

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

CHMN539

CHURCH GROWTH AND
THE EQUIPPING PASTOR

October 1-5, 2017

Dr. S. Joseph Kidder, DMin



Andrews University

CHMN539
CHURCH GROWTH AND THE EQUIPPING PASTOR
OCTOBER 1-5
Fall 2017
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN539
Class name: Church Growth and the Equipping Pastor
Year & Semester: 2017 Fall
Class location: Chesapeake Conference office, Columbia, MD
Class time/day: **Sunday: 3-8 p.m.**
Monday-Wednesday: 8:00 a.m.-12:30 p.m.; 1:30-6:00 p.m.
Thursday: 8am-12pm.
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Dr. S. Joseph Kidder, DMin
Telephone: Home: (269) 473-2497, Office: (269) 471-8316
Email: kiddersj@andrews.edu
Office location: Andrews University, Seventh-day Adventist Theological Seminary
4145 E. Campus Circle Drive, Berrien Springs, MI 49104-1500

Administrative Assistant: Bonnie Beres,
Telephone: (269) 471-3408
Email: bonnieb@andrews.edu
Office Location: Seminary Building, Room S220

BULLETIN COURSE DESCRIPTION

This class is an examination of church growth principles with a special emphasis on the role of the pastor as an equipper. The student will be exposed to the harvest potential of unchurched people, as well as receiving exposes to a biblical theology of reaching the lost. The course will further expose the student to friendship evangelism, helping plateaued and declining churches become revitalized, church planting, the role of the laity and the usage of spiritual gifts.

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

STUDENT LEARNING OUTCOMES (SLO)

Student Learning Outcomes (SLO) The student should be able to:

1. Develop greater personal biblical and spiritual growth.
2. Practice the characteristics of basic Church Growth.
3. Create a Biblical narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
4. Define the theological, psychological, and sociological foundations for growth in the Christian life and how that relate to church growth and evangelism.
5. Identifies the evangelistic factors that lead to the effective evangelizing of the young and the youth.
6. Identify the factors that lead to church renewal and revival.
7. Owning and Modeling a balanced committed Christian life that is committed to the great commission and its application in public, group and personal witnessing.

CLASS OBJECTIVES

The primary objectives of this class are to:

- To help the student develop a passion for reaching lost people and bringing them to Jesus.
- To enable the student to clearly understand the biblical role of the pastor and learn how to begin to implement that role in the churches they will eventually serve.
- To provide the students with elementary tools to enable them to begin to lead their churches into growth.
- Identify the biblical and theological perspectives on evangelism.
- Explain Jesus' method of working with groups which were difficult to reach.
- Show methods of selected biblical personalities used to reach groups which were difficult to reach.
- Assess his or her local church's readiness for change.
- List and examine specific challenges to evangelism of today and approaches used to meet these challenges.

Secondary objectives include:

- To sense the largeness of the mission potential in the developed world.
- To discover the basic reasons why growth has not been occurring in the developed world.
- To be able to begin to create growing strategies in the churches that they pastor.
- Construct approaches which will assist you with your evangelism objectives.
- Identify and describe the eight characteristics of growing churches that cross all cultural barriers.
- Explain why there is no "right" way to conduct evangelism.
- Write an explanation of what Paul meant when he said "that he would become all things to all people that he might save some."
- Express the meaning of creativity, define what makes a creative person, and practice the principles of creativity. Defend your approach to creativity.
- Develop and organize a program for reaching unchurched people.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS MATERIALS

Required Reading:

Reading: Four required textbooks make up the reading list. You will need to submit a book report on each book by the end of the designated time. Each report should include:

- your name
- the name of class
- the date
- the author's name
- book title
- a brief review of the book
- your critique as outlined on pages 6 and 7
- each report must be in print form, double spaced, and need not exceed three pages

Pre-Intensive Reading:

Kidder, S Joseph. *Moving Your Church, Become a Spirit-Led Community*. Nampa, ID: Pacific Press Publishing Association, 2016. (144 pp)

Report due 1st day of class.

Post-Intensive Reading:

Kidder, S Joseph. *The Big Four, Secrets of a Thriving Church Family*. Hagerstown, MD: The Review and Herald, 2011, (159 pp).

Report due January 1, 2018.

Kinnaman, David with Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church... and Rethinking Faith*. Grand Rapids, MI: Baker Books, 2011, (250 pp).

Report due January 1, 2018.

White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **Chapter: Laboring for Special Classes, pages 552-586 (34 pp).**

Report due January 1, 2018.

