

Building a Disciplemaking Ministry

This session is aimed at helping youth leaders build a disciplemaking ministry among high schoolers. It has the following steps: (1) Establish a Ministry Purpose Statement, (2) Identify Key Result Areas (KRAs), (3) Write Descriptive Statements for each KRA, (4) Do a SWOT Analysis on each KRA, (5) Create Goals for each KRA, (6) Create the Disciplemaking Process, (7) Design Initiatives and Bridges to move youth to maturity, (8) Identify The Levels of Commitment among youth: (9) Create a Description of a Discipled Person (DDP) and (10) Communicate your Ministry Vision.

Step 1: Establish A Ministry Purpose Statement

This is a brief, concise statement expressing our current thinking about the reason why we exist – why God has brought us together. In other words, what particular role does God want our youth ministry to play in His greater purpose of the Great Commission? This statement can then be easily communicated to youth and adults to share the vision for youth ministry.

Work Area:

What does the Bible say our purpose should be?

(Matt 22:37-39; 28:18-20; Col 1:28-29; Acts 1:8; Eph 4:11-13; 1 Pet 2:1-5, 9-12; 2 Tim 2:2)

What are the purpose statements that exist in our movement?

The Purpose of our Youth Ministry is...

Step 2: Identify Key Result Areas (KRA's)

Key Result Areas are those areas of our youth ministry that we must achieve results in if we are to fulfill our mission. They are not written in order of priority – each one is important and must be given proper attention. They should be written using as few words as possible. The final section of key result areas must adequately cover all those things that are really important.

Start by listing as many Key Result Areas you can think of and then group them into categories so you end up with between 4-6 KRAs.

The Key Result Areas for Our Youth Ministry:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

The next 3 steps will all be done on the 6 KRA pages that follow.

Step 3: Write A Descriptive Statement for Each KRA

The next step is to describe what each Key Result Area will look like when it is fully developed. There is no need for dates or numbers in the statement. They describe the condition that will exist if we are doing the job we believe God wants us to do.

Three questions should be asked of each descriptive statement:

(1) Is it Complete? If that condition did exist, would we be satisfied that the complete job was being done?

(2) Is it Restricted? Does the statement focus in on those conditions that are essential and not all those things that would be “nice to have”?

(3) Is it Realistic? Does it focus on our sphere of influence? God doesn't expect us to change the whole world.

Step 4: Do a SWOT Analysis on Each KRA

We should look at each Key Result Area and consider the Strengths, Weaknesses, Opportunities and Threats that will impact on the area: (1) Strengths and Weaknesses relate to conditions (people, programmes, facilities) as they exist now. (2) Opportunities and Threats relate to conditions (people, programmes, facilities) in the future. The SWOT analysis will help you clarify goals to work towards.

Step 5: Create Goals for Each KRA

Goals should be specific and include dates, times and numbers. There are two kinds of goals to create:

* **Faith Goals:** This is what we are asking God to accomplish as we work together with Him. They express desires of our heart that we believe are consistent with the Lord's desires for our lives and ministry. Faith goals express those desires that we cannot directly control – i.e. “to see 10 people come to Christ this year”. We cannot control whether people respond to God or not – it is a faith goal because we are asking God to accomplish it as we work together with him (1 Corinthians 6:1).

* **Work Goals:** These are the specific measurable steps that we can control – ie. “to share Christ with 30 people this year”. Work goals don't involve waiting for an uncontrollable response from someone else.

Each KRA must have a mix of both Faith and Work goals. They include things I can directly control and things that only God can do as we partner together. Faith goals inspire us, while work goals are our plan of action.

KRA #1: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

- 1.
- 2.
- 3.

KRA #2: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

- 1.
- 2.
- 3.

KRA #3: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

- 1.
- 2.
- 3.

KRA #4: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

- 1.
- 2.
- 3.

KRA #5: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

- 1.
- 2.
- 3.

KRA #6: _____

Descriptive Statement _____

STRENGTHS:

PRESENT

WEAKNESSES

OPPORTUNITIES

FUTURE

THREATS:

FAITH GOALS

- 1.
- 2.
- 3.

