

UNIT 1: Overview

FOUNDATIONS FOR CHURCH PLANTING

“But seek first His kingdom and His righteousness; and all these things shall be added to you” (Matt. 6:33, NASB).

“And I also say to you that you are Peter, and upon this rock I will build My church; and the gates of Hades shall not overpower it” (Matt. 16:18, NASB).

“He is also head of the body, the church; and He is the beginning, the first born from the dead; so that He Himself might come to have first place in everything” (Col. 1:18, NASB).

Introduction

Three Threads Through Your Basic Training Experience:

1. _____ church planting concepts.
2. _____ spiritual transformation.
3. _____ skills to be developed.

ACTIVITY 1:

Nine Actions to Get the Most from “Basic Training”:

- I will approach Basic Training with an open and prayerful spirit.
- I will be involved in every facet of the training.
- I will get to know those around me, especially some persons of other cultures or those planting other church styles.
- I will have a mentor.
- I will encourage my mentor to ask me tough questions.
- I will listen to and involve my spouse.
- I will take the activities seriously and work aggressively at completing them.
- I will schedule times to complete the activities after returning home.
- I will follow up the Basic Training with a Church Planter Network (CPN).

Basic Training for Church Planters—Unit 1: Overview

In your church planting team, identify the distractions and challenges to a positive Basic Training.

Spend a few minutes in prayer for one another.

I. Church planting and the kingdom of God.

Many church planters come to Basic Training with a verse of Scripture that God has burned into their hearts. Often that verse will relate to the kingdom of God. Has God been speaking to you through a verse(s) concerning His kingdom or His church? List the reference(s).

- A. There is only _____ kingdom and it belongs to _____.
- B. God's kingdom is extended to the _____ through His church.
- C. The church extends God's kingdom through its _____ function.
- D. Jesus was the first _____.
- E. All disciples of Jesus are called to be an _____.

II. Church planting and the church.

Most planters come to Basic Training with a mental picture of what the church should be. Frequently that mental picture grows out of one of the numerous pictures of the church in the New Testament. Is one picture more meaningful to you? What is that picture?

- A. The church is a _____ body.
- B. The church is a _____ body.
- C. The church is a _____ body.
- D. The church is a _____ body.
- E. The church is a _____ body.

III. Church planting and the planter.

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- A. The church planter must be a _____ Christian who continually cultivates a healthy _____ with the Father.
- B. A church planter needs a clear sense and understanding of his or her _____ and _____ as a church planter.
- C. A church planter needs a good _____ system.
- D. A church planter needs clearly thought-out _____.
- E. A church planter needs to exhibit church planting _____.*
1. _____: developing a theme which highlights the vision and philosophy of ministry and persuasively selling the vision to the people.
 2. _____: having initiative and aggressiveness without the negative connotations, having a willingness to work long and hard. Being a self-starter with a willingness to build from nothing.
 3. **Creates ownership of ministry:** helping people to “buy in” and feel responsible for the growth and success of the church, gaining commitment of the people to the vision.
 4. _____: quickly getting to know the lost on a personal level, breaking through the barriers erected by the lost.
 5. _____: having an explicit agreement regarding each partner’s respective role and involvement in ministry.
 6. **Effectively builds relationships:** getting to know people on a personal basis, making others feel secure and comfortable in one’s presence, appreciating and accepting a variety of people.
 7. **Committed to church growth:** committing to numerical growth within the context of spiritual and relational growth (more and better disciples).
 8. **Responsive to community:** acquiring an understanding of the character and “pulse” of the community.
 9. **Utilizes giftedness of others:** releasing and equipping people to do the task of ministry, discerning of spiritual gifts in others, matching the gifts of people with ministry needs and opportunities.
 10. _____: coping effectively with ambiguity, coping effectively with constant and abrupt change.
 11. **Builds group cohesiveness:** quickly incorporating newcomers into a network of relationships, dealing with conflict assertively, constructively, and tactfully.
 12. _____: experiencing setbacks without defeat, expecting the unexpected.
 13. **Exercises faith:** believing in God’s action, having a willingness to wait for answers to specific prayer requests.

*Behaviors identified by Charles Ridley, *How to Select Church Planters* (Pasadena, Calif.: Fuller Evangelistic Association, 1988), pp. 7-11.

Basic Training for Church Planters—Unit 1: Overview

Resources

Blackaby, Henry. *What the Spirit Is Saying to the Churches* (Sisters, Ore.: Multnomah Publishers, Inc., 2003).

Blackaby, Henry T., and Melvin D. *Experiencing God Together* (Nashville: Broadman & Holman, 2002).

Brock, Charles. *Indigenous Church Planting* (Church Growth International, 1990).

UNIT 2: Prayer

THE PRIORITY OF PRAYER FOR CHURCH PLANTING

“With all prayer and petition pray at all times in the Spirit, and with this in view, be on the alert with all perseverance and petition for all the saints” (Eph. 6:18, NASB).

I. Developing an understanding of the priority of prayer.

- A. God _____ His church.
- B. Prayer is _____ in the planting of a new church.
- C. Prayer is the _____ between God and the church planter.

II. Developing your personal prayer life.

- A. Biblical examples of prayer for church planters.
 - 1. The example of _____ (Mark 1:35-38). Prayer kept Him focused on His mission, what He came to do.
 - 2. The example of _____ (Acts 10:9-20). Prayer allowed him to be open to a new direction in ministry that opened a door to a new ministry focus group.
 - 3. The example of _____ (Acts 16:6-13). Prayer allowed him to hear God’s leadership in new methods and areas of ministry.
- B. As a church planter you need to develop your _____ prayer life.

Reflection questions:

- 1. Do I have a personal quiet time?
- 2. Do my spouse and I pray together?
- 3. Are we involved as a family in prayer?
- 4. To whom am I accountable for my quiet time?

III. Developing your _____ prayer team.

- A. Essential criteria in gathering your intercessory prayer teams.

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1. They have a _____ for the lost and for church planting.
2. They are already people of _____.
3. They have demonstrated an _____ in your life, family, and ministry.
4. They are people who are faithful in their prayer _____.
5. They are people who know how to keep confidences.

NOTE: You may also choose to enlist three to five of these as special, personal intercessors.

ACTIVITY 1: At this time, begin developing a list of people whom you will invite to join your intercessory prayer team.

1. Use the five ideas listed above to begin to work individually compiling your list.
 2. Eliminate names of those on your list who don't belong on it.
 3. Take a moment to share your list with your church planting team, describing the reason you included those on your list.
 4. Review and adjust your list based on new insight you received from listening to others.
 5. Transfer your list to the sheet of easel pad paper provided for you.
- B. Essentials for enlisting your intercessory prayer team.
1. Develop an _____ for those you are inviting to join your intercessory team.
 2. Include a _____ that reflects responsibilities and expectations on both sides.
 3. Develop an ongoing _____ plan for requesting prayer and updating your team.

ACTIVITY 2: Develop your prayer enlistment piece.

1. Write a letter inviting individuals to join your intercessory prayer team.
2. Develop a simple covenant that includes roles, expectations, and responsibilities.

IV. Developing a praying church.

- A. Whatever you want at the _____, build in at the beginning.
- B. Make prayer more than _____.
- C. _____ prayer.
- D. Develop some _____ prayer ministry(s).
- E. Use the seasons of prayer for _____.

UNIT 3: Personal Evangelism

PREPARING TO SHARE YOUR STORY

I. Introduction.

- A. Overview of the unit's objective. Every effective craftsman has a number of tools that are used depending on a variety of factors. Effective personal witnesses need at least four tools at their disposal.
1. A well thought-out and sharp presentation of the personal story of their relationship with God through Jesus Christ.
 2. A good gospel tract that can be used to clarify the issues of sin and salvation.
 3. A marked New Testament presentation of the gospel truths.
 4. A memorized gospel presentation that clearly presents the gospel truths and opens doors for dialogue and explanation of those truths.

Questions:

- Which tools do you have? Are you proficient in using them?
- In which tools do you need to develop greater proficiency?

In this unit, we will help you develop or sharpen your personal testimony for use in church planting. If you are already using this tool well, think about how you could use this unit's resources to train others in the new church to share their story.

B. Biblical foundation for this unit.

1. Read Matthew 28:18-20. What does this passage tell us to do?
2. Read Acts 1:8. What does this passage say to you?
3. Read Acts 4:12. What does this passage say about salvation?
4. Read 1 Peter 3:15. What does this passage tell about preparation and attitude for witnessing?

How should these four verses affect the way you live your Christian life?

Personal Commitment: To the best of my ability and with the Lord's help, I will share my story as opportunities arise.

_____ (Sign)

II. Using C-A-S-T as a guided conversation.

A. C- _____ :

1. Talk about the person's background.
2. Where are you from originally?
3. How long have you lived here?
4. Other questions: If already acquainted, ask about family or mutual friends.

B. A- _____ :

1. Find out about the person's work, hobbies, interests, job, or school.
2. Seek to discover commonalities.

C. S- _____ : Find out if the person is open to discussing spiritual matters.

1. Would you consider yourself to be a spiritual person?
2. Do you ever think about spiritual things?
If they are not sure what you mean, say, "Things like heaven, God, or prayer."
3. You may ask diagnostic questions such as:
Do you know for sure that you will go to heaven when you die?
Can I share my story with you of how I came to be sure?

D. T- _____ your _____.

Practice using C.A.S.T. with your partner.

III. Your personal story/testimony.

A. Every Christian has a personal story.

B. Definition: A personal account of your life before you made a commitment to follow Jesus, how you came to Jesus personally and how Jesus has changed your life since you came to know Him personally.

C. Characteristics of your personal story/testimony.

1. It is _____ because God has given you new life.

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2. It _____ because you can tell others how Jesus has radically changed your life.
3. It _____ because everyone is in need of forgiveness and assurance of salvation.
4. It is _____ because it enables the presentation of the gospel to be both unique and personal.

IV. Writing your story.

- A. Use the form on Appendix A to write your story.
- B. Be brief. Telling your story should take three to five minutes.
- C. Be specific but leave out unnecessary details.
- D. Try to avoid Christian lingo and words that the hearer may not understand.
- E. Stress that even though Christ has changed your life, you are still not perfect.

ACTIVITY 1: Take 15 minutes and begin to write your personal story using the outline in Appendix A.

UNIT 4: Vision

VISION FOR CHURCH PLANTING

“Where there is no revelation, the people cast off restraint” (Prov. 29:18, NIV)

“Where there is no vision, the people are unrestrained” [perish in KJV] (Prov. 29:18, NASB).

“I will pour forth of My Spirit upon all mankind; and your sons and your daughters shall prophesy, and your young men shall see visions, and your old men shall dream dreams” (Acts 2:17, NASB).

ACTIVITY 1:

Debrief this activity:

ACTIVITY 2:

Working in the same groups, imagine you are a travel agent and you are seeking to get a group of people to go with you to an exotic vacation destination. In your groups, first decide on an exotic destination and then come up with a 30-second promotion that you will share with the other groups.

- What will this destination be like?
- What can I expect?
- What will I be able to experience?
- Describe this exotic location in detail.

I. The definition of vision.

“In the context of Christian discipleship and church growth, we are interested only in Spirit-inspired dreams and God-given visions. Ask God immediately to share His will for your church. From this perspective a vision becomes a kind of promise of what is _____. It is an image of the divine intention” (Chaney and Lewis, *Design For Church Growth*, Nashville, Tenn.: Broadman Press, 1977, p. 78). Aubrey Malphurs defines vision for a church as “a clear and challenging _____ of the future . . . as its leadership believes it can and _____” (*Vision America*, Grand Rapids, Mich.: Baker Books, 1960, p. 99).

II. The characteristics of vision.

Peter Senge writes, “Building shared vision must be seen as a central element of the daily work of leaders” (*Fifth Discipline*, p. 214).

- A. Vision flows out of God’s _____ as expressed in the Great Commission and recognizes God’s desire to bless His people.
- B. Vision focuses the church on the _____.
- C. Vision speaks of _____.
- D. Vision helps _____ people to be part of the new church.
- E. A dynamic vision is a key to _____.
- F. Vision becomes a template or a standard of excellence to use in _____ programs, projects, methods, et cetera.
- G. A vision promotes _____.
- H. Vision reflects God’s _____ and _____ assignment for this church.
- I. Vision focuses the church on the _____.

J. Vision _____ the church.

III. The process of developing a vision and a vision statement.

A. _____ for the various ways that God is communicating.

B. _____ and record your thoughts and impressions.

C. _____ for patterns that are emerging.

D. _____ your impressions, thoughts, and feelings.

E. _____ the vision statement for three distinct presentations.

1. A 90-second brief encounter

2. A 5-minute promotional opportunity

3. A 30-minute enlistment presentation

F. _____ the vision and be _____ by it.

G. _____ the vision until it becomes a _____ vision.

ACTIVITY 3:

1. If you were trying to reach your dream vacation destination, what are some things that could hinder you? Take a few minutes and brainstorm (out loud and as a group) this question: “What hinders us from reaching the destination?”

A. _____

B. _____

C. _____

D. _____

E. _____

2. Seeking God’s vision for the church plant. Brainstorm this question: “How do I seek God’s

vision?”