Required Materials:

Materials to be purchased at the price of \$25. See the instructor.

Recommended Reading:

There are a number of other excellent books that you should read if you want to be an innovator in church growth. You are encouraged to read as many as you can of the books listed in the bibliography below, however, this is not a requirement.

PRE-INTENSIVE REQUIREMENT DETAILS

Read the following book before coming to class:

Kidder, S Joseph. *Moving Your Church, Become a Spirit-Led Community*. Nampa, ID: Pacific Press Publishing Association, 2016. (144 pp)

1. Give a brief review. What did you like? What did you not like?
2. Based on the ideas generated by this book, what would you put in action to change your church?
3. Since we do not live in an ideal world, what changes could you make in your local church to make it a safe place for the unchurched? Explain. If after reading this book you feel like that is no need to make any changes, explain why.

This paper is due first day of class.

DETAILS FOR REQUIREMENTS DURING COURSE INTENSIVE

1. Attend and participate in all scheduled classes. [See schedule above.]
2. Work on project which may be assigned.
3. Form work and discussion small groups.
4. Start developing the ideas for the proposal for the project that will be implemented after the class.

POST-INTENSIVE COURSE REQUIREMENT DETAILS

1. **Submit proposal for project (see number 5)**

Due January 1, 2017

Post Intensive Reading (3 books)

Report due January 1, 2017

Kidder, S Joseph. *The Big Four, Secrets of a Thriving Church Family*. Hagerstown, MD: The Review and Herald, 2011, **(159pp)**.

- a) Give a brief review. What did you like? What did you not like?
- b) Based on the ideas generated by this book, what would you put in action to change your church?
- c) Since we do not live in an ideal world, what changes could you make in your local church to make it a safe place for the unchurched? Explain. If after reading this book you feel like that is no need to make any changes, explain why.

Report due April 1, 2018

Kinnaman, David with Aly Hawkins. *You Lost Me: Why Young Christians Are Leaving Church . . . and Rethinking Faith*. Grand Rapids, MI: Baker Books, 2011, (250pp).

- a) Give a brief review. What did you like? What did you not like?
- b) How do you implement the concepts of the book in your life and ministry?
- c) How do you reach the new generation?

Report due April 1, 2018

White, Ellen G. *Evangelism*. Washington DC: Review & Herald, 1946, **Chapter: Laboring for Special Classes, pages 552-586 (34 pp)**.

- a) Read the chapter: “Laboring for Special Classes”
- b) Choose one of the groups [“classes”] discussed in these pages and write a three –four page paper outlining the approaches you would use to bring the gospel to the group chosen.

2. **Post Intensive Lectures:** Watch the following videos from the Global Leadership Summit on You tube via the links below. Reflect and write a 1- page summary of each videos and give specific application to your life and ministry.

Due April 14, 2018

- a. [Bill Hybels: The Intangibles of Leadership \(1:15\)](#)
- b. [Joseph Grenny: Crucial Conversations \(39:38\)](#)
- c. [Joseph Grenny | Mastering the Skill of Influence \(41:44\)](#)

3. **Bible Study:** Please study 1 Corinthians 9:19-23 and submit a 2-3 page (double-spaced, one-inch margins, 12 pt. type). Does this passage suggest that anything that works is right for evangelism? Are there boundaries that should not be crossed? If there are what are they? What principles would you suggest for applying this passage to creative evangelism? Why do you think Adventist have not studied this passage more? This paper is to be submitted by **April 14, 2018**.

4. Project:

- a) Choose a current church situation and write a paper on an innovative approach to evangelism you would use that meets your own particular need. The primary purpose of this research is for practical application in one’s ongoing ministry. You will need to reflect on your reading, papers, class/video lectures, and participation.
 - 1) Developing a comprehensive 2-year evangelistic plan for the church
 - 2) Develop a lay training program for leaders and members
 - 3) Develop an innovative program to reach and retain youth and young adult in the church
 - 4) Develop a plan on how to reach a different group (social/cultural) group
 - 5) Develop a Church planting or some other innovative church growth plan.

