Global Mission Leadership (ESD), 2017 Cohort
2019, Year Three

MSSN742
MISSION STRATEGY DEVELOPMENT II

Bruce B. Bauer, DMiss

Andrews
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Seek. Affirm. Change.

Andrews University

MSSN742
MISSION STRATEGY DEVELOPMENT II
GLOBAL MISSION LEADERSHIP (ESD – 2017)

GENERAL MODULE INFORMATION

Intensive location: Zaoksky Adventist University, Tula Russia
Intensive Dates: June 3-14, 2019
Credits offered: 4

INSTRUCTOR CONTACT

Instructor: Bruce B. Bauer, DMiss
Telephone: 269-471-6505
Email: bbauer@andrews.edu

BULLETIN MODULE DESCRIPTION

Study of contemporary strategies of mission as a framework and foundation for the development and practice of a ministry plan within specific contexts. The role of leadership in this process is highlighted.

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 Textbooks:

1. Целеустремленная церковь / Пер. с англ. О. Лукмановой. - Нижний Новгород: Центр АГАПЕ, 2003. - 408, [8] с. - Пер. изд.:
   Warren, Rick. 2003. *The Purpose-Driven Church: Growth Without Compromising Your Message & Mission.* Grand Rapids, MI: Zondervan.
2. Seamands, David. 2015. *Healing for Damaged Emotions.* Colorado Springs, CO: David C Cook. 187 p.

DMIN 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 glocal 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.

DMIN PRIMARY EDUCATIONAL OBJECTIVES

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are outcomes we feel are important to evaluate as outcomes for all students. The following are those program outcomes.

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. Learn various approaches and components of strategy development that fit the context
2. Develop a strategy paper outlining an intervention for a particular situation
3. Use both the Gantt chart and Logframe in the Strategy
4. Become aware of the importance of spiritual strategies for ministry

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 Gobal Mission Leadership Concentration in their DMin program.

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

Doctor of Ministry (DMin) - Andrews University Global Mission Leadership (ESD - 2017) Coordinator: Dr. Bruce B. Bauer				
Course/Credits Professors	**2017**	**2018**	**2019**	**2020**
MSSN706 Biblical, Theological and Spiritual Foundations of Mission (6 credits)	May 30-June 4 June 15-26 Zaoksky University			

Course				
Dr. Kleber Gonçalves Dr. Bruce B. Bauer				
GSEM790 DMin Project Seminar (4 credits) Dr. David Penno	June 5-14 Zaoksky University			
MSSN741 Mission Strategy Development I (4 credits) Dr. Boubakar Sanou		June 4-15 Zaoksky University		
MSSN731 Cultural and Religious Analysis I (4 credits) Dr. Yuri Drumi		June 18-28 Zaoksky University		
MSSN742 Mission Strategy Development II (4 credits) Dr. Bruce B. Bauer			June 3-14 Zaoksky University	
MSSN732 Cultural and Religious Analysis II (4 credits) Dr. Yuri Drumi			June 17-28 Zaoksky University	
GSEM796 DMin Project (6 credits)				May 25-June 19 Zaoksky University

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

During the Intensive

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
B. During some evenings a video may be presented.
C. Participation in discussion, group activities, writing chapter responses, meeting with your context support group to discuss your Ministry Development Plan, and compilation of notes is expected.

During and After the Intensive

A. Read and report on the following two books

1. Целеустремленная церковь / Пер. с англ. О. Лукмановой. - Нижний Новгород: Центр АГАПЕ, 2003. - 408, [8] с. - Пер. изд.: Warren, Rick. 2003. *The Purpose-Driven Church: Growth Without Compromising Your Message & Mission.* Grand Rapids, MI: Zondervan.

    A. To complete this course you must submit a statement that says the following (if it is true): "I have read all the chapters of *The Purpose Driven Church*. This statement is worth 50 points. Submit this statement as soon as you have read the book
    B. You will write one third of a single-spaced page listing briefly main points of each chapter 3-11 plus two thirds of a single-spaced page applying the contents of that chapter to your ministry situation. Tell how you can use the concepts, why they are important to your ministry, etc. Each of the 9 chapters is worth 10 points

2. Seamands, David. 2015. *Healing for Damaged Emotions.* Colorado Springs, CO: David C Cook. 187 p.

    A. To complete this course you must submit a statement that says the following (if it is true): " I have real all the chapters of *Healing for Damaged Emotions*.
    B. You will write one third of a single-spaced page listing briefly the main points of each chapter 1-12 plus two thirds of a single-spaced page applying the contents of that chapter to your ministry situation. Tell how you can use the concepts, why they are important to your ministry, etc. Each of the 12 chapters is worth 10 points.

