

BEYOND THE WALLS: MULTIPLY YOUR ADULT MINISTRY

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MULTIPLY YOUR MINISTRY

CHAPTER 1: TEACHING VERSUS LEADING

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While overviewing Adult Sunday School ministry with a group of teachers recently, I used the term teacher. One teacher immediately interrupted and reminded me that he was “more than a teacher.”

He insisted on being called a *leader*. He explained that he had attended a Sunday School training event the previous year and was presented the concept that teachers were leaders of a 24-7 ministry. This idea had revolutionized his vision for what he should be as a Sunday School teacher.

Watching adult teachers understand that their role is much bigger than teaching a lesson each week is very exciting. This teacher had scaled the wall of good teaching to find on the other side an even bigger view of what it means to be a Sunday School *leader*.

Adult Sunday School work is vital to growing a healthy church. By its very nature adult Bible study groups are catalysts that God can use for growth—but *only* if Adult Sunday School teachers understand the importance of their role as leaders in kingdom work. Adult Sunday School requires teachers who are willing to embrace what the word leader really means.

One of the most critical parts of the work teachers of adults face is the process of multiplication . . . producing new leaders and new Bible study groups. Of course, this does not happen in a vacuum and without the involvement of key Sunday School leaders, but adult classes must become the birthing ground for multiplying the ministry of adult classes. If an adult class is going to multiply its leaders and create new units, the teacher must be willing to take the next step: Become a multiplying leader.

As you work through this book, expand your vision of Adult Sunday School to see how many new ways God can expand His work through you. You will be challenged to evaluate your walk and work as a leader. You will discover how to identify, equip, and multiply leaders through your class. You will be challenged to help give birth to new classes. Finally, you will be provided a “how-to” chapter with ideas that will enhance your efforts to multiply leaders and units. These how-tos will be referenced periodically during preceding chapters so you will know when it is best to implement the ideas found in the last chapter.

The Adult Sunday School Leader’s Walk

I watched as a teacher guided his class to grow to about 35 in attendance. He pulled me aside between Sunday School and worship one morning and said that if I would just give him the auditorium he could fill that space up also.

His statement greatly disturbed me. I knew he had partici-

pated in only a few leadership meetings . . . and usually came to the meetings with a bad attitude.

He tried to recruit people from other classes to come to his, and was very reluctant to send out leaders or help start new classes. He felt there weren’t that many people who were as qualified as he was to build a class. It wasn’t the growth of his class that disturbed me, but his attitude about what he was doing bothered me greatly.

So often I have seen teachers who felt they were doing God and His church a great service by teaching. They acted as though class size was the only valid indicator of success. They forget that we are involved in *kingdom* work. Looking at the big picture of kingdom work should humble us and drive us to become the best leader possible. Participating in training, working cooperatively with other teachers, sending out leaders, creating new units, and supporting the work of the local church are part of being a kingdom leader.

The symptoms exhibited by our self-impressed leader grow in our lives when our spiritual walk and leadership skills have grown stagnant. Too often we don’t even realize this decay. Adult Sunday School leaders cannot forget what being a kingdom leader really means.

What Is a Leader?

To be honest, many people function honestly on the wrong assumptions and foundations. They have not been given proper training or resources. No one has given them an overview of biblical leadership, or teaching principles. They were enlisted quickly in a happenstance encounter in the hall between Sunday School and worship, and asked to start the next week. This is not enlistment; it’s *entrapment!*

What then should an Adult Sunday School teacher be? Here are some roles that describe the kind of leader that adult teachers should be.

- *Guide*—The leader is the lesson. This idea is a critical thought for anyone who wants to teach in any age group. Your talent, skills, knowledge, giftedness, and experience will be meaningless if your life is not a compass pointing participants to “True North”—Jesus Christ Himself.

In the movie *Mr. Holland’s Opus*, Mr. Holland is a high school band teacher. His principal challenges him to become what a teacher really should be: Not just to fill his students’ minds with knowledge, but to give them a compass. The compass was to come from the way he led, not just the information he imparted.

How is your compass? James wrote that “not many of you should presume to be teachers, my brothers, because you know that we who teach will be judged more strictly” (James 3:1). This sounds like a harsh statement, but really is not.

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James offers an honorable challenge to a vital group of leaders. He goes on to explain this statement in the entire chapter. In the first half he deals with the leader's tongue; the second half deals with a leader's conduct . . . two things vital for every Sunday School leader!

CONSIDER THIS: Read James 3:2-12. Make a list of ways you need to bridle your tongue.

Does what you say reflect a life that is growing in Christlikeness? _____

Read James 3:13-18 and list contrasts between godly conduct and ungodly conduct. Circle areas you need to work on to become a strong leader.

I once read a comment from a teacher: "Son, I would rather have my students drink from a running stream than a stagnant pool."¹ Which describes your life, a running stream or a stagnant pool?

• *Change Agent*—Howard Hendricks has said, "Your task as a communicator is not to impress people, but to *impact* them; not just to convince them, but to *change* them."² All people need to change. You should be changing as *you* study God's Word just as those you teach should change . . . be *transformed*. How can we know change is taking place? James 1:22-25 offers one way to measure change. We must become doers of the Word, not merely listeners.

James explains that a person can hear the Word and come face-to-face with it, then see what kind of man he really is. As soon as he walks away he forgets what he saw. How sad to think someone could encounter God by hearing the Word taught, yet walk away and forget what changes God wants them to make. This brings new meaning to "out of sight, out of mind."

When we quit looking into the mirror of God's Word we don't have to think about what kind of people we are or should be. But someone who looks into the Word and continues in it will not forget. If our goal as leaders is to make sure people hear a good lesson each week without intentionally providing ways in which learners can become doers, chances are they will leave and forget who they are and/or need to become.

The first act of doing the Word is accepting Christ as personal Savior. God has provided the unique opportunity for Adult Sunday School leaders to participate with Him in help-

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ing people understand their need to accept Christ and become growing Christians.

Sometimes we use the excuse that only the Holy Spirit can change someone. Second Corinthians 3:18 does remind us of this: "And we, who with unveiled faces all reflect the Lord's glory, are being transformed into his likeness with ever-increasing glory, which comes from the Lord, who is the Spirit." The Holy Spirit alone can transform us. But God has invited you to become a teacher-leader who shares in His transforming process. If He didn't see your role as vital, He would not have placed James 3:1 and Luke 6:40 in the Bible!

CONSIDER THIS: Do you want to be a doer of the Word? Consider last week's lesson. How did the Holy Spirit change your life through your encounter with the Word as you prepared your lesson?

Answer each of the following questions:

	Yes	No
Do you know each learner's spiritual condition?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know who is lost, growing, or struggling?	<input type="checkbox"/>	<input type="checkbox"/>
Do you provide opportunities for learners to make commitments to Christ or other decisions during a Bible study session?	<input type="checkbox"/>	<input type="checkbox"/>
Do you emphasize further study of the lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Do you emphasize developing a daily quiet time?	<input type="checkbox"/>	<input type="checkbox"/>
Do you ask for reports on what God has done based on a previous Bible study lesson?	<input type="checkbox"/>	<input type="checkbox"/>
Do you provide opportunities for learners to practice a Bible study lesson through ministry and outreach?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage learners to use the lesson as part of a family Bible time?	<input type="checkbox"/>	<input type="checkbox"/>
List other ways in which you could lead your learners to become doers of the Word.		

• *Discipler*—You also must be a discipler. Luke states, "A student is not above his teacher, but everyone who is fully trained will be like his teacher" (Luke 6:40). A disciple is a pupil or learner. To be someone's disciple suggests a total commitment to stay close to, learn from, and obey the person chosen as one's teacher.

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As believers, we are disciples of Christ—at least, we *should* be. But in a sense your learners are your disciples too.

You carry a heavy responsibility as a leader of an Adult Sunday School class. Your learners are going to emulate your character and leadership. Again, that means they will become your disciples—they will become like you. Jesus emphasized the importance of remaining teachable and acting responsibly as a teacher. Luke 6:39-43 provides insight into both concepts.

Since you will reproduce what you are, Jesus challenges you in this passage to let God speak to and change you each day so you can lead others to become like Christ. If we do not let God shape and mold us, we cannot lead others to become like Christ. Are you growing daily as a Christian, allowing yourself to be taught by the Holy Spirit and leaders in your church?

CONSIDER THIS: In order for you to be a good discipler you must first be a good *disciple*. Jesus stated that “any of you who does not give up everything he has cannot be my disciple” (Luke 14:33). Make a list of things that you have given up to be a disciple of Christ.

Now make a list of things you struggle with giving up.

Begin working now to give up what hinders you from being an effective disciple. This will help you become a great discipler! Read Luke 6:39-43. Write a prayer based on these passages that expresses your desire to keep on growing in Christ and as a leader.

• *Mentor*—Paul gave some clear instructions to his apprentice Timothy: “And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others” (2 Tim. 2:2). Jesus spoke to the multitudes, disciplined the twelve, but mentored three: Peter, James, and John. Some members you will teach; others you may disciple. But a select few need you to mentor them into leadership roles. They could become teachers or might help your class birth a new class.

Right now they are in your class and need on-the-job training. If you don’t mentor them, who will? Has God called you to mentor? Most likely, the answer is yes.

CONSIDER THIS: Make a list of potential teachers in your class.

How much time have you spent helping them develop their skills? How often have they taught the class other than when you were out of town? Have you heard them teach?

• *Servant*—John wrote: “Whoever serves me must follow me; and where I am, my servant also will be. My Father will honor the one who serves me” (John 12:26). This statement is very important for leaders to remember. So often we will be frustrated because people don’t do exactly what we think they should. We may get discouraged by our own personal schedules and struggles and become tempted to quit. We may feel our class is not growing like someone else’s.