- 3. Personal Reflection: What hinders me from knowing God’s vision?
 - 1. Things in my life and experience?
 - 2. Things going on in family and community?
 - 3. Things going on around me?
 - 4. Attitudes of others?
 - 5.
 - 6.

ACTIVITY 4:

A. As a church planting team, take 10 minutes to reflect on your vision for this new church. Use the following questions to help you in the process.

- 1. If God has His way in this place, what would this church look like down the road when the vision is in place?

- 2. How does God desire to bless His people and reveal His redemptive plan in this place?

- 3. Under God, what do I see that could/should happen in the life of this church?

Reflection: Look back over the answers for words, phrases, ideas, and pictures that help identify what God is calling this church **to be**. Share these with the team and begin to draft a vision statement. It may be a full sentence or an introductory statement with several bullets.

Basic Training for Church Planters—Unit 4: Vision

B. Now use these five questions to begin to test your vision:

1. Does it glorify God?
2. Does it promote faith rather than fear?
3. Does it motivate people to action?
4. Does it require stepping out on faith/taking risks?
5. Is it right for the time, the place, and the people?

C. Write the vision on an easel pad paper.

ALTERNATIVE ACTIVITY:

You are planning your church's twentieth birthday. The city mayor, one of the original core group members, your spouse, a person who has been in the church five years and is leaving to be part of the next church planting team, and a recently saved 16-year-old will speak about the church, its impact in the community and on their lives. Visualize them speaking, "What are they saying?"

Resources

Belasco, James A. *Teaching the Elephant to Dance* (Harmondsworth, England: Penguin Group, 1991). From business world; a good piece on the importance of vision and vision casting.

Dale, Robert. *To Dream Again* and *Keeping the Dream Alive* (Nashville: Broadman Press, 1988). Excellent pieces from Christian/Church perspective.

Kouzes, James M.; Barry Z. Posner; Tom Peters. *Leadership Challenge* (New York: Jossey-Bass, 1996).

Logan, Bob. *Church Planter's Toolkit* (St. Charles, Ill.: Church Smart Resource, 1991).

Malphurs, Aubrey. *Developing a Vision for Ministry in the 21st Century*, *Planting Growing Churches for the 21st Century*, *Vision America*, and *Values-Driven Leadership* (Grand Rapids, Mich.: Baker Book House, 1998).

Nanis, Burt. *Visionary Leadership* (New York: Jossey-Bass, 1992).

Senge, Peter M.; Art Kleiner; Charlotte Roberts. *Fifth Discipline* and *Fifth Discipline Fieldbook*

Basic Training for Church Planters—Unit 4: Vision

(Grand Rapids, Mich.: Doubleday, 1994). One of the five disciplines involves “shared vision.”

Stanley, Andy. *Visioneering* (Sisters, Ore.: Multnomah Publishers, Inc., 1999).

Sweet, Leonard Ira. *AquaChurch: Essential Leadership Arts for Piloting Your Church in Today's Fluid Culture* (Loveland, Colo.: Group Publishing, Inc., 1999).

Robert E. Logan and Steven L. Ogne through *The Church Planter's Toolkit* and *New Church Incubator* impacted this unit's contents and activities.

UNIT 5: Core Values

CORE VALUES

“But whatever things were gain to me, those things I have counted as loss for the sake of Christ. More than that, I count all things to be loss in view of the surpassing value of knowing Christ Jesus my Lord, for whom I have suffered the loss of all things, and count them but rubbish in order that I may gain Christ, and may be found in Him, not having a righteousness of my own derived from the Law, but that which is through faith in Christ, the righteousness which comes from God on the basis of faith, that I may know Him and the power of His resurrection and the fellowship of His sufferings, being conformed to His death; in order that I may attain to the resurrection from the dead” (Phil. 3:7-11, NASB).

I. What are core values?

- A. They often are _____ that guide who we are and what we do.
- B. They _____ our words *and* actions.
- C. They are _____ about how a church operates, not doctrinal statements about what it believes.
- D. They are the _____ for developing relationships, church systems, ministries, and strategies.
- E. They are the _____ key statements that distinguish a church.

II. What values _____.

- A. They clarify _____.
- B. They clarify roles and _____.
- C. They provide a _____ for strategic planning.
- D. They assist in _____ your mission statement.

III. How values are _____.

ACTIVITY 1: Preparatory questions for determining core values.

Working individually, take 10 minutes to answer the following questions. Think through them carefully, and then answer them as fully as time allows. Pace yourself so you can write out answers to all five questions.

Basic Training for Church Planters—Unit 5: Core Values

1. What should the church really be doing?

2. How will values impact the way the church carries out its essential functions?

3. What excites you to the degree of becoming passionate about it?

4. Where and how do you currently invest your time, energy, and resources?

5. How does the church want to be known in the community?

ACTIVITY 2: Potential core values.

Read over the answers you have written to the previous five questions. These will not necessarily be your values, but some of your values about life and church will be found in the answers. Often the values will be found in words or phrases that are repeated or spark some emotional responses. Identify the values you see in one or two words. Add those you identify to the list on page 25.

ACTIVITY 3: Grouping and prioritizing your core church planting values.

Read over the list of potential values and the ones you have added. Cross out values that are not critical to you. Leave only 15.

From these 15, choose four to seven that express your personal core values. These are the values

Basic Training for Church Planters—Unit 5: Core Values

that grip your imagination. They cause your heart to beat faster and excite you to the degree of becoming energized.

Another way to identify the core values is to consider the following four questions:

- ❑ If you woke tomorrow with enough money to retire, would you continue to live by these values?
- ❑ If you lived 100 years ago or 100 years in the future, would you live according to these values?
- ❑ If circumstances changed and you were penalized for holding these values, would you still keep them?
- ❑ If you were to enter the corporate world and start a business, what core values would you build into the business regardless of the type of business?

ACTIVITY 4: Linking each core value to specific behaviors.

In the next 10 minutes, link each core value to specific behaviors. Take each value you've identified and list one or more ways it will be expressed in the life of the church. What specific behavior will result from the core church planting value? Write out your values in the space provided and then write out one or more resultant behaviors.

Value 1:

Behaviors:

Value 2:

Behaviors:

Value 3:

Basic Training for Church Planters—Unit 5: Core Values

Behaviors:

Value 4:

Behaviors:

Value 5:

Behaviors:

Value 6:

Behaviors:

Value 7:

Behaviors:

ACTIVITY 5: Evaluation checklist.

Basic Training for Church Planters—Unit 5: Core Values

Use the following questions as a brief checklist to evaluate your core church planting values.

1. Are they behavior oriented?
2. How are the ministries of the church impacted by these core values?
3. Are they true to who you are?
4. Are they truly value statements or are they doctrinal statements?
5. Have you limited your list of core values between four and seven?

ACTIVITY 6: Developing shared values.

1. Take the rest of the time in this session to work with your church planting team and discuss your core values. Where do they line up and where are they different? Do you feel comfortable with each other's lists? Carefully and prayerfully put the lists together on the easel pad paper, developing a single list of four to seven core church planting values.
2. If you have time, brainstorm how you will communicate your core values to your various audiences: ministry focus group, partner (sponsor) church, denominational support teams, et cetera.

ACTIVITY 7: Theological reflection.

As you clarify your core values, this question needs to be asked, “Are my values reflective of the values of Jesus?” Asked another way, “How do these values reflect God’s Word?”

NOTE: This process helps you as a church planter or church planting team to develop YOUR core values. If a core group or a congregation is in place, an additional process needs to be used. See Kouzes and Posner, *Leadership Challenge* (Grand Rapids, Mich.: Baker Books, 1998, pp. 209-291), *Credibility* (pp. 119-152) and Aubrey Malphurs *Values-Driven Leadership* (The Jossey-Bass Management Series, pp. 59-78), for help on the process of developing shared value statements.

Resources

Carter, Stephen L. *Integrity* (Perennial Press, 1997).

Collins, James C., and Jerry I. Porras. *Built to Last: Successful Habits of Visionary Companies* (New York: HarperCollins, 1997).

Kouzes, James M. and Barry Z. Posner. *Credibility: How Leaders Gain and Lose It, Why People Demand It*, rev. ed. (New York: Jossey-Bass, 2003).

Basic Training for Church Planters—Unit 5: Core Values

POTENTIAL CORE VALUES

Accountability	Efficiency	Integrity	Reverence
Achievement	Empowerment	Intellectual status	Risk taking
Advancement	Enjoyment	Involvement	Safety
Adventure	Enthusiasm	Justice	Security
Affection/love/care	Equality	Kindness	Self-control
Appearance	Ethical practices	Knowledge	Self-respect
Arts	Excellence	Leadership	Serenity
Authenticity	Excitement	Learning	Service
Authority	Experimentation	Location	Sophistication
Challenge	Expertise	Loyalty	Stability
Change/Variety	Fairness	Merit	Status
Character	Faithfulness	Money	Team
Close relationships	Fame	Openness	Technology
Community	Family	Order	Tradition
Companionship	Flexibility	Participation	Tranquility
Compassion	Freedom	Patience	Truth
Competence	Friendship	Peace	Wealth
Competition	Fun	Pleasure	Wisdom
Conformity	Gentleness	Possessions	Working alone
Control	Goodness	Power/authority	_____
Cooperation	Growth	Privacy	_____
Creativity	Hard work	Purity	_____
Credibility	Harmony	Quality	_____
Decisiveness	Helpfulness	Recognition	_____
Democracy	Heritage	Reconciliation	_____
Development	Honesty	Relationships	_____
Discipline	Inclusion	Relevance	_____
Diversity	Independence	Reputation	_____
Ecology	Individuality	Research	_____
Economic security	Influence	Responsibility	_____
Effectiveness	Innovation	Restoration	_____

UNIT 6: Focus Group

UNDERSTANDING YOUR TARGET AREA AND MINISTRY FOCUS GROUP

“To the Jews I became like a Jew, to win the Jews. To those under the law I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law I became like one not having the law (though I am not free from God’s law but am under Christ’s law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all men so that by all possible means I might save some. I do all this for the sake of the gospel, that I may share in its blessings” (1 Cor. 9:20-23, NIV).

I. Principles related to understanding your contextual environment and ministry

_____.

A. _____

B. _____

II. Develop a household portrait to gain an understanding of your contextual environment and ministry focus group in terms of _____.

Unchurched/Unsaved	Unchurched/Saved
Churched/Unsaved	Churched/Saved

ACTIVITY 1: Using the chart above, indicate your ministry focus group by shading the area indicating those you wish to reach.

1. If you have not launched yet, indicate your ministry focus group by shading the area indicating those you wish to reach.
2. If you have launched, shade in the area indicating those you had originally planned to reach, then using a different color, shade the area indicating those you are reaching.

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3. Brainstorm with your church planting team exploring some of the implications of spiritual condition related to reaching your ministry focus group.

III. Develop a household portrait to gain an understanding of your contextual environment and ministry focus group in terms of _____.

- A. _____ barriers
- B. _____ barriers
- C. _____ barriers
- D. _____ barriers

What are the implications of these issues?

IV. Develop a household portrait to gain an understanding of your contextual environment and ministry focus group in terms of _____.

- A. _____ needs
- B. _____ needs
- C. _____ needs

What are the implications based on your findings?

V. Develop a household portrait to gain an understanding of your contextual environment and ministry focus group in terms of _____.

- A. _____ barriers
- B. _____ barriers

What are the implications of these issues?

VI. Develop a household portrait to gain a better understanding of your contextual environment and ministry focus group in terms of _____

_____.

- A. Median age
- B. Population distribution by age
- C. Household size
- D. Marital status
- E. Education
- F. Median income
- G. Population distribution by income
- H. Housing type
- I. Median housing cost
- J. Occupation
- K. Population distribution by ethnicity

What are the implications based on your findings?

VII. Develop a household portrait to gain a better understanding of your contextual environment and ministry focus group in terms of _____

_____.

- A. What kind of music do they prefer?
- B. What kind of hobbies or sports do they participate in?
- C. How do they tend to vote?
- D. What do they enjoy reading?

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- E. What charities do they participate in or contribute to?
- F. What are their spending habits?
- G. What are their greatest concerns?

What are the implications based on your findings?

VIII. Develop a household portrait to gain a better understanding of your contextual environment and ministry focus group in terms of _____

_____.

- A. What are their denominational preferences or backgrounds?
- B. How often do they attend religious services?
- C. Is there evidence that the community is open to spiritual things?
- D. Are evangelical churches reaching unchurched/unsaved people?
- E. Are the people interested in having conversations about spiritual issues?
- F. Are there Christians in the area praying for God's movement?

What are the implications based on your findings?

IX. Socioeconomics and church planting.

- A. The first and easiest observed factor is _____.
- B. The second factor that gives the groupings a distinctive is _____.
- C. The third characteristic of socioeconomic groups is _____.
- D. The fourth factor is _____.
- E. The fifth factor, especially important in church life, is how _____ are made in the groups.

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- F. The sixth factor is seen in how people _____ or gather in groups.
- G. There is a common pattern of church life that covers all nine subsegments of the socioeconomic groupings.

