



Professional Doctoral Workshop
PDWS8203 Project in Ministry Design
New Orleans Baptist Theological Seminary

Winter Trimester, May 20-23, 2019

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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 worshiping 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.

The curriculum competencies addressed in this course are: Servant Leadership and Spiritual and Character Formation.

Course Description

This workshop offers the student guidance in designing a defensible preliminary proposal for a worthy professional doctoral project. This workshop is offered each trimester and is concerned principally with conceptualizing and designing the project, discovering resources, and determining methods and evaluative procedures. Because of the significant work involved in writing a project proposal, students cannot take more than one on-campus seminar in addition to this workshop in the same trimester. Each student must take this workshop at the New Orleans campus and should remain on campus throughout the week the workshop meets in order to fulfill requirements, utilize the library, and receive personal guidance from the course professors and his or her Faculty Mentor.

Course Teaching Methodology

1. Presentation. The professor and guest lecturers will guide the students to an understanding of the basic principles of both the NOBTS Professional Doctoral Programs and basic research writing skills.

2. Group Discussion. Students will dialogue about the Professional Doctoral Programs and their relationship to their respective ministries.

3. Individual Assignments. The students will complete assignments related to the philosophy of the Professional Doctoral Programs, research writing, and the study of Turabian as a stylistic guide.

Student Learning Outcomes

During the workshop, students will:

1. Identify strengths and weaknesses of their Preliminary Project Proposals.
2. Revise and reformat their Preliminary Project Proposals.
3. Compose a concise, clear, complete, and correct one-sentence project statement.
4. Develop clear Project and Professional Goals.
5. Understand the content and format of the Final Project Proposal, to be written following the workshop and to be submitted for approval to their Faculty Mentor for initial approval and to the ProDoc Committee for final approval.

Textbooks

Required:

Project in Ministry Handbook Handbook. Available Online-
http://www.nobts.edu/_resources/pdf/cme/Project%20in%20Ministry%20Handbook1.pdf

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertation*, 8th ed. Chicago: University of Chicago Press.

Recommended:

Booth Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 4 ed. Chicago: University of Chicago Press, 2016.

Course Schedule:

The workshop meets according to the tentative schedule listed in the syllabus. Additional meetings during the workshop will be announced as needed. Students must plan to be on campus throughout the days of the workshop for all class sessions, library work, and interaction with professors, their Faculty Mentors, and fellow workshop participants.

Pre-Workshop Assignments:

1. If you have not already done so, please dialogue with and enlist an available faculty mentor using the **Faculty Mentor/Student Contract** form found on the ProDoc website “Resources” page. Note: You are responsible for enlisting a mentor! Only call the ProDoc office if you have difficulty in enlisting a mentor.

a. Be prepared to discuss with the mentor items 1-8 in the "Identifying a Project in Ministry" section (Chapter I., Section D., pages 2-3) of the Project in Ministry Handbook. Also, utilize the Project Examples at the end of this syllabus.

b. Secure the faculty mentor's oral/written approval of the project idea. Note: do this before writing the Preliminary Proposal.

2. Write a **Preliminary Project Proposal**. A Preliminary Project Proposal (PPP) is a brief, formal document summarizing the proposed ministry project. Include the following components in the PPP:

- Title Page and Table of Contents
- Ministry Setting (Context) and Professional Concerns (2 paragraphs): Dedicate one paragraph each to the ministry setting (context) and the professional concern(s) to be addressed in the project.
- Ministry Proposal (1 page): Provide a one-sentence statement of the project (Make sure that your one-sentence statement of the project clearly matches one of the Project Models). Then, in several paragraphs, briefly describe the project proposal in such a way that an objective reader clearly understands the direction. Include in the description the kind of relevant experiences and components that will be involved in the project (such as specialized research, surveys, sermons, teaching/training sessions, retreats, mentoring, practice of ministry, etc).
- Project Goals (2 paragraphs): Identify 2-3 project goals and 1-3 professional goals. Project goals relate to the overall project and professional goals relate to the student's personal growth as a professional minister.
- Biblical Rationale (1 or 2 paragraphs): Identify two to four biblical themes addressed by this project proposal. Discuss these themes, providing scriptural support. Utilize the original biblical languages as appropriate in your discussion.
- Proposed Time Schedule (1 paragraph): Give a time schedule that includes the following: dates for enrollment in the Project in Ministry Design workshop, date of submission of the Final Project Proposal to the Faculty Mentor, dates of project implementation/research, and anticipated graduation date.
- Initial Bibliography (2-3 pages): Include relevant works and key resources in the field that have been examined ((books, journal articles, websites, DMin project and/or dissertations, etc. probably 20-30 sources).

