224 Strategic Leadership
Syllabus ©

Instructor:
Teaching Site:
Semester and Year:

Course Description
This course focuses on how to apply the principles of vision and strategic leadership to ministry. Topics include how vision is born, praying and planning, role of faith, going public, power of vision, price of vision, moral authority, distractions, courage, and the process of strategic planning. Students will create visual projects, and a personal vision statement, and will be involved in strategic planning.

Course Design
This 14-week course is designed to equip pastors, church starters, leaders, and church members with Bible knowledge, Christian character, servant leadership skills, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,000 church members, leaders, church starters, and pastors have completed EBI courses. Suggestions for improving course design and content are appreciated.

Required Textbooks

Additional Books for Advanced Students and Pastors

Internet Resources
http://visionplanning.net/services.htm
http://www.connectionpower.com/

To receive the MS Word version of the portfolio and notes, email gwoods@socalsem.edu.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Explain how a vision is born.
2. Explain the role of faith in vision casting.
3. Explain how to go public with one’s vision.
4. Explain the power of vision.
5. Explain the price of vision.
6. Explain the need for perseverance.
7. Explain the need or courage.
8. Describe the preparation for strategic planning.
9. Describe the process of strategic planning.
10. Present a typed term paper on strategic planning.

Methods of Instruction
Instruction emphasizes active learning, problem-based learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter with the North American Mission Board.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. TEAM = Together Everyone Accomplishes More

In this course students are mentored by Dr. Andy Stanley, a graduate of Dallas Theological Seminary and the founding pastor of North Point Community Church in Atlanta, Georgia (www.multnomah.net/visioneering http://www.multnomahbooks.com/author.asp?author=4). Students are also mentored by Dr. Aubrey Malphurs, a visionary with a deep desire to influence a new generation of leaders through his classroom, pulpit, consulting, and writing ministries. He is involved in a number of ministries ranging from church planting and growth to leadership development. He has pastored three churches and is the author of numerous books and articles on leadership and church ministry. Currently, he is president of Vision Ministries International (http://www.dts.edu/aboutdts/faculty).
Student Requirements

**First,** answer the questions in the portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

**Second,** maintain the journal in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third,** participate in the discussion of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth,** complete the midterm exam. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 7

**Fifth,** participate in an individual or group presentation on one of the chapters in *Advanced Strategic Planning.* Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

**Sixth,** type a 10-page term paper titled *Action Plan for Strategic Leadership.* Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

**Seventh,** complete the final exam in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective. Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry.

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying concepts are more effective learning strategies than the boring lectures used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. Welcome to the disciple-making process!
### Sequence of Instruction

Read the table like this: “At Session ____ on __________, the scheduled session content is __________, and the assignment due that session is __________.”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</thead>
</table>
| 1       |      | Preparing to Think and Act A Vision Is Born                                    | ❑ Print 224 Strategic Leadership Portfolio.  
 ❑ Skim both textbooks and be prepared to discuss how these books are unique as learning tools.  
 ❑ Study chapter 1 in *Advanced Strategic Planning*,  
 ❑ Study the introduction and chapters 1-2 in *Visioneering*.  
 ❑ Type the answers to the Portfolio questions and journal in preparation for the discussion and group activity.  
 ❑ Complete projects 1-2.  
|         |      | Praying and Planning                                                            |                                                                                                                                             |
| 2       |      | Understanding Organizational Development Positions Please! The God of How       | ❑ Study chapter 2 in *Advanced Strategic Planning*,  
 ❑ Study chapters 3-4 in *Visioneering*.  
 ❑ Type the answers to the Portfolio questions and journal in preparation for the discussion and group activity.  
 ❑ Complete projects 3-4.  
 ❑ Print an article on vision and strategic leadership to share with your learning team: |
|         |      | Discuss Portfolio questions and journal applications.                          |                                                                                                                                             |
| 3       |      | Analyzing the Ministry Faith, the Essential Ingredient Taking Inventory        | ❑ Study chapter 3 in *Advanced Strategic Planning*,  
 ❑ Study chapters 5-6 in *Visioneering*.  
 ❑ Type the answers to the Portfolio questions and journal.  
 ❑ Complete projects 5-6.  
 ❑ Print an article on vision and strategic leadership to share with your learning team: |
|         |      | Discuss Portfolio questions and journal applications.                          |                                                                                                                                             |
| 4       |      | Discovering Core Values Going Public, Part 1 and 2                              | ❑ Study chapter 4 in *Advanced Strategic Planning*,  
 ❑ Study chapters 7-8 in *Visioneering*.  
 ❑ Type the answers to the Portfolio questions and journal.  
 ❑ Complete projects 7-8.  
 ❑ Print an article on vision and strategic leadership to share with your learning team: |
|         |      | Discuss Portfolio questions and journal applications.                          |                                                                                                                                             |