Comparison of Personal and Christian Preferences*

Upper Group

Lower Group

Personal Preferences

Intellectual
Rational
Scientific
Deductive
Literacy essential
You control life

Intuitional
Emotional
Experiential
Inductive
Literacy optional
Life controls you

Christian Preferences

Faith complex
Conversion gentle
Holiness gradual
Biblical criticism
Systematic theology
Preaching based on study
Weak demonology

Faith simple
Conversion confrontational
Holiness sudden
Biblical literalism
Absolute ethics
Preaching based on prayer
Strong demonology

**Discipling the City*, ed. Roger S. Greenway, p. 178.

Resources

Greenway, Roger S. *Discipling the City* (Grand Rapids, Mich.: Baker Book House, 1992).

Sample, Tex. *U.S. Lifestyles and Mainline Churches* (Louisville, Ky.: Westminster/John Knox Press, 1990).

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Williamson, Charles Lee. *Growing Your Church in 7 Days* (Dallas, Texas: Creative Church Consultants, 1995).

ACTIVITY 2:

Basic Training for Church Planters—Unit 6: Focus Group

Using your demographic and lifestyle information and your knowledge of the community, develop a household portrait for your ministry focus group. Answer these questions as you begin to develop your household portrait:

- What does the typical household look like?
- How many people are in the household?
- What are their relationships?
- What are the income and education levels?
- What are the attitudes and characteristics of people in that household?
- What radio stations do they listen to (e.g., country music, gospel, rock, talk, news)?
- What are their attitudes toward the community, their job, the future?

In a cluster of two other teams, share your profile and discuss the following questions:

1. How does your ministry focus group impact your evangelistic approach?
2. How does your ministry focus group impact your worship style?
3. How does your ministry focus group impact your assimilation process?

UNIT 7: Mission Statement

DEVELOPING A MISSION STATEMENT FOR A NEW CHURCH

“Run in such a way that you may win. And everyone who competes in the games exercises self-control in all things. They then do it to receive a perishable wreath, but we an imperishable. Therefore I run in such a way, as not without aim; I box in such a way, as not beating the air” (1 Cor. 9:24b-26, NASB).

Reflection questions:

1. Should you do this planning?
2. How will you use the material in this part of the planning process?

I. The definition of mission statement.

A mission statement answers the question, “According to the Bible, what are we to be _____?” The mission statement is vision-driven and dictates _____. It is a brief, biblical statement of what the church is to be doing.

NOTE: As with goals and objectives, various authors in the field of strategy planning reverse the definitions of vision and mission. We are using the definitions consistent with a variety of authors in both business and church writing, including Aubrey Malphurs, Bob Logan, and Peter Senge.

II. The importance of the mission statement.

- A. A mission statement uniquely defines the _____ of a particular congregation. It reflects biblical _____, a part of the church’s _____, core _____, and ministry _____.
- B. The mission statement is foundational for the _____. It is essential in development of consistent and relevant _____ (objectives and goals), _____, and _____.
- C. There are similarities between MISSION and VISION. Both are biblically based, future-focused, direction-oriented, and goal-directed. The differences are also seen.
 1. Mission statement is definition.
 2. Mission statement is used in planning.
 3. Mission statement is shorter.
 4. Mission statement informs.
 1. Vision is a snapshot.
 2. Vision is for communication.
 3. Vision is longer.
 4. Vision inspires.

Basic Training for Church Planters—Unit 7: Mission Statement

- | | |
|------------------------------|------------------------------|
| 5. Mission is doing. | 5. Vision is seeing. |
| 6. Mission is from the head. | 6. Vision is from the heart. |
| 7. Focus is narrower. | 7. Focus is broader. |
| 8. It clarifies. | 8. It challenges. |

III. The benefits of a mission statement.

- A. It builds _____ (1 Cor. 1:10).
- B. It filters _____ activities.
- C. It reduces _____.
- D. It keeps a church focused on its _____.
- E. It encourages _____ (Ezra 10:4).
- F. It helps _____ the church's direction.
- G. It interprets the church's vision and core values in light of its _____.

ACTIVITY 1

IV. Developing a mission statement.

The development of the mission statement can be facilitated by answering the following questions:

- A. What are we supposed to be _____, according to the Bible?
- B. Can the mission statement be _____?
- C. Is the mission statement _____, _____, and _____?
- D. Is it _____ to this church?
- E. Is it “_____”?

ACTIVITY 2: Developing a mission statement.

Work in your church planting teams to develop a mission statement. The following steps will help in the process.

Basic Training for Church Planters—Unit 7: Mission Statement

- A. Identify and list appropriate Scriptures concerning the functions and activities of the church.
- B. Underline key words or ideas in these verses that describe what makes your church unique.
- C. Develop short key phrases to describe your church or ministry.
- D. Draft a preliminary mission statement for your church.
- E. Evaluate your proposed mission statement by these criteria.

NOTE: Your mission statement may not meet all these criteria.

Reflection questions:

- 1. Does it identify your ministry focus group?
- 2. Does it clarify the needs you seek to meet?
- 3. Does it identify three to five key ministry areas?
- 4. Is it accurate, enduring, concise, memorable, and energizing?

ACTIVITY 3 (ONGOING):

After you return home, continue to work on the mission statement in light of these eight additional criteria:

- A. What makes a church unique?
- B. Why should we start this church in this community?
- C. Does the mission statement focus on strengths? If you are doing the right thing, do better what you do well.
- D. Does it respond to challenges and needs? Does it maximize limited resources?
- E. Does it reflect the core values and beliefs? Is there any incongruity with these?
- F. What ministries will we need to establish to accomplish our mission?
- G. Does it inspire involvement? Will it call people to a commitment to a cause beyond self?

Basic Training for Church Planters—Unit 7: Mission Statement

H. Does it reflect the unique mission of God for this church, in this place, at this time?

ACTIVITY 4:

Write your mission statement on a piece of easel pad paper and display it on the wall. During the next break and meal time, walk around the room and look at other teams' mission statements.

Resources

Collins, James C., and William C. Lazier. *Beyond Entrepreneurship: Turning Your Business Into an Enduring Great Company* (Des Moines, Iowa: Prentice Hall, 1992).

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Logan, Bob. *Church Planter's Toolkit* (St. Charles, Ill.: Church Smart Resource, 1991).

Malphurs, Aubrey. *Advanced Strategic Planning; Developing a Vision for Ministry in the 21st Century; Planting Growing Churches for the 21st Century; Nuts and Bolts for Ministry; Vision America; and Values-Driven Leadership* (Grand Rapids, Mich.: Baker Book House, 1998).

Senge, Peter M.; Art Kleiner; and Charlotte Roberts. *Fifth Discipline and Fifth Discipline Fieldbook* (New York: Doubleday, 1994). One of the five disciplines involves "shared vision."

The Bible Speaks on Planning

The wisdom of the ages teaches us to plan. The wisdom literature of the Bible (Proverbs) teaches us to plan.

I. Make plans.

- 13:16 “A wise man thinks ahead; a fool doesn’t, and even brags about it!”
- 13:19 “It is pleasant to see plans develop.”
- 16:9 “We should make plans—counting on God to direct us.”
- 22:3 “A prudent man foresees the difficulties ahead and prepares for them; the simpleton goes blindly on and suffers the consequences.”

II. Make plans for joy and purpose.

- 13:12 “Hope deferred makes the heart sick; but when dreams come true at last, there is life and joy.”
- 29:18 “Where there is no vision, the people perish” (*KJV*).

III. Make plans after knowing the facts.

- 18:13 “What a shame—yes, how stupid!—to decide before knowing the facts!”
- 18:15 “The intelligent man is always open to new ideas. In fact, he looks for them.”
- 24:3-4 “Any enterprise is built by wise planning, becomes strong through common sense, and profits wonderfully by keeping abreast of the facts.”
- 27:23 “Watch your business interests closely. Know the state of your flocks and your herds.”

IV. Make plans after seeking counsel.

- 11:14 “With good counselors, there is safety.”
- 15:22 “Plans go wrong with too few counselors; many counselors bring success.”
- 20:18 “Don’t go ahead with your plans without the advice of others.”
- 24:6 “There is safety in many counselors.”

Basic Training for Church Planters—Unit 7: Mission Statement

V. Make plans in dependency on God.

16:1 “We can make our plans, but the final outcome is in God’s hands.”

21:31 “Go ahead and prepare for the conflict, but victory comes from God.”

Unless otherwise noted, passages are taken from *The Living Bible*. Used by permission.

UNIT 8: Relationships

BUILDING RELATIONSHIPS

“What then is Apollos? And what is Paul? Servants through whom you believed, even as the Lord gave opportunity to each one. I planted, Apollos watered, but God was causing the growth. . . . Now he who plants and he who waters are one; but each will receive his own reward according to his labor. For we are God’s fellow workers; you are God’s field, God’s building” (1 Cor. 3:5-6; 8-9, NASB).

I. Direction of relationships.

_____ is the center, focal point of the church plant.

A. The planting _____ and its support resources.

1. _____

2. _____

B. The church planting _____.

1. What is the _____ of church planting teams?

The church planter’s family

A volunteer church planting team

A vocational person plus volunteers

A vocational team

2. How to _____ church planting teams?

Organize around a function such as Bible study

Organize around worship

Organize around spiritual gifts

3. What is the _____ of the church planting team?

Basic Training for Church Planters—Unit 8: Relationships

An ongoing team that repeatedly assists new churches by training core group members

A team that goes into a new church plant to train core group members as a one-time event.

A team that participates in a new church plant to train core group members and stay as part of the new church.

C. The _____ group. Remember from Unit 1, “The church is a relational body.”

1. _____ churches

2. The _____

3. The _____

4. The Church Planter _____

D. The _____ group

E. The _____ team(s)

This begins a whole new direction of relationship building.

1. The “_____”

2. The _____ of the person of peace

3. The _____ of the person of peace

II. Establishing relationships.

A. The basis of relationships is _____.

The first way to build trust is to do the _____.

The second way is to always _____.

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The third key to develop trust is to be _____.

- B. Trust comes over _____ and takes a lot of _____.
- C. Communication of principles, values, vision, and mission should include _____ agreements.

To create an agreement one must:

1. Share a common vision with others.
2. Set some guiding principles for the relationships.
3. Identify any resources to be shared.
4. Define how each one will be accountable to others.
5. Choose to evaluate how it's going.

- D. Steps toward a covenant:

The hard work of developing a covenant/stewardship agreement is not in writing it but in working through the areas of relations you are willing to be accountable for.

1. Pray and open up to the Lord's leadership.
2. Lead the group to Scriptures related to the covenant under consideration.
3. Identify the relational issues to be considered. Work toward agreement on the fundamental issues.
4. Secure unanimous and personal agreement by every member.
5. Celebrate the agreement signing.

III. Continuing relationships.

_____! _____! _____!

It takes continuous effort to develop a quality of communication. It has more to do with art than science. A well-defined set of rules and how-tos are useless if people

Basic Training for Church Planters—Unit 8: Relationships

won't put something of themselves into it. Good relationships require that you give a part of yourself. Sometimes it will take more or less frequency. Problems are more likely to be caused by communicating too infrequently than by communicating too often.

A. You can communicate formally through:

1. Preset meetings with agendas
2. Regular reports with agreed-upon formats
3. Periodic letters

B. You can communicate informally by:

1. Fellowship
2. Phone
3. E-mail
4. Voice mail
5. Newsletter

IV. Conflict resolution.

There are three principles to remember in resolving conflict. They are:

1. _____ to understand.
2. _____ the issues of departure.
3. Work to _____ - _____.

In Matthew 18, there is a process covenanted people can follow to heal their broken relationships. Beware, however; *this process does not work without covenant relationships.*

Basic Training for Church Planters—Unit 8: Relationships

ACTIVITY 1:

Church Planting Couple(s):

After a dialogue on these questions develop a covenant including accountability issues related to one another:

1. What three things can I do to help you be the person God has called you to be?
2. What can I do to help you continue to grow in your relationship with the Lord?
3. What can I do to help you be a better husband-father/wife-mother?
4. Define role expectations as church planting team members working together in ministry and individually as ministers.

(This assignment will be ongoing and will need to be completed at home and should be expanded to include other family members.)

Church Planter Whose Spouse Is Absent

Pray for your spouse, your relationship, and your children. Review the above discussion questions and plan how to work through this with your spouse and children when you return home.

Unmarried Church Planters

If you are to be married, pray for your spouse and the relationship God has for you and the children He might give you and your spouse. Review the discussion questions above and plan how to work through these with a prospective spouse prior to marriage.

If unmarried and have no plans to marry, ask the Father if this is the state He desires to continue in your life. Also, identify to whom you relate and how those relationships are building and completing your life. Who has the Father used in the past and who is He using in the present to help bring completion to your life? What covenants do you need to develop with those persons?

Church Planting Team Members

Pray for your church planter family. Consider the needs of the family and what practical things you as individuals can do to support, encourage, and nurture them as a church planter family.

Basic Training for Church Planters—Unit 8: Relationships

ACTIVITY 2:

Mentor present (with or without covenant):

Turn to your mentor and discuss the possible areas in which both of you are willing to be accountable to each other. If you already have a covenant, then take the time to evaluate its present effectiveness. Write an action for follow-up.