NOTE #1: No student will be allowed to participate in the workshop without a Preliminary Project Proposal and a signed faculty mentor contract with proposal title included. The proposal must be submitted in a timely manner to assure that it has been reviewed by the workshop professor(s).

NOTE #2: The Project in Ministry Design Workshop will utilize Blackboard for this course. You must enroll yourself in PDWS8203WI Project Design Workshop [Spring]. Upload your PPP into the Assignments section no later than May 15, 2019, to allow the workshop faculty to review prior to the start of the workshop. Workshop documents will be available in the Contents section of Blackboard prior to the start of the workshop.

3. Read carefully the entire Project in Ministry Handbook and be prepared to discuss the contents in class.

4. Review Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and dissertations*, 8th edition. Pay particular attention to chapters related to footnotes, reference citations, and chapter headings as you write the Preliminary Project Proposal. You will need to become familiar with more details as you write your Final Project Proposal and Project Report.

5. Read extensively in the area of your ministry project.

- a. Be able to discuss the Initial Bibliography and why these sources are key sources for the project.
- b. Be able to discuss the Biblical Rationale, giving clear biblical support for those themes identified in the Preliminary Project Proposal.
- c. Be able to explain and defend your one-sentence statement.

Post-workshop Assignment:

Submit a Project Planning Grid (Project Map) via email to the Workshop Coordinators and your Faculty Mentor no later than two weeks following the completion of the PDWS8203 course (**June 10, 2019**). **VERY IMPORTANT: YOU CANNOT RECEIVE A PASSING GRADE FOR THE COURSE UNLESS YOU COMPLETE THIS POST-WORKSHOP ASSIGNMENT.**

Tentative Workshop Schedule:

Session One: Tuesday, 1:00 -7:00 P.M.

1. Devotional and Prayer
2. Introduction to the Workshop: Syllabus discussion, Overview of Workshop
3. Overview of Project Models
4. What Constitutes a Well-written Project?
5. Writing a Good One-Sentence Statement
6. Small Groups

Assignment for Tuesday: Write a revised one-sentence statement

Session Two: Wednesday, (8:15A.M.—4:00P.M.)

1. Devotional and Prayer
2. Library Research Orientation
3. Developing Project and Professional Goals
4. Small Groups
5. Assignment for Wednesday: Write Project and Professional goals

Session Three: Thursday, (8:15A.M—4:00P.M.)

1. Doctrinal Foundations for the Final Project Proposal
2. Evaluations and Assessments of Project and Professional Goals
3. Small Groups
4. Mapping your Project Proposal

Assignment for Thursday: Evaluation and Assessment Options for Project and Professional Goals.

Session Four: Friday, (8:15A.M—12:00P.M.)

1. Common Turabian Form and Style Errors
2. Critical Issues in Finishing Well
3. Reflections/Post Workshop Assignments

NOTE: The workshop is very time intensive. Students must be prepared to be present through the entire workshop and attend all workshop sessions.

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.

PROJECT EXAMPLES

The Equipping Program Model

Context: A small group of believers need to be equipped in some phase of direct ministry. Many models are available in the field for this type of training, but the project director will utilize research in the field and the existing models to synthesize a creatively new approach.

Scope: This project begins with the project director's research and ends with the select group of believers being equipped. The future work of the group is out of the scope of the project.

Emphasis: Training believers in some phase of direct ministry

Product: A group of believers equipped in some phase of direct ministry

One-Sentence Statement:

The purpose of this project is to equip selected men of First Baptist Church, Union, Mississippi, with servant leadership competencies.

Project Goals:

1. To research the servant leadership in order to identify the essential servant leadership competencies.
2. To develop a workshop to equip the selected men of First Baptist Church, Union, Mississippi, with servant leadership competencies.
3. To equip the selected men of First Baptist Church, Union, Mississippi, with servant leadership competencies.

