

# LS5104 DE Vision, Strategy, Execution, and Assessment

3 credits.

 Directed Study



January 12 – April 17, 2026  
Winter 2026

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*Please note: This course includes four live meetings with the professor.*

## **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*. 2nd edition. San Francisco: Berrett-Koehler, 2011. ISBN: 9781459626126.

DTL: <https://thedtl.on.worldcat.org/oclc/711746968>

Hagemann, Bonnie et al. *Leading with Vision: The Leader's Blueprint for Creating a Compelling Vision and Engaging the Workforce*. Boston: Nicholas Brealey, 2017. ISBN: 9781857886818.

DTL: <https://thedtl.on.worldcat.org/oclc/999623225>

#### *Strategy*

Im, Daniel. *No Silver Bullets: 5 Small Shifts That Will Transform Your Ministry*. Nashville: B&H, 2017. ISBN: 9781433651540.

DTL: <https://thedtl.on.worldcat.org/oclc/1034985985>

Saffold, Guy. *Strategic Planning for Christian Organizations: Finding God's Direction for Your Ministry*. 2nd edition. Langley, BC: Independent Publisher, 2020. ISBN: 9798654857927.

DTL: <https://thedtl.on.worldcat.org/oclc/1345633141>

#### *Execution*

Lake, Mac. *The Multiplication Effect: Building a Leadership Pipeline*. Nashville: Thomas Nelson, 2020. ISBN: 9781400216260.

DTL: <https://thedtl.on.worldcat.org/oclc/1140377857>

McChesney, Chris et.al. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. 2nd edition. New York: Simon and Schuster, 2022. ISBN: 9781982156985.

DTL: <https://thedtl.on.worldcat.org/oclc/1245665645>

#### *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.

DTL: <https://thedtl.on.worldcat.org/oclc/309854038>

Drucker, Peter et.al. *The Five Most Important Questions You Will Ever Ask About Your Organization*. San Francisco: Jossey-Bass, 2008. ISBN: 9780470227565.

DTL: <https://thedtl.on.worldcat.org/oclc/1083234255>

\*\*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.

## Recommended Reading

Wells, David. *If Jesus... Revisiting a Life-Changing Question*. Mississauga, ON: The Pentecostal Assemblies of Canada International Office, 2020. ISBN: 978-1894325585.

\*\*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.

## Course Assignments and Activities

### 1. *Textbook Reading*

As you read the 8 textbooks (2 textbooks 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 outcomes: #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 outcomes: #1, 2, 3
- **Assignment length:** 30 minutes-1 hour each (up to 4 hours total).
- **Due date:** January 30 (Vision Reading & Oral Debrief); February 13 (Strategy Reading & Oral Debrief); March 10 (Execution Reading & Oral Debrief); March 20 (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 outcomes: #3, 4.
- **Assignment length:** 2400-3000 words (no more and no less).
- **Due date:** January 30 (topic); April 9 (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	Jan 30, Feb 13; Mar 10, 20	60%
3. Case Study	20 hrs	Jan 30; Apr 9	40%
Total =	125 hrs		

## Course Outline

Vision (Weeks 1-3)  
 Strategy (Weeks 4-5)  
 Execution (Weeks 6-8)  
 Assessment (Weeks 9-10)  
 Case Study (Weeks 11-13)

- Assignments will not be accepted after *April 17, 2026*.

## Academic Policies

### General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

### **Accessible Learning Services Information**

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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.