline*. Nashville: Thomas Nelson, 2020. ISBN: 978-1400216260.

McChesney, Chris et.al. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. Second edition: Revised and Expanded. New York: Simon and Schuster, 2022. ISBN: 978-1982156985.

Assessment

Kirkpatrick, Donald and James Kirkpatrick. *Implementing the Four Levels: A Practical Guide for Effective Evaluation of Training Programs*. San Francisco: Berrett-Koehler, 2007. ISBN: 9781576754542.

Drucker, Peter et.al. *The Five Most Important Questions You Will Ever Ask About Your Organizatio*n. San Francisco: Jossey-Bass, 2008. ISBN: 978-0470227565.

**While students have the benefit of accessing many of their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

**It is important that you obtain the textbooks quickly, especially for the first two areas of reading (i.e., Vision and Strategy). Time spent waiting for textbooks at the beginning of the term will add pressure to your ability to complete assignments before the course's end date.

Course Assignments and Activities

1. *Textbook Reading*.
As you read the 8 textbooks (2 textbook per topic of the course), write brief notes to capture:
    a) Significant portions of interest and personal learning. Be sure to note page numbers so you can refer to specific points during our oral debrief sessions and when you complete your Case Study assignment.
    b) Questions you may have about ideas and practices shared by the authors.
    c) Personal commentary that evaluates how well your ministry organization exemplifies the principles and practices that you are learning and how it might improve.

You will not hand in these notes but will use them for reference during the oral debriefs on the readings. The professor will ask you to "walk through" each textbook using your notes as a guide to share what you have written for parts a, b, and c above. You should be prepared to share considerable detail from each book during our debrief sessions.
   - Related learning outcome(s): #1, 2, 3.
   - **Assignment length:** all textbook reading.
   - **Due date:** see Assignment #2 below.

2. *Oral Debriefs – 60% total (15% for each debrief)*
When you have finished reading the two books for each of the four topics, contact the professor to arrange an oral discussion for debrief of your notes and your overall experience of the books. Each discussion will be 30 minutes-1 hour (4 discussions total).

You will be assessed on your ability to skillfully explain, evaluate, and apply the topics discussed in the reading, and for your ability to personally integrate the material into your current ministry context.

Complete the readings in the order listed above as it represents a natural flow in the sequence of activity of the four topics.
   - Related learning outcome(s): #1, 2, 3
   - **Assignment length:** 30 minutes-1 hour each (up to 4 hours total).
   - **Due date:** February 2 (Vision Reading & Oral Debrief); February 27 (Strategy Reading & Oral Debrief); March 12 (Execution Reading & Oral Debrief); March 28 (Assessment Reading & Oral Debrief)

3. *Case Study – 40%*
Write a Case Study report that applies the four stages of activity to an organization of your choice, preferably an organization you are involved with. Your Case Study can focus on either a new initiative or the maintenance of an established organizational activity.

Start a Word document called "Notes for Case Study" at the very beginning of your reading. You can then input ideas, issues, questions, practices, etc. into that file as you go along. Building this file will assist you later when you want to capture essential material from the readings to include in the process of writing your Case Study. As such, you need to confirm the context of your Case Study with your professor at the very beginning of the course (due at the first Oral Debrief).

At the first Oral Debrief, you will share your tentative plan for the Case Study assignment.

Your Case Study should include the following:
a) an "environment scan" of the context of your Case Study. This includes how well the organization is currently communicating vision, setting strategy, executing plans, and assessing results.
b) a description of the new initiative or the established organizational activity you wish to address in the remainder of the Case Study (approved by professor)
c) a clearly articulated and developed vision for the new initiative or established organizational activity
d) a detailed strategy for the successful implementation of the new initiative or established organizational activity
e) a realistic plan for the initial and ongoing execution of the new initiative or established organizational activity
f) a detailed plan for the assessment of the new initiative or established organizational activity after a specific period of time

Your Case Study should cite all eight textbooks in footnotes.
- Related learning outcome(s): #3, 4.
- **Assignment length:** 2400-3000 words (no more and no less).
- **Due date:** February 2 (topic); April 11 (Case Study)

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
1. Textbook Reading	100 hrs	See Assignment #2	N/A
2. Oral Debriefs	4 hrs	Feb 2, 27; Mar 12, 28	60%
3. Case Study	20 hrs	Feb 2; Apr 11	40%
Total =	125 hrs		

Course Outline

Vision (Weeks 1-3)
Strategy (Weeks 4-6)
Execution (Weeks 7-9)
Assessment (Weeks 10-11)
Case Study (Weeks 12-14)

- Assignments will not be accepted after *April 18, 2024.*

Academic Policies

General Guidelines for the Submission of Written Work
Formatting Papers
- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments
Assignments should be submitted via Populi. The resource at this link explains how to submit assignments on Populi.

Late Assignments and Extensions
All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity
Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and

which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information
Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology
Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:
- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.