



# School of Strategic Living

## **Appendix**







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## Ministry Bios



**GoStrategic** operates internationally, educating Christians through our schools, events, educational products, networking, and consulting services. Founded in 1979 by Dennis Peacocke, our ministry specializes in bridging the gap between spiritual truth and the practical implementation of those truths in confronting real-world problems. With over four decades of experience educating, modeling, and connecting like-minded individuals and organizations globally, we have seen first-hand the fruit of applying biblical principles to the most complex challenges.

[www.gostrategic.org](http://www.gostrategic.org) | [info@gostrategic.org](mailto:info@gostrategic.org) | 707.578.7700



**The School of Strategic Living (GoLife)** began in the home of Dennis Peacocke in the 1980s with a vision to equip his children with tools to prepare them to be leaders in their generation. In 1991, this family exercise was transformed into a school that has since been translated into many different languages, touching the lives of people in numerous countries and continents around the world.

This two-year online school is designed to set a course for current and emerging leaders by equipping them to think biblically, challenging them to live strategically, and providing insights for leading effectively. The GoLife courses have proven to be an invaluable tool for those who believe in God's calling on their lives and seek to identify their purpose and the training to fulfill it.

[www.schoolofstrategicliving.com](http://www.schoolofstrategicliving.com)



**Dennis Peacocke** has carried a passion for social justice and true spirituality since his college days at UC Berkeley in the 1960s. As a political theory major and former research economist, political-economic issues have carried his interest for more than fifty years. Dennis is a compelling international speaker, overseer of international church networks, member of numerous leadership councils, martial arts instructor, and former business owner. He and his wife and ministry partner, Jan, are the founders of GoStrategic ministries and The Statesmen Project, a global strategy group. They reside in Santa Rosa, California and have three adult children and twelve grandchildren.

## Academic Integrity Agreement

As part of an online, accredited course, the student commits to engaging in all aspects of the educational process with academic integrity. Students are expected to be honest and ethical at all times in their participation with GoStrategic's schools. Academic integrity includes a commitment to not engage in acts of falsification, misrepresentation, or deception including copying, plagiarizing, or submitting another persons' work as their own. The student commits to maintaining honesty in assignment completion. Checking "Mark Complete" on the online lessons indicates full completion of the work, i.e., watching the full video, listening to the full audio, completing the full reading assignment, etc. All participants should act with personal integrity, respect fellow students and faculty, and help create and maintain an environment in which all can succeed through the fruit of their efforts.

## Standards of Participation

**Continued participation, course completion, and course promotion are subject to Facilitator's recommendation and course standards at all times.**

Decisions regarding student participation, completion, or promotion in the school are based compliance with the Standards of Completion and Promotion and the recommendation of the Facilitator. Thus, our assessment of a student's eligibility in the course is determined by the effort, consistency, and quality of informed interaction with the Facilitator and the fulfillment of the participation requirements listed.

Informed interaction can be defined as the student arriving prepared spiritually, mentally, physically, and attitudinally for scheduled meetings and events. Included in this definition are the completion of all listening/reading materials, the completion of homework assignments, the readiness to be challenged, encouraged, and edified by their Facilitator and fellow students, a willingness to engage in prayer and spiritual processing, and a commitment to participation and attentiveness in these group meetings and events.

Thus, it is not enough for the student to only do their assignments, or only attend the meetings, or simply to have a good relational repose with their Facilitator. All of these factors are required for completion and promotion in the course. Because we expect Facilitators to invest themselves in mastering the curriculum, time with the Facilitators should be considered a privilege for the student. Irregular participation in scheduled meetings or events, lack of homework, or other requirements, will compromise a student's eligibility for further participation or promotion.

## Standards of Completion and Promotion

### Student Requirements:

- Successful navigation of the course in its entirety according to the Standards of Participation.
- Completion of homework and quizzes: Students must regularly submit homework for each lesson in the course. The value of this exercise is not purely academic; its purpose is also to assist in genuine transformation and implementation of the principles being studied. It is designed to help students move from a place of passive learning to active learning and to increase the likelihood of retention. It allows the student's thinking to become visible and enables both evaluation and the establishment of truth in personal application.
- Completion of reading/listening assignments.
- Completion of entry exam, exit exam, quizzes, and exit survey.
- Completion of Service Project for GoLife100 (year 1) and Essay for GoLife200 (year 2).
- Regular attendance of the scheduled small-group meetings (70% minimum). Students should come prepared to contribute (refer to section on informed interaction below).
- Facilitator's recommendation confirming the student's conceptual grasp of the major ideas presented in the curriculum, conviction of the concepts and the implications of these in their life, and desire to live as a disciplined learner (disciple) and motivation for further study.
- Note that couples will have individual school records, homework submissions, test scores, course completion status, etc.