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[www.shadowmountain.org/ebi](http://www.shadowmountain.org/ebi)
<table>
<thead>
<tr>
<th>Session</th>
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<th>Session Content</th>
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</table>
| 5       |      | Developing a Mission  
The Power of Vision  
Vision Has Its Price  
Discuss Portfolio questions and journal applications.  
Group Activity: Create a one-page visual summary of one of these chapters.  
leadership to share with your learning team:  
- Study chapter 5 in Advanced Strategic Planning,  
- Study chapters 9-10 in Visioneering.  
- Type the answers to the Portfolio questions and journal.  
- Complete projects 9-10.  
- Print an article on vision and strategic leadership to share with your learning team: |
| 6       |      | Scanning the Environment  
Warding Off Criticism  
Alignment  
Discuss Portfolio questions and journal applications.  
Group Activity: Create a one-page visual summary of one of these chapters.  
- Study chapter 6 in Advanced Strategic Planning,  
- Study chapters 11-12 in Visioneering.  
- Type the answers to the Portfolio questions and journal.  
- Complete projects 11-12. |
| 7       |      | Midterm Exam  
Take the midterm exam.  
Encourage students to share what they have learned.  
Preview the second half of the course.  
Work on term paper in class.  
- Review the study guide to prepare for midterm. Five hours of study are recommended.  
- Work on term paper.  
- Enroll in the next course.  
- Pay for textbooks for the next course. |
| 8       |      | Developing a Vision  
Moral Authority  
Distractions  
Discuss Portfolio questions and journal applications.  
Group Activity: Create a one-page visual summary of one of these chapters.  
- Study chapter 7 in Advanced Strategic Planning,  
- Study chapters 13-14 in Visioneering.  
- Type the answers to the Portfolio questions and journal.  
- Complete projects 13-14. |
| 9       |      | Developing a Strategy  
The Inexplicable Life  
The End of the Line  
Discuss Portfolio questions and journal applications.  
Group Activity: Create a one-page visual summary of one of these chapters.  
- Study chapter 8 in Advanced Strategic Planning,  
- Study chapters 15-16 in Visioneering.  
- Type the answers to the Portfolio questions and journal.  
- Complete projects 15-16. |
| 10      |      | Implementing the Strategy  
Maintaining Your Course  
The Leader’s Mandate  
Conclusion  
- Study chapter 9 in Advanced Strategic Planning,  
- Study chapters 17-18 in Visioneering.  
- Type the answers to the Portfolio |
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Discuss Portfolio questions and journal applications.</td>
<td>q Complete projects 17-18.</td>
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<td>Group Activity: Create a one-page visual summary of one of these chapters.</td>
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<tr>
<td>11</td>
<td></td>
<td><strong>Preparing for Contingencies</strong></td>
<td>q Study chapter 10 in <em>Advanced Strategic Planning.</em></td>
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<tr>
<td></td>
<td></td>
<td>Discuss Portfolio questions and journal applications.</td>
<td>q Study chapters 1-9 in <em>Practices of Effective Ministry.</em></td>
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<tr>
<td></td>
<td></td>
<td>Group Activity: Create a one-page visual summary of one of these chapters.</td>
<td>q Type the answers to the Portfolio questions and journal.</td>
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<tr>
<td>12</td>
<td></td>
<td><strong>Evaluating the Ministry Appendixes</strong></td>
<td>q Study chapter 11 and Appendixes in <em>Advanced Strategic Planning.</em></td>
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<tr>
<td></td>
<td></td>
<td>Discuss Portfolio questions and journal applications.</td>
<td>q Study chapters 10-16 in <em>Practices of Effective Ministry.</em></td>
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<tr>
<td></td>
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<td>Prepare for presentations on strategic leadership.</td>
<td>q Prepare for presentations on strategic leadership.</td>
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<td>q Bring a rough draft of your term paper for peer-review.</td>
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<tr>
<td>13</td>
<td></td>
<td><strong>Student Presentations and Term Papers</strong></td>
<td>q</td>
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<tr>
<td></td>
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<td>Student presentations.</td>
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<td>Review for final exam.</td>
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<td>Work on term paper.</td>
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<tr>
<td>14</td>
<td></td>
<td><strong>Final Exam and Course Evaluation</strong></td>
<td>q Review the study guide for the final exam.</td>
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<td></td>
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<td>Take final exam.</td>
<td>q Complete the 10-page term paper.</td>
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<td>Submit portfolio for grading.</td>
<td>q Complete the portfolio.</td>
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<td>Submit term paper.</td>
<td>q Distribute the textbooks, syllabi, and portfolios for the next course.</td>
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<td>Students will debrief by sharing how they are using what they have learned.</td>
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</tbody>
</table>