WORK GOALS

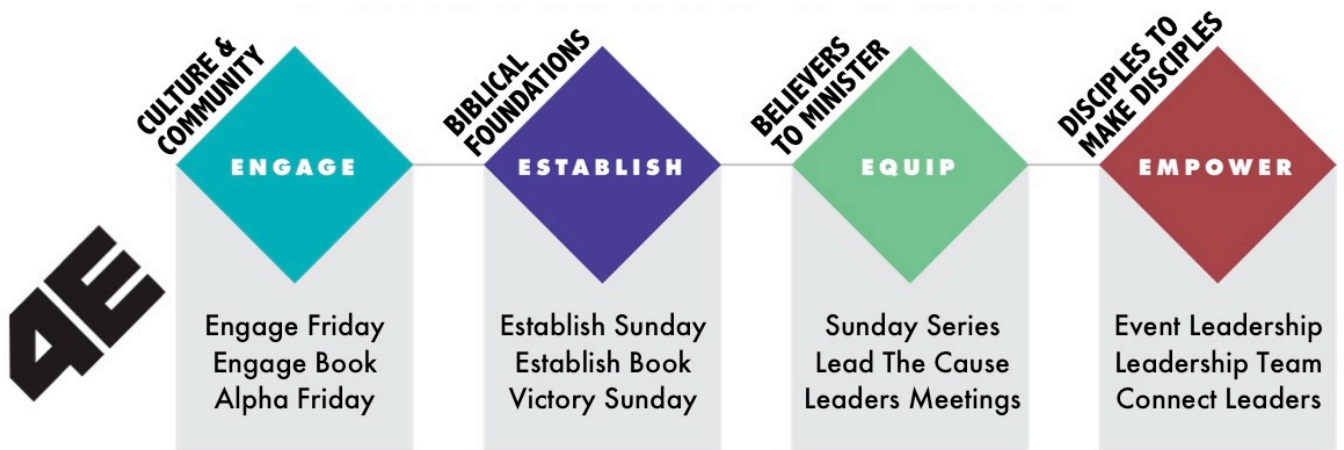
- 1.
- 2.
- 3.

Step #6: Create The Disciplemaking Process

We need to work through how we will move individuals through the disciplemaking process. It is helpful to realise that we are moving people through levels of spiritual commitment, such as:

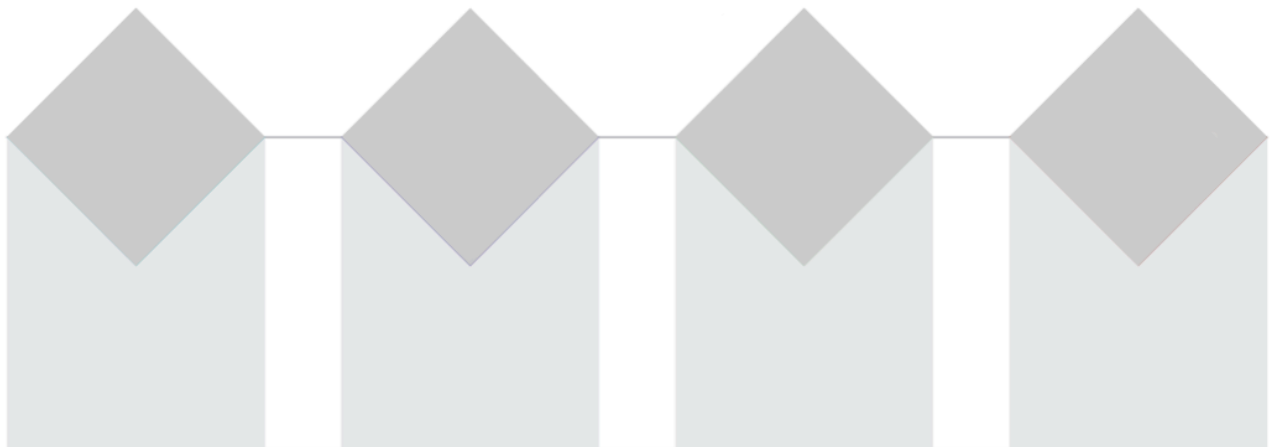
LOST → BELIEVER → WORKER → LEADER

A youth ministry should use the same disciplemaking process used by the wider church. In Every Nation churches it is the 4Es process: Engage, Establish, Equip and Empower. At Encounter Youth we use the 4E process but have adapted the interventions for each of the levels:



