Seventh-day Adventist
Theological Seminary
Andrews University

CHMN 539

Church Growth & Equipping Pastor

Spring 2020

Stanley Patterson, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Oklahoma Conference of SDA, Oklahoma City, OK
Class meeting times:	February 9-13, 2020 Sunday: 1:00 – 5:00 pm Monday – Thursday: 8:30 – 12:00pm; 1:30 - 5:00pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	M – (269) 240-4900; W – (269) 471-3217
Instructor Email:	patterss@andrews.edu
Office location:	Seminary Building – N232
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

This course 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.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MA in Pastoral Ministry (MAPM)

1) Deliver effective Bible-based sermons
2) Demonstrate proper biblical interpretation skills
3) Understand the historical-theological development of the Seventh-day Adventist Church
4) Exhibit capability for training church members for evangelism
5) Demonstrate an understanding of how to empower church members for leadership
6) Exhibit capability for reaching specific social groups

(The full set of program learning outcomes for your degree program is listed in **Appendix #3**.)

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Understand church growth needs, principles and practices
2. Develop a biblical worldview regarding church growth
3. Assimilate an equipping philosophy of pastoral ministry
4. Analyze and process pathways of personal ministry development
5. Recognize health factors in growing churches
6. Learn methods to revive plateaued or declining churches
7. Become engaged in local outreach ministry.

COURSE OVERVIEW

COURSE MATERIALS

Required Course Materials

a. McCallum, D., & Lowery, J. (2012). *Organic discipleship: Mentoring others into spiritual maturity and leadership*. Columbus, OH: New Paradigm. ISBN: 0983668108; 330 pp.
b. *Nieuwhof*, C. (2015). *Lasting impact.* Cumming, GA: reThink Group. ISBN: 1941259464; 170 pp.
c. Birch, R. (2018). *Church Growth Flywheel: 5 practical systems to drive growth at your church*. Self-published: unSeminary 208 pp

Recommended Course Materials

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

PRE-INTENSIVE COURSE REQUIREMENTS

Read the following books. (They may be purchased through the NADEI bookstore: 269-471- 8303, or online at www.nadei.org or via www.amazon.com.   AU students will receive a 10% discount from NADEI, please indicate that you are an AU student when ordering.) Please make sure you have ordered all books.

1. **Pre-intensive Reflective Reading Discussions:** Do the required reading for all 3 required texts and participate substantially in the Learning Hub FORUM book discussions on or by the posted date. These postings (75-100 words) will be graded for quality of content related to the book, reflective writing that considers the impact on you personally and professionally. Include the page number or Kindle location for each primary post. Post at least 3 substantial reflections (for each book) as primary posts or response statements to postings by your fellow participants. Scores accumulate until you reach 25 points for each book discussion forum.

Due February 13, 2020

a. McCallum, D., & Lowery, J. (2012). *Organic discipleship: Mentoring others into spiritual maturity and leadership*. Columbus, OH: New Paradigm. ISBN: 0983668108; 330 pp.
b. Nieuwhof, C. (2015). *Lasting impact.* Cumming, GA: reThink Group. ISBN: 1941259464; 170 pp.
c. Birch, R. (2018). *Church Growth Flywheel: 5 practical systems to drive growth at your church*. Self-published: unSeminary 208 pp.

REQUIREMENTS DURING THE INTENSIVE

1. **Daily Online Discussion Forum (15 points total per day):** Each day during the Intensive students are required to make at least three postings (1 initial posts + 2 response posts) in accordance with the following parameters:
   a. Respond to two of the question posted by the teacher (initial post) - this initial post is due by 21:00 each day of the intensive
   b. Respond to at least two of the replies made by other students (response posts) by 22:00 hrs.
   c. Each primary post should be one paragraph long (75-100 words)

POST-INTENSIVE COURSE REQUIREMENTS

1) Post-intensive Book Review: Choose a mentoring, discipleship, or church growth related book published 2013 or later. Read it and write a 750 - 1000 word review for consideration for publication. The review should conform to the standard established in the Rubric in Appendix 2 Follow the *Andrews Standards for Written Work, 12th ed*. Use APA style. Clear title with Dr. Patterson to avoid duplication with another student or a previously published review. Grading rubric on page 13. Use MS Word—no PDF.
Due April 1, 2020

2) Eight-page project report paper, in harmony with the criteria for grading in this syllabus. This paper should be based on a field application of one of the projects listed below. The paper should clearly

spell out what was done, as well as the results of implementing the project in your church. Cite 6 book, article or website sources 3 years or less publication date, Include AU-APA formatted bibliography. Follow the *Andrews Standards for Written Work, 13th ed*. Use APA style. Grading rubric on page 12. Use MS Word—no PDF.