- b) This paper needs to be typed, double-spaced, and must be written according to *Standards for Written Work*, Andrews University.
[<http://www.andrews.edu/grad/documents/standards-for-written-work-2015.pdf>]
- c) Length of paper should be 15-20 pages with a minimum of 15 references.
- d) Submit **two** copies of the paper to the professor. They must be in the office of the professor no later than **April 14, 2018**.
- e) NOTE: Criteria for evaluating your writing can be found in my Appendix, beginning on p. 19

MAPM Intensive Class Schedule			
Schedule for class meetings: October 1-5, 2017			
			Running total
Sunday	3-8 p.m.	5 hours 5	5
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	14
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	23
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours 9	32
Thursday	8:00-12:00 p.m.	4 hours 4	36
Post-session	Guest lectures to be viewed on-line	9 hours 9	45

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	36	45 hours total
Post-Intensive Videos	9	
Independent Completion of Assignments		
Reading	32 hours	
Reading Reports (3 Reports – 3 pages each)	9 hours	
“Laboring for Special Classes”-Paper (3-4 pages)	6 hours	
Paper on 1 Corinthians (2-3 pages)	5 hours	
Project paper (15 pages)	38 hours	
Total Hours	135 hours	

Guidelines for Specific Assignments:	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

OUTLINE OF TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1	July 23	The Big Four	
		Leadership	
		Training	
2	July 24	How people come to the Lord?	
		Dying for change.	
		The dream church.	
3	July 25	The worship experience.	
		People's expectations of the worship service.	
		People's expectations of the worship service. Part 2	
4	July 26	Building a house of prayer.	
		How to reach the new generation for Jesus.	
		How to reach the new generation for Jesus. Part 2	
5	July 27	How to revive a dying church.	

GRADING AND ASSESSMENT

GRADING and Evaluation

The grade will be based on the total number of points. Possible points are as follows:

Reading and written reports	30
Class participation & assignments	10
Project	60
Total points possible	100

Letter grades will be given based on the following percentages:

A	93-100	C+	77-79
A-	90-92	C	73-79
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	60 or less

ANY QUESTIONS:

If you have any questions about the requirements or need additional information please feel free to contact me. I am looking forward to this class.

Late Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

The criteria for grading the project will be:

40 Pts	Research Content	
	Biblical foundation	(15)
	Current sources/studies	(10)
	Analysis/Synthesis	(15)
40 Pts	Application	
	Translated from paper to ministry (what difference does it make?)	(20)
	Plans to use project in your life or ministry	(20)
20 Pts	Writing	
	Logical flow and transition	(06)
	Use of English	(05)
	Neatness and quality	(04)
	Minimum of 10 different sources	(05)
	Total	100 Pts.

Rubric for Reflection Paper

Category	Very Good 20, 19 (95%)	18, 17 (85%)	Average 16, 15 (75%)	14, 13 (65%)	Poor 12 (60%) >	Score
Understanding of Church growth methods	Clearly demonstrates understanding of 8 of the church growth methods such as the NCD		Demonstrates some understanding of 7-5 of the church growth methods		Is quite vague about what constitutes church growth methods and understands 4 or less of the church growth methods.	/20
Personal and evangelistic practices	Helped the church to intentionally and consistently practice 3 different approaches to innovative evangelism such as personal evangelism, becoming seeker friendly church, health, children and new methods of reaching the millennial generation.		Helped the church to intentionally and consistently practice 2 different approaches to innovative evangelism such as personal evangelism, becoming seeker friendly, health, children and new methods or reaching the millennial generation		Helped the church to intentionally and consistently practice 1 approach to innovative evangelism such as personal evangelism, becoming seeker friendly, health, children and new methods or reaching the millennial generation	/20
Commitment to balanced form of evangelism	Pastor and church have a comprehensive and balanced approach to evangelism that combine public evangelism, personal evangelism, and the news methods listed above		Pastor and church have a less than comprehensive and balanced approach to evangelism that combine public evangelism, personal evangelism, and the news methods listed above		Pastor and church have no comprehensive or balanced approach to evangelism	/20
Evaluation of specific and overall church issues and challenges	Evaluates specific and overall church issues and challenges through focus groups and surveys		Discusses church issues and challenges but with little or no evaluation through focus groups and surveys		Makes little reference to church issues and challenges	/20
Paper presentation	Paper is presented neatly, with correct grammar, spelling and punctuation—use at least 15 references, makes no more than 15 grammatical mistakes, and use Turabian style of writing		Paper somewhat displays neatness, correct grammar, spelling and punctuation—uses 14-10 references, makes 15-20 grammatical mistakes and does not use a clear style of writing.		Paper poorly displays neatness, correct grammar, spelling and punctuation—uses less than 9 references, makes more than 20 grammatical mistakes and has no style of writing.	/20
Total						/100

CLASS POLICIES

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the 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.

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. 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.”

Andrews University Bulletin 2010, page 29-30

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“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.”