In his book, *Every Christian a Minister: Finding Joy and Fulfillment in Serving God*, Jimmy Draper says: “Before we can choose to be a servant, we must choose our Master.”³ This statement should remind all who lead Adult Sunday School classes that our service is to be as unto Jesus Christ Himself. We serve a risen Savior who has invited us to serve others on His behalf. He is with us in every class session, every leadership meeting and every ministry and outreach visit our members make! To be a servant, we must be where Jesus is doing what He would do no matter how people respond. This is truly an honorable service.

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CONSIDER THIS: Read Philippians 2:1-11. Make a list of attitudes that a servant should reflect.

Make a list of everything Jesus gave up in order to become a servant. Make a list of what you are willing to give up in order to become a servant as an Adult Sunday School leader.

The Adult Sunday School Leader's Work

Have you heard someone ask why the Sunday School exists? How did you respond? Do *you* know why we have Sunday School?

How does Adult Sunday School relate to the church? Five essential biblical functions are reflected in the early church: evangelism, discipleship, ministry, fellowship, and worship. These five functions are vital for a healthy church *and* a healthy class. The Sunday School plays a vital role in focusing members on these functions.

Consider this definition of what the Sunday School is: *Sunday School is the foundational strategy in a local church for leading people to faith in the Lord Jesus Christ and for building on-mission Christians through open Bible study groups that engage people in evangelism, discipleship, ministry, fellowship, and worship.*

This definition is intentionally proactive. Three action words emphasize the work: *leading, building, and engage.* These words reflect the necessity for teachers to do more

than just teach a lesson each week. We can't fulfill this definition merely in the classroom. Teachers *must* see themselves as leaders of a 24-7 ministry.

As you lead your class to become an on-mission class, consider five strategic principles that undergird the strategy. These can help you champion, communicate, and evaluate your work as an on-mission, open Bible study group.

- The Principle of Foundational Evangelism—Sunday School is the foundational evangelism strategy of the church.
- The Principle of Foundational Discipleship—Knowing God through Jesus is the first step of discipleship. Sunday School is a seven-day-a-week strategy, and Bible study is a foundational step of discipleship for involving people in seeking the kingdom of God and fulfilling the Great Commission.
- The Principle of Family Responsibility—Sunday School affirms the home as the center of biblical guidance.

CONSIDER THIS: Which of the five strategic principles do you feel needs to be strengthened in your class?

List possible ways in which it can be strengthened.

In which principle is your class the strongest?

List indicators that suggest the class is strongest in this area.

CONSIDER THIS. On a scale of 1 to 10, with 10 being the highest rating, how would you rate yourself on how much time you spend leading your Sunday School class to do the following:

Leading people to faith in Jesus Christ?	1	2	3	4	5	6	7	8	9	10
Building on-mission Christians?	1	2	3	4	5	6	7	8	9	10
Engaging your class in evangelism?	1	2	3	4	5	6	7	8	9	10
Engaging your class in discipleship?	1	2	3	4	5	6	7	8	9	10
Engaging your class in ministry?	1	2	3	4	5	6	7	8	9	10
Engaging your class in fellowship?	1	2	3	4	5	6	7	8	9	10
Engaging your class in worship?	1	2	3	4	5	6	7	8	9	10

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- The Principle of Spiritual Transformation—Sunday School engages learners in the biblical model of instruction that leads to spiritual transformation.
- The Principle of Biblical Leadership—Sunday School calls leaders to follow the biblical standard of leadership.

Is Your Class an Open Group or a Closed Group?

Open Bible study groups are the primary entry point into many churches for unbelievers. An open group is primarily an evangelistic Bible study group or event comprised of an intentional mix of believers and unbelievers. An open group also emphasizes sending out members on mission outside the church as well as multiplying leaders for new groups. Bible study groups designed *primarily* for reaching lost people are open groups. Anyone can join the group at any time. No prior information from previous sessions is necessary for participation.

Bible study groups that are designed *primarily* for moving saved people toward spiritual maturity and transformation are closed groups. These groups require participation from the start of the study, and succeeding content builds on previous content. Newcomers entering after the first or second session would be at a disadvantage because they do not have prior content knowledge.

Unfortunately, not all leaders understand this distinction. I once heard a leader state that Sunday School was the discipleship arm of the church; worship and special events were for reaching the lost. Undoubtedly many special events help us reach lost people, and we should be great planners of such events. But if we are trying to build a ministry that prepares God's people for "works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ" (Eph. 4:12-13), we can't just depend on an event or personality to do what the church as a whole is commissioned to do.

If we fail to build relationships with lost people through which we reveal to them the gospel, we will not keep the lost who cross our path involved in Bible study. If they encounter God in a service or event, we will not keep them if a small group is not focused on assimilating them. It is all about building *intentional* relationships through open Bible study groups.

Estimates suggest that 60 percent of Adult Sunday School classes are closed groups, and about 70 percent of our churches are plateaued or declining. As a Sunday School leader, don't let your class contribute to the decline, but to the *increase*. God has invited you to be part of His wonderful work.

When asked if their class is open or closed, most adults would say that theirs is an open group. Most would say they believe in the Great Commission too. But if a class's belief is

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not backed up by actions, is it really an open group?

I encountered this once in a ladies class. God had blessed them with growth and a wonderful fellowship, but they had outgrown their room. I talked with them about creating a new unit. They responded with disbelief that I would even consider such a thing. They assured me their class made an effort to reach out to everyone.

A few weeks later a guest visited the class. The room was full; no one offered the guest a seat or introduced herself. This class thought they were open, but they became a closed group and were unwilling to address their shift in attitude.

I've seen other teachers who were unwilling to take an honest look at their classes and deal with this issue. They knew they were not reaching the lost, assimilating newcomers, or sending people from their classes out to serve. They remained committed to *not* changing anything. They feared "messing up" what they already had. For adult classes to hold true to the nature of Sunday School ministry, classes must remain open. Are you willing to look honestly at your class?

CONSIDER THIS: Read the following list and check appropriate boxes to see whether your class really is an open group:

- An open Bible study group means both believers and unbelievers are invited to participate and that the class has an intentional evangelistic purpose.
- An open group is open at any time for new unbelievers or believers to enter the group.
- An open group studies God's Word with an intentional focus on teaching that guides people toward conversion and assimilation.
- An open Bible study group is intentionally formed around transforming the lives of learners by studying God's Word. The Bible is the focus, and transformed lives are the result.
- An open Bible study group constantly sends out leaders to serve in other areas of the church.
- An open Bible study group is organized so relationships for ongoing ministry are built and maintained with believers and unbelievers.
- An open Bible study group has been conditioned by its leader to the idea of starting new units.
- An open Bible study group is willing to do whatever it takes to reach one more person.

Can You Equip Your Class To Be an Open Group?

The 10 Best Practices of the Sunday School provide a set of tools leaders can use to build a healthy Sunday School. The 10 Best Practices represent actions that enable members to do

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The 10 Best Practices

1. *Commit to the Strategy*
2. *Organize with Purpose*
3. *Build Kingdom Leaders*
4. *Develop Soul-winners*
5. *Win the Lost*
6. *Assimilate People*
7. *Partner with Families*
8. *Teach to Transform*
9. *Mobilize for Ministry*
10. *Multiply Leaders and Units*

the work of Sunday School. The first practice you are doing right now as you consider the strategy of your class.

Although most of this book focuses on Best Practice 10, Multiply Leaders and Units, no single practice can stand alone. Leaders cannot be multiplied effectively in an environment void of the

other best practices. Leaders must know the strategy for their classes and be committed to implementing that strategy as they organize a group of leaders who will help implement the strategy. Multiplying leaders and units will become the natural result of classes practicing all 10 Best Practices.

How Do I Transform Members?

Spiritual transformation is at the heart of Adult Sunday School work. Spiritual transformation is God’s work of changing a believer into the likeness of Jesus by creating a new identity in Christ and empowering a lifelong relationship of love, trust, and obedience to glorify God.

When people visit your class, they should study God’s Word, encounter loving people, build personal relationships, and, if unsaved, accept Christ. They then begin a journey that should never end. Quality Bible-centered curriculum materials enable Bible study leaders to move the class in a positive, consistent transformational direction.

Focused Bible study is a great tool for developing leaders. Potential leaders can learn how to teach as they experience life-changing Bible study each week.

Curriculum materials are merely tools in the hands of committed teachers. *You are the lesson!* If your goal is to provide a life-changing Bible study each week, then something has to be happening in your life and in learners’ lives during the week. Curriculum resources help you focus on a specific direction. You don’t have to look for something

new each week to keep people coming back because you focus on consistent Bible study, not just a topical study about the Bible or some other seemingly relevant issue. Material you use should reflect the strategy of Sunday School, the Five Strategic Principles, and open Bible study groups.

Will My Class Grow?

Men are reputed to be the world’s worst for not using maps . . . at least, according to my wife! Well, sometimes Adult Sunday School leaders in fact are guilty of “traveling” through Bible study with no map to guide the direction of each lesson. When I talk to leaders about setting goals and looking at their growth potential, most respond as I do when my wife tells me to look at the map or pull over and ask directions. Some leaders become defensive, saying we are here to reach people, not increase numbers. No doubt you’ve heard that before, but remember: Each number represents a person.

Everything we do should grow out of the Great Commission. But we need to remind ourselves that the motivation for doing Great Commission work is found in another passage, called the Great Commandment:

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “ ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments” (Matt. 22:36-40).

Setting goals and knowing your growth potential only

CONSIDER THIS: The first step in setting growth goals is to know where you are now. Answer the following questions as accurately as possible. Use them when you complete the “Adult Sunday School Growth and Evaluation Plan” in Chapter 4.