Due April 30, 2020

Grading of Project Reports is based on the following outline:

1) **Description of the Context**
   a) **Demographics**
   b) **Brief history of the congregation**
   c) **Leadership culture**
   d) **Missional attitude**
2) **Description of the Project**
   a) **Problem addressed**
   b) **Criteria that determines success**
   c) **Protocol for implementation**
3) **Theological Foundation**
   a) **Biblical narratives addressing same or similar problem**
   b) **Solutions applied in biblical narratives**
4) **Church Growth Literature Review**
   a) **What counsel is available from CG experts regarding your problem**
   b) **What solutions are recommended in the literature**
   c) **Which CG author contributed positively to your project**
5) **Assessment of the Results**
   a) **What learnings emerged from this project?**
   b) **Did the project initiate long-term change?**
   c) **What would you do differently?**
   d) **What recommendations do you have?**

You may choose one of the following nine projects:

2.1. Develop a program or plan to follow up visitors who attend your church. This program should be worked out through your local church groups. It should then be implemented over at least 3 months. The report should indicate the plan followed, how the church rallied behind the program, the results of the implementation of the program, comparing it to what was happening before you implemented the new visitor follow up program.

2.2. Develop a holistic plan to assimilate new people into the church, so that they become fully devoted disciples of Jesus Christ. Implement the plan with new people you baptize over the next several months and document not only what you did, but the results as seen in the transformed lives of the new converts.

2.3. Reflect on what you feel is the major problem that is hindering your church from becoming a growing church. Devise a solution, based on your studies in this course, implement it in the church, and reflect on the results and what you learned, especially about the process of creating change in your church.

4

2.4. Meet with your elders or church board and study through the book, *Revolution in the Church*, together. With their consultation devise a plan to implement the ministry of the laity in your church. Write a report on what you did, the reaction of the members, and any changes that you were able to implement in the church.

2.5. Preach a series of at least three sermons on the role of the pastor as an equipper and the member as a minister. Devise an evaluation form to pass out at the end that would reveal how member's ideas of ministry were changed as a result of your sermons. You might want to do the member survey before and after the sermons. Report the results and attach your sermons as part of your report.

2.6. Preach a sermon on the church as a relational community and describe the early Adventist social meeting. Then in the next few weeks conduct an early Adventist social meeting as part of the worship hour. Pass out a survey to get member reaction to the social meeting. Record what happened in your report and enclose a copy of the sermon.

2.7. Conduct the *Recapturing the Adventist Mission Seminar* as an alternative Sabbath School course, a week-end seminar, or prayer meeting series. Especially encourage your leadership to attend. As a result of the seminar seek to create a dream for your church. Report what you did, the reaction of the people attending, and the vision created.

2.8. Seek to create a mission mind-set in your congregation. In your report, indicate all that you did and document as much as possible (for example – if you did a sermon, enclose it in the report). Report also on how the congregation responded and any evidences you have seen of a mission mind-set being birthed anew in your congregation.