Mentor absent (with covenant):

Work on areas of accountability you would like to add or take away from your present covenant. Evaluate its present effectiveness. Write an action plan for follow-up.

Mentor absent (no covenant):

Begin working on what you would like to be accountable for and what you would like your mentor to be accountable to you for. Plan an action plan to work on when you get back home.

No mentor:

Begin to pray about having a mentor. Develop an action plan to follow up on when you get home.

Basic Training for Church Planters—Unit 8: Relationships

ACTIVITY 3:

You have a team:

If you are not in a covenant, begin to write down ideas (Scriptures) to use in building one.

When you return home, work with your team to develop an action plan.

You do not have a team:

Pray (Matt. 9:38).

List the possible gifts or expertises you want in your team.

List names of people you would like to have on your team.

Develop an action plan to establish a team.

ACTIVITY 4:

Basic Training for Church Planters—Unit 8: Relationships

You do not have a partnership group or covenant:

Begin to pray for a group if you desire one.

You have a partnership group without a covenant:

Review “Steps toward a covenant” on page 40 (II., D) and make notes on how to begin to develop an agreement.

Develop an action plan for follow-up.

You have a partnership group and covenant:

Take a break. You are off to a good start.

ACTIVITY 5:

Think back to the unit on household portrait for the ministry focus group (p. 26) and answer the following questions:

1. What needs did you identify? Identify one ministry that your church should begin to penetrate in your community and begin to build relationships.
2. Who are the ministers who need to be involved in that ministry?
3. What training do they need and how will it be provided?
4. Has the person of peace been identified? Who will be the key contact person in a new network of people?

Resources

Basic Training for Church Planters—Unit 8: Relationships

Cladis, George. *Leading the Team-Based Church* (San Francisco: Jossey-Bass, 1999).

Basic Training for Church Planters—Unit 8: Relationships

APPENDIX

“One another” passages of the New Testament from the King James Bible

- “Salt is good: but if the salt have lost his saltness, wherewith will ye season it? Have salt in yourselves, and have peace one with another” (Mark 9:50).
- “A new commandment I give unto you, That ye love one another; as I have loved you, that ye also love one another” (John 13:34).
- “By this shall all men know that ye are my disciples, if ye have love one to another” (John 13:35).
- “This is my commandment, That ye love one another, as I have loved you” (John 15:12).
- “These things I command you, that ye love one another” (John 15:17).
- “Owe no man any thing, but to love one another: for he that loveth another hath fulfilled the law” (Rom. 13:8).
- “And the Lord make you to increase and abound in love one toward another, and toward all men, even as we do toward you” (1 Thess. 3:12).
- “But as touching brotherly love ye need not that I write unto you: for ye yourselves are taught of God to love one another” (1 Thess. 4:9).
- “Seeing ye have purified your souls in obeying the truth through the Spirit unto unfeigned love of the brethren, see that ye love one another with a pure heart fervently” (1 Pet. 1:22).
- “For this is the message that ye heard from the beginning, that we should love one another” (1 John 3:11).
- “And this is his commandment, That we should believe on the name of his Son Jesus Christ, and love one another, as he gave us commandment” (1 John 3:23).
- “Beloved, let us love one another: for love is of God; and every one that loveth is born of God, and knoweth God” (1 John 4:7).
- “Beloved, if God so loved us, we ought also to love one another” (1 John 4:11).
- “No man hath seen God at any time. If we love one another, God dwelleth in us, and his love is perfected in us” (1 John 4:12).
- “And now I beseech thee, lady, not as though I wrote a new commandment unto thee, but that which we had from the beginning, that we love one another” (2 John 1:5).
- “Be kindly affectioned one to another with brotherly love; in honour preferring one another” (Rom. 12:10).
- “Be of the same mind one toward another. Mind not high things, but condescend to men of low estate. Be not wise in your own conceits” (Rom. 12:16).
- “Now the God of patience and consolation grant you to be likeminded one toward another according to Christ Jesus” (Rom. 15:5).

Basic Training for Church Planters—Unit 8: Relationships

- “Let us therefore follow after the things which make for peace, and things wherewith one may edify another” (Rom. 14:19).
- “Wherefore comfort yourselves together, and edify one another, even as also ye do” (1 Thess. 5:11).
- “Wherefore receive ye one another, as Christ also received us to the glory of God” (Rom. 15:7).
- “And I myself also am persuaded of you, my brethren, that ye also are full of goodness, filled with all knowledge, able also to admonish one another” (Rom. 15:14).
- “Let the word of Christ dwell in you richly in all wisdom; teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord” (Col. 3:16).
- “Salute one another with a holy kiss. The churches of Christ salute you” (Rom. 16:16).
- “All the brethren greet you. Greet ye one another with an holy kiss” (1 Cor. 16:20).
- “Greet one another with a holy kiss” (2 Cor. 13:12).
- “Greet ye one another with a kiss of charity. Peace be with you all that are in Christ Jesus. Amen” (1 Pet. 5:14).
- “That there should be no schism in the body; but that the members should have the same care one for another” (1 Cor. 12:25).
- “For, brethren, ye have been called unto liberty; only use not liberty for an occasion to the flesh, but by love serve one another” (Gal. 5:13).
- “With all lowliness and meekness, with longsuffering, forbearing one another in love” (Eph. 4:2).
- “And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ’s sake hath forgiven you” (Eph. 4:32).
- “Forbearing one another, and forgiving one another, if any man have a quarrel against any: even as Christ forgave you, so also do ye” (Col. 3:13).
- “Submitting yourselves one to another in the fear of God” (Eph. 5:21).
- “Likewise, ye younger, submit yourselves unto the elder. Yea, all of you be subject one to another, and be clothed with humility: for God resisteth the proud, and giveth grace to the humble” (1 Pet. 5:5).
- “Wherefore comfort one another with these words” (1 Thess. 4:18).
- “But exhort one another daily, while it is called Today; lest any of you be hardened through the deceitfulness of sin” (Heb. 3:13).
- “Not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another: and so much the more, as ye see the day approaching” (Heb. 10:25).
- “And let us consider one another to provoke unto love and to good works” (Heb. 10:24).

Basic Training for Church Planters—Unit 8: Relationships

- “Confess your faults one to another, and pray one for another, that ye may be healed. The effectual fervent prayer of a righteous man availeth much” (Jas. 5:16).
- “Finally, be ye all of one mind, having compassion one of another; love as brethren, be pitiful, be courteous” (1 Pet. 3:8).
- “Use hospitality one to another without grudging” (1 Pet. 4:9).
- “As every man hath received the gift, even so minister the same one to another, as good stewards of the manifold grace of God” (1 Pet. 4:10).
- “Let us not therefore judge one another any more: but judge this rather, that no man put a stumblingblock or an occasion to fall in his brother’s way” (Rom. 14:13).
- “But if ye bite and devour one another, take heed that ye be not consumed one of another” (Gal. 5:15).
- “Let us not be desirous of vain glory, provoking one another, envying one another” (Gal. 5:26).
- “Lie not one to another, seeing that ye have put off the old man with his deeds” (Col. 3:9).
- “Speak not evil one of another, brethren. He that speaketh evil of his brother, and judgeth his brother, speaketh evil of the law, and judgeth the law: but if thou judge the law, thou art not a doer of the law, but a judge” (Jas. 4:11).
- “Grudge not one against another, brethren, lest ye be condemned: behold, the judge standeth before the door” (Jas. 5:9).

UNIT 9: Evangelism

PEOPLE STRATEGIES

“And Jesus came up and spoke to them, saying, ‘All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and the Son and the Holy Spirit’” (Matt. 28:18-19, NASB).

I. Assumptions relating to evangelism.

- A. Evangelism is _____ in church planting.
- B. God is at work in the lives of nonbelievers and _____ us to join Him.
- C. Many nonbelievers are _____ about and _____ in spiritual matters.
- D. Nonbelievers must overcome _____ barriers related to the gospel.
- E. For most nonbelievers the conversion process is _____.

ACTIVITY 1:

Think of two persons with whom you are working who are nonbelievers and identify where they are on the Engel’s scale. Briefly describe what you need to do to help them move toward repentance and faith, becoming a new creation in Christ.

- F. A specific _____ strategy is an important part of the conversion process.
- G. Nonbelievers need a safe place to work through their _____.
- H. Nonbelievers are often reached through their _____.
- I. Nonbelievers are often reached _____.
- J. The church planter must _____ evangelism.

II. Strategies for evangelism.

- A. Review your _____ of the community.
 - 1. _____ are the unchurched/unsaved?

Basic Training for Church Planters—Unit 9: Evangelism

2. _____ are the unchurched/unsaved?
3. _____ are they unchurched/unsaved?
4. _____ is being done in relationship to the unchurched/unsaved?

B. Create an _____ within the community.

1. _____ on the unchurched.
2. _____ existing barriers whenever possible.
3. Major on relational approaches and _____.
4. Focus on people experiencing _____.
5. Minister to the real, felt, and _____ needs of the unchurched.
6. Utilize opportunities for creating a positive _____.
 - a. Multimedia marketing
 - b. Direct mail
 - c. Newspaper articles and ads
 - d. Events
 - e. Concerts
 - f. Seminars
 - g. Seeker and special services
 - h. Internet/Web site
 - i. Other

C. Build _____ within the community through servant evangelism.

Servant evangelism involves _____ the kindness of God by offering to do some act of _____ service with no _____ attached.

D. Penetrate key people _____.

1. _____ potential networks of nonbelievers.
2. _____ specifically for God to open doors to these networks.
3. _____ these people networks on their own turf.
4. Build specific _____ within these networks.

Basic Training for Church Planters—Unit 9: Evangelism

5. _____ believers with nonbelievers whenever possible.
- E. Intentionally share the gospel with nonbelievers.
1. Watch, listen, and take advantage of opportunities to share the gospel.
 2. Share what Christ is _____ and has done in your life.
 3. Share key Scripture verses with nonbelievers.
 4. Ask nonbelievers to make specific _____ to the gospel.
 5. Develop a specific plan to penetrate various _____ that the church has not penetrated.
- F. Develop some specific plan and activities to build a large group of evangelistic _____.
- G. Use the Church Planter Management System to _____, _____, and _____ your prospect list.
- H. _____ others for evangelism.
1. Model: I do it; you watch.
 2. Mentor: We do it together.
 3. Monitor: You do it; I watch.
 4. Multiply: You do it; someone else watches.
- I. Have a specific plan for _____ follow up for all new believers.

ACTIVITY 2:

1. Build a calendar for the next two years identifying evangelism activities such as Block Parties, revivals, servant evangelism projects, cultivation events, prospect identification activities, Scripture distribution, etc.
2. Develop your plan and calendar to enlist and equip two or three people for evangelism. What resource(s) will you use to equip them?

Resources

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Basic Training for Church Planters—Unit 9: Evangelism

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Hunter, George G. III. *Church for the Unchurched* (Nashville, Tenn.: Abingdon Press, 1996).

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Interfaith Evangelism Resources (Alpharetta, GA.: North American Mission Board).

Klassen, Ron et. al. *No Little Places: The Untapped Potential of the Small-Town Church* (Grand Rapids: Baker Book House, 1996).

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The Net (Alpharetta, Ga.: North American Mission Board, 2000).

ENGEL’S SCALE

God’s Role	Witness’s Role		Man’s Response
Conviction 	Witness, speak, evangelize, proclaim, teach, and dialogue  Persuade	-10	*
		-9	*
		-8	Awareness of a supreme being but no knowledge of gospel.
		-7	Initial awareness of the gospel.
		-6	Awareness of the fundamentals of the gospel.
		-5	Grasp of the implications of the gospel.
		-4	Positive attitude toward the gospel.
		-3	Personal problem recognition.
		-2	Decision to act.
		-1	Repentance and faith in Christ.
Regeneration	Celebration		New Creation in Christ
Sanctification 	Cultivation, Nurture, Follow-up 	+1	Post-decision evaluation.
		+2	Incorporation into the body.
		+3	Conceptual and behavioral growth.
		+4	Communion with God.
		+5	Reproduction of ministry. Internally, within the body using spiritual gifts Externally, to the world as witness and servant
		Eternity 	

Adapted from James F. Engel and Wilbert Norton, *What’s Gone Wrong With the Harvest?* (Grand Rapids: The Zondervan Corporation, 1975), p. 45.

*Engel’s Scale stopped at a – 8. Today we are seeking to witness to persons who have rejected the idea of a supreme being or hold the view of a radically different supreme being.

UNIT 10: Core Group

DEVELOPING A CORE GROUP

“And on the Sabbath day we went outside the gate to a riverside, where we were supposing that there would be a place of prayer; and we sat down and began speaking to the women who had assembled. And a certain woman named Lydia, from the city of Thyatira, a seller of purple fabrics, a worshiper of God, was listening; and the Lord opened her heart to respond to the things spoken by Paul. And when she and her household had been baptized, she urged us saying, ‘If you have judged me to be faithful to the Lord, come into my house and stay.’ And she prevailed upon us” (Acts 16:13-15, NASB).

I. What is a core group?

A core group is the new church in _____.