- How many are enrolled in your class? _____
- What is our average class attendance? _____
- What is the ratio of attendance to enrollment? _____
- How many prospects do you have? _____
- How many new classes has your class helped start in the last two years? _____
- How many class leaders does your class have? _____
- How many leaders attend leadership meetings? _____
- How many potential teachers are you training? _____
- How many leaders have you sent out to serve this year? _____
- How many people will your room hold comfortably? _____
- How many ministry contacts does your class make each week? _____
- How many are involved in weekly visitation or FAITH teams? _____
- How many people from our class have been baptized this year? _____
- How many people have attended at least one discipleship class this year? _____
- How many adults in worship might be potential class members? _____

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keep you focused on the bigger picture: leading people to discover and grow in a love relationship with God, and learning how to express that love relationship by loving others.

Knowing your class's growth potential offers insights about and provides direction into how well your class is doing in expressing their love for God and others. Setting growth goals is all about relationships! (Chapter 4 will help you determine your growth potential.)

How Do I Measure Spiritual Growth?

Paul challenged Timothy to keep studying the Word of God: "All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work" (2 Tim. 3:16-17). We must be careful not to measure spiritual maturity by how much our members *do*, but by who they are *becoming*. Yet we all know that doing "every good work" should be one of the marks of spiritually mature Christians.

Where should learners be spiritually after attending your class for 36 months? How will you measure spiritual maturity? Every person in your class is at a different place on the continuum of spiritual transformation, so formal evaluation of learners would be difficult. Sometimes we see growth only

when we look back at someone's life. Yet we can look for some signs of growth. These signs are part of what should be taking place in a church that puts the Great Commission into practice.

Complete the "Consider This" box below. Be honest with yourself. Look for ways to improve.

Do all these needs seem overwhelming or impossible? Well, you're right. But being a good leader of an Adult Sunday School class is a God-sized task. But remember that your call is from *God*, not man. John 3:27 says, "A man can receive only what is given him from heaven." This should remind you that God is in control! He will sustain and guide you. Be patient. Don't try to do everything at once. God is transforming you also, and the journey never ends!

¹Howard Hendricks, *Teaching To Change Lives* (Sisters Oregon: Multnomah Press, 1997), 18.

²Ibid., 53.

³James T. Draper, *Every Christian a Minister: Finding Joy and Fulfillment in Serving God* (Nashville: LifeWay Press, 2000), 26.

CONSIDER THIS: The result of a church or class that puts the Great Commission into practice is numerical growth, spiritual growth, ministries expansion, and missions advance. On a plain sheet of paper write the names of two of your learners and jot a few comments about their spiritual development over the past year in each of the following areas:

NUMERICAL GROWTH

- Are learners so excited about what God has done in their lives that they are bringing others to Sunday School?

SPIRITUAL TRANSFORMATION

- Relationship with Christ: Are these learners becoming more Christlike? Have fellowship and intimacy with Jesus Christ become more evident?
- Relationship with believers: Do the relationships these learners have with other believers reflect growth in Christ?
- Relationship with the unsaved: Do these learners demonstrate compassion for the unsaved? Are they showing growth in how they respond to other people in need?
- Christian disciplines: Have these learners become more consistent in their daily Bible study, prayer, worship, witnessing, and faithfulness to your church?

MINISTRIES EXPANSION

- Are these learners seeking ways to meet others' needs through ministry?

MISSIONS ADVANCE

- Do learners give financially to mission causes? Do they participate in mission trips or projects?

Consider how you need to change how you teach and relate to members to help them move toward spiritual maturity.

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CHAPTER 2: MULTIPLYING LEADERS

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Rosemary, a Sunday School leader, has a remarkable story about multiplying leaders. Over several years, she led her class to build leaders, a process that resulted in starting several new classes.

She asked God to guide her to specific people in her class who could be potential teachers. She then would ask the potential teacher God helped her identify to teach about once each month. Rosemary usually was in class, too.

As time drew near to start new classes, she would use the potential teacher more often. Later she would lead her apprentice to take the class permanently, allowing her to start a new class. She multiplied the leaders of ministry and outreach in similar ways.

Rosemary's vision for growth was much bigger than just creating a large class. Actually, if Rosemary had been teaching a large class she would have had difficulty reproducing leaders. Most leaders of large classes struggle to reproduce themselves because most people in large classes don't feel they can teach like their teacher. Her willingness to spend time reproducing leaders allowed Rosemary to produce leaders who actually multiplied her ministry severalfold.

Consider several steps for multiplying leaders.

Step One: Before You Enlist Leaders

Write what you believe is God's vision for the Bible study group. Prayerfully consider how God wants the group to become involved in the functions of the church—evangelism, discipleship, ministry, fellowship, and worship. Make a list of potential leaders who will address the functions.

Determine the organizational structure you will need. We suggest two basic approaches to class organization: a leader-based or a team-based approach. The leader-based approach focuses on finding specific leaders to fulfill specific functions. The team-based approach focuses on finding a place for everyone in the class to serve on a specific team.

Both approaches call for these leaders: teacher, secretary, outreach-evangelism leader, and ministry leaders. If your class is not large enough to fill all the positions, do the best you can with the people in your class. As the class grows, God will give you more new members . . . and potential leaders.

Look for leader duties at the end of this book.

Once you have determined your organizational structure, lead members to commit to being involved in the work of the class. Consider using a fellowship or planning event to overview the leadership needs and explain your vision and the purpose of the class. This also could be done during a special fellowship activity or retreat.

Challenge learners to consider where they believe God would have them serve. Provide response cards for each person to complete, indicating areas in which they feel they could become involved.

Use Appendix A, "Freed to S.e.r.v.e.: Discovering Your Ministry," as a tool to help learners discover places of ministry. A retreat setting, special class activity, or personal visits with members are times when you can guide learners to respond.

CONSIDER THIS: Turn to Adult Bible Study Group Structures chart (p. 19). Choose either the team-based or leader-based approach. Write down the leaders who are already serving or who need to serve. Use the chart as a prayer list as you seek to organize your leaders.

Step Two: Enlisting Leaders

These words reveal key concepts we should remember as we enlist class leaders.

Jesus went specifically to Peter (Simon), Andrew, James, and John and He *called* them (Mark 1:14-20). He didn't wait on leaders to just drop out of the sky. He invited them to *follow* Him. He said, "'Come, follow me,' Jesus said, 'and I will make you fishers of men'" (Mark 1:17).

The team whose members are recruited properly will emulate the direction, vision, and commitment of the one who recruited them. Consider these steps when enlisting class leaders:

- *Identify potential workers.* Review response cards from learners. Make a list of commitments. Pray for God's leadership in deciding whom to enlist, and then develop a schedule for talking with each person individually.
- *Recruit leaders effectively.* Provide adequate information about the position, your expectations, and how you will help this leader. Ask the person to pray and make a decision, and patiently guide that person through the decision-making process. Never enlist in the hallway between Sunday School and worship. The time you take to enlist a person reflects the importance you place on the position.
- *Accept answers.* If a person says yes, that is when your work really begins. Congratulations, you are now beginning to build a team of leaders. If they say no, don't become manipulative. Let God guide them into whatever ministry He has prepared for them.

See page 27 for a summary list of leader duties. You may copy and use this when talking to potential leaders.

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When learners understand your vision for the class, they will look to you for direction. Many will be waiting for you to come personally to them and invite them to follow. God has not placed anyone in your class by accident. Continually remind members of this and let them know that God expects them to seek answers from Him. He brought them to the class.

Step Three: Training Your Leaders

Sally's phone rings.

"Sally, this is Bill, your Sunday School teacher. I am looking for someone to become a ministry leader. I wondered if you would consider filling it?"

"I don't know if I can do the job," she responds.

"Oh, its easy," replies Bill. "If you will commit to filling the position, I will give you a list of people you will need to contact and a booklet you can read that explains all you need to know."

"Well, I guess I can," replies Sally hesitantly.

"Great," Bill responds. "I will get you the information Sunday between the class session and worship."

The following week Bill is able to turn in his class leadership list to the church office with excitement because he has filled all the positions for the following year in his class. He feels that his work is now complete and that he can focus on teaching now.

This is a common recruitment conversation. Bill did not do a very good job enlisting Sally. He felt his work was finished after enlisting her. Adults who make a commitment to a leadership role deserve training. This often is forgotten.

A good training approach includes an explanation of responsibilities. Member and prospect information should be provided right after the person is enlisted. Training should follow, helping leaders understand their roles while providing resources that enable them to do their jobs.

Step Four: Eating with the Troops

Immediately after Jesus' invitation to His disciples to follow Him, their training began. But they did not just receive formal training. Their training became more relational as they began to understand Jesus' role and their own.

In the book, *The Leadership Lessons of Jesus*, Bob Briner and Ray Pritchard describe an event that took place in Mark 2:15. They used the term *Eating With Their Troops*.¹ Mark wrote, "While Jesus was having dinner at Levi's house, many tax collectors and 'sinners' were eating with him and his disciples, for there were many who followed him." This was one of many times Jesus ate with His disciples.

Baptists certainly enjoy "table fellowship." Food seems to draw us to almost anything. But the idea presented here reflects the lengths to which Jesus went to help His disciples

BEYOND THE WALLS

become strong leaders. In short, Jesus spent time with them! He walked and talked with them; asked questions and listened to theirs. Along the way Jesus built relationships through which He helped them become strong leaders. Spending time—eating with the troops—is important for building strong leadership teams.

Step Five: Let Eagles Soar

Do you know how eaglets learn to fly? They begin with short flights after spending two or three months in the nest. Mother eagle often coaxes them out for flights from one tree to another. Sometimes the eaglet fly's behind it's mother because her wings provide the lift needed for the eaglet to fly.