2.9. Select two pastors whose ministries you feel would be good learning opportunities. Do a thorough evaluation of their ministry. Concentrate on aspects of what makes their churches grow or not grow. Evaluate what is working/not working. Document all your interaction with both pastors and local leadership in getting a better understanding of what makes for success. .Identify growth or non-growth issues. Devise an alternative plan you feel would cause more growth.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Day	Date	Course	Outcomes (SLO)
1	Feb 9 7:00 – 9:00pm	Challenge of the Harvest	SLO 1,5
		Theology of Church Growth	SLO 1,
2	Feb 10 8:00 am–5:00 pm	Leadership Implications for Church Growth	SLO 1, 2
		Principles of Church Growth	SLO 7, 4, 6
		Natural Church Development	SLO 10
3	Feb 11 8:00 am–5:00 pm	Revitalizing Plateaued/Declining Churches	SLO 8, 9
		Managing Change	SLO 8
		Relational Nature of Church- Friendship Evangelism	SLO 4, 7
4	Feb 12 8:00 am–5:00 pm	The Relational Context of the Church	SLO 4, 7
		Church Visitors	SLO 4, 7
		Church Planting	SLO 1, 9
		Priesthood of All Believers	SLO 2
5	Feb 13 8:00 am–5:00 pm	Role of Clergy in NT Era	SLO 2
		Adventism and Biblical Role of Pastor	SLO 2
		Recreating a Mission Driven Church	SLO 2, 3
		Spiritual Gifts	SLO 3
		Structuring the Church for Lay Ministry	SLO 3
		Creating Vision	SLO 4
	Feb 13, 2020	**Reading Forum Submissions Completed**	
	Apr 01, 2020	**Post-intensive Book Review due**	
	April 30, 2020	**Project Report due**	

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

> **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills:

1) may require more time and should consider taking fewer classes each semester; and
2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	**Face to Face Instructional Time**	32 hrs
	Other Instructor-Directed Activities (LearningHub reading forum)	13 hrs
Independent Learning Activities	**Reading**	50 hrs
	Daily discussion forum (LearningHub)	5 hrs
	Book Review for publication (reading included)	20 hrs
	Project Report	15 hrs
Total Hours:		**135 hours**

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to be finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: www.cte.rice.edu/workload/

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1) Daily Discussion Forum due daily by 21:00 hours	
2) Reading Forum Submissions due February 13, 2020	
3) Post-intensive Book Review due April 01, 2020 Rubric on page 13)	
4) Project Report due April 30, 2020 (Rubric on page 12)	

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Incomplete Grade

(The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." DGs are not an option for most types of courses.)

Submission of Assignments

Assignments are to be turned in on Learning Hub before the beginning of the class period at which they are due (unless otherwise announced). No hard copy submissions. All assignment uploads should be done using MS Word—no PDF versions.

Late Submission
Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50% of possible points. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

Resubmission of Assignments
In order to facilitate maximum learning, students who receive a poor grade on the final project & presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

Dr. Stanley Patterson currently teaches and mentors ministry professionals at the SDA Theological Seminary. He serves as Chair of the Christian Ministry Department and teaches classes in Christian leadership and pastoral practics. He also serves as executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He was granted a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008.
He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan, have four adult children, eight grandchildren and one great- grandson.

OTHER COURSE-RELATED POLICIES

Attendance

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly 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
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960

Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at *www.learninghub.andrews.edu* **.**

Rubric for Assessing the CHMN539 Project Report

	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	**Score**
Introductory material	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.	
Descriptions of the setting and data collection process	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	
Research and reporting of literature as per AU-APA standards	Diverse sources are dated within last 3 years, cited and referenced in proper AU-APA	Sources are somewhat diverse, dated within last 5 years, cited and referenced in AU-APA/Turabian format with few errors.	Sources reflect little diversity, dated within the last 10 years, cited and referenced in AU-APA format with multiple errors.	Sources reflect no diversity, outdated, cited and referenced incorrectly or using a style and format other than AU-APA.	
Record of observations	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data	
Discussion, logic and conclusions based upon sound theology and Church growth theory	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion is adequate, but conclusions- if present-- do not match the central questions.	The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	
Presentation's clarity and style	All of the following are true: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. ¨ •Navigation between sections is clear. •APA/Turabian format is used for in text and bibliographical references to external resources.	One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources	Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources.	At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA/Turabian format is not used for in-text and bibliographical references to external resources.	
				Total	

Rubric for Assessing the CHMN539 Book Review

	Grade range- 90-100%	Grade range-80-89%	Grade Range < 80%	
Focus: author's thesis; book's content (10)	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content	
Critique: evaluation on behalf of the church community; Includes specific language about strengths and weaknesses; not a personal reaction (15)	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias	
Application: applied aspect for Christian leaders; not limited to reviewer's personal context (15)	Shares clear and practical application of the author's ideas for Christian leadership/discipleship	Adequately applies the author's ideas for Christian leadership/discipleship	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context	
Recommendation: to read this book or not, and why (10)	Clearly and strongly recommends whether to read the book, including a summary of reasons why	Adequately recommends whether to read the book	Does not strongly recommend whether to read the book and/or include reasons why	
			Total (50)	

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.