## Relationship Between Facilitators and Students

The Facilitator must engage relationally with the student so as to discern their personal strengths, weaknesses, temperaments, and motivations. Genuine closeness in relationship should be developed over time. The fruit of this should be trust, respect, friendship, and transparency that will draw the student to a greater maturity. This would include challenging and confronting them in love. This would also include encouraging, affirming, strengthening, and supporting them as they engage the curriculum and embrace personal application and spiritual maturity. The Facilitator should commit to daily prayer for their students and should assist student in working together with others involved in the school, i.e., working through relational difficulties and helping them to be team players.

The nature of the course and curriculum is personal and is designed to impact the life of the student, however, participation in the course is in no way designed to encroach upon or take the place of the student's relationship with their established accountability relationships within their local church. The scope of the Facilitator's authority to speak into the student's life should remain within the borders of the content of the curriculum.

## Seven Goals of the School

1. Applying faith in your work: to teach you how to apply your faith in God and His truth in the ministry He has given you in the marketplace.
2. Enhancing your relational skills: to teach you how to glorify God in your relationships, especially your leadership and management skills with all those with whom you interact.
3. Multiplying your stewardship skills: to help you begin or strengthen your own lifetime journey in applying God's truths to the stewardship and increase of all that God has put under your care.
4. Focusing your witness: to enlist and sharpen your skills in evangelizing where you work and through your work.
5. Teaching you to equip: to enlist your participation in the further equipping of business men and women in service and outreach within the local church.
6. Helping place you in missions: to enlist and help place you in business mission teams that apply their skills in the community, both in this nation and abroad.
7. Strengthening your Christian worldview: to clarify the amazing differences between biblical economics and business practices from those of the secular society, and in that clarification, to help create a public debate that confronts the current demise of Western economics and society.

## Our Goals for Students

- Our passion at GoStrategic is to expose our students in a deeper way, to God's universal principles of leading people and building organizations God's way, as we fuel their quest to apply these principles to their whole lives in general and in their ministries to the marketplace in particular.
- As they go on to more specialized training, we are committed to help them see clearly that mastering these principles will require of them a commitment to live as Christ's disciples and, likewise, to teach and replicate these skills in the lives of others.

"Then He said to His disciples, 'The harvest is plentiful, but the workers are few. Therefore beseech the Lord of the harvest to send out workers into His harvest.'" —Matthew 9:37-38

## GoLife100 Service Project: Overview

Each student will complete a service project in the community that is an act of service in response to a specific need. This should be a tangible act of service that directly affects specific people and has quantifiable results. Students may work individually or with other members in your group. You may partner with an existing organization or it may be an independent project of your own design. It can be a new undertaking or something you are already involved with. Whether a new or existing service, please remember to filter the work through the lens of the GoLife materials and principles in keeping with the intentionality of the project.

Two reports will be submitted for credit:

- **Part-A Report** is part of the planning stage and describes your mission, timeline, and objectives. If working in a group, Part-A Report may be written jointly but will be submitted individually. It will be due after Lesson #10 in the curriculum.
- **Part-B Report** details the results of your Service Project and how it relates to the truths and principles of the GoLife100 course. Part-B Report should be written individually as it conveys your personal experience and reflections. It will be due at the end of the course.

**Brainstorming:** The following list may provide inspiration for your service project:

### Sources of Information:

- City human services department
- County social services department
- Local church, shelter, or rescue mission
- Online resources (e.g., [www.volunteermatch.org](http://www.volunteermatch.org))
- Volunteer centers

### Partnership Ideas:

- Campus Ministries (e.g. InterVarsity Christian Fellowship)
- Community support services (e.g. Pregnancy Counseling Center)
- Counseling/support groups
- Crisis support centers or hotlines
- Donation and outreach organizations (e.g., Salvation Army)
- Environmental groups
- Family service agencies
- Humanitarian/emergency aid (e.g., Habitat for Humanity, Red Cross)
- Immigrant/refugee services
- Missionary groups (e.g., YWAM or church mission trip)
- Prison ministry
- Shelters: emergency/transitional
- Youth outreach (e.g. Boys/Girls Clubs, VBS, YMCA/YWCA)

### Direct Service Ideas:

- After-school tutoring or mentoring
- Childcare
- Clothing or household furnishings
- Housing: maintenance and rehab
- Meal services & distribution (food banks, dining sites, emergency pantries)
- Senior care, visitation, or activities
- Transportation for the elderly, disabled, or emergency services

## **GoLife100 Service Project: Submission Instructions**

Please type out your answers to the questions below. Copy and paste your answers into the corresponding test within the lessons of your online course.

