



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P369 Models of Ministry

3 credits. Prerequisites: none.

 On Campus **'A'** Live-Stream

January 17-February 25, 2022
Term C
Monday-Thursday, 9am-10:30am

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Course Goals

Course Description

This course explores the features of several models of ministry such as online, multi-site, rural, parachurch, camp, and sports ministry. Students will learn the practicalities of running different models of ministry along with how to foster growth, health, and vitality in a new or existing ministry. To that end, students will evaluate the advantages and challenges of different models of ministry, establish healthy review processes, and consider which models of ministry will be effective for ministering in different contexts.

Relationship to Horizon's Mission

Horizon aims to prepare students for life and ministry. Ministry takes place in many different forms or models. This course helps students to critically reflect on the various models of ministry out there with the overall aim of having healthy and growing ministries that engage the community at large.

Core Competencies and Learning Outcomes



To demonstrate competency in **Ministry Development** students will:

1. Explain the features, advantages, and challenges of various models of ministry.
 - *Assessment:* Video Discussion
2. Evaluate ministries using healthy critical review processes.
 - *Assessment:* Church Evaluation Assignment
 - *Assessment:* Other Ministry Evaluation Assignment

3. Plan how to bring health, growth, and vitality to a pre-existing ministry.
 - *Assessment:* Vitality Plan



To demonstrate competency in **Contextual Awareness** students will:

4. Evaluate a setting to determine which model(s) of ministry are well suited for missional vitality and community engagement within that setting.
 - *Assessment:* Community Needs Analysis

Course Work

Required Readings

Kaiser, John E. *Winning on Purpose: How to Organize Congregations to Succeed in Their Mission*. Edited by Tom Bandy and Bill Easum. Nashville: Abingdon, 2006. ISBN: 978-0687495023. (Selected readings)

*Read the Summary and Review page for every chapter plus ALL of chapters 3-6 and 8-10.

Malm, Jonathan. *Unwelcome: 50 Ways Churches Drive Away First-Time Visitors*. Los Angeles: The Center for Church Communication, 2014. ISBN: 978-1502355966.

Searcy, Nelson. *Fusion: Turning First-Time Guests into Fully Engaged Members of Your Church*. Revised and Expanded Edition. Grand Rapids: Baker, 2017. ISBN: 9780801075490.

***Please note that you will need to complete all readings *before* beginning the Vitality Plan assignment, which is due on February 14.**

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. Video Discussion. This assignment must be submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

- Choose your *three* best videos from the Video Discussion assignment, download them from FlipGrid, and upload them to YouTube, either as three individual files or edited into one file.
- For each video on YouTube, include the name of the model of ministry you are discussing in the video title.
- Submit the YouTube video link(s) to Portfolium.

1. *Video Discussion*

Of the nine models of ministry presented in class (camps, small groups/micro church, multi-site, online, sports, bi/co-vocational, rural, parachurch, social ministries) you will need to choose six and record a 4-5 minute FlipGrid video where you discuss each of the six models you select, highlighting the features, advantages and challenges of this model of ministry. On FlipGrid, you will also need to respond to at least six models presented by your classmates. Responses should be a minimum of 3 sentences (written) or 30 seconds (video) and demonstrate thoughtful engagement with the classmates' videos.

- Since three of your six videos will be submitted to your portfolio, please ensure you follow these quality requirements:
 - Attire: Dress in clean, neat, professional attire to record your videos.
 - Background: Record your video in a space with a clean, professional background such as a blank wall, a home office, or a tidy living room.
 - Lighting: Record your videos in a well-lit space. Your primary light source should be in front of you (not behind you) so that you do not appear silhouetted.
 - Sound: Record your videos in a quiet space. Speak loudly and clearly. When you are finished recording, make sure that your audio is clear and that your volume level is normalized.
- Related learning outcome(s): #1.
- **Assignment Length:** Six 4-5 min videos; six 3-sentence/30-sec responses.
- **Due dates:**

Videos 1 & 2 due	February 8
Videos 3 & 4 due	February 14
Videos 5 & 6 due	February 17
Responses due	February 18

2. *Church Evaluation Assignment*

Attend a church service at a church you have never attended before. Evaluate the service based on the “Church Evaluation Secret Shopper” document, which can be found under the Lesson “Church Evaluation Assignment Documents” on Populi.

- Read “The Life Cycle and Stages of Congregational Development” before you visit the church. This reading can be found under the Lesson “Readings for Assignments” on Populi.
- As you will be a visitor during this service, act like a visitor. Attempt to look at all aspects of the church and service through the eyes of someone who is new to this church and new to exploring Christianity or church in general. See how they treat or engage you as a visitor. Evaluate your experience as a visitor.
- Attending a church from a denomination that is different from the church you currently attend may help you pick up on some of the feelings, sensations, and lack of understanding that a person who is new to the church may experience.
- After you visit the church, fill out the Church Evaluation Secret Shopper Document.
- Related learning outcome(s): #2.
- **Assignment Length:** 2-4 sentences per question; 1-2 paragraphs for the final question.
- **Due date:** January 31.