No matter what happens, eaglets learn to fly under the

CONSIDER THIS: Choose three ideas you believe you can use to build a relationship based team of leaders:

- Contact leaders immediately when there is a specific class need such as a death, accident, crisis, birth, and so forth. Lead them to take care of needs that relate to their area of ministry. Don't do the work *for* them but do the work *with* them.
- Touch base with your leaders weekly about ministry and outreach-evangelism needs. Communicate with them and let them communicate with you.
- Meet together weekly, monthly, or at least quarterly to evaluate the work of the class and to update prospect and member information.
- Pray for them and their families. Let them know that you are doing so.
- Consider the way Jesus mentored the disciples: He taught them, modeled what He taught, allowed them to fail, encouraged them, practiced patience, followed up on them, praised them in public, corrected them in private, empowered them, and gave them authority. None of this was done from a distance. Jesus was personally involved in their lives.
- Eat with your leaders! No, this was not going to be left out. Breaking bread together is very important. Both planned and unplanned times are important.

safe supervision of the mother eagle. But eventually the eaglet must fly on it's own. Mother eagle must let go and send the eaglets on their way.

Leaders who spread their leadership wings through an Adult Sunday School class should move to other areas of ministry as they mature and develop. They may become teachers, directors, or leaders for other age groups. Some may become teachers or other leaders in new classes. Teachers should be willing to let go of class leaders and allow them to fly out of the protection of the nest.

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MULTIPLYING LEADERS

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Multiplying yourself in others cannot be a passive process. You must be intentional and passionate about watching and helping others become what God intended for them. Consider the awesome opportunity you have been given as a trainer of leaders. Three key ideas to remember include:

- *Remember the biblical process of building leaders.*

Jesus modeled ministry (Matt. 9:35; 10:1); shared His passion and vision (Matt. 9:36-37); taught them to pray to the Lord of the harvest (Matt. 9:38); instructed them (Matt. 10:5); empowered and sent them out (Matt. 10:1); provided necessary resources to accomplish the task (Matt. 10:16-23); and observed, affirmed, and corrected them.²

- *Remember the product of building a leadership team.*

Building a leadership team produces many results. Leaders and learners alike will understand and function with a 24-7 approach to ministry. Spiritual, numerical, and relational growth will occur. Leaders and learners alike will develop a sense of mission.

- *Remember the past and the future.* Celebrate with leaders who leave to serve elsewhere, especially when a group of leaders move out to birth a new class. Don't have a

funeral; celebrate! This will say to the class that you recognize the importance of growth, service, and sending people out to start new classes.

- *Remember the people who have left to serve.* People who leave to serve still should be considered a meaningful part of your class as members-in-service. Pray for, encourage, and support them. They are your missionaries. Consider having a fellowship each year that honors members-in-service. Develop a "Missionary Wall," on which you place a photo and personal information for each member-in-service.

The greatest joy a teacher can experience is to see a person get saved, mature, become a class leader, then leave to lead elsewhere. God has invited every teacher to participate and observe this transformation in everyone who attends his or her adult Bible study group.

¹Bob Briner and Ray Pritchard, *The Leadership Lesson of Jesus*, (Nashville: Broadman & Holman Publishers, 1997), 50.

²Ken Hemphill, *The Antioch Effect* (Nashville: Broadman & Holman Publishers, 1994), 84-86.

Sending Out Leaders to Serve

"And the things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others."—2 Timothy 2:2

Every teacher should be looking for potential leaders, particularly for potential teachers. These are members who have moved beyond sitting. They need to be *servant*. Take some time to list some learners in your class who might be potential teachers. Then list some actions you need to take in order to help them become a faithful man or woman "who will also be qualified to teach others" (2 Tim. 2:2).

Name

Steps to Helping Them

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Consider again Jesus' model for building leaders. Read Matthew 9:35—10:42 and consider again the ways in which Jesus modeled Christian leadership.

Review the list on page 12. Place a check mark in boxes beside areas in which you need to improve in order to build kingdom leaders effectively.

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Jesus Model of Christian Leadership

Matthew 9:35—10:42

Jesus modeled ministry (9:35; 10:1).—Jesus commissioned His disciples to do what He had continually done in their presence.

Jesus shared His passion and vision (9:36-37).—You cannot lead people and remain personally detached from them or the direction you want them to go.

Jesus taught them to pray to the Lord of the harvest (9:38).

Jesus instructed His disciples (10:5).—People will not do what they are not equipped to do.

Jesus empowered His disciples and sent them out (10:1).—You cannot multiply your ministry unless you are willing to give others authority and permission to do ministry.

Jesus provided the resources necessary to accomplish the task (10:16-23).—Anyone laboring for church growth needs both physical and spiritual resources.

Jesus observed, affirmed, and corrected His disciples.—While we must give people the opportunity to try their own ministry “wings,” we cannot leave them on their own. They need and deserve both private correction and public affirmation.

(based on Hemphill's book, *The Antioch Effect*, pp 84-86)

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CHAPTER 3: MULTIPLYING UNITS

BEYOND THE WALLS

Greg, a very godly deacon, was a former teacher who wanted to teach again. He felt God leading him to start a new class. The only problem was that Greg's previous teaching experience was not a good experience. The class struggled and eventually disbanded.

After counselling and praying with Greg I felt that Greg did need to pursue starting a new class. He had been attending a rather large class in which the teacher was a very gifted communicator. We talked to his teacher, who helped us begin promoting the new class. Eventually we started with a small core group who were willing to help Greg start the class. We identified specific prospects and inactive members from Greg's current class and assigned them to the new class.

The class struggled for several months, averaging about eight attenders. I touched base with Greg often. He would tell me how slowly the class was growing and how he questioned whether he had made a poor decision. I would remind him that God had called him; then I would offer ideas for him to do to keep focused on the work. In addition to preparing his lesson faithfully each week, Greg began to participate in the FAITH Sunday School Evangelism Strategy® and began to organize his class.

Greg was struggling to build the class while I served in that church. I returned for a visit a number of months after leaving the church and heard some great news. Greg's class had grown incredibly strong. The church had conducted a High Contact Sunday, and more than 40 people attended that day! They now are consistently averaging over 30!

Some would say that Greg was successful. In fact, his church would herald him as a success. But he has not reached the end of the path to success. The trip along this path will be complete when Greg's members make a commitment to start another new class.

I once used the idea of birthing a baby to describe the joy of starting a new class. One lady interrupted my passionate appeal to start new units by saying, "If you knew how painful childbirth was, you wouldn't use that analogy!" I thought for a moment about her comment. I pondered how

painful asking people in an existing class to start a new unit might be. Yes, childbirth is painful, but it's worth the price once you see the beautiful new life God has given. The same is true for birthing new classes. The process may be painful, but it's worth the price when you see how God has blessed.

Sometimes we can lose sight of kingdom work. That often leads to countless excuses and rationalizations for not

Excuses, Excuses!

I've heard many statements about why members feel they can't start new units. Some are:

- Our class is so very close.
- We're big enough now.
- You couldn't possibly find another teacher like me/mine.
- I fear that members I send to a new class will drop out because the class isn't very good.
- I'll help you by making an announcement in class. Announcement: *John wants us to start a new class in a few weeks. I know that you all love being here, but if you want to help the new class, I will understand.*
- We've tried that before and the class failed.
- You want to do *what?* That splits our class!
- I will lose all my key leaders.
- I can't believe someone would do this to us!

starting new units. Frankly, Adult Sunday School leaders want to check the FBI's 10 Most Wanted list for church staff or Sunday School leaders who are perceived as trying to "split up my class."

Adult Sunday School leaders truthfully are the point people for starting new units. Yes, the act of starting new units falls into the hands of the Sunday School director, pastor, or minister of education. And yes, they do need to set the tone for starting new classes throughout the church. But they can't create new units without you leading the way in your class. If they do, the pain is likely to be much greater than that of childbirth!

Think about it. What staff member would complain if you said, "Our class is ready to start a new unit; when should we start?" I've been there; it's exciting when leaders say this!

Birthing a class indicates a new level of spiritual and leadership maturity. Watching other class leaders function and sending members to serve

somewhere else can be a great blessing and an exciting process. But, if you really want to get excited, consider the joy that can come when you look back and can see how many classes you've had a part in birthing.

How's Your Math?

Trace the heritage of your class. Make a list of classes that you personally helped begin. Make another list of people who have left your class to serve elsewhere. On a third list identify classes your class had a part in birthing.

You do the math. Imagine that your class averages about 12 people on Sunday, has an enrollment of 24 members and 24 prospects. You presently have a secretary, outreach-evangelism leader, and 4 ministry leaders. Lets say that your class stays together for 10 years and grows to an average attendance of 30 with 60 enrolled, and 60 prospects, and you have a secretary, outreach-evangelism leader, and 10 min-

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MULTIPLYING UNITS

istry leaders. Today this might be perceived as a very successful class.

But imagine that your class commits to start one new unit every two years during that 10-year period. You must train a

CONSIDER THIS: Evaluate how you are laying the groundwork for new Bible study groups using these three criteria:

1. *I teach to meet the needs of the learners.*

Learners whose spiritual needs are being met through life-changing Bible study will eventually demonstrate leadership skills that can be used for some area of ministry.

2. *I coach people into leadership positions within my class and throughout our church.*

Each teacher needs an apprentice and other class leaders need apprentices as well.

3. *I lead my class to create as many new classes as possible.*

Members often will not leave a class unless their teacher encourages them to leave.

teacher for each new class. That's five new classes started directly from your class in 10 years.

If each new teacher trained another new teacher and started a new class every 2 years, that would mean that your class would have helped start as many as 16 new units in 10 years!

Let's say that each class averages 12 people, has 24 members and 24 prospects at the end of 10 years, and each class has a teacher, an apprentice (teacher in training), a secretary, outreach-evangelism leader, and 3 ministry leaders each. The numbers are staggering.