### **Part-A Service Project Report:**

**Due after GoLife100 Lesson #10**

**The Part-A Report explains your plan of service. Answers may be brief. If working in a group, Part-A may be written jointly but will be submitted individually.**

1. Give a brief overview describing your plan of service:
2. How will your service in the community demonstrate a Christian response to a specific need?
3. What is your mission statement?
4. What are your strategic objectives?
5. Please list the major points in your Service Project timeline:

### **Part-B Service Project Report:**

**Due at the end of the course**

**The Part-B Report explains the outcome of your service project. ANSWERS SHOULD BE THOUGHTFUL AND THOROUGH. Part-B must be written individually & submitted individually.**

1. Give a summary of your service project:
2. Location: Where will your Service Project take place?
3. Time spent:
4. Who was involved in the planning and execution?
5. List your particular contributions:
6. Recommendations for improvements, lessons learned, and changes that should be made for future undertakings:
7. Who was influenced?
8. What was the response?
9. Did you stick to the mission statement as defined in your Part-A Report?
10. Did you accomplish the strategic objectives as defined in your Part-A Report?
11. Articulate how you were personally affected by your involvement:
12. Identify applied truths and principles from the GoLife100 curriculum:

## GoLife200 Essay: Overview

GoLife200, the School of Strategic Living's second-year course, is designed to challenge the student to begin to think strategically and governmentally in regard to their own lives and how they might prepare to serve and lead others. The essay assignment, which is required for graduation, is designed to stimulate creative thinking in these areas.

### Essay Topics:

Students may write their essay on the topic of their choice, provided they are able to adequately incorporate the ideas and concepts of the GoLife curriculum. Please choose one of the following essay types:

1. **Write a reflective essay** on how the course has impacted your life. In considering your response, please incorporate impacts upon your perspective and relationships, as well as practical shifts in your daily life.
2. **Write an editorial opinion piece** on a current "hot topic," addressing it from a worldview perspective that incorporates presuppositional analysis.
3. **Write a traditional essay.** This may be on a topic of your own choice or on one of the following pre-defined topics:
  - *What current event topic most grabs my interest?*
  - *What area of injustice do I feel most passionate or frustrated about?*
  - *What topic does a friend/peer talk about that I know isn't coming from a biblical perspective?*
  - *An evaluation of a global crisis from a biblical perspective.*
  - *Many Christians will never be motivated beyond self-interest to help change this world.*
  - *This nation needs a strategic plan for revitalizing our values.*
  - *To produce effective spiritual leaders, we must change our view of leadership.*

### Essay Requirements:

- Essays must be between 3-5 pages, typed, and double-spaced.
- References, citations, and quotes must be footnoted (end notes are an acceptable alternative as long as they are done consistently and according to a standard format).
- You must include a bibliography with a minimum of 3 credible sources. Your essay should draw from both curriculum and non-curriculum sources.
- Essays must have a clearly stated thesis appearing somewhere in the introduction. A thesis statement is the specific argument upon which the essay intends to focus. (Example: *This paper will show that the most effective changes in the local community start at the grass roots level.*) It should end with a strong conclusion that is relevant to the thesis.
- Essays must demonstrate a level of understanding of the course material studied throughout the year as it applies to the thesis.

### Recommendations:

A statement of organization or structure for the paper should appear directly after the thesis.

Example: *This paper will show that the most effective changes in the local community start at the grass roots level. It will focus upon three specific community needs for which both the state and local residents have developed solutions. Then it will compare the effectiveness of the varying approaches.*

Creative thought should be included. Essays should demonstrate the unique perspective of the

author. Personal and creative use and application of the course materials and other points of view are strongly encouraged.

Quotes should support your points. Do not include a quote in such a way that it introduces a key point and then use your own writing to support the quote's argument.

*Correct Example: Exercise is gaining popularity in the county. Many people find jogging to be beneficial to mind and body. As Chris Peters puts it, "Jogging not only lets me get in better shape, it really relaxes me and gives me peace of mind."*

*Incorrect Example: Exercise is gaining popularity in the county. As Chris Peters puts it, "Jogging not only lets me get in better shape, it really relaxes me and gives me peace of mind." Many people find jogging to be beneficial to mind and body.*

Criticisms to your argument that have or probably will arise from other perspectives should be recognized, but not focused upon. A simple acknowledgment and possibly a short rebuttal to criticism of your point of view is fine. Criticisms are often useful to help you make a transition in the direction of the paper, to help you emphasize your own point of view, or to introduce a new point for your arguments.

Statistics, examples from your own life, and historical examples are effective supports for an argument.

The conclusion to an essay should chronicle the progression of your argument from your opening statement through the body of your paper. This should be done in a general fashion and require only a paragraph or two, at most.

### **Consider:**

Carefully choose the title of your essay. Make sure it reflects the heart of your argument. If you are answering one of the recommended questions, make clear which question you are addressing, though the question itself does not need to be the title of your paper.

Before writing your paper, a careful consideration of the organization and flow of your argument is essential.

Propose specific actions to address problems you identify in your argument.

The overall direction of your argument is very important. The main focus of your thesis should be presented in the introduction, developed throughout the body, and highlighted in the conclusion of your paper. A paper in which the introduction and conclusion do not show a continuity in focus has been poorly organized.

Each paragraph of the paper should focus on developing a single thought or theme of thoughts. A transition from one paragraph to the next that is easy to follow conceptually makes the paper much easier to read.

If the recommended course essay questions is too broad to be covered within an essay of this length, it may be necessary to narrow the focus of your thesis around a certain aspect of the question only.