3. *Other Ministry Evaluation Assignment*

Attend or participate in one of the other nine models of ministry where you have not attended before. Evaluate this ministry based on the “Ministry Evaluation Secret Shopper” document, which can be found under the Lesson “Other Ministry Evaluation Assignment Documents” on Populi.

- Read “The Life Cycle and Stages of Congregational Development” before you visit the ministry. This reading can be found under the Lesson “Readings for Assignments” on Populi.
- When choosing a model of ministry for this assignment, note some of the models will be more difficult to use for this assignment due to time of year or other access issues (such as camp ministry).
- Depending on which model of ministry you are able to engage for this “Other Ministry Evaluation,” you may find that there are aspects of the Secret Shopper document that do not apply to the ministry and/or aspects of the ministry that are not represented in the document. Feel free to add sections on aspect(s) of the ministry that are not represented in the document and ignore parts of the document that are irrelevant. For example, if you are evaluating an online ministry, the “Exterior Impressions” section is likely irrelevant as you have no building or parking lot. ☺ However, in this example you may expand on the “Online Presence” portion and/or add a section such as “User Interface” or “Level of Relational Connection” over a digital platform.
- As you will be a visitor to this ministry, act like a visitor. Attempt to look at all aspects of the ministry through the eyes of a new person. See how they treat or engage you as a visitor. Evaluate your experience as a visitor.
- After you visit the ministry, fill out the Ministry Evaluation Secret Shopper document.
- Related learning outcome(s): #2.
- **Assignment Length:** 2-4 sentences per question; 1-2 paragraphs for the final question.
- **Due date:** February 4.

4. *Vitality Plan*

After you have completed all of the required readings for the course, create a Vitality Plan for *either* the church you visited in Assignment 2 (*Church Evaluation Assignment*) or the ministry you visited in Assignment 3 (*Other Ministry Evaluation Assignment*). Highlight 5 areas of this church or ministry that are healthy and 5 areas that are sick, non-healthy, or hindering health and vitality. Lay out 3-4 actionable points for each of the 5 areas that are not healthy in order to help bring those areas into health. On the last page of the assignment, provide a reorganized action point schedule showing the order in which you would walk the church or ministry through this process of change, and explain why you chose each action point.

- To complete this assignment, you will need to use the following sources:
 - Your assigned textbooks
 - “The Life Cycle and Stages of Congregational Development” document (found under the Lesson “Readings for Assignments” on Populi)
 - The “Church Life Cycles” document (found under the Lesson “Readings for Assignments” on Populi)
 - The Church Life Cycle Survey or Ministry Life Cycle survey, which you filled out at the end of the Secret Shopper document.

- Follow the “Vitality Plan Template” on Populi. Before you begin, you may wish to read the “Vitality Plan Example” to give you an idea of what your finished Vitality Plan should look like. Both the template and the example can be found on Populi under the Lesson “Vitality Plan Assignment Documents.”
- Related learning outcome(s): #3.
- **Assignment Length:** 3-5 pages.
- **Due date:** February 14.

5. *Community Needs Analysis*

Pick a community or neighbourhood and evaluate it to determine which model of ministry would be well-suited for missional vitality and community engagement within this setting.

- Survey 25-30 homes in the community or neighbourhood by asking the following 2 questions:
 - What do you love about your community?
 - What is the greatest need in your community?
- Research the community’s profile online. You may find the following sites useful in your research:
 - [City of Saskatoon Neighbourhood Profiles](#)
 - [Statistics Canada Census Profiles](#)
- If possible, connect with local community leaders and the Chamber of Commerce.
- Write a 4-5 page report which includes:
 - The results of your survey and a concise write-up of your findings.
 - Your reflections on the findings of the survey and the highlights from the community profile.
 - An explanation of how your findings from the survey and the community profile help you determine which model of ministry to use.
 - A proposed model of ministry that would be well-suited for missional vitality and community engagement within this setting and details as to why.
- Related learning outcome(s): #4.
- **Assignment Length:** 4-5 pages
- **Due date:** February 18.