Professional Goals:

1. To increase the project director's knowledge of servant leadership.
2. To increase the project director's skill in instructional theory and practice (or curriculum design).

The Ministry Skill Enhancement Model

Context: The project director is in need of personal improvement in some ministry skill area. The ministry skill has a direct relationship to the ministerial concern.

Scope: This project begins with the project director's process of identifying the ministry skill that needs enhancement and ends with implementation of the skill enhancement. The future results of the enhancement are out of the scope of the project.

Emphasis: A ministry skill area

Product: The implementation of skill improvement

One-Sentence Statement:

The purpose of this project is to enhance the project director's topical preaching skills to increase congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton Roads, Hampton, Virginia.

Project Goals:

1. To research the field of topical preaching in order to identify the essential components necessary to address congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton, Virginia.
2. To develop a series of topical sermons incorporating the common components necessary to address congregational awareness of multicultural issues at Hampton Roads Baptist Church, Hampton, Virginia.
3. To preach the series of sermons at Hampton Roads Baptist Church, Hampton, Virginia.

Professional Goals:

1. To increase the project director's knowledge of congregational multicultural awareness.
2. To increase the project director's skill in the delivery of topical sermons.

The Strategy Planning Model

Context: A targeted population exists to which some form of ministry is to be accomplished. The strategy will have a single purpose, but it will utilize multiple means to accomplish its objective.

Scope: This project begins with the project director's exploration of demographics and existing methods and ends with the early stages of implementation. The carrying out of the strategy and its results are out of the scope of the project.

Emphasis: A multifaceted strategy

Product: A strategy with early stages of implementation such as: presentation of the strategy, approval of the strategy, or the first steps of the strategy (pilot projects, demographics, etc.)

One-Sentence Statement:

The purpose of this project is to develop an intercultural church-growth strategy for Sugarloaf International Fellowship, Suwanee, Georgia.

Project Goals:

1. To explore defined demographics around Suwanee, Georgia, in order to determine ethnicities and intercultural church-growth potential.
2. To examine strategy planning processes in order to inform the strategy planning team.
3. To develop a strategy for Sugarloaf International Fellowship for the purpose of intercultural church-growth.
4. To present the strategy to the Leadership Council of Sugarloaf International Fellowship for approval.

Professional Goals:

1. To increase the project director's knowledge of strategy planning techniques.
2. To increase the project director's skill in interpreting demographic data.

The Community Assessment Model

Context: A social need exists in the community that needs to be met. This is not a generic need, but it is an expressed need in the project director's community.

Scope: This project begins with the project director's identification of demographic data and existing needs and ends with specific recommendations. The carrying out of those recommendations and their results are out of the scope of the project.

Emphasis: Social need

Product: Specific recommendations

One-Sentence Statement:

The purpose of this project is to assess the social needs of single-mother families in Corpus Christi, Texas, for South Texas Children's Ministries.

Project Goals:

1. To assess the demographic data and community needs related to single-mother families in crisis in Corpus Christi, Texas.
2. To discover the resources available to single-mother families in crisis in Corpus Christi, Texas.
3. To make specific recommendations to the ministry committee of South Texas Children's Home Ministries for development of a program for single-mother families in Corpus Christi.

Professional Goals:

1. To increase the project director's knowledge of the needs of single-mother families in crisis in the community.
2. To increase the project director's skill in demographic and community needs analysis.

The Ministry Research Model

Context: The need exists for a new approach in a cutting edge ministry for which few models exist and which will require further research and development.

Scope: This project begins with the project director's research and ends with the development of a workshop, conference, module, etc. The offerings of the product or its results are out of the scope of the project.

Emphasis: Research in a field of study.

Product: The development of new materials for ministry.

One-Sentence Statement:

The purpose of this project is to research personal conflict resolution techniques in order to develop a conflict resolution manual for incarcerated believers at the United States Penitentiary, Atlanta, Georgia.

Project Goals:

1. To research the field of conflict resolution as it relates to personal conflict resolution and incarcerated individuals.
2. To produce a teaching manual that would equip believers at the United States Penitentiary, Atlanta, Georgia, to manage personal conflict.

Professional Goals:

1. To increase the project director's knowledge of personal conflict resolution.
2. To increase the project director's skill in designing a teaching manual.