## **Preparing Your Essay**

**For detailed instruction on the various aspects of writing an academic essay such as how to write a bibliography, create footnotes, and cite quotations, please refer to the *Preparing Your Essay* document in either the Syllabus area of your online course homepage or the password-protected Student Resource page.**

## GoLife200 Essay: Submission Instructions

### Essay Submission

**Essay due at the end of the course; please submit within two weeks of your final group meeting.**

#### **Submission Instructions:**

1. Please email your completed essay to both:
  - The School Administrator at [info@gostrategic.org](mailto:info@gostrategic.org)
  - Your Facilitator(s)
2. Immediately after emailing, please complete the corresponding one-question Test in the online course affirming your essay submission (this step is important as it creates a place in the gradebook for your essay grade to be recorded).

**Grading:** Your essay will be evaluated based on its relevance to the principles and concepts in the curriculum, demonstration of comprehension and synthesis thereof, and adherence to the essay criteria. The School Administrator will return your essay results to you via email, including a written evaluation from your Facilitator.

# GoLife

## **Appendix Charts**

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## Appendix Chart #1

# How to Approach Basic Problem Solving

### Present Location?

1. Where are we?
2. What are the feedback systems saying?
3. Who are my most proven problem solvers, and what are they saying?
4. What prejudices are in me and in others that may be clouding our judgment?
5. Is this a “divine interruption” or just a normal problem?
6. What kind of help do I need to solve this problem?

### What Must We Overcome?

1. Examining the problem: What is our agenda for solving the problem? What is the perceived agenda of the people in the problem?
2. What are the relational, conceptual, and executional issues involved in the problem?
3. Is this problem a “wake-up call?” For whom? Are we awake yet? Are we ready to learn?
4. How will we leverage the solution to educate others in the organization and upgrade everyone’s skills?
5. Is this a “divine interruption” or just a normal problem?
6. What kind of help do I need to solve this problem?

### Where Do We Want to Go?

1. Is the biblical foundation and vision of the person, group, or organization clear?
2. Is the problem presenting a threat to that vision, and if so, what is the threat?
3. Is the problem revealing a lack of elasticity in the purpose of the organization, and if so, how should we solve it?
4. Is the proposed resolution of the problem consistent with our historical purposes and policies?

**Appendix Chart #2****The Seven Basic Rules of Problem Solving**

1. Dealing with problems properly always takes more time than we think; factor in plenty of time.
2. Question #1: Who is responsible to solve the problem?
3. Question #2: With whom is the problem?
4. Question #3: Diagram the problem—what is it?
  - The relational nature of the problem
  - The conceptual nature of the problem
  - The executorial nature of the problem
  - Should you isolate or integrate this problem? Leveraging?
  - Have you factored in your own biases and engiftment perspectives?
5. Learn how to recognize problems that are outside your sphere.
6. If possible, build a balanced council to help solve problems.
7. Some “unsolvable problems” are often a sign to go back to the past and redo a problem you solved before.

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**Appendix Chart #3****Basic Attributes of Disciples**

1. **SPIRITUAL LIFE:** “I study God’s Word daily and spend time in prayer.”
2. **SPIRITUAL AUTHORITY:** “I hear and obey orders from both God and man.”
3. **PERSONAL DISCIPLINE:** “I discipline my body, soul, and spirit regularly as a way of life.”
4. **RELATIONAL PRIORITIES:** “I invest my relational time with other disciples and those seeking to become disciples.”
5. **STRATEGIC LIVING:** “I pursue the discovery, development, and release of God’s gifts in my life and seek to live strategically.”

## 39 Master Principles of Transformation

**Transformation Definition:** The process of changing a person or organization into a higher degree of conformity to God’s will, His nature, and His structuring patterns.

### **PRINCIPLES OF RELATIONAL TRANSFORMATION (BEING):**

1. Moving toward transformation is moving toward God.
2. Biblical change is obedience-oriented rather than fulfillment-oriented.
3. God builds relationally and so must we.
4. To produce change, you must be in the transformation that you are advocating.
5. You must embrace evaluation and reject defensiveness.
6. You cannot change “the old man” or the “flesh”; there must be a new birth (John 3:3).
7. To truly clean up soul damage, you must be in the Spirit yourself (John 3:5; Hebrews 4:12).
8. Repentance deals with guilt and penalty; transformation deals with motivation, goals, and discipline (the three steps to transformation).
9. You must be willing to “stand in the pain of the question” and not move out until the real answer begins to open.
10. You must deal with the contradictions that exist between your intentions, your beliefs, and your actions (agreement—alignment).
11. You must be humble enough to look for models and coaches and use them (humility—authority).
12. You must look for disciples to teach what you are learning (service and level-3 “knowing”) (James 1:22-26; 2 Corinthians 3:18). The three levels of knowing are: conceptual, executional, and instructional.
13. You must learn how to work out of rest (Hebrews 4:10-11).