INSTRUCTOR PROFILE

Dr. Kidder is a well-recognized authority in the area of Leadership and Church Growth, discipleship and spiritual growth. He has invested his life the equipping and training of pastors and the laity. He has written many articles and books on the subject of Discipleship, Worship, Spiritual Growth, leadership and Church Growth. He also has regular columns in *Elder's Digest* and *Ministry*.



Dr. S. Joseph Kidder has been teaching at the Seventh-day Adventist Theological Seminary for the last ten years. Prior to that, he had over 20 years of successful pastoral work. He has helped many people come to the and grow in their spiritual walk.

Dr. Kidder was born in Nineveh, Iraq, and immigrated to the U.S. when he was kicked out of home and beaten almost to death by his family when he converted to the Adventist faith.

RESEARCH/PUBLICATIONS

Scholarly/Professional Publications - Books

Majesty: Experiencing Authentic Worship. Hagerstown, MD: Review & Herald Publishing Association, 2009.

The Big Four, Secrets of a Thriving Church Life. Hagerstown, MD: Review & Herald Publishing Association, 2011

Youth Speak: The Church Listens. Edited with Kenley Hall. Lincoln, NE: AdventSource, 2014.

Moving Your Church, Become a Spirit-Led community, Nampa, ID: PPPA, 2016

Scholarly Publications in the Area of Biblical Studies

This Generation in Matthew 24:34. *Andrews University Seminary Studies*, Autumn 1983, (21:3), 203-209.

Creeds and Statements of Belief in Early Adventist Thought. *Andrews University Seminary Studies*, Spring 2009 (47:1), 101-116.

SCHOLARLY PUBLICATIONS IN THE AREA OF CHURCH GROWTH

Por Que Algumas Igrejas Crescem. *Revista do Anciao*, Apr-June 2008, 5.7.

The Power of Relationship in Evangelism. *Ministry*, July 2008 (80:7), 10-12.

Why Churches Grow. *Elder's Digest*, January-March 2009, 4-5.

The Biblical Role of the Pastor. *Ministry*, April 2009, 19-21.

"Reflections on the Future of the Seventh-day Adventist Church in North America: Trends and Challenges (Part 1 of 2)." *Ministry: International Journal for Pastors*, December 2010.

"Reflections on the Future of the Seventh-day Adventist Church in North America: Trends and Challenges (Part 2 of 2)." *Ministry: International Journal for Pastors*, February 2011.

SCHOLARLY PUBLICATION IN THE AREA OF SPIRITUAL FORMATION & GROWTH

Living with a Passion for the Presence of God, A Call for Authentic Biblical Spirituality.
Published in *Encountering God in Life and Mission: A Festschrift Honoring Jon L. Dybdahl*. Berrien Springs, MI: Andrews University, 2010. 80-99.

Prayer Is Seeking God's Presence. *Best Practices for Adventist Worship*, September 2010. Accessed January 10, 2011. <http://archive.constantcontact.com/fs033/1101578508634/archive/1103601495701.html#WorshipAndPrayer>

SCHOLARLY RESEARCH IN THE AREA OF ELLEN G. WHITE STUDIES

A review of Ellen G. White book *Christian Service* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*.

A review of Ellen G. White book *Testimonies to Ministers* to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

A review of Ellen G. Whites book *Testimonies to Ministers and Gospel Workers*, 1923, 544 pp., to be published by the GC of the SDA Church in the upcoming *Adventist Encyclopedia*

POPULAR ARTICLES

Popular Publication

Escape from Iraq, Part 1. *New England Pastor*, March-April 2008, 9-12.

Escape from Iraq, Part 2. *New England Pastor*, May-June 2008, 10-12.

Challenged by the Truth. *Review & Herald*, February 15, 2007, vol. 155, 26-29.

Watching for His Return. *Gleaner*, February 3, 1007, (92:3), 5.

Hated, Beaten, and Spat Upon, He is Alive, July-August 1991 (2:4), 11-15.