The worksheets on the following pages will help you to create or refine your disciplemaking process and determine a primary activity and target audience for each level and identify how other levels of commitment are involved in that level of disciplemaking. The following questions will be answered for each level: (1) Who is the primary target of the event? (2) How will it effect all the youth who attend the event? (3) What do we want youth to Learn during the event? (4) What do we want youth to Feel during the event? (5) What do we want youth to Do during the event? This process of considering each individual and our ultimate purpose for each event will keep our programming relevant and effective rather than providing an event for the sake of an event.

Use this space to draw your disciplemaking process with the interventions for each level:



Engage the Lost

Primary Activity: _____

= primary target

Potential Attendees	What do you want them to Know?	What do you want them to Feel?	What do you want them to Do?
Secular lost youth <input type="checkbox"/>			
Religious lost youth <input type="checkbox"/>			
Spiritually interested believers <input type="checkbox"/>			
Potential leaders <input type="checkbox"/>			
Leaders <input type="checkbox"/>			

Establish the Believer

Primary Activity: _____

= primary target

Potential Attendees	What do you want them to Know?	What do you want them to Feel?	What do you want them to Do?
Secular lost youth <input type="checkbox"/>			
Religious lost youth <input type="checkbox"/>			
Spiritually interested believers <input type="checkbox"/>			
Potential leaders <input type="checkbox"/>			
Leaders <input type="checkbox"/>			

Equip the Worker

Primary Activity: _____

= primary target

Potential Attendees	What do you want them to Know?	What do you want them to Feel?	What do you want them to Do?
Potential leaders <input type="checkbox"/>			
Youth leaders <input type="checkbox"/>			
Adult leaders <input type="checkbox"/>			
Staff or interns <input type="checkbox"/>			

