

Global Mission Leadership (ESD), 2017 Cohort
2018 – Year Two

MSSN741

MISSION STRATEGY DEVELOPMENT I

Boubakar Sanou, DMin, PhD



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GLOBAL MISSION LEADERSHIP 2017

GENERAL MODULE INFORMATION

Intensive location: Zaoksky Adventist University, Tula, Russia
Intensive Dates: June 4-15
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Boubakar Sanou, DMin, PhD
Telephone: 269-815-2110
Email: sanou@andrews.edu

BULLETIN MODULE DESCRIPTION

This course covers some important fundamentals needed for effective strategic planning. It deals with recognized strategic analysis tools and techniques, considers the factors which help or hinder effective strategy implementation and stresses the importance of developing key leadership skills needed in strategic planning.

MOODLE ACCESS, 365-DAY LIMIT

Moodle access for this module is limited to 365 days. Registered students generally have access to Moodle 60 days prior to the first day of the intensive. All module assignments are to be submitted through Moodle according to the due dates outlined in this syllabus.

MODULE MATERIALS

Required Articles:

1. <https://cyberleninka.ru/article/v/sovremennyy-podhod-k-strategicheskomu-planirovaniyu>
2. <https://cyberleninka.ru/article/v/strategicheskoe-planirovanie-kak-vazhneyshaya-funktsiya-upravleniya>
3. <https://cyberleninka.ru/article/v/strategicheskoe-planirovanie-na-predpriyatii-v-period-finansovo-ekonomicheskogo-krizisa>
4. <https://www.econ.msu.ru/sys/raw.php?o=31875&p=attachment>
5. <http://izron.ru/articles/ekonomika-finansy-i-menedzhment-tendentsii-i-perspektivy-razvitiya-sbornik-nauchnykh-trudov-po-itoga/sektsiya-16-strategicheskii-menedzhment/strategicheskoe-planirovanie-na-sovremennom-predpriyatii/>
6. See attached LFA Article

Recommended Books:

Malphurs, Aubrey. *Advanced Strategic Planning: A 21st Century Model for Church and Ministry Leaders*, Third Edition (Grand Rapids, MI: BakerBooks, 2013).

Terry, John Mark and J. D. Payne. *Developing a Strategy for Missions: A Biblical Historical and Cultural Introduction* (Grand Rapids, MI: Baker Academic, 2013).

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

PROGRAM LEARNING OUTCOMES

The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

Being:

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

Knowing:

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

Doing:

- a) Enhance the ability to evaluate ministerial practices through theological reflection
- b) Use appropriate tools to analyze the needs of churches and communities
- c) Refine skills that facilitate ministerial effectiveness
- d) Reinforce habits of study that contribute to lifelong learning

STUDENT LEARNING OBJECTIVES

The Doctor of Ministry in Global Mission Leadership Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are objectives that are important to the student development. These objectives should be reflected in the Ministry Development Plan developed by the participant.

The graduate will

1. Understand the process of strategic planning
2. Know and appreciate the benefits of strategic planning
3. Identify strategic issues and fundamental choices facing their organizations
4. Be able to use strategic planning tools such as the Logical Framework Matrix and the Gantt Chart to enhance the strategic planning of their local churches and institutions
5. Develop key leadership skills for effective implementation of strategic plans

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Global Mission Leadership Concentration in their DMin program.

Participants in the Global Mission Leadership 2017 Cohort take the following modules and the project seminar in the following sequence:

Year One – 2017

- MSSN706 Biblical, Theological and Spiritual Foundations of Mission (6 cr) Kleber Gonçalves and Bruce Bauer, May30-June 4, 2017 Zaoksky, Tula, Russia
- GSEM790 DMin Project Seminar (4 cr)
David Penno June 5-14, 2017 Zaoksky, Tula Russia

Year Two – 2018

- MSSN741 Mission Strategy Development I (4 cr) Boubakar Sanou, June 4-15, 2018, Zaoksky, Tula, Russia
- MSSN731 Cultural & Religious Analysis I (4 cr) Yuri Drumi, June 18-28, 2018, Zaoksky, Tula, Russia

Year Three – 2019

- MSSN732 Cultural & Religious Analysis II (4 cr) Yuri Drumi, June 3-14, 2019 Zaoksky, Tula, Russia
- MSSN742 Mission Strategy Development II (4 cr) Bruce Bauer, June 17-28, 2018, Zaoksky, Tula, Russia

Year Four – 2020

- GSEM796 DMin Project (6 cr) Bruce Bauer, Boubakar Sanou, and Yuri Drumi; May 25 – June 19 (To be confirmed)

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

- A. A journal is due the first day of the teaching intensive for each of the six required pre-session titles in hardcopy. The journal (there will be six one for each title) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

1. <https://cyberleninka.ru/article/v/sovremennyy-podhod-k-strategicheskomu-planirovaniyu>
2. <https://cyberleninka.ru/article/v/strategicheskoe-planirovanie-kak-vazhneyshaya-funktsiya-upravleniya>
3. <https://cyberleninka.ru/article/v/strategicheskoe-planirovanie-na-predpriyatii-v-period-finansovo-ekonomicheskogo-krizisa>
4. <https://www.econ.msu.ru/sys/raw.php?o=31875&p=attachment>
5. <http://izron.ru/articles/ekonomika-finansy-i-menedzhment-tendentsii-i-perspektivy-razvitiya-sbornik-nauchnykh-trudov-po-itoga/sektsiya-16-strategicheskii-menedzhment/strategicheskoe-planirovanie-na-sovremennom-predpriyatii/>
6. See attached LFA Article

B. Attend the Implementation Symposium on (*during the intensive*). This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project for year three of the program.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and Sunday.