There would be more than 350 attending in 16 classes. There would be 744 members, 744 prospects, and 217 leaders from one class that made a commitment to growing by multiplying. Even if you were only 50 percent successful, what could God do through one class whose leaders and members were willing to make this commitment? Imagine the results if all adult classes in our 40,000-plus Southern Baptist churches made the same commitment! What an impact on kingdom work! I pray you will take the challenge and ask God to give you this kind of vision.

Conditioning Your Class for New Birth

When my wife Becky was expecting our first child we knew we had to make preparations. We painted and decorated the nursery. She had regular checkups. We read books about childbirth and went to childbirth classes. Did we prepare! We were conditioning ourselves for our first child's arrival.

Condition your class for birthing a new unit. Just as you promote Bible study attendance, talking about new units each week promotes the idea of creating a new unit.

Your class may be a field that is ready for harvesting for

a new unit. Take a moment to complete the worksheet "Are You Ready?" at the end of this chapter.

From the statement in Genesis charging man to "Be fruitful and increase in number" (Gen. 1:28) to the Great Commission in which Jesus commands us to "Go and make disciples" (Matt. 28:19), God has always emphasized growth. If you look carefully at Scripture you will discover that growth always involved multiplication. Family units grew, multiplied, grew, and multiplied again.

Jesus called 12 disciples. He then sent out the 12. Then He sent out 72. The early church grew, and leaders such as Paul and Barnabas were sent out to establish more churches.

The list could continue endlessly. We multiply by creating new leaders and units. We see this theme permeating the Bible. God has invited your adult class to join Him in growth. What will you choose to do with that invitation?

CONSIDER THIS: Choose one or two ideas from the following and commit to use them to condition your class for birthing a new class.

- Enlist an apprentice and begin training him or her for teaching.
- Set a growth limit for your class. This may vary based on space and situation. One simple issue is room size. Provide 12 square feet per person. Remember: a class is full when attendance reaches 80 percent capacity. Also consider members enrolled and attending. A rule of thumb is to limit enrollment to 25. If you have more than 25 you already have an indicator for considering a new class.
- Each Sunday or month ask members to pray about starting a new class. Even if your class is small and the possibility seems remote, don't limit the growth potential. God may be waiting for you to pray.
- Remind leaders in every class leadership meeting of the need to create a new unit.
- Keep members informed of other classes that have started new units.
- Pray for new classes that have already begun.
- Partner with another class to condition members to partner to start a new unit.

Add ideas of your own:

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ARE YOU READY?

BEYOND THE WALLS

Is Your Class Ready To Start A New Unit/Class?

Consider the following to determine if your class should start a new unit. Check all that apply.

- The class has too wide an age span (10 or more years).
- There is more than 25 people enrolled in the class.
- Meeting space is filled with members, regardless of number enrolled.
- Needs are not being met consistently.
- Prospects have been found, but there is no class to which they can be assigned naturally.
- The number of adults in our age group suddenly has grown.
- New church members aren't being enrolled in our class.
- We have more prospects for our class than we have members.
- More members are absent than are attending.
- Our members feel the class doesn't need to grow because they don't know everyone who is attending now.
- Active members can miss more than two weeks in a row and not be missed.
- People drift in and out of the class and no one in the class notices.

A Process for Starting New Units

1. Recognize the need for new units.
2. Discuss the need with department leaders and Sunday School leaders.
3. Create a positive mindset among your members.
4. Enlist an apprentice whom you can mentor for teaching.
5. Identify a target group and new-start date. As you move toward the start date allow your apprentice to teach regularly.
6. Seek support from your own and other classes. Ask for prayer and leadership support. New units should begin with a core group of leaders who are excited about starting the class.
7. Enlist and equip the core leader group. The group should have several meetings to plan before the start date. Plan your work early and carefully. Three full months are needed for promotion and enlistment efforts before the start date.
8. Promote the start date and location. Write personal notes, make phone calls, and make personal visits.
9. Visit and enroll members. Consider contacting prospects several weeks before the start date. If leaders enlist two couples or four individuals to attend, the class will be off to a great start on the first Sunday.
10. Conduct the first session. Plan a time for fellowship before the session. Include praise, prayer, and Bible teaching.
11. Pray for God's leadership continually.

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CHAPTER 4: GETTING STARTED

BEYOND THE WALLS

The class I attend has a unique history. The class started with a teacher and about three couples. The class was given a huge list of prospects and inactive members to reach. After a year the class struggled to remain at about eight attending.

Then the class began to get organized and enlist leaders. These leaders involved themselves in ministry and outreach activities. In another seven months the class averaged 13, with a high attendance of 18.

Now our teacher is conditioning us to create a new class. This can happen in our class—and any class in any church—if members are willing to allow God to move them beyond the walls of the past. He can show them a whole new world beyond the mental or physical walls that restrain our thinking and hinder our efforts.

This chapter can help you move beyond the walls so you can experience the joy of multiplying leaders and starting new units.

The Miracle of the Oil

Second Kings 4:1-7 is a passage that Topper Reid, minister of maturity at Hunter Street Baptist Church, Hoover, Alabama, uses to challenge leaders regarding the importance of starting new units. The following information might help you lead your class to consider starting new units.

NOTE: Purchase a Mason Jar for everyone in the class before you lead the session.

- Read aloud 2 Kings 4:1-7. Emphasize verses that explain how, when all jars were full, the oil stopped flowing.
- Explain this story based on the passage you just read.

A woman sought Elisha, whose reputation as a man of God was well known. She explained that her husband had passed away and left her with a debt that had to be paid immediately. If the debt could not be paid, her creditors were going to enslave her sons.

She explained to Elisha that the only thing of value in her home was a jar containing a small quantity of oil. Elisha instructed her to take her sons and go around their community to collect as many empty jars as they could find. When they had gathered the jars, Elisha directed them to go inside their house, shut the door, and pour oil from their jar into the other jars. As long as there were jars to fill, the oil continued to flow from their jar. When all jars were full the oil stopped.

Ask members to imagine that the jar represents a class and the oil represents new people coming to the class. Explain that as long as there is room and people's needs are being met, the oil will keep flowing. But when the classroom is full or the class is too large, like with the jars, the oil will stop flowing.

Ask members to imagine what might have happened if the woman had gathered more jars. Use the following outline to challenge members.

1. *God begins with us right where we are.* Explain that each class is unique. Point out how important each class is to God. He desires only the best for the class and for every person who attends. We may not see how our class can begin a new unit, but God knows how. He calls us to start where we are. We don't need a pre-season, as professional athletes do before their seasons start, to get ready for what God has in mind for us.

2. *God expects us to be involved in the process.* Explain that, just as the woman was invited to participate in the miracle of the oil by gathering jars, God invites us to become involved in kingdom work. Our work is the work of gathering lost people, building leaders, and creating new units.

3. *God has no limits. We place limits on ourselves.* Explain how the amount of oil the woman would receive was limited by how many jars she would gather, not by God's ability to continue the miracle. Lead members to consider how they might limit God's plan for growth by placing a limit on how many "jars" the class is to gather. Explain when the classroom is full, new believers may not return, thereby limiting spiritual growth in their lives. Explain how a new class start is like another jar that God desires to fill.

Distribute a Mason Jar to each learner and challenge the group to consider how they can help begin a new class. Explain how they can get involved. Ask each person to keep the jar with his or her Bible or devotional materials as a reminder of God's purpose for the class.

MULTIPLY YOUR MINISTRY

CHARTING YOUR COURSE

Adult Sunday School Growth and Evaluation Plan

The Adult Sunday School Growth and Evaluation Plan is only a guide that can help you determine God's activity in and around your class. Use it as a guide to help you determine how you can join Him in his work.

- ❑ **Enrollment**—Open enrollment means that we enroll people in Sunday School anywhere and at any time as long as they agree to be enrolled. Open enrollment assumes that we are committed to nurturing a relationship with the person enrolled with the intent of leading that person to accept Christ and become a growing believer.
 - How many people are enrolled in your class? _____
 - What is your enrollment goal for next year? _____
- ❑ **Sunday School Attendance**—If Sunday School class attendance is below 40 percent of enrollment, there probably is a need for stronger ministry through Sunday School.
 - What is your average class attendance? _____
 - What is the ratio of attendance compared to enrollment? _____
 - What is your goal for next year? _____
- ❑ **Prospects**—A prospect is defined as anyone who is not attending Bible study anywhere. The recommended goal is one prospect cultivated for every member on roll.
 - How many prospects does your class have? _____
 - What is your goal for next year? _____
- ❑ **New Units or Classes**—A Bible study class or unit reaches its maximum size in 12-18 months. The recommended goal is 1 class for every 25 enrolled.
 - How many new classes/units has your class helped start in the last two years? _____
 - What is your goal for next year? _____
- ❑ **Leaders**—A leader is defined as someone who leads teaching, reaching, or ministering activities related to those who participate in an Adult Sunday School class. The recommended goal is one worker for every five members.
 - How many class leaders does your class have? _____
 - How many will your class need next year? _____
- ❑ **Space**—A class or department cannot maintain attendance greater than 80 percent of the room's capacity. Determine the square footage of the class (length times width of your classroom). Multiply the two numbers and divide by 12 square feet, the average amount of space per person. That gives you the room capacity at 100 percent of the space being used. Then take 80 percent of the total capacity to identify the maximum number of people your classroom can hold and still maintain growth and comfort. A room 15 by 20 feet in size would be: $15 \times 20 = 300$ sq. ft.; divide 300 by 12 and you have room for 25 people at 100 percent capacity. Apply the 80-percent capacity rule and the number that room can accommodate adequately is 20 people.
 - How many people will your room hold comfortably? _____
 - Based on your current growth rate, how many people can you add before you exceed the capacity of your class? _____
 - Have you exceeded the capacity figure already? _____
- ❑ **Ministry Contacts**—The membership roll is the field for weekly ministry opportunities. Each class must be organized for ministry to occur. Set a goal of one contact for each member each week.
 - How many ministry contacts did your class average last year each week? _____
 - What should your goal be for the coming year? _____
- ❑ **Leaders in Training**—Every leader needs to participate in some type of leadership training during the year. List the training events in which you have participated or books and other resources you read this year that helped you as a leader:

MULTIPLY YOUR MINISTRY

CHARTING YOUR COURSE

BEYOND THE WALLS

What kind of training will you attend next year?