Empower the Leader

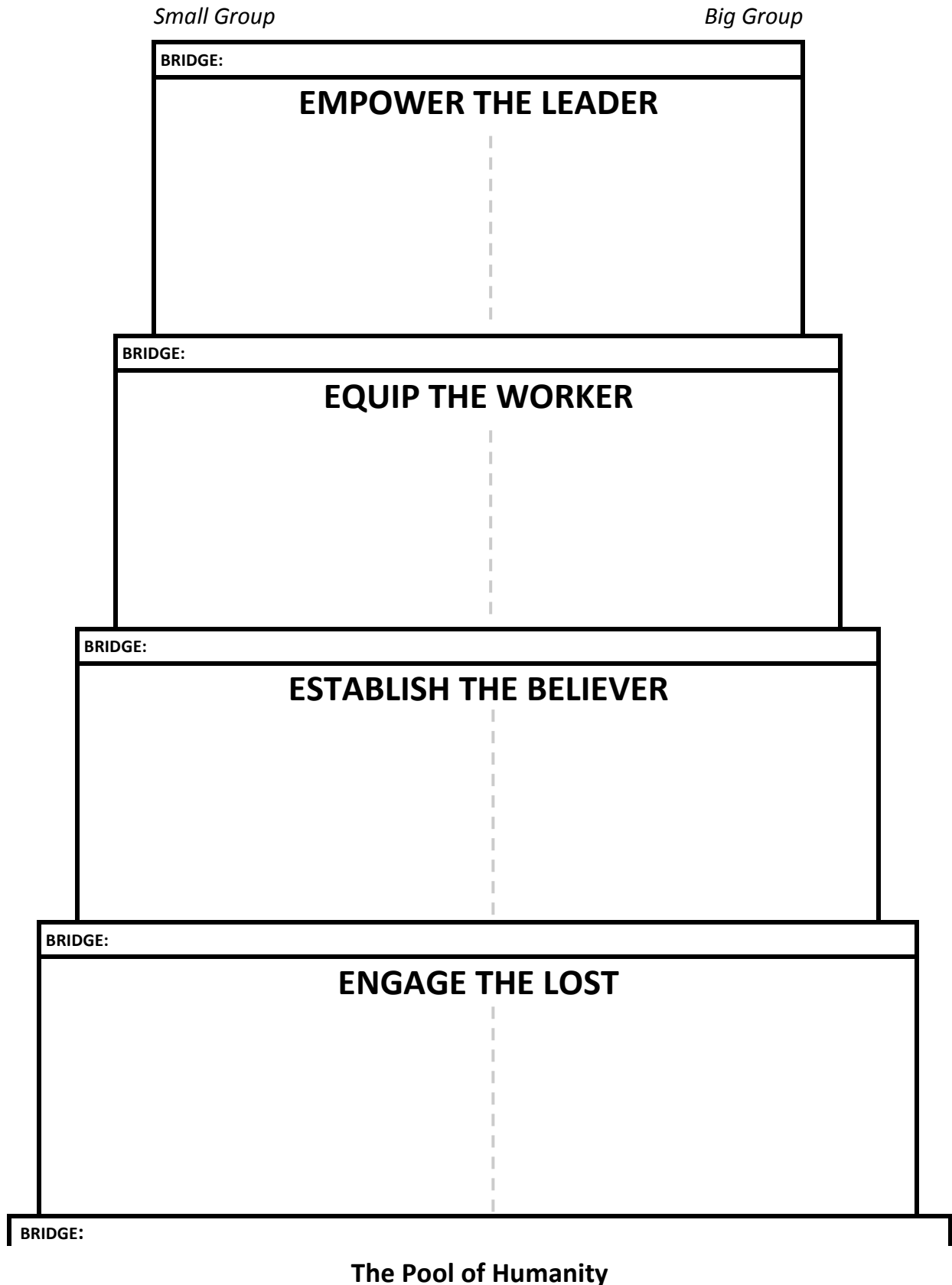
Primary Activity: _____

= primary target

Potential Attendees	What do you want them to Know?	What do you want them to Feel?	What do you want them to Do?
Potential leader <input type="checkbox"/>			
Apprentice leader <input type="checkbox"/>			
Small group leader <input type="checkbox"/>			
Big group leader <input type="checkbox"/>			
Reproducing leader <input type="checkbox"/>			