### **PRINCIPLES OF CONCEPTUAL TRANSFORMATION (THINKING):**

14. You must continuously “run into Scripture” as absolute truth and build your concepts, thinking processes, and emotional behavior patterns upon it.
15. You must believe in the law of cause and effect (sanctions).
16. You must understand that change comes from the inside-out and the bottom-up, while leadership comes from the top-down.
17. You must be committed to reorganizing your mind’s “bookshelves” for new paradigm shifts.
18. Failure is an invitation to enlist the input of God and others.

19. You must be in reality about where you are now, what must be done to change it, and have a picture of what that change will look like.
20. You must embrace disillusionment as a gift (John 3:19-21).
21. To act in faith, your inner conversation must be in agreement with your outer conversation.
22. You must look for blockages and find answers to them (seeing).
23. You must understand that talking about something doesn't change it.
24. You must be prepared to give away what you want to receive (the Golden Rule).

### **PRINCIPLES OF EXECUTIONAL TRANSFORMATION (ACTING):**

25. Transformation is usually much more of a process than an event.
26. Practice makes permanent, but you must practice the right things.
27. You must promote proprietorship with those whom you are enlisting so they will think and act like owners.
28. You must clearly understand and practice the distinctive between teaching and training (conceptual application).
29. You must mean the same things with your words as those hearing them.
30. You must use words that carry the spirit of the change you are seeking to achieve (imprinting speech).
31. You must set goals to achieve on the way that are both measurable and motivational.
32. You must not build projects beyond the relational base of the organization.
33. There are three levels of "knowing": (1) conceptual, (2) executional, and (3) instructional.
34. Transforming an individual or an organization requires that the nature of the thing in question be clear in the following ways: (1) the nature of the entity's purpose, gifts, and motivation must be identified, (2) the delivery system must be in constant training and upgrading, and (3) the entity in question must have the character and discipline to deal with both obstacles and success.
35. Satan and his followers are extremely intelligent, but they do not have wisdom.
36. Spiritual warfare takes place on three levels: (1) relational, (2) conceptual, and (3) executional.
37. There are three primary causes of "spiritual pressure": (1) human sin and therefore vulnerability, (2) the laws of sowing and reaping, and (3) genuine spiritual warfare.
38. When the enemy cannot easily stop us, he gets behind us and pushes us into a growth pattern that exceeds our ability to manage it (Deuteronomy 7:22).
39. The more intense the warfare, the more it reveals where we really are. Under severe pressure, we always revert to what we really know.

## Alumni Benefits and Resources

The journey isn't over! After your graduation from the school, GoStrategic offers a variety of resources, perks, and opportunities available exclusively to alumni to further your education and growth and maintain your connection to the ministry:

- **Accreditation and Continuing Education:** Learn about GoStrategic's accreditation partnerships in which you may apply credits earned through our courses toward degrees with other schools or ministries. For educational venues with which we do not have existing agreements, you may request your transcript from GoStrategic, and through a Prior Learning Assessment, be considered for additional credits or higher placement toward your degree path. For information on how to transfer credits, please visit the Alumni tab at: [www.schoolofstrategicliving.com](http://www.schoolofstrategicliving.com)
- **Master Classes and Graduate Modules:** GoStrategic Alumni are eligible to enroll in exclusive Master Classes and Graduate Modules. These advanced courses focus on specific themes and further build upon the framework of the schools. For descriptions and pricing, please visit the Alumni tab at [www.schoolofstrategicliving.com](http://www.schoolofstrategicliving.com), and check for new offerings in your alumni emails!
- **Course Auditing:** Graduates of our schools have an open invitation to audit (attend informally, not for academic credit) any course they have previously passed. Our deeply discounted auditor rate provides you all the benefits of enrollment without the demands of homework. Auditing includes full access to the online course, digital downloads of the current school curriculum materials, and participation in group meetings led by a trained Facilitator. To sign up, just search for "audit" at [www.gostrategic.org/store](http://www.gostrategic.org/store), or contact the School Administrator at [info@gostrategic.org](mailto:info@gostrategic.org) to inquire about available groups.
- **Business School Fast Track:** Based on the strong worldview foundation you have cultivated in the School of Strategic Living, we offer GoLife graduates the unique privilege of skipping GoBusiness100 and enrolling *directly* in GoBusiness200, the second-year course of the School of Business Leadership. The only prerequisite is reading/listening to the *Doing Business God's Way* book/audiobook and the *Worldview for the Marketplace* audio series on your own (no homework required) prior to course commencement. GoBusiness is an excellent continuing education option for businesspersons as it offers a lighter academic load than the GoLife curriculum! Contact the School Administrator at [info@gostrategic.org](mailto:info@gostrategic.org) to inquire about available groups.
- **Alumni Emails:** Upon completion of the school, you will automatically be added to our School Alumni Email list in which you will receive email content solely for our graduates. These regular email communications are rich in content and will keep you apprised of new alumni resources, book reviews, recommended reading, and exclusive alumni events and opportunities.
- **Social Media:** Follow us on the various social media platforms to stay connected and view regularly updated content highlighting new school opportunities, upcoming events and classes, product sales, ministry announcements, newsletters, articles, current events, post your own stories, connect with other graduates, and more!
- **Updated Curriculum Access:** We are continually working to improve and add new content to our school curricula, and alumni are provided ongoing access to the updated versions of these materials. Contact the office at [info@gostrategic.org](mailto:info@gostrategic.org) to request access to the current downloads.