Who will be your apprentice this year? _____

- How many potential leaders are you training? _____
- How many leaders have you sent out to serve this year? _____
- How many leaders in training will you try to have next year? _____
- How many leaders will you try to send out next year? _____

Sunday School Leadership Team Meetings—You are part of a team of leaders who need to work together. The participation goal is 75 percent of your leaders participating. When enlisting class leaders, include participation in leadership team meetings as well as your own class leadership meetings as part of the commitment they will be asked to make.

- What percentage of leadership meetings did you attend this year? _____
- How many of your class leaders attended class leadership meetings? _____
- What is your personal attendance goal for the coming year? _____
- What is your attendance goal for other class leaders in leadership team meetings? _____

Persons in Discipleship—Discipleship classes are closed groups primarily designed for Christians. They focus on applying God’s Word and exist to help build on-mission Christians. The recommended goal is 50 percent of your Sunday School class or Bible study group enrollment participating in discipleship studies.

- How many members have attended at least one discipleship class in the last year? _____
- What is your goal for the coming year? _____

Worship—Are there people your class needs to contact who attend worship but not Sunday School? Most churches have a number of people who never come to Bible study. This group is an instant prospect file.

- How many adults in worship are potential class members? _____
- How many could you reach next year? _____

Offerings—What we do together is greater than what we can do individually. This is especially true regarding the resources we contribute to the work of our church. Each teacher should encourage members to tithe and give sacrificially to their church. Although tithing information is confidential, teachers can encourage systematic financial giving.

- How many members contribute systematically to support the ministries of the church (estimate)? _____
- What is your goal for next year? _____

FAITH or Visitation Teams—Each class should have at least one team of three members who are committed to making evangelistic and ministry visits each week. If your church has implemented the FAITH Sunday School Evangelism Strategy®, your class outreach-evangelism leader should lead this emphasis and enlist members each time the training is offered.

- How many members participate weekly in visitation or FAITH teams? _____
- What is your goal for next year? _____

Baptisms—Each adult class should be a spiritual birthing unit. A class in which all members are saved is an incomplete class. Once members make professions of faith, class leaders should encourage new Christians to follow through with baptism and church membership.

- How many adults have made professions of faith and been baptized in the past year? _____
- What is your goal for next year? _____

Adult Bible Study Group Structures

Teaching	Outreach-evangelism	Administration	Ministry
Teacher Apprentice Discipleship Leader Bible Study Group Leaders	Outreach-evangelism Leader Visitation Participants	Secretary Fellowship Leader Class Coordinator	Ministry Leaders (one for every four to six people) 1. 2. 3. 4. 5. Worship Leader

Teaching	Outreach-evangelism	Administration	Ministry
Teacher Apprentice Discipleship Team Bible Study Group Leaders	Outreach-evangelism Leader Visitation Participants	Secretary Class Coordinator Fellowship Team	Ministry Teams Worship Team

APPENDIX A: FREED TO DISCOVERING YOUR MINISTRY

Focal Passage: Galatians 5:13-14

Purpose: To lead Christian adults to discover and understand their roles in kingdom work and to lead class members to make commitments to service within their adult Bible study group and/or other areas of church ministry.

Study Options: This study is suggested for use in a retreat format, home Bible study, fellowship event, or class meeting. Consider using this inventory at the beginning of the Sunday School year to emphasize the importance of everyone discovering and serving in a place of ministry.

Preparation:

- Make copies of the following items:
 - Item 1, “You Are Called to SERVE”¹
 - Item 2a, “SERVE, Everyone’s Role!”
 - Item 2b, “Where Are You Called to SERVE?”
- Prepare a list of adult class leaders you presently have or need. Be prepared to describe the work of each position. *Adult Class Leader Administration Kit*² provides help for organizing and training class leaders.
- Contact church leaders about positions in other areas of the church. Ask whether specific leadership positions should be emphasized during the study. Offer to provide names of individuals who make commitments through this study.
- Be sure a marker board is available or prepare a focal wall with large sheets of paper.
- Place three large sheets of paper on a wall for use in Step 1.
- Write the acrostic S.E.R.V.E. vertically on the marker board or a large sheet of paper for use in Step 2.

Step One

As people enter, ask them to write on the focal-wall sheets of paper one benefit of knowing Christ.

After leading the group in prayer to begin the session, ask several participants to explain their comments. Next, read Galatians 5:13-14 and then the following illustration:

While in a restaurant a couple began a conversation with the waitress. She was a student at a local college. In the course of the conversation the topic shifted toward the meaning of her name, Angela. The couple began to share that her name meant a messenger from God and that angels were messengers.

As she served them, they began to explain how angels were also called to serve. The couple then complemented her on her serving skills as a waitress.

To their surprise, this was not considered a compliment to her. She did not like serving tables. She said she was only doing this so she could finish school.

Say, As Christians, we can fall prey to this attitude. We serve only when its convenient or to complete a task. But God’s call to serve is greater than this. God created us for a purpose. That purpose is revealed as we commit ourselves to a life of service. God has freed us from the consequences of sin and now invites us to give our lives in service to Him. One of the greatest blessings we have is to be able to participate with God in kingdom work.

Explain that because of our relationship with Christ we not only have been freed *from* sin, but also *to* a life of service. Believers sometimes consider service optional. Some Christians think they are free to serve whenever they want to . . . if they want to. Our relationship to Him is an automatic call to service. We are *freed* to serve!

Step Two

Distribute Item 1, “You Are Called to SERVE.” Explain that the worksheet will help participants understand more fully the ways in which God has prepared and called them to serve. Direct the group to use the worksheet as you explain the S.E.R.V.E. acrostic. *NOTE: You will begin with the first E—Experiences. Present S—Spiritual Gifts last.*

Experiences—Write Experiences beside the first E of the acrostic. Divide the group into three teams and assign each team one of the following verses:

- 2 Corinthians 12:9-10 and 2 Corinthians 11:24-28
- Acts 22:1-23:6
- Acts 18:2-4 and 26:4-6

Ask groups to prepare a resume that describes Paul’s experiences for ministry based on the assigned Scriptures. Allow 10-15 minutes and then call for reports.

Explain how Paul’s experiences were both positive and negative, yet he used these experiences in ministry. Say, *After Paul accepted Christ, his education, family, career, and church experiences were used for ministry.*

Instruct the group to list on Item 1 the major experiences—both positive and negative—in their lives that have influenced them. Ask several people to share how their experiences could be used for service. Explain that experiences become God’s crucible to mold them into His image. Servant leaders are confident that many events happening to and around them are part of God’s sovereign work in creation. Say, *God can take what already has happened in your life to help accomplish His will. God can mold and make you into a tool of His grace.*

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Relational Style—Write Relational Style beside the letter R of the acrostic. Say, *Every person has a natural way he or she relates to others. Every style has strengths and weaknesses. God can use any relational style to serve His purposes.*

Explain how God helps us understand our roles as servant leaders as we identify the strengths and weaknesses of our relational styles. Call attention to the worksheet and describe the four-category DISC and how this inventory is used to represent the four primary relational styles.³

Ask participants to mark the style that best describes them. Call attention to the strengths and weaknesses of each style. Ask several people to share their responses and explain how their style could affect how or where they serve.

Explain how every relational style is needed in a church. God intentionally created a variety of styles, none being more important or needed than others. All gifts and strengths are important to the ministry of their churches. At the same time each strength, when out of control, can become a weakness.

Read Romans 12:3-5. Explain that you want everyone to practice the art of belonging. Ask participants to choose a partner. Ask partners to say to each other: *I belong to you and you belong to me.*

Ask them to repeat this, but this time to look directly into the partner's eyes as they speak. Explain that we belong to one another as members of Christ's church and must accept one another unconditionally.

Explain that churches and Bible study group's function best when members accept the relational styles of others and seek to meet people's needs, yet never compromising the message of Christ. Relationships remain strong when members follow God's pattern for living together as His body (refer to Galatians 5:13, "Serve one another in love").

Vocational Skills—Write Vocational Skills beside the V. Explain that the English word vocation comes from the Latin word *vocare*, which means to call. A vocation, then, is what one feels called to do with his or her life. Say, *A vocational skill is any ability you have learned that enhances your calling in life.* Ask the group to recall Paul's vocational skill: a tentmaker.

Lead participants to list their vocational skills on Item 1 and how these might be used for ministry on their worksheet. Ask several to share their responses.

Say, *God used Paul's vocational skills for his life's calling. God can do the same for you. For example, if one of your skills is carpentry, use that skill to build shelves in your church's classrooms or for a local mission project. Be creative as you consider how you can use your skills for the glory of God.*

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Enthusiasm—Write Enthusiasm beside the last E. Explain that the word comes from a Greek word that literally means *in god*. The Greeks believed that a god could enter a person and inspire—enthuse—him. Our word enthusiasm takes on the meaning, God in you.

Explain how a servant leader's joy comes when a person sees God at work and becomes part of it. Servant leaders find joy when God's will is accomplished.

Say, *Your God-given enthusiasm is sometimes your only source of joy in ministry. You will face obstacles and disappointments. People may criticize you or question your motives. But a sincere desire to know God's will and a passion God puts in your heart for His work will allow you to absorb these negative reactions and move forward with your ministry. Your enthusiasm is the beginning of fruitful service.*

Lead participants to complete the questions on Item 1 about enthusiasm. Call for responses. Read 2 Corinthians 11:28 and 1 Thessalonians 2:8 and explain how these are some of Paul's expressions of passion and enthusiasm.