ACTIVITY 1:

Review one of the passages from Paul’s ministry (Appendix A in this unit). Do you see any principles for developing a core group? Are there any practices that you might want to use in developing your core group?

II. How do you gather a core group?

The primary factor for gathering the core group is the _____ for the new church. A second factor is the make-up of the _____ for the new church.

- A. The first approach to gathering a core group is to develop the core group from people within the ministry focus group and _____.

Examples of how core groups are gathered from the target area.

1. Some planters gather a core group _____ at a time.
2. Other planters begin by pulling together a _____ of people, often in a Bible study.
3. Recently several tactics have been used to begin by gathering _____ of people prior to developing the core group.

- B. The second approach involves gathering from the partner church people who _____ where the new church will locate or people who are willing to drive into the area to provide a numerical and leadership base for the new church.

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It is wise to enlist these people using the _____
_____ for the new church as key screening agents rather than giving an open invitation for people to become part of the church planting core group.

- C. A third approach to enlisting and gathering a core group involves two or more churches working together to build a core group from their members.
- D. A fourth approach is a combination of the previous approaches.
- E. Regardless of approach, here are some _____ to use in gathering the core group:
 - 1. Have your vision clarified and be able to present it well.
 - 2. Never stop gathering.
 - 3. Look for divine appointments.
 - 4. Ask appropriate questions and listen to their responses.
 - 5. Have something printed to leave with them.
 - 6. Enlist committed core group members to work with you.
 - 7. Use formal and informal meetings to gather.

III. How do you develop the core group?

“Core groups are best developed in _____ meetings of interested persons. Through these meetings, relationships are _____, spiritual truth explored, and questions asked. A strong core group is developed that will give rise to a healthy new church” (William C. Tinsley, *Breaking the Mold*, p. 30).

- A. _____ to meet to develop the core group?
- B. _____ are you doing in developing the core group?

With this group serving as the seed for the new church, they should be prepared for the new church's:

- 1. First public worship service
 - 2. Bible study and small group ministry
 - 3. Evangelism and outreach program
 - 4. Discipleship and equipping ministry
 - 5. Community ministries
 - 6. Fellowship that will incorporate the new members
- C. What is the _____ in developing the core group?

A written covenant is the expression of the core group's commitment to the vision, core values, ministry focus group, and strategy to plant the new church.

(see Steps to a Covenant in Unit 8: Relationships.)

D. What _____ should the core group be?

IV. What happens with the core group after the public launch of the new church?

A. First, there is the loss of _____.

B. Second, is the loss of _____.

C. Third, there is the loss of _____.

1. The impact of these things can be reduced but not eliminated by awareness. What specific actions will you take to make people aware of the loss of identity that they may experience?
2. You will lose core group members. How will you prepare yourself and others for the departure of core group members? How will you follow up with those who choose to leave the core group?

ACTIVITY 2:

As a church planting team, talk about these issues:

1. Where are we in the process of enlisting and developing our core group?
2. What is the strategy for both enlarging and strengthening the core group?
3. What is their level of commitment to one another, the church plant, the vision and values, reaching this ministry focus group, and the developed strategy?

Write the names of the core group members on the Core Group Member Chart in this unit.

Evaluate the individual's level of commitment with 1 being low and 5 being high. This evaluation is helpful because you need to evaluate not only the number of core group members but also their commitment to issues related to the church plant.

V. These resources for developing the core group are available from LifeWay Christian Resources, Nashville, Tenn.

Blackaby, Henry. *Experiencing God* (1990).

Survival Kit

Wilkes, C. Gene. *Jesus on Leadership: Becoming a Servant Leader* (1996).

APPENDIX A

Paul’s Practices of Developing a Core Group for a New Church

The following Scripture verses are taken from the New American Standard Version.

“So then those who were scattered because of the persecution that arose in connection with Stephen made their way to Phoenicia and Cyprus and Antioch, speaking the word to no one except to Jews alone. But there were some of them, men of Cyprus and Cyrene, who came to Antioch and *began* speaking to the Greeks also, preaching the Lord Jesus. And the hand of the Lord was with them, and a large number who believed turned to the Lord. And the news about them reached the ears of the church at Jerusalem, and they sent Barnabas off to Antioch. Then when he had come and witnessed the grace of God, he rejoiced and *began* to encourage them all with resolute heart to remain *true* to the Lord; for he was a good man, and full of the Holy Spirit and of faith. And considerable numbers were brought to the Lord. And he left for Tarsus to look for Saul; and when he had found him, he brought him to Antioch. And it came about that for an entire year they met with the church, and taught considerable numbers; and the disciples were first called Christians in Antioch” (Acts 11:19-26).

“And from there to Philippi, which is a leading city of the district of Macedonia, a Roman colony; and we were staying in this city for some days. And on the Sabbath day we went outside the gate to a riverside, where we were supposing that there would be a place of prayer; and we sat down and began speaking to the women who had assembled. And a certain woman named Lydia, from the city of Thyatira, a seller of purple fabrics, a worshiper of God, was listening; and the Lord opened her heart to respond to the things spoken by Paul. And when she and her household had been baptized, she urged us, saying, ‘If you have judged me to be faithful to the Lord, come into my house and stay.’ And she prevailed upon us” (Acts 16:12-15).

“Now when they had traveled through Amphipolis and Apollonia, they came to Thessalonica, where there was a synagogue of the Jews. And according to Paul’s custom, he went to them, and for three Sabbaths reasoned with them from the Scriptures, explaining and giving evidence that the Christ had to suffer and rise again from the dead, and saying, ‘This Jesus whom I am proclaiming to you is the Christ.’ And some of them were persuaded and joined Paul and Silas, along with a great multitude of the God-fearing Greeks and a number of the leading women” (Acts 17:1-4).

“Now those who conducted Paul brought him as far as Athens; and receiving a command for Silas and Timothy to come to him as soon as possible, they departed. Now while Paul was waiting for them at Athens, his spirit was being provoked within him as he was beholding the city full of idols. So he was reasoning in the synagogue with the Jews and the God-fearing Gentiles, and in the market place every day with those who happened to be present. . . . But some men joined him and believed, among whom also were Dionysius the Areopagite and a woman named Damaris and others with them” (Acts 17:15-17, 34).

“After these things he left Athens and went to Corinth. And he found a certain Jew named Aquila, a native of Pontus, having recently come from Italy with his wife Priscilla, because

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Claudius had commanded all the Jews to leave Rome. He came to them, and because he was of the same trade, he stayed with them and they were working; for by trade they were tent-makers. And he was reasoning in the synagogue every Sabbath and trying to persuade Jews and Greeks. But when Silas and Timothy came down from Macedonia, Paul began devoting himself completely to the word, solemnly testifying to the Jews that Jesus was the Christ. And when they resisted and blasphemed, he shook out his garments and said to them, ‘Your blood be upon your own heads! I am clean. From now on I shall go to the Gentiles.’ And he departed from there and went to the house of a certain man named Titius Justus, a worshiper of God, whose house was next to the synagogue. And Crispus, the leader of the synagogue, believed in the Lord with all his household, and many of the Corinthians when they heard were believing and being baptized” (Acts 18:1-8).

“And it came about that while Apollos was at Corinth, Paul having passed through the upper country came to Ephesus, and found some disciples, and he said to them, ‘Did you receive the Holy Spirit when you believed?’ And they said to him, ‘No, we have not even heard whether there is a Holy Spirit.’ And he said, ‘Into what then were you baptized?’ And they said, ‘Into John’s baptism.’ And Paul said, ‘John baptized with the baptism of repentance, telling the people to believe in Him who was coming after him, that is, in Jesus.’ And when they heard this, they were baptized in the name of the Lord Jesus. And when Paul had laid his hands upon them, the Holy Spirit came on them, and they began speaking with tongues and prophesying. And there were in all about twelve men. And he entered the synagogue and continued speaking out boldly for three months, reasoning and persuading them about the kingdom of God. But when some were becoming hardened and disobedient, speaking evil of the Way before the multitude, he withdrew from them and took away the disciples, reasoning daily in the school of Tyrannus” (Acts 19:1-9).

UNIT 11: Leadership Development

GROWING BELIEVERS IN THEIR FAITH

“We are no longer to be children, tossed here and there by waves, and carried about by every wind of doctrine, by the trickery of men, by craftiness in deceitful scheming; but speaking the truth in love, we are to grow up in all aspects into Him, who is the head, even Christ” (Eph. 4:14-15, NASB).

I. Guidelines to help you grow believers in their faith.

- A. As the person develops, he/she should be encouraged to help a person who is going through the stage he/she has just completed. Passing on what one has learned is the best way to make it a part of one’s life.
- B. You could be helping different people at each stage simultaneously, although your main ministry may be emphasizing one stage. Do not spend all your time with people who are at the higher stages. Many disciplers do and lose their effectiveness. You are the model for the people you are training. If you are not witnessing on a regular basis, the disciples or leaders you are training will tend to follow your example. As you help your disciples develop, encourage them to relate to individuals at every stage they have already passed through.
- C. As your disciples show more interest, give them more time and help. The natural tendency is to neglect the growing people to help those who are not growing. Focusing on one who is growing produces multipliers and co-laborers to help with those who are not growing. Guidelines A and B are complementary truths that need to help balance your work and keep you from getting stuck in a ditch on either side of the pathway.
- D. You are not the only determining factor in the process. God, the people involved, the materials you use, the discipling group, the church, and the environment play vital roles in believers’ development. Consequently, you should not claim all the credit for success. Neither should you feel completely responsible if a disciple fails to develop.
- E. You do not work alone. You should work with your co-laborers to help people become all God intends for them to be.
- F. Keep your vision of what God wants to accomplish through you, through those you train, and through the new church you are planting. Keep looking at the need and look beyond it to the purpose of God. Be faithful. “Behold, the farmer waits for the precious produce of the soil, being patient about it, until it gets the early and late rains. You too be patient; strengthen your hearts, for the coming of the Lord is at hand” (Jas. 5:7-8, NASB).

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G. As a wise builder of disciples, you will find yourself working with people at every stage of development. Some of those you help may surpass you in ministry, as Paul did Barnabas. What will be your attitude? As a proud parent, servant, steward, and co-laborer, you will rejoice with them and thank God you have been successful. John said, “I have no greater joy than this, to hear of my children walking in the truth” (3 John 4, *NASB*).

II. Practical steps for developing leaders.

1. Observe the gifts of those in your core group and select them for training.
2. Cultivate those with potential.
3. Concentrate on those with the greatest potential.
4. Model leadership in all your actions.
5. Create a plan of studies for each one of your leaders.
6. Adopt a hands-on training program with your supervision.
7. Empower them with your trust, and always encourage them.
8. Hold on to high expectations for each of the potential leaders.
9. Meet with them periodically to exchange ideas.
10. Evaluate where they are in the process on a monthly basis.
11. Have them participate on workshops and other training activities.
12. Ask them to teach what they have learned to other potential leaders.

Personal Reflection: Take stock of where you are in your own development as you examine the Master Builder picture:

- Where are you?
- Do you need to move up a stage?
- Have you skipped a stage or failed to develop fully as you should?
- For example, did you really become a spiritual disciple before becoming a multiplying leader?
- If not, has it resulted in some flaws in your leadership?
- Are you helping people at all of the stages that you have already passed through?
- If so, are you exhibiting the appropriate attitudes of the discipler relative to those stages?
- Are you assuming the proper amount of responsibility and expecting others to grow in the amount of responsibility they accept?
- If God’s fire of judgment were to test your work today, would you have enough gold, silver, and precious stones invested in building others?
- As you examine what you have done to date, will you commit yourself to help people come to know Christ, to follow up, disciple, and equip them until they become multiplying leaders and co-laborers?

Basic Training for Church Planters—Unit 11: Leadership Development

Determine today to be a steward of all God has entrusted to you.

Resources

Biehl, Bobb. *Mentoring* (Broadman and Holman, 1997).

Coleman, Robert E. and Billy Graham. *The Master Plan of Evangelism*, 2nd ed. (Fleming H. Revell, 1994).

DePree, Max and James O'Toole. *Leadership Is an Art* (DTP, 1990).

Hendricks, Howard and William. *As Iron Sharpens Iron* (Moody Publishers, 1999).

Mallory, Sue. *The Equipping Church* (Grand Rapids, Mich.: Zondervan, 2001).

Mallory, Sue. *The Equipping Church Guidebook* (Grand Rapids, Mich.: Zondervan, 2001).

Rima, Samuel D. *Leading From the Inside Out* (Baker Book House, 2000).

UNIT 12: Worship

DEVELOPING WORSHIP STYLE

“In the year of King Uzziah’s death, I saw the Lord sitting on a throne, lofty and exalted, with the train of His robe filling the temple. Seraphim stood above Him, each having six wings; with two he covered his face, and with two he covered his feet, and with two he flew. And one called out to another and said, ‘Holy, Holy, Holy, is the Lord of hosts, The whole earth is full of His glory.’ And the foundations of the thresholds trembled at the voice of him who called out, while the temple was filling with smoke. Then I said, ‘Woe is me, for I am ruined! Because I am a man of unclean lips, And I live among a people of unclean lips; For my eyes have seen the King, the Lord of hosts.’ Then one of the seraphim flew to me, with a burning coal in his hand which he had taken from the altar with tongs. And he touched my mouth with it and said, ‘Behold, this has touched your lips; and your iniquity is taken away, and your sin is forgiven.’ Then I heard the voice of the Lord, saying, ‘Whom shall I send, and who will go for Us?’ Then I said, ‘Here am I. Send me!’ And He said, ‘Go’” (Isa. 6:1-9, NASB).