Things that should *not* be in a review:
❖ Rants about negative or positive aspects of the book.
❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"

Letter Grades and Percentages

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

THE A GRADE

An A grade is given only when a student not only fulfills the criteria 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 B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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 center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

MASTERS PROGRAMS

1. **MA in Pastoral Ministry (MAPM)**

   1) Deliver effective biblically-based sermons
   2) Demonstrate proper biblical interpretation skills
   3) Understand the historical-theological development of the Seventh-day Adventist Church
   4) Exhibit capability for training church members for evangelism
   5) Demonstrate an understanding of how to empower church members for leadership
   6) Exhibit capability for reaching specific social groups

2. **Master of Divinity (MDiv)**

   1) (Character) <u>Models spiritual humility, maturity and integrity</u> grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
   2) (Scholarship) <u>Manifests the practices of a Biblical scholar-theologian</u> engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
   3) (Discipleship & Evangelism) <u>Demonstrates personal commitment, passion and essential skills for discipleship and evangelism</u>, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
   4) (Leadership) <u>Exercises creative and visionary leadership</u> as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
   5) (Worship) <u>Facilitates enriching corporate worship</u> that brings diverse peoples into the transforming presence of God.
   6) (Administration/Management) <u>Engages the abilities of self and others to strategically steward</u> personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
   7) (Relationships) <u>Models effective relationships</u> with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

(Discipleship Bibliography collected by Dr. Ron Clouzet and Dr. Russell Burrill, NADEI Directors)

1.	Abraham, W. J. (1989). *The logic of evangelism*. Grand Rapids: Eerdmans.
2.	Adherents.com
3.	Adventist.org
4.	Adventiststatistics.org
5.	Allen, R. (1962, 1997). *The spontaneous expansion of the church and the causes which hinder it*. Eugene, OR: Wipf & Stock.
6.	Barna.org
7.	Bruce, F. F., (1958, 1995). *The spreading flame: The rise and progress of christianity from its first beginnings to the conversion of the english*. Grand Rapids: Eerdmans.
8.	Bugbee, B. D., Cousins, and B. Hybels. (1994, 2001). *Connections: Implementing spiritual gifts in the church*. Grand Rapids: Zondervan/Lincoln, NE: AdventSource.
9.	Burrill, R. (1999). *Rekindling a lost passion: Recreating a church planting movement*. Fallbrook, CA: Hart Research Center.
10.	Burrill, R. (2004). *Waking the dead: Returning plateaued and declining churches to vibrancy*.Hagerstown, MD: Review & Herald. 121 pp.
11.	Burrill, R. (2009). *How to grow an Adventist Church*. Fallbrook, CA: Hart. 110 pp.
12.	Burrill, R. (2014). *Creating healthy Adventist Churches through natural church development*. (Berrien Springs, MI: NADEI. 83 pp.
13.	Burrill, R. *The revolutionized church of the 21st century*, Hart: Fallbrook, CA. 1997, 157 pp.
14.	Burrill, R., (1999). *Rekindling the lost passion.* Fallbrook, Hart. 246 pp.
15.	Burrill, R., *Radical disciples for revolutionary churches,* Hart: Fallbrook, CA, 1996), 120 pp.
16.	Chilcote, P. W., and L. C Warner, eds. (2008). *The study of evangelism: Exploring a missional practice of the church*. Grand Rapids: Eerdmans.
17.	Clouzet, R. E. M. (2011). *Adventism's greatest need: The outpouring of the Holy Spirit*. Nampa, ID: Pacific Press.
18.	Coleman, R. (1993). *The master plan of evangelism*, 2nd ed. Grand Rapids: Revell.
19.	Coleman, R. (2011). *The heart of the gospel: The theology behind the plan.* Grand Rapids: Baker Books.
20.	Crewswell, J. (2006). *Christ-centered coaching*. Atlanta: Chalice, 137 pp.
21.	Dever, M. (2013). *Nine marks of a healthy church*, 3rd ed. Wheaton, IL: Crossway.
22.	Easum, W. (1995). *Sacred Cows make gourmet burgers*. Nashville: Abingdon. 166 pp.
23.	Evans, T. L. (2011). *Steps to church planting: from inception to launch*. Berrien Springs: NADEI.
24.	Folkenberg, R, Jr. (2002). *Health for the harvest: Four inspiring steps to total congregational health*. Berrien Springs: NADEI. 118 pp
25.	George B. (2001). *Growing true disciples*. Colorado Springs:Waterbrook. 178 pp.
26.	Gibbs, E. (1981, 1985). *I Believe in Church Growth*, rev. London: Hodder & Stoughton.
27.	Gibbs, E. (2013). *The rebirth of the church: Applying Paul's vision for Ministry in Our Post-Christian World*. Grand Rapids: Baker Academic.
28.	Gladden, R. (2003, 2004). *The 7 habits of highly effective churches: Why your church has stopped growing and what to do about it.* Vancouver, WA: Adventist Church Planting Center.
29.	Green, (1970). *Evangelism in the early church*. Grand Rapids: Eerdmans.
30.	Green, (1992). *Evangelism through the local church.* Nashville: Oliver-Nelson Books.
31.	Hull, B. (1990). *The disciple-making church*. Grand Rapids: Revell.
32.	Kallenberg, B. J. (2002). *Live to tell: Evangelism for a postmodern age*. Grand Rapids: Brazos Press.
33.	Kelley, D. M. (1972). *Why conservative churches are growing*. New York: Harper & Row.
34.	Kidder, S. J. (2011). *The big four: Secrets to a thriving church family*. Hagerstown, MD: Review