Spiritual Gifts—Review briefly the ERVE portions of the acrostic. Then write Spiritual Gifts beside the S. Explain that spiritual gifts make us complete in Christ.

Say, *Before accepting Christ, we were incomplete. When Christ came into our lives, He not only gave us eternal life but also gave us His Spirit. The Spirit transforms and empowers us for ministry. We are complete because of Christ.*

Read Acts 9:19b-22 to illustrate what Christ did in Saul's life. Explain how Saul's passion had become new because of Christ. Paul had important experiences, vocational skills, and a unique personality. As a new creation, all of this would be focused on God's purpose for his life.

Ask a volunteer to read 1 Corinthians 12:7,11. Explain that a spiritual gift has been defined as a "manifestation of the Spirit." A gift is not something you get; rather you get the Spirit and He chooses to reveal Himself through you in a supernatural way.

Henry Blackaby says that the Spirit *is* the gift. Our role is obedience to the Spirit so He will reveal Himself as He chooses.⁴ Spiritual gifts are for the common good of the church. God gifts members of the church to equip and build the body of Christ. Your goal as a servant leader is to discover how God has gifted you for service.

Direct the group to read aloud the spiritual gift definition that is listed on Item 1: *A spiritual gift is an expression of the Holy Spirit in the life of believers that empowers them to serve the body of Christ, the church.* Lead the group to review the list of gifts on that page and check areas in which they believe the Spirit has gifted them.

Say, *God has gifted you with an expression of His Holy Spirit to support His vision and mission of the church. It is a*

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worldwide vision to reach all people with the gospel of Christ. As a servant leader, God desires that you know how He has gifted you. This will lead you to where He would have you serve as part of His vision and mission for the church. God gifted you for His glory, not your gain. God gifted you to build up His church, not your ego.

Step Three

After debriefing Item 1, distribute Item 2A, “SERVE: Everyone’s Role!” and Item 2B, “Where Are You Called to SERVE?” Explain that being on a leadership team enables the church to fulfill the Great Commission (Matt. 28:18-20).

Explain that our work can be grouped into four broad areas: teaching, outreach-evangelism, administration, and ministry. Each area is vital to God’s church. Ask, *Should everyone consider these areas as their responsibility in some way?*

Explain that the answer is yes.

Review the Item 2A, “SERVE: Everyone’s Role!” Say, *We are responsible for carrying out these four areas of work. But, some people are called and gifted by the Spirit to each area.*

Use the following story to illustrate:

A professional football team is made up of players who all know how to play. All of them can throw the ball, run with the ball, catch the ball, and even block. Many times, for example, a quarterback blocks for another player who is carrying the ball. Sometimes a running back acts as a receiver or even as a quarterback. They all know that, ultimately, everyone is responsible for every aspect of the game, but in order for a football team to win, specific players have to play in the areas in which they are specifically gifted.

Lead the group to complete Item 2B, “Where Are You Called to SERVE?” Review the various positions on the commitment card, explaining each position and what is required. Use *Adult Class Leader Administration Kit* to describe class leadership positions. Briefly describe other church positions that are available.

Ask the group to check areas in which they believe God is leading them to participate. Explain how they can use the “Where Are You Called to SERVE?” worksheet to help determine area(s) in which God might be leading them to serve. Help the group to understand that the commitment portion is not a survey card but a commitment card. Explain the importance of following through with their commitment. Promise to help and guide along the way. Explain that the issue is not how “gifted” we are, but how willing we are to be obedient to God.

Suppose David had said, “I don’t do giants,” or Noah said, “I don’t do boats,” or Jesus said, “I don’t do crosses!” Obedience is the first step to discovering how God will gift you. Ask for several to share their responses. Then collect the commitment cards. Explain how, over the coming weeks, they will be contacted about their commitments.

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Step Four

Read Galatians 5:13-14 and remind the group that we must serve with the right attitude. Our relationships cannot be conditional. We have a mission that must be fulfilled. That mission must be done together, out of a growing love for God and for others—especially for the body of Christ (Matt. 22:37-40)!

Say, *You are called to SERVE in God’s kingdom so that you and the body of Christ can reveal to your “neighbors” their need for salvation. God has uniquely created and gifted you so that the body of Christ can fulfill its purpose and so that Christ can be exalted. You did not just “show up” at this church; God has a plan that only you can fulfill! God has called you to serve Him!*

Conclude with a prayer for strength and unity.

After the Event

1. Make sure appropriate church leaders receive a copy of the commitment cards so they can begin helping people fulfill their commitments.
2. Meet with your new class leaders and provide information about their role. Explain how this will enable them to accomplish the class mission. Use the *Adult Class Leader Administration Kit* to organize the work of the class.
3. Meet periodically with class leaders. Provide updated class information and discuss leadership needs or issues they have encountered.
4. Invite your class leaders to attend weekly Sunday School leadership team meetings.

¹ “You Are Called To S.E.R.V.E.” has been adapted from C. Gene Wilkes, *Jesus on Leadership: Becoming a Servant Leader* (Nashville: LifeWay Press, 1996), 31-84. This resource can lead you to apply biblical principles of servant leadership to all areas of ministry. The resource includes more detailed spiritual gifts and relational style surveys. Additional information was gathered from *Teaching The Jesus Way: Building a Transformational Teaching Ministry*, by Jay Johnston and Ron Brown (Nashville: LifeWay Press, 2000), 141-149.

² *Adult Class Leader Administration Kit* (ISBN 0-7673-9601-4) may be ordered from LifeWay Christian Resources, 1-800-458-2772.

³ Ken Voges and Ron Braud, *Understanding How Others Misunderstand You* (Chicago: Moody, 1980).

⁴ Blackaby and King, *Experiencing God: Knowing and Doing the Will of God* (Nashville: Convention Press, 1990), 104.

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You Are Called To SERVE!

Stands for _____

A spiritual gift is an expression of the Holy Spirit in the life of believers that empowers them to serve the body of Christ, the church.

Teaching—Exodus 35:34; Ephesians 4:11;

Romans 12:7

- Ability to explain God's truth so others can understand and apply it.
- Have the desire and ability to research and present truth in an organized, systematic fashion.
- Alert to details and place great emphasis on accuracy.
- Motivated by the desire to learn and share knowledge with others.
- Believe strongly in the importance of teaching as a basic foundation on which the church grows and remains faithful.

Evangelism—Ephesians 4:11

- Have a strong desire to share the gospel with nonbelievers in every situation and by all possible means.
- Their greatest joy in ministry is seeing the unsaved won to Christ.
- Desire to fulfill the Great Commission's evangelistic emphasis and prefer to devote more time and effort to the ministry of evangelism than to other church ministries.

Administration—1 Corinthians 12:28

- Goal and objective oriented.
- Often have strong organizational skills.
- Able to coordinate resources to accomplish tasks quickly.
- Motivated by accomplishing desired tasks and derive satisfaction from the results.

Leadership—Romans 12:8

- Ability to lead others toward spiritual growth.
- Often considered visionary and have the ability to set goals and motivate others toward accomplishing goals.
- Usually have the ability to communicate effectively to large groups of people.

- Often more concerned with the "big picture" than with the details of accomplishing tasks.

Exhortation—Romans 12:8

- Encourage others in the body of Christ by giving words of comfort, encouragement, and counsel in times of need.
- Are attracted to individuals seeking spiritual growth and often willing to share past personal failures to help motivate others toward greater spiritual maturity.

Giving—Romans 12:8

- Share material goods and financial resources with joy so the needs of the Lord's work are met.
- Often discerns wise investments and are usually effective money managers.
- Want to give quietly and without recognition and are encouraged when they know needs are being met.

Helps—1 Corinthians 12:28

- Motivated by a desire to further the churches' ministry by meeting the needs of others, especially those in leadership positions.

Hospitality—Romans 12:13

- Have the ability to make guests feel comfortable and at home.
- Delight in opening their homes to persons or groups.

Mercy—Romans 12:8

- Have immediate compassion for those who are suffering physically, spiritually, or emotionally.
- Derive great joy from meeting others' needs and often attract people who are in distress.

Service—Romans 12:7

- Joyfully perform tasks that benefit others and meet practical needs.
- Have a tendency to disregard personal health and comfort to serve others.
- Have a difficult time saying no.

MULTIPLY YOUR MINISTRY

YOU ARE CALLED TO SERVE

Estands for _____
 God knows you intimately. At the same time, He is the God of history and eternity. He desires to work in your life to bring about His plan for you. God never wastes an experience! Reflect on your life, your positive experiences, tragedies, church experiences, educational experiences, and job experiences and then determine how they might be used in ministry. List some experiences that God could use in ministry:

Rstands for _____
 How a person relates to others significantly affects his or her approach to Christian service. Check the relational style that best characterizes you:

- Dominant style: Works toward achieving goals and results; functions best in an active, challenging environment.
- Influencing style: Works toward relating to people through verbal persuasion; functions best in a friendly, favorable environment.
- Steadiness style: Works toward supporting and cooperating with others; functions best in a supportive, harmonious environment.
- Conscientious style: Works toward doing things right and focuses on the results; functions best in a structured, orderly environment.

Ask yourself these questions: How does my relational style relate to servant leadership? How can my own God-given temperament be used by God to make a difference in my church and community? As you think about these questions, note the chart at the bottom of this page that summarizes possible strengths and weaknesses of each leadership style.