“But an hour is coming, and now is, when the true worshipers shall worship the Father in spirit and truth; for such people the Father seeks to be His worshipers. God is spirit, and those who worship Him must worship in spirit and truth” (John 4:23-24, NASB).

ACTIVITY 1:

With other members of your church planting team, discuss “What are the minimal requirements for worship in a corporate context?”

I. Biblical worship includes at least two dimensions.

- A. _____ in spirit and truth (John 4:23-24).
- B. _____ seeking truth, understanding truth, coming to conviction, and becoming true worshipers (1 Cor. 14:24-25).

II. Three approaches that should be considered in worship planning: true worship is always God-focused.

- A. Believer approach:
 - 1. Gives attention to the believer’s needs and concerns.
 - 2. Assumes that everyone has a basic understanding of Christianity.

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3. Begins most often at the point of revelation. Often in a believer-approach worship service, the preacher will say, “Let’s begin by turning in our Bibles to _____.”
 4. Uses elements (music, language, illustrations and images) from a church member’s background and comfort level.
 5. Asks: Is it doctrinally/traditionally correct? Does it satisfy/please us?
- B. Seeker approach:
1. Gives attention to the nonbeliever’s needs and concerns.
 2. Assumes that no one has a basic understanding of Christianity.
 3. Begins at the point of relevance. In this service, the speaker often begins with a current news item, a common problem with which people might be wrestling, a line from a popular song or scene from a movie.
 4. Uses elements (music, language, illustrations and images) from an unchurched person’s background and comfort level.
 5. Asks: Will they understand, be offended by this? Is it relevant to life, as they have experienced it?
- C. Seeker-sensitive approach:
1. Gives attention to the believer’s and nonbeliever’s needs and concerns.
 2. Assumes there are those who do not have an understanding of the basics of Christianity.
 3. Begins at the point of revelation, but emphasizes a high degree of relevance.
 4. Uses both believer- and seeker-friendly elements. Seeks to reduce an unchurched person’s anxiety level.
 5. Asks: Has every element used been tested for seeker sensitivity, understanding, offensiveness and relevance to life experience?

III. Worship principles.

- A. Worship focuses on God and His _____.
- B. Worship results in man seeing his own _____ and need of God’s _____.

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- C. Worship flows from the grateful _____ of God's people.
- D. Worship should be the _____ of our best efforts.
- E. Worship should be _____.
- F. Worship should reflect what God is _____ in the lives of the people.
- G. Worship should reflect the _____ of the church.

IV. Groups that impact worship style.

- A. Pastor
- B. Worship leader or team
- C. Core group
- D. Ministry focus group

V. Factors that determine worship style.

- A. Socioeconomic and educational background
- B. Communication style
- C. Personality and personal preferences
- D. Generational issues
- E. Skill level
- F. Church background
- G. Cultural background and adaptability

MAJOR QUESTION: Whose factors will determine the style?

ACTIVITY 2:

With your church planting team, begin to identify some of the differences that you face in the church you are planting in relation to the groups and their factors as they impact worship. How will those factors impact worship and worship styles? Whose factors will be given priority as you develop a worship style? What factors will determine the need to change/adjust worship style in the future?

VI. Issues that make up a worship style.

Mood

Celebrative.....Somber

Planning

None.....Detail

Emotion

Emotional.....Quiet

Variety

Little.....Much

Participation

Low.....High

Technology

Low.....High

Focus

Unchurched.....Churched

Music

Traditional.....Contemporary

Preaching Style

Revelation.....Relevance

Response

Public.....Private

Openness

Open.....Closed

Leadership
Individual.....Team

Formality
Liturgical.....Informal

_____....._____

_____....._____

ACTIVITY 3:

There are three steps in this activity:

1. Are there additional issues that will influence the style of worship for the church you are planting? What are those issues and what are the poles?
2. Since you have decided whose factors are to take priority in developing worship style, share your understanding of how these factors will impact each issue. Are you fully aware of “their” feelings on the factors and issues? Do you need to do some research?
3. Develop a statement that defines the style of worship you are currently planning for your primary meeting. How are different issues addressed in that worship time?

VII. Elements that might be included in a worship service.

- A. Prelude
- B. Congregational singing and special music
- C. Greeting
- D. Offering
- E. Message
- F. Drama and multimedia
- G. Interviews and testimonies
- H. Invitations and conclusions
- I. Announcements

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- J. Lighting, visuals, and smells
- K. Ordinances
- L. Prayer
- M. Bible reading

ACTIVITY 4:

With the whole group discuss: What are the minimal requirements for worship in a corporate context?

VIII. Use effective formats in worship.

- A. Identify churches that effectively model worship.
- B. Network with three or four churches that are similar in _____.
- C. Develop three to five different _____ that work for you.
- D. Use a variety of _____ to communicate your theme.

IX. Evaluate worship.

- A. Define the criteria for meaningful or effective worship services.
- B. Have specific criteria and goals for each service.
- C. Include those involved in worship in evaluations.
- D. Get feedback from your members and guests.

FOLLOW-UP ACTIVITY 5:

In your church planting group, develop a worship format that complements your vision, values, mission, and ministry focus group.

APPENDIX

X. Worship Resources

- A. LifeWay Christian Resources
One LifeWay Plaza
Nashville, TN 37234
1 800 233-1123
www.lifeway.com

- B. Copyright Licensing
Christian Copyright Licensing, Inc.
17201 NE Sacramento Street
Portland, OR 97230
www.ccli.com

- C. Music
 - 1. Maranatha!/Maranatha Praise Band
1 800 245-7664
www.maranathamusic.com

 - 2. Integrity Music, Inc.
1 800 533-6912
www.integritymusic.com

 - 3. Word Music
1 888 324-9673
www.wordmusic.com

 - 4. Saddleback Church
Pastors.com
20131 Ellipse
Foothill Ranch, CA 92610
1 866 829-0300
www.pastors.com

 - 5. Willow Creek Community Church
Seeds Bookstore
1 847 765-6222
www.willowcreek.org

 - 6. Genevox Music
LifeWay Christian Resources, SBC
1 800 436-3869

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www.lifeway.com

7. Brentwood Music
1 800 846-7664
www.brentwood-bensonmusic.com
8. Worship Music
www.worshipmusic.com

D. Magazines and Resources

1. Worship Leader (CCM)
1 949 240-9339
www.wlmag.com
2. Worship Resources
1 800 486-0305
www.worshipres.com
3. Zondervan Church Source
1 800 727-3480
www.zondervanchurchsource.com
4. Let's Worship!
1 800 458-2772
www.lifeway.com

E. Drama

1. Willow Creek
“Sunday Morning Live”
www.willowcreek.org
2. Creative Christian Media Services
1 800 575-2267
3. Word's Drama Sketches
1 888 324-9673
www.wordchoralclub.com
4. National Drama Service
LifeWay Christian Resources, SBC
1 800 458-2772
www.lifeway.com

F. Mail-Order Catalogs

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1. Musician's Friend
1 800 391-8762
www.musiciansfriend.com
2. Long's Electronics
1 800 633-3410
www.longselectronics.com
3. Music Emporium
1 800 648-8460
www.musicemporium.com

XI. Other resources

1. Morgenthaler, Sally. *Worship Evangelism* (Grand Rapids, Mich.: Zondervan, 1995).
2. Morris, David. *A Lifestyle of Worship* (Ventura, Calif.: Regal Books, 1999).
3. Robertson, Ev. *Dramatic Moments in Worship* (Nashville, Tenn.: LifeWay Christian Resources, 2001).
4. White, James Emery. *Opening the Front Door: Worship and Church Growth* (Nashville, Tenn.: Convention Press, 1992).

UNIT 13: Small Groups

SMALL GROUPS

“And day by day continuing with one mind in the temple, and breaking bread from house to house, they were taking their meals together with gladness and sincerity of heart” (Acts 2:46, NASB).

I. Biblical foundations for small groups.

A. The growth of the early church is recorded in Acts.

1. _____ (Acts 1:15).
2. _____ (Acts 2:41).
3. “And the Lord added to their number daily those who were being saved” (Acts 2:47, NIV).
4. _____ men (Acts 4:4).
5. “Nevertheless, more and more men and women believed in the Lord and were added to their number” (Acts 5:14, NIV).
6. “So the word of God spread. The number of disciples in Jerusalem increased rapidly, and a large number of priests became obedient to the faith” (Acts 6:7, NIV).

A conservative estimate places the size of the Jerusalem church in Acts 6:7 at 25,000.

B. The structure of the early church. In Acts 2:46 and following, the early church had a two-pronged approach to ministry.

1. _____ group meetings (“temple courts”—Acts 2:46)
2. _____ group meetings (“They broke bread in their homes”—Acts 2:46, NIV)

C. Small groups in the early church existed to carry out many of the basic functions of the church:

1. Meet personal needs (Acts 2:44, 45)
2. _____ (Acts 2:46, 47)

3. Evangelize (Acts 2:47; 5:42)
4. Minister and encourage (Acts 16:40)
5. _____ (Acts 20:20)

II. Basic functions of a small group.

All small groups, regardless of type, have four basic functions. The degree to which a small group emphasizes the functions depends on its design, type and function of the group. Healthy small groups will display all four functions.

- A. _____
- B. _____
- C. _____
- D. _____

III. Types of small groups.

- A. Sunday School groups
- B. Cell/home groups
- C. Discipleship/covenant groups
- D. Outreach/seeker groups
- E. Recovery/support groups
- F. Program/ministry/task groups

ACTIVITY 1:

If you have a small-group ministry, address the following questions:

List your small groups by types and ask, “How effective are they in relationship to their purpose?”

What small groups do you need to add?

What leaders do you need to train?

If you do not have a small-group ministry, address the following questions:

What small-group structures are needed?

Where will the leadership come from?

How will you train them? Are there other sources for training?

What need will they meet?

IV. Characteristics of healthy small groups.

- A. They are _____-based.
- B. They should be related to some specific purpose.
- C. They are reproducible.
- D. They are manageable in size.
- E. They are concerned with the development of leaders.
- F. They are often very effective means of _____ new groups of people.
- G. They can be an important part of your design to _____ newcomers.

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- H. They are designed to decentralize pastoral care.
- I. They can be very cost-efficient.
- J. They are designed for _____ growth.

V. The potential results of small-group ministry.

- A. They have the potential to produce _____.
- B. When used well, they have the potential of closing the back door.
- C. They are effective ways to create ownership of the church's life.
- D. They can become _____.

ACTIVITY 2:

In your church planting team, brainstorm how an effective small-group structure can result in the starting of a multiplying church movement.

Resources

Donahue, Bill. *Leading Life-Changing Small Groups* (Grand Rapids: Zondervan, 1996).

Donahue, Bill, and Russ Robinson. *Building a Church of Small Groups* (Grand Rapids: Zondervan, 2001).

George, Carl F.; Warren Bird; George Bird (contributor). *The Coming Church Revolution* (Ventura, Calif.: Revell, 1994).

Haywood, Janice and Diane Smith, compilers. *Preschool and Children's Ministry in New Church Starts* (Virginia Baptist Mission Board, 2002).

Hemphill, Ken, and Bill Taylor. *Ten Best Practices to Make Your Sunday School Work* (Nashville, Tenn.: LifeWay Christian Resources, 2001).

Logan, Robert E. *Beyond Church Growth* (Old Tappan, N.J.: Revell, 1989).

Malphurs, Aubrey. *Planting Growing Churches for the 21st Century* (Grand Rapids, Mich.: Baker, 1994).

Neumann, Mikel. *Home Groups for Urban Cultures* (Gabriel Resources, 1999).

Serendipity House Resources: 1 800 525-9563; www.serendipityhouse.com.

UNIT 14: Master Plan

DESIGNING YOUR CHURCH'S SYSTEMS

“For even as the body is one and yet has many members, and all the members of the body, though they are many, are one body, so also is Christ. . . . For the body is not one member, but many. If the foot should say, ‘Because I am not a hand, I am not a part of the body,’ it is not for this reason any the less a part of the body. And if the ear should say, ‘Because I am not an eye, I am not a part of the body,’ it is not for this reason any the less a part of the body. If the whole body were an eye, where would the hearing be? If the whole were hearing, where would the sense of smell be?” (1 Cor. 12:12, 14-17, NASB).

“If you plant a church that is seriously aimed at creating your desired vision, what would it look like? What elements would have to be present and how would they relate to one another? What disciplines, behaviors, structures, reward systems, et cetera, would have to be in place for that desired future to become reality?” Adapted from Peter Senge, *The Dance of Change* (Doubleday, 1999).

I. What is a church systems design?

- A. It is a _____ of the church at a given point in the future when all elements of the vision are in place.
- B. It illustrates the _____ of systems and ministries.
- C. It shows the _____ of people into and through the church.
- D. It informs about the _____ of involvement in various systems and ministries.