## Glossary

BA	=	Both/And: A Balanced Apologetic, R.B. Meyers
NT	=	The New International Dictionary of New Testament Theology by Colin Brown
EP	=	Earl Pitts' definition
DP	=	<i>Dictionary of Philosophy</i>
FS	=	Francis Schaeffer's definition
GS	=	GoStrategic
MW	=	Merriam-Webster's Twentieth Century Dictionary

<b>Aberration</b> (MW)	The act of wandering; deviation from truth or moral rectitude.
<b>Absolute</b> (FS)	A concept which is not modifiable by factors such as culture, individual psychology, or circumstances, but which is perfect and unchangeable. Used as an antithesis of relativism.
<b>Agnostic</b> (FS)	A person who does not know or thinks it is impossible to know whether there is a God.
<b>Agreement-Alignment Practices</b> (GS)	The discipline of observing and connecting what people say they believe in and are committed to do, with what they are actually producing.
<b>Anthropomorphism</b> (NT)	The metaphorical use of human characteristics in speaking about God. The entire ancient world, including the Bible, represented deity in human terms.
<b>Antimony</b> (DP)	An obsolete synonym for paradox or contradiction.
<b>Antinomianism</b> (MW)	A view originating with Johann Agricola in the 1500s which holds that under the gospel dispensation of grace, the moral law is of no use or obligation because faith alone is necessary to salvation.
<b>Apocalyptic</b> (NT)	Pertaining to revelations of the end of the world with a particular interpretation of the world's destiny and the cosmic history of mankind.
<b>Apologetics</b> (BA)	The establishment of the truthfulness of a worldview. Christian apologetics attempts to bring understanding to the implications of the faith to a fuller extent; it philosophically and theologically constructs the biblical framework of the Christian worldview, pointing out the inconsistencies and inadequacies of alternative perceptions.
<b>Apostasy</b> (MW)	An abandonment or falling away from real or imagined allegiance; the renunciation of one's religion, creed, or politics.
<b>Aposterior</b> (BA)	A method of thinking that goes from particulars to universals; aposterior knowledge is based on the evidence of sense experience; such knowledge is only probable.

<b>A priori</b> (BA)	A method of thinking that goes from universals to particulars; a priori knowledge is based on the innate capacities and knowledge of the human mind, logic, the image of God in man, and general and special revelation; such knowledge is necessary and universal and, thus, certainly true.
<b>Axiology</b> (MW)	The branch of philosophy dealing with the nature of value and types of value, as in morals, aesthetics, religion, and metaphysics.
<b>Axioms</b> (GS)	The most basic foundational laws or principles underlying ideas, concepts, or equations (roots).
<b>Continuity</b> (MW)	Connection uninterrupted; cohesion; close union of parts; unbroken texture; as, philosophers talk of solution of continuity.
<b>Corollaries</b> (GS)	The derivative or ancillary laws or principles that are derived from their axioms (shoots).
<b>Deism</b> (NT)	Term for a god. Originally a philosophical movement in Britain in the 17th and 18th centuries which sought to establish a natural theology independent of the Christian revelation. It regarded essential truth of Christianity as no more than a republication of the religion of nature, and on this basis, criticized the historical veracity of the Bible. Skeptical deists contributed considerably to the rise of biblical criticism. In modern parlance, however, deism is often divorced from its historical background and means belief in a transcendent God who no longer has any dealings with the universe He created.
<b>Demonology</b> (MW)	The study or science of demons.
<b>Determinism</b> (BA)	The theory that the universe is so constructed that everything occurs as the inevitable consequence of antecedent causes.
<b>Dialectic</b> (MW)	The name given to the art of reasoning or disputing, or the branch of logic which teaches the reasons and modes of reasoning, or of distinguishing truth from error; the method of investigating truth by analysis; also, the science of ideas or of the nature of laws of being.
<b>Dichotomy</b> (FS)	Division into two separate parts.
<b>Discontinuity</b> (MW)	Division of parts; want of cohesion.
<b>Dualism</b> (GS)	The false separation of spirit and matter wherein the material world or “results” are deemed less important than ideas, intentions, or spiritual things. The Gnostics were dualist in that they held that matter and spirit were two ultimately opposing realms. Dualism may also denote the doctrine that good and evil are the products of two equally ultimate first causes. Practically, dualism exists when there is a split between sacred and secular and between the eternal and temporal.
<b>Ecclesia/Ekklesia</b> (GS)	Originates from the assembly of citizens of an ancient Greek state. From the word, <i>ek</i> , which means “out of” and <i>klesis</i> which means “a calling.” It describes those “called out to rule” in the colonization of a conquered and submitted territory. The Church is designed to become an <i>ecclesia/ekklesia</i> for the earth (Matthew 16:18-19).