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Vstands for _____
 What vocational skills do you have that can be used in service for Christ?
 List two or three: _____

Estands for _____
 Throughout the New Testament, leaders were passionate about their service for Christ; however, each person's enthusiasm was for his or her particular mission or calling. What are you passionate about? Is there some specific area of Christian service or ministry that drives you? This passion is there because God has placed it in your heart for His work. List two or three: _____

"You are called to S.E.R.V.E." has been adapted from C. Gene Wilkes, *Jesus on Leadership: Becoming a Servant Leader* (Nashville: LifeWay Press, 1996), 31-84. This resource can lead you to apply biblical principles of servant leadership to all areas of ministry. The resource includes more detailed spiritual gifts and relational style surveys. Additional information was gathered from *Teaching The Jesus Way: Building a Transformational Teaching Ministry*, Jay Johnston and Ron Brown (Nashville: LifeWay Press, 2000), 141-149.

The spiritual gifts list is taken from Michael D. Miller, *Ministry Gifts Inventory* (Nashville: Convention Press, 1995), 10-12.

Where Do You Fall?

Dominant

Strengths
 Direct
 Active
 Decisive

Weaknesses
 Too controlling
 Hates routine
 Hates details

Steadiness

Strengths
 Cooperative
 Deliberate
 Supportive

Weaknesses
 Fails to confront
 Dislikes change
 Too compromising

Influencing

Strengths
 Gregarious
 Enthusiastic
 Extremely flexible

Weaknesses
 Forgets the goal
 Poor follow-through
 Overlooks details

Conscientious

Strengths
 Detailed
 Conscientious
 Cautious

Weaknesses
 Inflexible
 Rigid
 Indecisive

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SERVE: Everyone's Role

Teaching: Matthew 28:20; Deuteronomy 6:4-9

Many times this is the most misunderstood role in the church. Some have said, "Not everyone is called to teach." Yes, not all are gifted by the Spirit to teach, but we all teach in some way or another. We teach by the way we act, respond, and live. This teaching begins in the home (Duet. 6:4-9) and is a commandment to the church (Matt. 28:20), not just to a select few. People gifted in other ways teach as they obediently use their gifts in specific leadership roles within the church. For example, a person who is gifted with organization may make a great Sunday School teacher because he or she will lead the class to organize for ministry and evangelism. This teacher will fulfill the role in light of her or his spiritual gift: organization.

Outreach-evangelism: Matthew 28:19; 2 Timothy 4:5

All Christians are commanded to go and share Christ. Many today say, "This is not my gift." This may be true, but if God has changed your life then you are qualified to share Christ with someone. There are those who may be bolder, who may be more vocal, or who will talk with someone anywhere at any time, but this does not mean they are the only ones commanded to witness. It is the job of every believer.

Administration: I Corinthians 14:40

Whether it be working in the church office as a volunteer, keeping records in Sunday School, preparing special mailings, or serving on groups that help with organizing the work of the church, these roles are very important to the life of the church.

Ministry: Matthew 20:26-28

Ministry is the broadest area of work within the church. There is something everyone can do. It doesn't matter the age or skill. In *Kingdom Principles for Church Growth*, Gene Mims states that ministry grows out of a transformed and serving life. Ministry is meeting another person's need in the name of Jesus.¹ When we minister to those who are hurting or in need, we minister to Jesus.

The heart of one who ministers is the heart of a servant. If you want to be filled with joy, find a ministry you can pour your life into; find a need someone has and commit to meeting that need. The end result of ministry should be the building up of the body of Christ and the reaching of lost people. Ministry without these results is not biblical Christian ministry.

¹ Gene Mims, *Kingdom Principles for Church Growth* (Nashville: Convention Press, 1994), 44.

MULTIPLY YOUR MINISTRY

BEYOND THE WALLS

Where Are You Called to SERVE?

TEACHING

Adult Sunday School class

- Teacher
- Apprentice
- Discipleship leader
- Bible study group leader

Other Church Positions

- Preschool Sunday School
- Children's Sunday School
- Youth Sunday School
- Preschool Discipleship
- Children's Discipleship
- Youth Discipleship
- Adult Discipleship
- Other _____

ADMINISTRATION

Adult Sunday School class

- Secretary
- Fellowship leader
- Class coordinator

Other Church Positions

- Committees
- Assist in church office during the week
- Other _____

OUTREACH-EVANGELISM

Adult Sunday School class

- Lead outreach-evangelism ministry of class
- Participate in outreach-evangelism team
- Participate in visitation ministry
- Participate in evangelism and reaching training
- Participate in FAITH Sunday School Evangelism Strategy® teams
- Adults Away ministry
- Homebound ministry

Other church positions

- Help with Vacation Bible School for children
- Help with Adult VBS
- Help conduct prospect discovery efforts
- Other _____

MINISTRY & MISSIONS

Adult Sunday School class

- Lead ministry teams or as ministry leader
- Participate on ministry teams
- Lead the worship team or as worship leader
- Participate on worship team

Other Church Positions

- Men's Ministry
- Women's Ministry
- Music Ministry
- Church mission projects
- Other _____

With God's help and help from my adult class, I commit to finding a place of service in kingdom work.

Your Name _____

MULTIPLY YOUR MINISTRY

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Find Your Job

The first step toward effective leadership is understanding the kind of work you have agreed to perform. The following are general statements of the responsibilities of each team member. Read through these. Copy and use these statements with potential leaders before you take steps to enlist them.

Adult Teacher—The adult teacher is responsible for leading people toward faith in Christ and guiding them to serve Him through evangelism, discipleship, fellowship, ministry, and worship. This is accomplished as the teacher organizes the class for ministry and outreach and provides life-changing Bible study.

Adult Class Coordinator—In larger classes or in a class in which the teacher feels he/she cannot take on the entire load of organizing the class leaders, this leader helps with administration and coordination. While the teacher continues to be the key visionary leader of a class, a class coordinator enables a teacher to be freed from some of the detailed work.

Apprentice—If a class desires to start new units, this is one of the most important leaders in the class. The apprentice should teach a minimum of once every six weeks, and when the teacher is present. The teacher should mentor the apprentice so he or she can actually help transition the class when a new unit begins. Don't consider this person a substitute, but a teacher in training.

Outreach-evangelism leader/team—This leader is responsible for enlisting members to represent the class in weekly visitation, assigning prospects to members for visits, and for leading members to know how to share their faith with others. The outreach-evangelism leader is the key non-teaching leader in an adult class. If using the team approach or involved in FAITH Sunday School Strategy®, this person would coordinate the work of the team.

Ministry leader/team—This class leader or team is responsible for leading ministry actions to those members who have been assigned to the ministry leader's group. The goal is to provide one ministry leader for every four to six members, members-in-service, and prospects. If your class is a coed class, consider organizing ministry groups by gender so everyone would receive attention. If using the team approach to ministry, the team would need to develop a plan of action for ministry to the entire class. Another aspect of ministry is the work of mission action through projects, giving to missions, and mission trips. The ministry leader(s) should lead the class to become involved in mission efforts.

Fellowship leader/team—This leader or team helps adults develop closer friendships and personal relationships through activities and events that bring people together for fun.

Discipleship leader/team—This leader or team assists the teacher and other leaders by identifying special interests and studies in which members could benefit. This leader also works with the church's discipleship ministry leaders to plan and provide studies and discipleship events.

Worship leader/team—This leader or team is responsible for building worship skills in learners and for guiding the class toward spiritual transformation through personal Bible study activities. Leads the class to become involved in the prayer ministry of the church and coordinates the prayer ministry of the class. Worship leaders also help adults discover how to lead their families to be centers of biblical teaching.

Bible study group leader—This new class leader is intended primarily for classes that use a master teacher approach. In large classes (more than 20 attending), member interaction is limited, and the primary teaching method is lecture. Minilectures followed by small-group activities can enhance learning and take advantage of natural benefits small-group studies provide. This leader first guides the Bible study process in the small groups, and then works with assigned members for personal follow-up and application. Members may be assigned to these leaders permanently.

CHRISTIAN GROWTH STUDY PLAN

In the **Christian Growth Study Plan (formerly Church Study Course)**, the text file "Multiply Your Adult Ministry" in *Beyond the Walls: Multiply Your Ministry Sunday School Annual Planner and CD* is a resource for course credit in one (1) Leadership and Skill Development diploma plan. To receive credit, read the text, complete the activities, show your work to your pastor, a staff member or church leader, then complete the information on the form below. The form may be duplicated. Send the completed page to:

**Christian Growth Study Plan
One LifeWay Plaza
Nashville, TN 37234-0117
FAX: (615)251-5067
Email: cgspnet@lifeway.com**

For information about the Christian Growth Study Plan, refer to the current Christian Growth Study Plan Catalog. Your church office may have a copy. If not, request a free copy from the Christian Growth Study Plan office (615/251-2525). Also available online at www.lifeway.com/cgsp/catalog.

The following course number may be used to request credit toward the Leadership and Skill Development diploma plan which includes this resource.

- The Administration of Adult Ministries
(Sunday School) (LS-0034)

PARTICIPANT INFORMATION

Rev. 10-01

Social Security Number (USA Only-optional)			Personal CGSP Number*			Date of Birth (Mo., Day, Yr.)									
		-			-		-								
Name (First, MI, Last)						Home Phone									
										-			-		
Address (Street, Route, or P.O. Box)						City, State, or Province			Zip/Postal Code						

CHURCH INFORMATION

Church Name						
Address (Street, Route, or P.O. Box)		City, State, or Province				
		Zip/Postal Code				

CHANGE REQUEST ONLY

<input type="checkbox"/> Former Name						
<input type="checkbox"/> Former Address		City, State, or Province				
		Zip/Postal Code				
<input type="checkbox"/> Former Church		City, State, or Province				
		Zip/Postal Code				
Signature of Pastor, Conference Leader, or Other Church Leader						Date

*New participants are requested but not required to give SS# and date of birth. Existing participants, please give CGSP# when using SS# for the first time. Thereafter, only one ID# is required. **Mail To:** Christian Growth Study Plan, One LifeWay Plaza, Nashville, TN 37234-0117. Fax: (615)251-5067.