    & Herald.

35.   Knowles, G. E. (1981). *How to help you church grow*. Hagerstown, MD: Review & Herald.
36.   Living-stones.com
37.   Logan, R. E. and S. Carlton. (2003). *Coaching 101*: *Discover the power of coaching*. St. Charles, IL: ChurchSmart. 120 pp.
38.   Mallory, S. (2001). *The equipping church: Serving together to transform lives*. Grand Rapids: Zondervan. 201 pp.
39.   Malphurs, A. (1996). *Values driven leadership.* Grand Rapids, MI: Baker. pp. 29-54.
40.   Malphurs, A. (1996, 2004). *Values-driven leadership.* Grand Rapids: Baker.
41.   Malphurs, A. (2009) *Strategic disciple making.* Grand Rapids: Baker, 182 pp.
42.   Malphurs, A. and Penfold, G. (2014). *Re-vision.* Grand Rapids: Baker. 249 pp.
43.   Marlene Wilson. *How to mobilize church volunteers* (Augsburg Publishing House: Minneapolis, 1983), pp. 28-66.
44.   McGavran, D. A. (1955, 1959). *How churches grow: The new frontiers of mission*. London: World Dominion.
45.   McGavran, D. A. (1990). *Understanding church growth*, rev. Grand Rapids: Eerdmans.
46.   McIntosh, G. (2006). *Beyond the first visit*. (Baker: Grand Rapids, 186 pp.
47.   McIntosh, G. L. (2003). *Biblical church growth*: *Ho*w *you can work with god to build* a *faithful church*. Grand Rapids: Baker Books. 181 pp.
48.   McIntosh, G. L. (2012). *There Is Hope for Your Church*: *First steps to restoring health and growth*. Grand Rapids: Baker Books.
49.   McIntosh, G. L., and D. R. Reeves. (2006).*Thriving churches in the Twenty-first century*: *10 life-giving systems for vibrant ministry*. Grand Rapids: Kregel.
50.   McNeal, R. (2003). *The present future* San Francisco: Jossey-Bass. 148 pp.
51.   Mittelberg, M. (2007). *Becoming a contagious chur*ch: *Increasing Your Church's evangelistic temperature*. Grand Rapids: Zondervan. 206 pp.
52.   Ogden, G. (2003) *Unfinished business: Returning the ministry to the people of God.* Grand Rapids: Zondervan: pp. 111-186.
53.   Ogden, G. (2003). *Unfinished busi*ness: *Returning* the *ministry to the people* of God, rev. Grand Rapids: Zondervan.
54.   Rainer, T. (2005) *Breakout churches*. Grand Rapids: Zondervan. 249 pp.
55.   Rainer, T. S. (2001). *Surprising insights from the unchurched* and *proven ways to reach them.* Grand Rapids: Zondervan.
56.   Schwarz, C. A. (1996). *Natural church development: A guide to eight essential qualities of healthy churches*. Carol Stream, IL: ChurchSmart.
57.   Schwarz, C. A. (2005). *Color your world with natural church development*. St. Charles, IL: ChurchSmart Resources.
58.   Searey, N. (2007). *Fusion*. Ventura, CA: Regal. 198 pp.
59.   Sjogren, S. (2003). *Conspiracy of kindness: A unique approach to sharing the love of Jesus,* rev. Ventura, CA: Regal.
60.   Stetzer, E. and Rainer T. (2010). *Transformational church*. Nashville: B & H. 239 pp.
61.   Stetzer, E and T. S. Rainer. (2010). *Transformational church: Creating a new scorecard for congregations.* Nashville: B & H Books.
62.   Stetzer, E., and M. Dodson. (2007). *Comeback churches: How 300 churches turned around and yours can too*. Nashville: B & H Books.
63.   Thumma, S. and Bird, W. (2011). *The other 80 per cent*. San Francisco: Jossey-Bass. 185pp.
64.   Towns, E. et al. (1982). *The complete book of church growth*. Wheaton, IL: Tyndale.
65.   Towns, E., et al. (2004). *Evaluating the church growth movement: 5 Views*. Gary L. McIntosh, ed. Grand Rapids: Zondervan.
66.   Wagner, C. P. ed. (1986). *Church growth: State of the art*. Wheaton, IL: Tyndale.
67.   Warren, R. (1995). *The purpose driven church.* Grand Rapids: Zondervan, 398 pp.