II. How a church systems design is _____.

- A. Remember the vision, core values, and mission statement.
- B. Consider the _____.
- C. Who are you? What are your _____ and _____?
- D. The following _____ of your church should be taken into account.
 - 1. Evangelism strategy
 - 2. Small groups
 - 3. Worship

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4. Discipleship/leadership development plans
5. Assimilation plans
6. Multiplication plans

ACTIVITY:

1. Write each major component/element (ministry, program, system, etc.) on a separate piece of 3" x 3" Post-it™ Note. Use smaller notes to identify various aspects or elements of the major component.
2. Place these components in logical order on easel pad paper, then consider these questions.
 - a. What is the relationship of each component to the others?
 - b. What is the flow of people into and through these components?
 - c. Where are the entry points into the church's life?
 - d. How do we help people connect with others?
 - e. Is there simplicity and clarity of flow?
 - f. Where is reproduction reflected in the system?

Now draw boxes, circles, lines, and arrows that indicate the relationships and flow of people into and through the system. Look closely for clear relationships and dead ends.

3. Are there any missing components? If so, add them at the appropriate places.
4. For each component on the smaller notes, determine the following:
 - Level of commitment required.
 - Relationships required to move people from one commitment level to another.
5. Identify how a person from your household profile (see Unit 6) would enter and be connected in this church and then flow out into ministry and reproduction.

Sharing with the group:

UNIT 15: Administration

ADMINISTRATIVE, FINANCIAL, AND LEGAL ISSUES FOR THE NEW CHURCH

“Let every person be in subjection to the governing authorities. For there is no authority except from God, and those which exist are established by God. . . . For because of this you also pay taxes, for rulers are servants of God, devoting themselves to this very thing. Render to all what is due them: tax to whom tax is due; custom to whom custom; fear to whom fear; honor to whom honor” (Rom. 13:1, 6-7, NASB).

“But let all things be done properly and in an orderly manner” (1 Cor. 14:40, NASB).

Legal disclaimer: This material is designed to provide help in raising issues that need to be considered by the new church. It is not designed to take the place of legal counsel and/or representation or services and/or counsel offered by accounting professionals or specialists in other fields. If legal advice or other professional service is needed, the service of a competent professional should be sought.

I. Introduction.

What are some of the administrative, financial, and legal issues that a newly planted church needs to deal with (and when)? Often it is stated, “Let the partner (partner/mother) church (or association) handle all these issues.” This is the easier way to approach them. It is not always the best or healthiest approach for the new church. Sometimes, because of distance, this approach is not practical. Because of developmental issues, it is recommended that the new church deal with each matter as soon as possible.

II. Financial issues.

A. General matters

Whether handled by the partner entity or the new church, it is mandatory for the new church to have a checking account in its own name. Funds should not be handled through the partner’s accounts or, worse, the church planter’s personal account. Prior to opening a checking account in its name, beginning to issue salary checks, et cetera, the new church needs an Employer Identification Number (EIN) from the Internal Revenue Service (IRS); (Form SS-4).

B. Checking account

In the early core group gathering phase of a church plant, two members of a partner

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church may serve as treasurer and cosigner on the new church's checks. As soon as competent, reliable people are identified in the new church, those responsibilities should be transferred to the new church. Sound guidelines for handling finances need to be developed early in the church's life to protect those involved in handling funds from temptation and to maintain financial integrity. (Some suggestions are found in the Legal Issues Packet.)

C. Developing a ministry budget

Even a new church needs a ministry budget. The budget needs to reflect its vision and mission statement. It is advisable that the church should look at the following percentages as a rule of thumb in budgeting local receipts.

World missions (Cooperative Program 8%; Association missions 2%)	10%
Personnel expenses (salaries and housing allowances)	40%
Education, outreach, local ministries expenses*	20%
Building (rental, purchase, utilities, insurance, etc.)	30%

*Ministry-related expenses need to be separated on paper and in the minds of members. These reimbursements should be considered as the "costs of doing business" and not salary.

The IRS has stringent guidelines related to the handling of reimbursable ministry-related expenses (travel, hospitality, convention, etc.) and housing or parsonage allowances. The Annuity Board of the Southern Baptist Convention keeps abreast of these guidelines and annually provides resources to assist with these matters. Updated material can be obtained from the Annuity Board by cooperating churches by phone or e-mail.

III. Postal issues.

A. Post office box

If the new church office is in the church planter's home, it might be wise to have a post office box.

B. Standard mail (formerly called bulk-rate mailings)

Many new churches plan numerous mass mailings. Generally if the church plans to mail more than 200 pieces more than four times a year, it can save money using Standard Mail. Nonprofit Standard Mailing is often 2/3 of the cost of Standard Mailing and 1/3 to 1/2 the cost of First Class Mailing. To obtain permission to mail at nonprofit rates, the new church must file PS Form 3624 and provide needed documentation. It is helpful to

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have “formation papers” that include:

1. A 501(c)(3) blanket exemption letter covering the state convention and affiliated churches (see V, A)
2. Possibly a state incorporation certificate (see VII, C)
3. An EIN in the church’s name

In addition, the application calls for additional operational documents such as financial statement, calendar of activities, bulletins, brochures, et cetera.

Postal Service Publication 417 states, “An authorized organization must not use the Nonprofit Standard Mailing rates to send matter in behalf of or produced for an unauthorized organization or entity.” (p. 15) It is illegal to operate under someone else’s Nonprofit Mailing Permit and such activity invites the loss of the permit if discovered by postal inspectors. Due to the sponsor relationship between partner and new churches, some clerks permit mailing under a partner’s permit. Normally this happens after specific discussions of the churches’ relationship and under strict guidelines that include:

1. Mailing from the post office where the partner is authorized for mailing.
2. The partner’s name and return address on the outside.
3. Some form of statement that the new church is a ministry of the partner church. The new church needs to ask, are these three restrictions worth the savings from not getting our own permit?

In 2001, regulations allowed for cooperative mailings. Publication 417 states, “A cooperative mailing is a mailing produced by an authorized organization that cooperates with one or more organizations to share the cost, risk or benefit of the mailing. Cooperative mailings may not be entered at the Nonprofit Standard Mailing rates unless all cooperating organizations are authorized to mail at these rates at the post office of mailing.”

IV. Insurance issues.

A. Liability insurance

Can the new church operate under the partner entity’s coverage with a special rider, or does it need its own policy for its location and its pastor? This issue needs to be explored and verified in writing. Do not take anyone’s “think so” or verbal verification. If a church is using rental property (school, theater, restaurant, etc.), an insurance binder often will

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be required as a condition of the rental agreement. It is also advisable to have this when meeting in a private home to relieve the homeowner's liability.

B. Malpractice insurance

It is common today for churches to carry malpractice insurance on pastors and other staff members.

C. Screening church workers

Another area of liability relates to child care at all levels in all areas of the church's education, worship, and ministries. A new church needs a responsible screening process that is regularly and uniformly applied to all persons working with preschoolers, children, youth and developmentally disabled adults. In the Legal Issues Packet is a suggested process and sample screening form. Each volunteer fills out this form, answers the specific questions, and signs the form. The form becomes part of a regularly maintained file on all volunteer workers with children and youth. In addition to screening volunteers, many authorities in the legal field suggest a police background check of all employed children and youth workers.

D. Worker's compensation insurance

Some states now require churches to cover all staff and employees under worker's compensation insurance.

V. Federal tax issues.

A. Tax-exempt status from Federal Income Tax

Most state Baptist conventions and the Southern Baptist Convention have a 501(c)(3) exemption from the IRS and a blanket letter that covers all affiliated churches. There is no need to apply for a separate exemption. It seems that most state conventions do not provide this unless they are specifically requested. Recently many state conventions have ceased providing a copy of the blanket exemption letter.

NOTE: There are some legal and tax counselors encouraging churches to apply for individual exemptions and offering to complete the Form 1023 for a fee. Currently the IRS has broadly applied its regulations concerning church/denominational relationships under 501(c)(3) guidelines to include Southern Baptists. Churches that plan to start a school, a foundation or a community development corporation will need to secure their own 501(c)(3) status prior to launching these ministries. It seems that both churches and associations of churches are exempt from Federal Income Tax and are entities to which donors may make gifts and deduct those gifts from the donor's income taxes. Neither

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churches nor associations are required to have an exemption letter to enjoy exempt status under the Internal Revenue Code's section 501(c)(3).

If the state convention does not provide an exemption letter it is suggested that churches get the 501(c)(3) exemption letter from the Southern Baptist Executive Committee. Until the new church constitutes, the partner church needs to request this on behalf of the new church. The partner church needs to be a cooperating church that has filed an Annual Church Profile and is contributing to the Cooperative Program. After the new church constitutes, files an Annual Church Profile and contributes to the Cooperative Program, it may request the 501(c)(3) letter in its own name. Requests for such a letter from the Executive Committee should be addressed to:

Jack Wilkerson
Executive Committee, Southern Baptist Convention
901 Commerce Street
Nashville, TN 37203-3699

Occasionally a church is asked by the post office to show its 501(c)(3) exemption number or letter to qualify for favorable postal rates. The Executive Committee letter should satisfy the post office, since this technique has operated successfully in many prior instances.

B. Employee records

The church must provide by January 31 a Form W-2 to each ministerial and nonministerial employee who was paid any amount of taxable compensation for the year. In addition, the church must provide a Form 1099-MISC to each noncorporate independent contractor who received \$600 or more for the year in payment of services rendered. Copy A of each Form W-2 should be transmitted to the Social Security Administration with a Form W-3 by February 28. Copy A of each Form 1099-MISC should be transmitted to the Internal Revenue Service with a Form 1096 by February 28.

For nonordained employees, such as secretaries, the church is responsible for reporting and paying any withheld social security and Medicare taxes on a Form 941, Employer's Quarterly Federal Tax Return. Form 941 is due one month after the end of each calendar quarter. Generally, a church will have to make monthly advance payroll deposits (by the fifteenth following the end of the month) of social security and Medicare taxes and withheld income taxes before the Form 941 is due. If an advance payroll deposit is required, the deposit must include both the church's part and the employee's part of social security and Medicare tax. If the amount of accumulated employment taxes (line 13 of Form 941) for the quarter is less than \$2,500, the church can pay the employment taxes with the Form 941 without making advance payroll deposits.

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The church should consult IRS Publication 15, *Circular E, Employer's Tax Guide*, for current employee withholding tables as well as current payroll deposit requirements.

C. Contribution records

The church needs to provide contributors who wish to use itemized deductions documentation of contributions of \$250 or more. The receipt should note (in some manner) that no goods or services were provided to the contributor in connection with the contributions or that their value consisted entirely of an intangible religious nature. There are additional regulations affecting the valuation of contributions of noncash property and quid pro quo contributions. (See publication 1771.)

VI. State tax issues.

A. Sales tax exemption

Some states have a tax exempt number that is given to certify that the church does not have to pay state sales tax on purchases. Again, in some states, new churches can operate under the partner church, association, or state convention's tax-exempt number until it incorporates or constitutes. It should be noted that other states do not provide a number but allow churches to use a certificate of exemption (e.g., Michigan; see the handout "Church Financial Policies" in the Legal Issues Packet.). In California, churches must apply for exemption from income tax through the state's Franchise Tax Board.

B. Property tax exemption

Most states exempt churches from paying property taxes on their lands and buildings used for religious purposes. The laws and departments dealt with vary from state to state. In California, for example, there are three categories of property tax exemption for which a church may apply (church, religious, or welfare). The church applies for this through the county tax assessor.

C. New hire reporting

Effective October 1, 1998, all employers (including churches) are required to report certain information on newly hired and rehired employees (including minister employees) to the State Directory of New Hires within 20 days of the employee's first day on the job. The required information must include the new employee's name, address, and social security number as well as the employer's name, address, and employer identification number (EIN). Some states require additional information such as date of birth and date of hire. Every state has a Web site that shows the information required and how that information should be reported to the state. An easy way to access a state new hire Web site is to point your browser to

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www.americanpayroll.org/states.html, scroll down to the appropriate state, and link to the “New Hire” icon.

(WARNING: “Give to Caesar what is Caesar’s” or he will get it with penalties and interest.)

VII. Covenanting, constituting, and incorporating.

A. Covenanting

Covenanting is choosing to relate to one another in a responsible and accountable way. In “The Baptist Faith and Message,” the initial description of the church is “an autonomous local congregation of baptized believers, associated by covenant in the faith and fellowship . . .” (as adopted by the Southern Baptist Convention on June 14, 2000). A covenant is the formal statement of that association. Historically, many churches have adopted, framed, hung on a wall, and ignored a “sample covenant.” Today some churches are putting serious thought in preparing a covenant and formalizing the covenant relationship.

B. Constituting

Constituting is a traditional, ecclesiastical, and legal process defining the church’s organization and membership and marking the culmination of initial development. In Baptist tradition, the process of constituting marks the movement of a new congregation from a dependent to an autonomous status. Usually this involves the writing and adopting of a constitution and bylaws and observing a special service in which the new church is recognized as a member of the family of churches within the association/state convention. For future protection of the church, even if it is not required, it is good to file the constitution and bylaws with the state government’s incorporating department and the state convention. There are resources to assist churches in the process of constitution on www.churchplantingvillage.net and the Church Planter Management System.

