



EDMN8301 Integrated Mentorship
(Ministry Leadership)
New Orleans Baptist Theological Seminary
Doctor of Education Program
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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is *Doctrinal Integrity*.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

This course addresses the following competencies specifically: Disciple Making, Servant Leadership, Interpersonal Skills, and Spiritual and Character formation.

Course Description

Under the supervision of the student's assigned chair, this required field-based mentorship is designed to address the student's mastery in educational and theological disciplines and capacity to engage in administration, teaching, and research in a praxis-oriented learning environment. The content and structure of the course will align with the student's vocational ministry leadership context. Students register for the course after submitting an approved letter of intent for their dissertation topic.

Student Learning Outcomes:

After completing the required readings, attending all mentor meetings, participating in the Ministry Leadership meetings, performing appropriate tasks, and completing Four Mentor Meeting Reports, you should be able to:

- Demonstrate measureable improvement in skills associated with your ministry leadership position or role.
- Reference experiences and conversations with your mentor that outline steps toward professional development in your particular field of interest.
- Share examples and stories from your experiences and conversations with your mentor to illustrate how Christian professionals live out their vocations in all areas of life.
- Explain the role mentors play in shaping and sustaining a lifelong exploration of one's vocation by referencing specific ASP readings, lessons, or mentorship experiences.

Course Structure

Meetings are structured around discussions of a supplemental mentorship text(s), student experience and supervisory observation. The professional mentor selects the texts, which may include a textbook as well as selected readings from academic or professional journals. Personal reports and reflections will guide the individual meetings.

The first meeting between mentor and student is arranged by the student and should be scheduled to take place within the first few weeks of the semester. You will then be responsible for working with your mentor to schedule all additional meetings. Meetings may take place at any time, including early breakfasts or over evening meals. On average, meetings last two hours.

Course Materials:

Primary and Supplemental Texts (chosen by professional mentor and approved by guidance committee chair)

Course Requirements and Evaluation:

The Integrated Mentorship in Ministry Leadership course is comprised of the following key elements:

- Integrated Mentorship Personal and Professional Growth Plan (August/January): 20%
- Mentor Meeting Report #1 (September/February): 15%
- Mentor Meeting Report #2 (October/March): 15%
- Mentor Meeting Report #3 (November/April): 15%
- Mentor Meeting Report #4 (December/May): 15%
- Personal and Professional Growth Plan Report & Reflection Paper: December 20%

Written Requirements:

You must submit the Personal and Professional Growth Plan, four mentor meeting reports and one Personal and Professional Growth Plan Report & Reflection (Measures & Reflection) on the following dates:

- Integrated Mentorship Personal and Professional Growth Plan (August/January): 20%
- Mentor Meeting Report #1 (September/February): 15%
- Mentor Meeting Report #2 (October/March): 15%
- Mentor Meeting Report #3 (November/April): 15%
- Mentor Meeting Report #4 (December/May): 15%
- Personal and Professional Growth Plan Report & Reflection Paper: December 20%

Submission – You will submit all documents in the assignment area in Blackboard. Title your document as “Mentor Meeting Report #1” (example) and date submitted.

You are strongly encouraged to record your personal observations and reflections immediately after the meeting while they remain fresh in your mind.

If you and your mentor choose to meet more than four times over the course of the semester, you **do not need to submit** a meeting report for any additional meetings. We encourage you to meet with your mentor as often as possible!

If your mentor has a scheduling conflict and a second or third meeting does not coincide with the report deadlines listed above, **please make your instructor aware of the situation at least 3 days before the deadline. In these circumstances, an extension may be granted. We encourage you to schedule meetings early in the month to help avoid this situation.**

Participation Requirements:

You must meet with your professional mentor **no less than four times over the course of the semester**. An excused absence—e.g. due to illness or family emergency—must be made up with your mentor. An unexcused absence will result in your final grade being no more than a C grade. Two unexcused absences result in a failing grade.

Introduce Your Mentor

This course requires you to introduce your field mentor to your faculty supervisor at some point in the semester. It is your responsibility to coordinate the introductions.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy on Late Assignments

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 20xx-20xx*.

EDMN8301 Bibliography

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- Hall, R. Clyde. *Handbook for Youth Discipleship*. Nashville, TN: Broadman, 1988.
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MENTOR MEETING REPORT TEMPLATE

Student Name: _____

Mentor Name: _____

Mentorship Meeting Date and Location:

Duration of Meeting: _____ (e.g. 7 am – 8:30 am)

Part I: Pre-Meeting Questions

Prepare questions along three lines of inquiry. Email your Mentor these questions ahead of time to allow her/him time to prepare thoughtful answers.

1. At least one question must address a professional development issue.
Example: What's the best way to prepare for a career in your field? Is a particular graduate degree a worthy pursuit, given your specific career interests? How would you handle [a specific challenge student faces at your internship]? What does professional development look like for you at this stage in your career...How do you try to improve yourself?)
2. At least one question must explore the 'faithful practice' of your mentor's profession or what your mentor is learning about moral leadership or the idea of faithful practice.
Example: What does it mean to 'labor as if unto the Lord' in their work? What ethical issues at work make it most difficult to "live in God's kingdom" while at work? How has God used your work experience to draw you closer to Him, to make you more like Jesus?
3. At least one question must address the selected text(s). Be sure to select at least two specific passages to discuss.
Example: How does this passage connect to your life or work experience? What are you learning from this passage/text and what would it look like for you to apply these insights to your work life?