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

APPENDIX 2

CLASS BIBLIOGRAPHY:

BOOKS:

- Anderson, Leith.** *Dying for Change - An Arresting Look at the New Realities Confronting Churches and Para-Church Ministries.* Minneapolis, MN: Bethany House Pub., 1990.
- Anderson, Leith.** *A Church for the 21st Century.* Grand Rapids, MI: Zondervan Pub. House, 1992.
- Barker, Joel.** *Paradigms-The Business of Discovering the Future.* New York: Harper Collins, 1992.
- Barna, George.** *Evangelism That Works - How to Reach Changing Generation With the Unchanging Gospel.* Gospel Light Pub., 1997.
- Barna George.** *The Fog in the Kettle - What Christians Need to Know in the Year 2000.* Ventura, CA: Regal Books, 1990.
- Barna, George.** *User Friendly Churches.* Ventura, CA: Regal Books, 1991.
- Barna, George.** *Today's Pastors.* Ventura, CA: Regal Books, 1993.
- Barna George.** *Generation Next - What You Need to Know About Today's Youth.* Ventura, CA: Regal Books, 1995.
- Barna George.** *The Habits of Highly Effective Churches.* Ventura, CA: Regal Books, 2000.
- Barna George.** *The Second Coming of the Church.* Nashville: Word Publishing, 1998.
- Baumgartner, Erich W.,** ed. *Re-Visioning Adventist Mission in Europe.* Berrien Springs, MI: Andrews University Press, 1998.
- Burrill, Russell.** *Revolution in the Church.* Fallbrook, CA: Hart Research Center, 1993.
- Burrill, Russell.** *Radical Disciples for Revolutionary Churches.* Fallbrook, CA: Hart Research Center, 1996.
- Burrill, Russell.** *The Revolutionized Church of the 21st Century.* Fallbrook, CA: Hart Research Center, 1997.
- Callahan, Kennon L.** *Twelve Keys to an Effective Church.* San Francisco: Harper, 1993
- Celek, Tim & Zander Dieter.** *Inside the Soul of a New Generation.* Grand Rapids: Zondervan Publishing House, 1994.
- Dybdahl, Jon L.,** ed. *Adventist Mission in the 21st Century.* Hagerstown, MD: Review and Herald Pub. Assn., 1999.

- Easum, William & Bandy, Thomas.** *Growing Spiritual Redwoods.* Nashville: Abingdon Press, 1997.
- Fink, Roger & Stark, Rodney.** *The Churching of America, 1776-1990.* New Brunswick, NJ: Rutgers University Press, 1992.
- Ford, Kevin Graham.** *Jesus for a New Generation.* Downers Grove, IL: InterVarsity, Press 1995.
- George, Carl.** *The Coming Church Revolution.* Grand Rapids, MI: Fleming H. Revell, 1994.
- Gibbs, Eddie.** *Church Next: Quantum Changes in How We Do Ministry.* Downers Grove, IL: InterVarsity Press, 2000
- Goldman, Ari L.** *The Search for God at Harvard.* New York: Ballantine Books, 1991.
- Hunter George.** *How to Reach Secular People.* Nashville: Abingdon Press, 1992.
- Hunter, Kent.** *Foundation for Church Growth.* Corunna, IN: Church Growth Center, 1994
- Hybels, Bill and Mark Mittelberg.** *Becoming a Contagious Christian.* Grand Rapids: Zondervan Publishing House, 1994.
- Klaiber, Walter.** *Call & Response.* Nashville: Abingdon Press, 1997.
- Liesch, Barry.** *The New Worship.* Grand Rapids: Baker Book House, 1996.
- Long, Jimmy.** *Generation Hope - A Strategy for Reaching the Postmodern Generation.* Downers Grove, IL: InterVarsity Press, 1997.
- Loscalzo, Craig A.** *Apologetic Preaching: Proclaiming Christ to a Postmodern World.* Downers Grove, IL: InterVarsity Press, 2000.
- Loscalzo, Craig A.** *Evangelistic Preaching That Connects.* Downers Grove, IL: InterVarsity Press, 1995.
- McIntosh, Gary.** *Three Generations - Riding the Waves of Change in Your Church.* Grand Rapids, MI: Fleming H. Revell, 1995.
- Malphurs, Aubrey.** *Pouring New Wine into Old Wineskins- How to Change a Church Without Destroying It.* Grand Rapids, MI: Baker Book House, 1993.
- Mittelberg, Mark.** *Building a Contagious Church.* Grand Rapids, MI: Zondervan Publishing House, 2000.
- Mittelberg, Mark.** *Building a Contagious Christian.* Grand Rapids, MI: Zondervan Publishing House, 2000.
- Nelson, Alan and Gene Appel.** *How to Change Your Church (without killing it).* Nashville: Word Publishing, 2000.

- Paulien, Jon.** *Present Truth in the Real World.* Boise, Idaho: Pacific Press Pub. Assn; 1993.
- Posterski, Donald.** *Reinventing Evangelism.* Downers Grove, IL: InterVarsity Press, 1989.
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