C. Incorporating

Incorporating is a legal action. Its timing varies from state to state and should not be confused with the denominational process of constituting. The most important legal issue in deciding to incorporate is that of liability. According to California attorney Nolan Kennedy, “Potentially the most important reason to incorporate is that the corporate form of organization means the members of the church are not personally liable for its debts. Without a corporation, the church members are personally responsible for any obligation of the church” (*A Manual for Incorporating a Baptist Church in California*, p. 3).

Two additional reasons for incorporating are (1) greater ease in doing business (i.e.,

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signing leases, establishing credit for supplies, opening bank accounts, owning property) and (2) greater ease in meeting requirements for tax-exempt status.

In some states, new churches may operate under the partner entity's incorporation documents. In other states, such an arrangement is not permitted or suggested. In many states, incorporation may and should be done early in the church's life; in others, only after constitution. Some states have special laws related to ecclesiastical corporations; others lump all nonprofit corporations together. Additionally, the issue is confusing because the state department dealing with this is different in various states (e.g., in Michigan it is the Department of Commerce; in California, the Secretary of State).

NOTE: Some states require filing an annual form to maintain incorporation status. Do not neglect those filings!

D. Transfer of property and debt

In traditional settings, sometimes land is purchased and debt is encumbered by the partner church on behalf of the new church. At the time of constitution and incorporation, legal action needs to be taken to transfer the property and debt to the new church.

VIII. Miscellaneous.

A. Contracts

The new church may have to deal with a variety of legal contracts—everything from purchasing equipment to leasing space and contracting for certain services. Two words of caution need to be observed. Make sure who has authority to sign contracts. (In most churches the trustees have this responsibility.) Read all contracts carefully and get explanations and/or written clarification on unclear elements of contracts.

B. Employment eligibility forms

Complete and retain an I-9 (Employment Eligibility Verification) form for all staff and employed people.

C. Weddings

Each state has different laws as to who is eligible to perform weddings and what registration is required. The church planter needs to find out what the laws are in his/her state and respond appropriately.

D. Copyright licensing

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The church needs to deal responsibly with copyright issues. One of the major areas of violation in many churches is in the area of copied and projected music.

IX. Conclusion.

Some associational missionaries and state directors of missions are very knowledgeable in these areas and know whom to contact in relation to issues in the state. Others do not deal with these issues regularly and may not be up-to-date on which state government department to contact. It is good to check with them first for ideas and resources on state issues.

Also, realize that regulations change regularly. Sometimes information they (or we) have was correct last year but not this year. It is wise to verify with state departments how that state currently operates. If there have been changes, let the state or association leadership know.

Resources for Further Study:

Hammar, Richard R. *Church and Clergy Tax Guide, 2004 Edition* (Christian Ministry Resources, 2003).

Hammar, Richard R. *Reducing the Risk of Child Sexual Abuse in Your Church* (Christian Ministry Resources, 1993).

Kennedy, Nolan M. *A Manual for Incorporating a Baptist Church in California* (California Baptist Foundation, 1990).

**CHECKLIST FOR ADMINISTRATIVE, FINANCIAL, AND
LEGAL ISSUES FOR THE NEW CHURCH**

<input type="checkbox"/> When completed	Issue to be addressed	Target date	Person responsible
	Applied for EIN		
	Opened checking account		
	Prepared financial guidelines		
	Enlisted financial secretary		
	Developed ministry action budget		
	Applied for post office box		
	Applied for bulk rate permit(s)		
	Dealt with liability insurance issues		
	Adopted screening form for potential workers (children and youth workers)		
	Is in compliance with state worker's compensation laws		
	Requested 501(c)(3) cover letter		
	Have W-4 and I-9 forms for employees		
	Targeted dates for covenant, incorporation, and constitution		
	Prepared guidelines for dealing with contracts		
	Obtained contract with CCLI		

UNIT 16: Mileposts

A Strategic Planning Model

“Do you not know that those who run in a race all run, but only one receives the prize? Run in such a way that you may win. And everyone who competes in the games exercises self-control in all things. They then do it to receive a perishable wreath, but we an imperishable. Therefore I run in such a way, as not without aim; I box in such a way, as not beating the air” (1 Cor. 9:24-26, NASB).

I. Introduction.

“A common mistake made in church planting is to be driven by calendar and not critical milestones.”—Lyle Schaller

II. Definitions.

- A. Mileposts are the _____ of actions. They identify completed actions of your church planting projects. (These need to be written in past tense as they show completed actions.)
- B. Mileposts measure _____ in your church planting project.
- C. Critical mileposts must be _____ or the objective will not be attained and the church most likely will not be planted.
- D. When mileposts are arranged in logical sequence and relationships between the mileposts are established, a _____ has been outlined. (Detailed actions must yet be identified, calendared, budgeted, and assigned.)
- E. There may be several _____ required to accomplish the various mileposts.

III. Characteristics of effective mileposts.

- A. Consistent with _____, _____, _____, _____, and _____.
- B. _____ in terms of time projections and sequence.
- C. A steady flow of _____ between mileposts (no gaps).
- D. _____ mileposts are limited in number (normally less than 10).

ACTIVITY:

1. With your church planting team, brainstorm mileposts during the next 12-18 months and write each one on a small Post-it™ Note.
2. Arrange your mileposts in logical sequence on easel pad paper. Continue adding mileposts until all gaps and/or missing tasks are included.
3. Identify the critical mileposts, those that if not completed will most likely mean the church will not be planted.
4. Arrange the mileposts in process-oriented sequence.
5. Under the critical mileposts identify tasks that must be completed. By placement, and by using lines and dotted lines, identify actions dependent on other actions.
6. Set a realistic time projection to accomplish the critical mileposts. Remember these are time projections and are subject to change.
7. Identify needed personnel, budget, and other resources to accomplish each task.

APPENDIX A GETTING STARTED

I. Basic Training for Church Planting Teams.

Basic Training for Church Planters is a principle-focused (not model-focused), biblically based training for church planting teams. It is designed to answer the question, “How do I plant a church?” While not a seminar that covers every detail nor lays out a step-by-step church planting process, it is designed to address critical issues geared at giving your church plant a jump start by dealing with the why and who, prior to the how.

While many church planting training materials are generic in design, the *Basic Training for Church Planters* is a contextual training manual. To get the most of this training, church planters should have a good understanding of the context in which they are called to serve.

Prior to attending the Basic Training, all team members need to work through the spiritual preparation resource (Straight Street) during their devotional time. The material is downloadable in one of three versions from the Church Planting Village, <http://www.churchplantingvillage.net/equipping/straightstreet/>

II. Basic Training and the Church Planting Process.

Basic Training is a small, yet significant, piece of a larger system called the Church Planting Process (CPP). At the very heart of the CPP are four systems.

A. Mobilization

1. Prayer mobilization

Prayer mobilization is designed to emphasize the importance of a specific prayer strategy for a given region. Before church planting of any form takes place, church planting leaders should come together for the mobilization of prayer.

2. Personnel mobilization

When creating movements, the traditional means of leadership selection is inadequate. Each region should have a farming system in which leaders are called out of the harvest. This does not eliminate the use of professionally trained church planters, but it shifts the responsibility for raising up leaders to the local church. A Calling Out the Called event is one activity to support this strategy.

3. Place identification

Is the environment right for a church plant? The right place at the right time is key in effective church planting. The *PREP* (Perspective Receptive Exegesis Penetration

Process for Church Planting) and *Church Planting Probe* are strategic tools in addressing key issues of the place selection. Some key questions designed for assisting in assessment of a place are: (1) Is the area growing? (2) Is the area changing? (3) Are there unreached or underreached people and/or people groups (affinity groups)? (4) Is there evidence that God is at work in the area? The LASER event is designed to target simultaneous church plants among several people groups by identifying potential leaders and beginning Bible studies.

4. Planter assessment

The *Church Planter Assessment* is a process which is used to determine if a prospective church planter can be an effective church planter. The assessment process involves a two-person team of assessors that conduct a behavioral interview with a church planter candidate. The candidate will be assessed according to a set of qualities connected to church planters. This assessment will work in conjunction with the personnel processing that the utilizing entity would include. This process of assessment could be used with various categories of church planters from professional mono-vocational to lay church planters.

Implementing the CPP must include a concern for developing selection/assessment processes and an adequate number of equipped assessors.

B. Mentoring

Mentoring relates to the training and support of the church planter throughout the church plant. There are a number of tools designed to assist here.

1. *Mentors/Mentoring of Church Planters*

The *Mentoring of Church Planters* is a process in which experienced church planters who have been previously trained to serve as mentors will be connected to church planters working in a new church plant. They guide the church planter through the process of a church plant. The mentor meets on a regular basis during the first year (year and a half) of the church plant. The mentor addresses the personal growth and church planting skill development of the church planter.

Mentors help make up the church planting team.

2. *Early Stage Church Planter Development*

eQuip is a Web-based resource for a planter to use in the early phase of development. It begins by identifying competencies that need to be developed and helps the planter and mentor develop a personalized learning plan. The resources are downloadable

from the Church Planting Village,
<http://www.churchplantingvillage.net/equipping/eQuip>

3. *Basic Training for Church Planting Teams*

Basic Training for Church Planting Teams gives the planter a jump start in a specific church plant. It is a contextual training piece best used when the planter has been on the field at least two to three months prior to the Basic Training experience. This guide is designed as a resource to use in a workshop setting that should include the church planter, spouse, and mentor. It usually involves four consecutive days, but it can be implemented on several different schedules.

4. *Church Planter Network (CPN)*

A network consists of three or more church planting teams that come together every four to six weeks for skill training, prayer, and support. Network meetings are highly relational and use peer mentoring and learning. Network Helps are skill training materials available at <http://www.churchplantingvillage.net/equipping/cpn/>. These materials are used during the network meetings. Networks are usually facilitated by a trained mentor called a facilitator. Networks have the potential to be the point of greatest leverage in the church planting process as it seeks to move to multiplication.

5. *Basic Training II*

Basic Training II is a six-session, two-phase process of preparing the church planting team church leaders to lead the church to the next level of growth. The planting team defines the “next level.” It may be viewed as a numerical level, it may be expressed as an organizational level or it may be moving to reproduction (church planting). It is suggested that participants in Basic Training be invited to participate in a Basic Training II 12 to 18 months after Basic Training.

C. Multiplication

Multiplication supports and encourages the planting of churches from both existing churches and newly planted churches. The goal of the CPP is to involve every existing church in supporting and planting churches and to create a genetic code for church planting in a newly planted church.

1. *Multiplying Church Networks (MCN)*

MCNs are designed to encourage existing churches to plant churches. They network churches sharing a passion and vision for church planting. The MCN clusters church leaders to be part of an effort of church planting in their area. These networks will provide mutual encouragement and peer consultation in the activity of church planting and in particular reproducible church planting.

D. Mission Preparedness

At the very heart of the CPP is mission preparedness. It is prayer, planning, and the activity behind the system that allows it to be implemented.

1. Consulting

The North American Mission Board (NAMB) exists to serve you in implementing a CPP that fits your context. We serve you as consultants in your search to implement your CPP.

2. Resourcing

NAMB also exists to resource you by providing materials, leadership, and financial resources to support the CPP. Resourcing is done in partnership and through state convention partners.

III. Basic Training is designed to equip you with basic tools for church planting.

A. Personal prayer team

At the top of the list is your personal prayer team. You will spend time following a brief skill training piece developing your own prayer team.

B. Strategic plan

At the very core of the Basic Training process is the development of a strategic plan. Your strategic plan will include four components: vision, core values, ministry focus group, and mission statement.

C. Portrait of ministry focus group

The key to the church plant is a proper understanding of your target. Time will be spent looking at key issues related to your contextual environment and households that make up ministry focus group.

D. Master Plan

The Master Plan is your church's system design (CSD) for effective church planting. The CSD puts together the subsystems and shows their relationship. The design should demonstrate how the church structure will facilitate the entire discipleship process and how it will touch an individual's life from preconversion to multiplication.

E. Critical mileposts

This workshop takes an intense look at the activities of church planting. What are the things that must happen to plant and grow a healthy church?

IV. Basic Training is designed as a workshop that uses a variety of teaching techniques.

A. Skill training

Skill training consists of brief lectures designed to pinpoint training that addresses specific behaviors.

B. Peer learning

Basic Training utilizes training techniques that allow you to learn from one another. Group time will be given to discuss critical issues. Breaks and meals provide additional time for group interaction.

C. Learning activities

The units are designed with learning activities for planting teams to contextualize learning to their specific ministry setting and focus group. Major time is given to the application of principles taught.

D. Mentoring

Mentors and presenters help planting teams to work through their own church planting plan. Mentors ask strategic questions and uncover blind spots in the church planting plan.

E. Worship

In most events worship experiences are planned, allowing the participants to experience and model worship in various styles.

F. Initiate relationships

The relationships initiated in Basic Training can be continued in the CPN.