III. Post Intensive

- A. Submit a General strategy methodology using the logical framework Analysis and Gantt's chart (to be sent to sanou@andrews.edu)
- B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.
- C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year two that partially integrates your credits of project learning into the program.**

The Doctor of Ministry Project Writing Manual 2nd Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in Turabian Parenthetical style.

D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium **October 15th, 2018**. The lead faculty for this module cannot enter a final grade until you complete your proposal and have begun implementation of your project.

E. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before **August 15, 2018**. The group will review the MDP and its role with materials provided during the intensive.

F. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **February 15th, 2019**.
2. The first group meeting must occur on or before **September 17, 2018**, and review the work of each student on their chapter four.
3. The second group meeting must occur on or before **December 17, 2018**, and review the case study done by each student (or other assignment).
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. Professor contact time is to be 15 hours per credit within that number. This module is 4 hours, so the entire course module is to require 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan	16 h
Reading and journaling	135 h (102 for the reading; 33 for the journaling)
Intensive	60 h
Journaling during the intensive	2 h
Context support group	3 h
Peer group attendance and report	3 h
Mentoring	5 h
TOTAL	224 h

Obs: Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Implementation Symposium assignments: attendance, proposal completion and approval, and IRB approval-(15 hours relate to the project seminar credits)

B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are one outcomes in the area of being, two in the area of knowing, and four outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered. See the chapter rubric guidelines at the Doctor of Ministry web site for further information.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
Develop an Adventist perspective of discipleship, ministry, and mission	Class lectures Group discussions	Dissertation chapter on strategy development and implementation
Foster a holistic view of society	Classroom Lectures Group discussions	Describe the assessment process

	Assigned reading	
Understand the biblical model of leadership	Classroom lectures Group discussions	Dissertation chapter on strategy development and implementation Review of assigned articles
Use appropriate tools to analyze the needs of churches and communities	Classroom lectures Group discussions Assigned reading	Dissertation chapter on strategy development and implementation Review of assigned articles
Refine skills that facilitate ministerial effectiveness	Classroom lectures Group discussions Assigned reading	Dissertation chapter on strategy development and implementation Review of assigned articles

C. Grade Points

Reading Journals and Reports	60 points
Strategy development and implementation chapter	100 points
Small Group Meetings	40 points
TOTAL	200 points

- 96 - 100% - A
- 93 - 95% - A-
- 90 - 92% - B+
- 85 - 89% - B
- 82 - 84% - B-
- 79 - 81% - C+
- 75 - 78% - C
- 72 - 74% - C-

D. Assignment Submission

Assignments should be submitted through the Learning Hub platform in their corresponding drop boxes.

E. Assignment submission deadlines:

Assignment due date: (possible A grade)

Late up to 30 days: (no more than A-grade)

Late 31 to 60 days: (no more than B+ grade)

Late 61 to 90 days: (no more than B grade)

Late 91 days or more: (no credit for the assignment)

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, (**June 4th, 2018**). If submitted late, the work will be discounted 10%. The remaining assignments are due **February 15, 2019**.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Mechanics of the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows Turabian Parenthetical Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

Language Conventions	There are no spelling, grammar, or punctuation errors.	There is spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	16-25 pages	26-30 pages	31-40 pages	More than 40 pages

Use the following Outline as a guide for Chapter 4

Chapter 4: Strategy for...

Introduction

Methodology

Logical Framework Analysis

Gantt chart

Description of Mission Strategy

Preparation

Application of logframe

Application of Gantt chart

Practical steps taken in preparation for Implementation of Strategy

Curriculum Design

Permissions obtained [Letters go into appendices]

Choice and Training of assistants

Advertising

Preparation and assessment of materials

[The steps depend on the nature of the strategy.]

Implementation of Strategy

Dates

Places

People involved (leadership and participants)

Topics

Activities

[For each, note how the logframe and Gantt chart fit in]

The organization may be temporal — what came first? What happened next? Here are answers to questions: When? Where? What? Who? How?

[All presentations, sermons, speeches, etc. appear in the appendices, together with any PowerPoints, advertising, handbills, etc.]

Evaluation of Project

Evaluation Criteria

Evaluators

Means of Evaluation

Linkage to the Logical Framework Matrix

Results of Evaluation

[Variation may occur, depending on the project.]

UNIVERSITY POLICIES

Disability Accommodations

If you need special attention, please contact Zaoksky Adventist University as soon as possible so that accommodations can be arranged.

Late Assignment Submission

Assignment due date: possible A grade

Late up to 30 days: No more than A- grade

Late 31 to 60 days: No more than B+ grade

Late 61 to 90 days: No more than B grade

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*”

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”. *AU Bulletin*

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses".

AU Bulletin

INSTRUCTOR PROFILE

Boubakar Sanou is an Assistant Professor of Mission and Leadership at the Seventh-day Adventist Theological Seminary, Andrews University. He served as a pastor for twelve years in Burkina Faso before attending Andrews University for his PhD. He holds a BA in Theology (Andrews University, 1999), a Masters of Arts in Pastoral Theology (Newbold College, 2005), a Doctor of Ministry in Global Mission Leadership (Andrews University, 2010), and a PhD in Missiology and Christian Leadership (Andrews University, 2015). His research interest is in studying the impact of culture on leadership behaviors and practices and how all these influence Christian witness.