Estimate of Time Investment (individual time investments may vary)

Readings	21 hrs	N/A
Classroom time	30 hrs	N/A
1. Video Discussion	6 hrs	Feb. 8, 14, 17, 18
2. Church Evaluation Assignment	8 hrs	Jan. 31
3. Other Ministry Evaluation Assignment	8 hrs	Feb. 4
4. Vitality Plan	10 hrs	Feb. 14
5. Community Needs Analysis	17 hrs	Feb. 18
Total =	100 hrs	

Assessment Rubrics

Rubrics will be available on Populi by the first day of class under the Lesson “P369 Assignment Rubrics.”

Class Schedule

Date	Topics	Instructor
Jan. 17	Introduction, Critical Thought, and Review	Louis Halbgewachs
Jan. 18	Theology of a Thriving Ministry – The Gospel	John Albiston
Jan. 19	Purpose vs. Preference	Louis Halbgewachs
Jan. 20	Camps	Aaron Sawatsky & Brad Webber
Jan. 24	Language	Louis Halbgewachs
Jan. 25	Culture	Louis Halbgewachs
Jan. 31	Biological and Spiritual Great commission; 3 LAWS	John Albiston
Feb. 1	Small Groups (NCD and Vitality)	John Albiston
Feb. 2	Online	Louis Halbgewachs
Feb. 3	Online or Cultural relevance	Louis Halbgewachs
Feb. 7	Multi-Site	John Albiston
Feb. 8	Sports	Junie Josue & Don Richmond
Feb. 9	Bi/co-vocational	Robin Wallar & TBA
Feb. 10	Baiting the hook	John Albiston
Feb. 14	RACS (Responsibility, Accountability, Coaching, Support)	John Albiston
Feb. 15	Social Ministries	Brian Cool & Brenda Koenes
Feb. 16	Parachurch - PK event driven - Compassion	Kirk Giles & Kevin Shephard
Feb. 17	Rural	Louis Halbgewachs

- Please note that there may be some adjustments to the class schedule during the term.
- First submissions of assignments will not be accepted after **Friday, February 18**.

Revision Week	
Monday, Feb. 21	Resubmission of <i>Church Evaluation Assignment & Other Ministry Evaluation Assignment</i>
Tuesday, Feb. 22	Resubmission of <i>Video Discussion</i>
Wednesday, Feb. 23	Resubmission of <i>Vitality Plan & Community Needs Analysis</i>
Thursday, Feb. 24	Subsequent Resubmissions (as necessary)
Friday, Feb. 25	Final Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, February 25**.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency

requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography & Recommended Reading

Church Vitalization

Rainer, Thom S. and Eric Geiger. *Simple Church: Returning to God's Process for Making Disciples*. Nashville: B & H, 2008.

Stanley, Andy. *Deep and Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, MI: Zondervan, 2012.

Stetzer, Ed and Mike Dodson. *Comeback Churches: How 300 Churches Turned Around and Yours Can, Too*. Nashville: B & H, 2007.

Wood, Gene. *Leading Turnaround Churches*. Bloomington, MN: ChurchSmart Resources, 2001.

Church Culture

Blandino, Stephen. *Creating Your Church's Culture: How to Uproot Mediocrity and Create a Healthy Organizational Culture*. Scotts Valley, CA: CreateSpace Independent Publishing Platform, 2013.

Chand, Samuel R. *Culture Catalyst: Seven Strategies to Bring Positive Change to Your Organization*. New Kensington, PA: Whitaker House, 2011.

Malphurs, Aubrey. *Look Before You Lead: How to Discern and Shape Your Church Culture*. Grand Rapids, MI: Baker, 2013.

Church Marketing

Cooke, Phil. *Branding Faith: Why Some Churches and Nonprofits Impact Culture and Others Don't*. Ventura, CA: Regal, 2008.

Reising, Richard L. *Church Marketing 101: Preparing Your Church for Greater Growth*. Grand Rapids, MI: Baker, 2006.

Church Assimilation

Atkinson, Greg. *Secrets of a Secret Shopper: Reaching and Keeping Church Guests*. Nashville: Rainer, 2016.

Malm, Jonathan. *Unwelcome: 50 Ways Churches Drive Away First-Time Visitors*. Los Angeles: The Center for Church Communication, 2014. ISBN: 978-1502355966.

Searcy, Nelson. *Fusion: Turning First-Time Guests into Fully Engaged Members of Your Church*. Revised and Expanded Edition. Grand Rapids: Baker, 2017. ISBN: 9780801075490.

Waltz, Mark L. *How to Wow Your Church Guests*. Loveland, CO: Group, 2011.

Small Groups

Osborne, Larry. *Sticky Church*. Grand Rapids, MI: Zondervan, 2008.

Searcy, Nelson. *Activate: An Entirely New Approach to Small Groups*. Grand Rapids: Baker, 2014.

Stanley, Andy. *Creating Community: Five Keys to Building a Small Group Culture*. Colorado Springs, CO: Multnomah, 2021.