68.   White, E. G. (1946, 1973, 2002). *Evangelism*. Hagerstown, MD: Review & Herald.
69.   Wright, C. J. H. (2010). *The mission of God's people*: A *biblical theology* of the *church's mission*. Grand Rapids: Zondervan.

Leadership/Mentoring (Patterson)

70.   Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity.
71.   Bell, S ed. (2014). *Servants and Friends: A theology of leadership.* Berrien Springs, Michigan: Andrews University Press. 453 pages.
72.   Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, Tenn.: B & H Pub. Group. 418 pp.
73.   Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Fransisco: Berrett-Koehler.
74.   Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
75.   Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
76.   Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: NavPress.
77.   Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (Eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
78.   Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
79.   Drath, W. (2001). *The Deep Blue Sea: Rethinking the Source of Leadership*. San Francisco: Jossey-Bass.
80.   Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
81.   Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, IL: IVP.
82.   Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford.
83.   Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A Failure of nerve: Leadership in the age of the quick fix*. New York: Seabury.
84.   Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
85.   Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th Anniversary ed.). New York: Bantam.
86.   Goleman, D., Boyatzus, R. and McKee, A. (2004). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School. 336 pages.
87.   Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
88.   Guder, D. L., & Barrett, L. (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, MI: W.B. Eerdmans Pub.
89.   Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville: W Publishing Group (Thomas Nelson).
90.   Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
91.   Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business. 304 pages.

ISBN: 9781422105764.

92. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, MI: Brazos.

93. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.

94. Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Francisco: Jossey-Bass.

95. Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York: Crossroad.

96. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications, Inc.

97. Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco, CA: Jossey-Bass Publishers

98. Rodin, R. S. (2010). *The steward leader: Transforming people, organizations and communities*. Downers Grove, Ill.: IVP Academic. 197 pp.

99. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.

100. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time* (Berkley trade pbk. ed.). New York: Berkley Books.

101. Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Currency.

102. Sire, J. W. (1990). *Discipleship of the mind: Learning to love God in the ways we think*. Downers Grove, IL: Intervarsity Press.

103. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College.

104. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.

105. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.

106. Surowiecki, J. (2005). *The Wisdom of crowds: Why the many are smarter than the few and how collective wisdom shapes business, economies, societies, and nations*. New York: Anchor Books.

107. Tropman, J. E. (1996). *Making meetings work: Acheiving high quality group decisions*. Thousand Oaks, CA: Sage.

108. Vroom, V. H. (1995). *Work and motivation*. San Francisco: Jossey-Bass.

109. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.

110. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

111. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.

For additional books and articles, see also the Seminary Library Portal at

http://libguides.andrews.edu/religion .