**Notice:** EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI.

**Webliography: Strategic Leadership Online Resources**
1. Alternative articles [http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp](http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp)
11. One Place.com articles [http://www.oneplace.com/Articles/]
12. Shadow Mountain Community Church [www.shadowmountain.org]
13. Turning Point articles [http://www.oneplace.com/Ministries/Turning_Point/Article_Archives.asp]
14. Turning Point Hot Topics [http://www.turningpointradio.org/hot_topics.html]

Course Bibliography

Maxwell, John C. *Ethics 101: What Every Leader Needs to Know.* Center Street, 2005. 0446578096
Transfer of Credits to Southern California Seminary

Attendance Policy
Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a Tardy; more than 20 minutes late is an Absence. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute.

Class Time and Homework Policy
To transfer credits to Southern California Seminary, each 2-unit course must include at least 28 hours of class time discussion and 56 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first or second week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year.

Late Work Policy
Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated.

Portfolio Policy
To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 60 units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>NC</td>
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<td>0-699</td>
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**Student Evaluation**

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<tr>
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<tr>
<td>Portfolio/Group Activities</td>
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<td>550</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
<td>100</td>
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<td>Student Presentations</td>
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<tr>
<td>Term Paper</td>
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<td>150</td>
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<td>Final Exam</td>
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<td>100</td>
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<td><strong>Total</strong></td>
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<th>Session 12</th>
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<th>Presentation 13</th>
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## Report Card

<table>
<thead>
<tr>
<th>Today’s Date</th>
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<table>
<thead>
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Year: ☐ Fall (September-December) ☐ Spring (January-April) ☐ Summer (May-August)

☐ Check if any information above needs to be updated.

### Course Details

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
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<td>224</td>
<td>Strategic Leadership</td>
<td></td>
<td></td>
<td>2</td>
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</tr>
</tbody>
</table>

This student earned the above grade.

Professor Signature ______________________ Printed Name ______________________ Date __________

Order textbooks at least six weeks before the course starts.

1. The professor will grade the **Portfolio** and return this **Report Card** to the student with the grade.
2. The professor will complete and sign the **Student Roster and Grade Sheet** and return it to the Center Director for his signature.
3. The Center Director will keep the **Student Roster and Grade Sheet** in the training center files.
4. The Center Director will mail or email the **Student Roster and Grade Sheet** to [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu).

Equip Biblical Institute
Dr. Gary C. Woods
2100 Greenfield Drive
El Cajon, CA 92019-1161