B. Review your 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 be used in your context support group and

form the foundation for a reflection paper at the time of your assessment at the end of the program. 40 points

C. Chapter four of your project document will be required. This part of your dissertation provides the strategy for your project. *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 your IRB approval from Zaoksky Theological Seminary and begin implementing 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 take place while you are on the campus. The group will review the MDP and interact with you concerning your progress in the various areas.

GRADING AND ASSESSMENT

A. Credit-Hour Definitions and Calculations
   The Doctor of Ministry program requires 56 hours of study for each semester credit. Class contact time is 50 hours (12.5 hours per credit x 4). This module is 4 credits, so the entire course requires 224 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:
   * Average reading speed   10-15 pages/hr.
   * Average writing speed   3 hr./page
The time for this module is calculated as follows:

Class time	50 hours
Ministry Development Plan	4 hours
Reading (approx. 600 pages)	30 hours
Writing responses to chapters (21 x 2)	42 hours
Writing Chapter 4 Strategy for . . .	90 hours
Context support group	3 hours
Mentoring	5 hours
Total	224 hours

B. Grade Points

Read The Purpose Driven Church	50 points
Write Responses to Chapters 3-11 in The Purpose Driven Church	90 points
Read Healing for Damaged Emotions	50 points
Write Responses to Chapter 1-12	120 points
Ministry Development Plan	40 points
Strategy Paper—Chapter 4	250 points
Total	600 points

94 - 100% - A
90 - 93% - A-
87 - 89% - B+
84 - 86% - B
80 - 83% - B-
77 - 79% - C+
74 - 76% - C
70 - 73% - C-

D. Assignment Submission

Please submit all assignments to bbauer@andrews.edu

E. Assignment submission deadlines:

March 31, 2020:	(possible A grade)
April 30, 2020:	(no more than A- grade)
May 31, 2020:	(no more than B+ grade)
June 30, 2020:	(no more than B grade)

 After July 1, 2020 you will receive a DN grade, which means the course grade was deferred and is no longer completable, meaning you will have to re-take the course, which is impossible so you will not complete your degree.

All assignments are due by March 31, 2020.

F. Student grades will be recorded by August 30, 2020.

ASSESSMENT GUIDELINES

Your major paper for this class is to complete your chapter 4 strategy. Below is the outline you should follow and also the rubric that will guide in the grading of the paper.

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 appendixes.]
            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 the questions: When? Where? What? Who? How?]
        [All presentations, sermons, speeches, etc. appear in the appendixes, 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.]

Chapter Assessment Rubric for the Post Intensive Paper

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will cover.	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.
Profile of the Ministry Context	A **concise** profile is given of the ministry context that relates	A concise profile is given of the ministry	A profile of the ministry context is given that does not	There is no profile of the ministry context.

	specifically to the task of the project.	context that relates to the task of the project.	relate specifically to the task of this project.	
Development of the Intervention	An intervention is developed that **clearly** builds upon the theological foundation and the literature review.	An intervention is developed that **seems to** build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A **concise** description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants were recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that **clearly** reiterates the main points, and acknowledges directions for further research and reflection.	The chapter ends with a conclusion that reiterates the main points and acknowledges directions for further research and reflection.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper *Andrews Standards for Written Work.*	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.

UNIVERSITY POLICIES

Disability Accommodations
If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission
Place your policy on late submission here.

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 10% 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*

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Bruce L. Bauer is Professor of World Mission at the Seventh-day Adventist Theological Seminary, holds a BA in Theology and a MA in Religion from Andrews University and a MA in Missiology and a Doctor of Missiology from Fuller Theological Seminary. The Bauers spent 23 years as missionaries in Japan, Guam Micronesia, and Cambodia. Bruce has taught in the Seminary at Andrews University for 25 years and is currently the director of the Doctor of Missiology program and the editor of the *Journal of Adventist Mission Studies.*