Church Governance

Kaiser, John E. *Winning on Purpose: How to Organize Congregations to Succeed in Their Mission*. Edited by Tom Bandy and Bill Easum. Nashville: Abingdon, 2006. ISBN: 0687495024.

Osborne, Larry. *Sticky Teams: Keeping Your Leadership Team and Staff on the Same Page*. Grand Rapids, MI: Zondervan, 2010.

Church Volunteers

Anderson, Leith and Jill Fox. *The Volunteer Church: Mobilizing Your Congregation for Growth and Effectiveness*. Grand Rapids, MI: Zondervan, 2015.

Morgan, Tony and Tim Stevens. *Simply Strategic Volunteers: Empowering People for Ministry*. Loveland, CO: Group, 2004.

Searcy, Nelson. *Connect: How to Double Your Number of Volunteers*. Grand Rapids, MI: Baker, 2012.

Discipleship

Adsit, Christopher B. *Personal Disciplemaking: A Step-By-Step Guide for Leading a New Christian From New Birth to Maturity*. Orlando, FL: Campus Crusade for Christ, 1996.

Coleman, Robert E. *The Master Plan of Evangelism*. Grand Rapids, MI: Revell, 2010.

Hull, Bill. *The Disciple-Making Pastor: Leading Others on The Journey of Faith*. Grand Rapids, MI: Baker, 2007.

Putman, Jim and Bobby Harrington. *DiscipleShift: Five Steps That Help Your Church to Make Disciples Who Make Disciples*. Grand Rapids, MI: Zondervan, 2013.

Spader, Dann. *4 Chair Discipling: Growing a Movement of Disciple-Makers*. Chicago: Moody, 2014.

Church Planting

Malphurs, Aubrey. *The Nuts and Bolts of Church Planting: A Guide for Starting Any Kind of Church*. Grand Rapids, MI: Baker, 2011.

Searcy, Nelson and Kerrick Thomas. *Launch: Starting a New Church from Scratch*. Ventura, CA: Regal, 2007.

Stetzer, Ed and Daniel Im. *Planting Missional Churches: Your Guide to Starting Churches that Multiply*. 2nd edition. Nashville: B & H, 2016.

General

Bolsinger, Ted E. *Canoeing in the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP, 2018.

Borden, Paul D. *Make or Break Your Church in 365 Days: A Daily Guide to Leading Effective Change*. Nashville: Abingdon, 2012.

_____. *Direct Hit: Aiming Real Leaders at the Mission Field*. Nashville: Abingdon, 2006.

_____. *Assaulting The Gates: Aiming All God's People at the Mission Field*. Nashville: Abingdon, 2009.

_____. *Hit The Bullseye: How Denominations Can Aim the Congregation at the Mission Field*. Nashville: Abingdon, 2003.

Cloud, Henry. *Boundaries for Leaders: Results, Relationships, and Being Ridiculously in Charge*. New York: HarperCollins, 2013.

Lencioni, Patrick. *The Four Obsessions of an Extraordinary Executive: A Leadership Fable*. San Francisco, CA: Jossey-Bass, 2000.

_____. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass, 2002.

_____. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco, CA: Jossey-Bass, 2012.

Logan, Dave, John King, and Halee Fischer-Wright. *Tribal Leadership: Leveraging Natural Groups to Build a Thriving Organization*. Reprint edition. New York: Harper Business, 2011.

McChesney, Chris, Sean Covey, and Jim Huling. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. London: Simon & Schuster, 2012. ISBN: 978-1857205841.

Mittelberg, Mark and Bill Hybels. *Building a Contagious Church: Revolutionizing the Way We View and Do Evangelism*. Grand Rapids, MI: Zondervan, 2000.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When Stakes Are High*. 2nd edition. New York: McGraw Hill, 2011.

Rainer, Thom. *Becoming A Welcoming Church*. Nashville: B & H, 2018.

_____. *Breakout Churches: Discover How to Make the Leap*. Grand Rapids, MI: Zondervan, 2005.

Schwarze, Christian. *Natural Church Development: A Guide to Eight Essential Qualities of Healthy Churches*. Bloomington, MN: ChurchSmart Resources, 1996.

Stahlke, Les and Jennifer Loughlin. *Governance Matters: Relationship Model of Governance, Leadership and Management*. Edmonton, AB: Imperial, 2003.

Stahlke, Les. *Church Governance Matters: Relationship Model of Governance, Leadership & Management for Churches*. Edmonton, AB: Imperial, 2010. ISBN: 0973368527.

Wallar, Robin. *Everyone Sent to Multiply Everything: Cultivating a Multiplying Discipleship and Church Planting Movement*. Self-published, Robin Wallar, 2020.