<b>Economics</b> (MW)	The science of the useful application of the wealth or material resources of a country. It can be traced back to the Greek word, <i>oikonomis</i> , which translates as “the management of a household.”
<b>Ecumenical</b> (MW)	Pertains to the Christian Church as a whole, furthering or intending to further the unity or unification of Christian churches.
<b>Egalitarianism</b> (GS)	All mankind is equal and no one human has valid authority over another.
<b>Empiricism</b> (BA)	The epistemological theory contending that the only source of knowledge is experience which is derived from the senses.
<b>Enlightenment</b> (FS)	A European philosophical movement of the 18th century characterized by rationalistic methods.
<b>Epistemology</b> (FS)	The study of knowledge; the part of philosophy concerned with the theory of knowledge and its nature, limits, and validity.
<b>Equal Yoking</b> (GS)	The coupling, joining, or connecting of people or organizations that have common values, goals, strategies, and, ultimately, worldviews.
<b>Eschatology</b> (NT)	The doctrine of last things; the end of the world; the second coming of Christ; the resurrection of the dead; the last judgment; the creation of the new heaven and earth. Statements about the end of history already accomplished by Christ, the future hope of Christians, and the end of the world may all be termed “eschatology.”
<b>Ethics</b> (D)	The science of morals involving questions of what is right or wrong, good or bad, and how we ought to behave.
<b>Etymology</b> (GS)	The origin and development of words with a view to ascertain their radical or primary significance.
<b>Evidentialism</b> (GS)	A method of logical justification whereby a person’s belief system (faith) is based solely on the evidence that person has. Evidentialism is clearly a faulty logical process since 1) limited human beings can possess only limited evidence, and 2) the interpretation of all evidence is determined by one’s presuppositions.
<b>Existentialism</b> (BA)	The belief that the universe is basically irrational and that man is responsible for inserting meaning into his individual existence. Philosophical expressions are usually atheistic and pessimistic. Theological existentialists stress man’s absolute dependence on God and the subjective and non-cognitive facets of religious experience.
<b>Generation</b> (MW)	A single succession in natural descent; the people of the same period or living at the same time.
<b>Gnosticism</b> (NT)	Various religious movements which make redemption and man’s liberation dependent upon knowledge of the nature, origin, and goal of the world and human life as well as of the heavenly regions. A syncretistic form of religion which drew elements from Judaism, eastern religions, and Christianity. It flourished in the 2nd Century AD and continued until the 4th century.

<b>Hedonism</b> (DP)	The principle that happiness (defined in terms of pleasure) is the sole and proper aim of human action. The doctrine that no one, in fact, ever does or ever can act, save to further his own pleasure.
<b>Hellenism</b> (NT)	The period of Greek culture from Alexander the Great (356-323 B.C.) to the beginning of the Christian era. It is characterized by the natural interpretation of Greek and Oriental cultures, the extensive mingling of populations, the idea of the inhabited world, the common use of Greek as the world language, the ascendancy of philosophy over poetry, and syncretism in religion.
<b>Heresy</b> (MW)	A doctrine, opinion, or set of opinions or principles at variance with established or generally received principles; an opinion or doctrine tending to create division.
<b>Hermeneutics</b> (GS)	The science that teaches us the principles, laws, and methods of interpretation.
<b>Holism</b> (GS)	From the Greek, <i>holos</i> , meaning “all, entire, total.” The idea that all the properties of a given system (material, economic, social, etc.) cannot be determined or explained by its component parts alone. Instead, the principles that govern the system as a whole determine in an important way how each of the parts must behave.
<b>Humanism</b> (BA)	The worldview that conceives of humanity as the supreme factor in reality.
<b>Ideology</b> (MW)	A treatise on ideas. The doctrine that ideas are derived exclusively through sensation. A mode of thinking or interpreting; a method of observing.
<b>Jurisdictions</b> (GS)	The spheres of government, laws, or social groupings that are distinct from one another and charged with specific and limited responsibilities.
<b>Logic</b> (BA)	A study of the principles by which one may distinguish correct from incorrect reasoning.
<b>Mammon</b> (EP)	An Aramaic word denoting an entity in the spiritual realm that influences the hearts of mankind to love and serve money and place disproportionate value on money in the physical realm.
<b>Marcionism</b> (MW)	The doctrinal system of a sect of the 2nd and 3rd centuries A.D. accepting some parts of the New Testament but denying Christ's corporality and humanity and condemning the Creator God of the Old Testament.
<b>Mediating Grace</b> (GS)	The concept and reality that God releases gifts and parts of Himself to us through one another as His servants, messengers, or surrogates.
<b>Metaphysics</b> (NT)	The branch of philosophy dealing with the principles and conditions of all beings that lie behind physical nature.
<b>Methodology</b> (MW)	A body of methods, rules, and postulates employed by a discipline; a particular procedure or set of procedures.