You are certainly not limited to these questions during your Mentor meetings. Your conversations will move in-and-out of formal and informal topics, to be sure. But we want to make sure each Mentor conversation explores these three formal lines of inquiry.

Part II: Documenting Mentor Responses

Provide a summary of your Mentor's responses to each question. This is not a transcript. The objective is to document the key points from your Mentor's answers concisely and accurately. We understand that in the natural course of your Mentor conversations, some questions may be discussed at greater length than others. Accordingly, your summaries may vary in length across the three questions. But we do expect you to provide an adequate summary of your Mentor's response to each question.

Part III: Post-Meeting Student Reflection

In section three, your writing should focus on what you learned from the conversation. How should you reflect on your mentor's answers? Here are some questions to consider:

- What did you hear that was new to you, and helpful? Explain.
- What did you hear that was familiar, but encouraging and confirming nonetheless? Explain.
- Did you disagree or have reservations about anything your mentor said? Explain.
- How would you have answered your own questions about the Mentor text? What did you think of your Mentor's take on the text?
- Did you see any connections between your Mentor's answers and themes from other selected reading or semester experiences (e.g. briefings, meetings, interviews, volunteer service)?
- How can you put to immediate use the things you learned from this meeting at the internship?

MENTOR MEETING REPORT RUBRIC

	Exemplary- 4	Meets Expectations -3	Approaching Expectations -2	Inadequate or Unacceptable -1
Pre-Meeting Questions (20%)	Shows evidence of purposeful preparation by coming to the meeting with three or more excellent questions for the mentor. At least one question pertains to your desired or actual professional development, at least one question relates to vocational or spiritual matters, and at least one question pertains to the selected mentorship text.	Shows evidence of preparation by coming to the meeting with at least four questions, but only one or two of the questions pertain to professional development, vocational/spiritual matters, or the selected mentorship text.	Shows minimal evidence of preparation because questions are submitted, but they do not touch on topics of professional development, vocational/spiritual matters, or the selected mentorship text.	Shows no evidence of preparation for the mentorship meeting because no questions are recorded.
Mentor Responses (40%)	The report documents substantive responses to each question, and records the mentor's references to past life/work experiences or illustrations to help explain the Mentor's answers or perspective.	The report documents responses to all three questions, but one response does not provide the details needed to explain the Mentor's answer or perspective.	The report documents responses to all three questions, but does not include any details that help explain the Mentor's answers or perspective.	The report fails to document an adequate response by the Mentor to two or more of the three required questions.
Student Reflection (40%)	Shows evidence of integrative thinking about what you heard and learned from the conversation. Regardless of whether you agree or disagree with what you hear, you engage thoughtfully with the content of the conversation and its relevance to your life. You are able to connect what you hear and what you think to other selected readings or semester experiences, like the practicum. You discuss the books thoughtfully, quoting and responding to specific passages yourself, to share what you think.	You engage thoughtfully with the content of the conversation and its relevance to your life, but could do more to connect what you hear and what you think to other selected readings or semester experiences, like the practicum. You discuss the books, but your comments are too often too general and it isn't as clear as it should be how the book is influencing your thinking on leadership, professional development, or vocation.	Your comments on the content of the conversation and its relevance to your life too often come across as more of a "reaction" than a reflection. You make too little effort to connect what you hear and what you think to other ASP readings or semester experiences, like the internship. You discuss the book, but your comments are too often too general and you make no effort to explain how the book is influencing your thinking on leadership, professional development, or vocation.	Your comment on the content of the conversation, but it is clearly more a "reaction" than a reflection. You make no effort to connect what you hear and what you think to other ASP readings or semester experiences, like the internship. Your discussion of the book is inadequate, failing to engage specific passages.

PERSONAL AND PROFESSIONAL GROWTH PLAN REFLECTION PAPER

Paper due date: December/May by 11:59 pm

Part One: Pre-Meeting Questions

Similar to our Mentor Meeting Reports, prepare questions along two of our three lines of inquiry.

1. At least one question must address a professional development issue.
2. At least one question must explore the ‘faithful practice’ of one’s profession, or what they are learning about the idea of vocation or God’s callings in their life.

Arrive to the event with your folio and questions in hand. Again, you are certainly not limited to these questions when speaking with other Mentors. But we want to make sure you continue to collect answers to these questions.

Part Two: Documenting Mentor Responses

Provide a summary of Mentors’ responses to each question. Again, this is not a transcript. The objective is to document the key points from Mentors’ answers concisely and accurately.

You must document responses from at least two mentors for each question. Yes, the same two mentors can answer for each question.

Part Three: Post-Event Student Reflection

After the event, reflect and write on the Mentors’ responses. Your writing should focus on what you learned and take away from the conversation. Here are some questions to consider:

- Were the answers you heard the answers you expected? Explain.
- What did you hear that was new to you, and helpful? Explain.
- What did you hear that was familiar, but encouraging and confirming nonetheless? Explain.
- Did you disagree or have reservations about anything the mentors said? Explain.
- What did you learn about the networking process through this exercise?

SUBMISSION – You will email the reflection paper as an attachment to your supervising professor by 11:59 pm on date to be determined. Standard format is single-spaced, 12 font size, Times New Roman font style, with 1-inch margins.

Title your document and the subject of your email: “Integrated Mentorship Reflection Paper.”