<b>Monism</b> (MW)	The doctrine that there is only one ultimate substance or principle, whether mind (idealism), matter (materialism), or some third thing that is the basis of both.
<b>Natural Law</b> (BA)	A fundamental principle of right or justice that human reason can supposedly discern, usually by intuition. A set of values and imperatives rationally discerned by observing and reflecting on the nature of things.
<b>Nihilism</b> (MW)	The doctrine that nothing exists or can be known; skepticism concerning knowledge and actual existence.
<b>Objective Truth</b> (GS)	Truth based on the revelation God has given to man in the Scriptures.
<b>Ontology</b> (NT)	A philosophical term coined in the 17th century referring to the doctrine of being (existence).
<b>Pantheism</b> (MW)	The doctrine that the universe, taken or conceived of as a whole, is God; the system of theology which maintains that the universe, man included, is God, or simply modes or manifestations of God.
<b>Paradigm</b> (GS)	A philosophical or theoretical framework from which conditions are observed and understood; a way of viewing or thinking about a subject that is bound by particular assumptions about that subject and its relation to the world; an internal conception of the world used to interpret or explain the external world.
<b>Paradigm Shift</b> (GS)	A change in paradigm or the creation of a new paradigm.
<b>Paradox</b> (BA)	An apparently self-contradictory assertion that is nevertheless made on the ground that to eliminate the apparent contradiction would involve denying some truth.
<b>Pelagian</b> (MW)	One agreeing with Pelagius in denying original sin and consequently in holding that man has perfect freedom to do either right or wrong.
<b>Pelagianism</b> (GS)	Rejection of external discipline.
<b>Pluralism</b> (MW)	The simultaneous holding of more than one benefice; the philosophic theory that many reals exist.
<b>Presuppositions</b> (GS)	The most basic underlying assumptions of belief systems concerning the nature of reality as it applies to any specific set of ideas.
<b>Relativism</b> (DP)	In terms of value, to maintain that there are no universal standards of good and evil, right and wrong. In terms of fact, to maintain that there is no such thing as objective knowledge of realities independent of the known.
<b>Sovereignty</b> (MW)	Predominant power; supremacy; supreme power in a state; the possession of supreme or uncontrollable power.
<b>Strategic Thinking</b> (GS)	The practice of thinking and praying through the consequences of what we are thinking, saying, doing, and building in all aspects of our lives relative to what God wants to achieve for Himself, others, and ourselves.

<b>Subjective</b> (BA)	Used to denote what exists only in consciousness but is not true of objects beyond consciousness (see empiricism).
<b>Syncretism</b> (NT)	The merging and synthesis into a unity of different religions, together with their beliefs and practices.
<b>Teleology</b> (NT)	The science or doctrine of final causes asserting that all things which exist were produced for the end which they fulfill.
<b>Theism</b> (NT)	The belief that the ultimate ground of all things is a single, supreme reality which is the source of everything other than itself but does not depend on them for its existence. This reality is complete, perfect, and personal, and consequently of unqualified worship. Orthodox Christianity is thus, theistic.
<b>Universe</b> (MW)	The general system of things; all created things viewed as constituting one system or whole; the whole creation.
<b>Worldview</b> (GS)	A set of presuppositions (assumptions which may be true, partially true, or false) which we hold (consciously or subconsciously; consistently or inconsistently) about the basic makeup of our world.

## GoStrategic Presuppositional Ruler

<b>GOD</b>		<b>MAN</b>		<b>GOALS</b>		<b>LAW &amp; ORDER</b>		<b>SOCIETY</b>	
<b>Issue</b>	<b>Presupposition</b>	<b>Issue</b>	<b>Presupposition</b>	<b>Issue</b>	<b>Presupposition</b>	<b>Issue</b>	<b>Presupposition</b>	<b>Issue</b>	<b>Presupposition</b>
Existence	Yes/No	Origin	Created/Evolved	Origin of Truth	God-Revealed/ Science-Discovered	Based on	God/Humans	Held Together By	God/Man
Number	One/Many	Image	God's/ No Higher Value	Revelation	Spirit/Reason	Reality	Objective (One)/ Subjective (Many)	Parameters	Universe/ Multiverse
Type	Personality/Force	Nature	Fallen/Good	Effective Change	Inside → / ← Out	Boundaries	Biblical/Social	Governed By	Conscience/ Coercion
Role in Man's Origin	Creator/Directed Randomness	Salvation	Redemption/ Enlightenment	Effective Change	Bottom → / ← Up	Established	Conviction/ Coercion	Protects	Liberty/Pluralism
Current Role	Sovereign/ Deism	Purpose	Glorify God/ Self-Fulfillment	Method of Progress	Repentance/ Revolution	Result	Freedom/ Bondage	Goal	Unity/ Conformity
		Judgement	God's Word/ Man's Intent	Value of Past	Positive/ Little Value				
		Components	Spirit-Matter/ Matter Only	Shape of Past	Linear, Closed/ Cyclical, Open				
		Future	Heaven-Hell/ Death?						