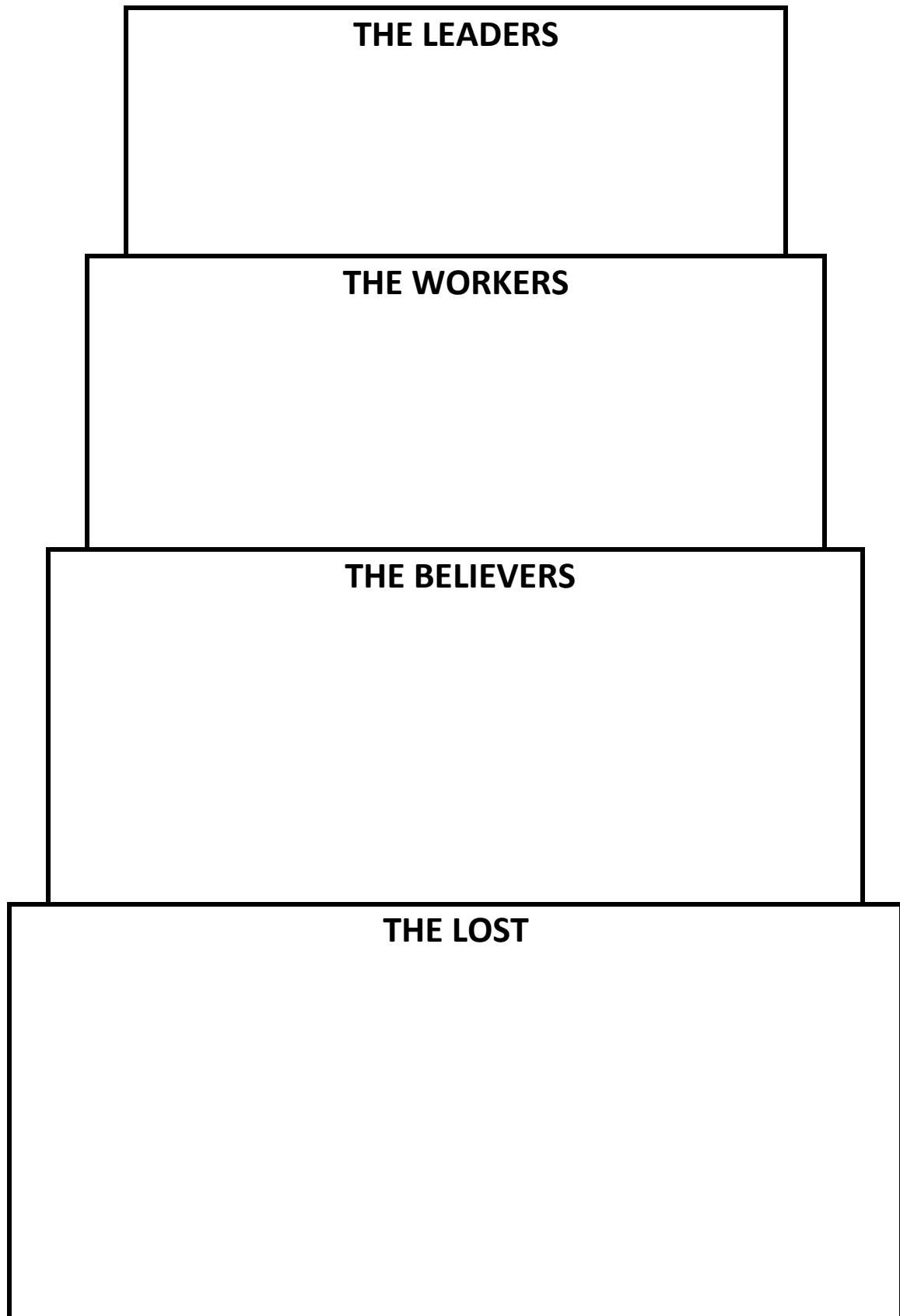
Step 7: Design Initiatives and Bridges to Move Youth to Maturity

In this step, you will develop initiatives for each of the four levels and also create bridges to help youth move through the process. Each level of your discipling process should have a small group and a big group component. Each bridge is an activity to help youth progress and can be a relationship, an event, a series, etc.



Step #8: Identify The Levels of Commitment Among Youth:

Here is a tool that can be used to identify where each person on the discipling journey is in relation to the four levels of spiritual commitment:



Step 9: Create a Description of a Discipled Person

Jesus Christ spent much of his time transferring his character and his priorities to his disciples. He was not interested in just making converts, but spent as much time as was possible helping the new converts to become fully devoted followers who were like him in every way.

All too often in ministry we say we want to disciple people but without clearly defining what a true disciple is like we stand little chance of intentionally producing that kind of disciple. The whole of our ministry is dependent on identifying the outcome we are looking for and then designing ministry opportunities that will help produce the outcome. In this section you will sharpen your mental picture of a discipled person and your strategy for producing that kind of person. We call this a DDP – a Description of a Discipled Person.

(1) Identify the Qualities of a Disciple

Brainstorm the qualities that should be reflected in the life of a maturing disciple:

The Qualities of a Disciple in Our Ministry	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

Sample DDP Qualities

D.I.S.C.I. P.L.E.

Devoted to God in Jesus Christ
Inspired by the Word
Spirit-filled
Conformed to the image of Christ
Influencing others for God
Participating in the Body
Loving all others
Expectant in all situations

S.E.R.V.A.N.T.

Serves the Lord
Encourages the Body
Reaches the Lost
Values the Word
Assembles for Worship
Networks their Resources
Triumphs in Prayer

The Master's Plan for Making Disciples

1. A believer (John 11:25-26)
2. A follower (Matt. 16:24)
3. A learner (2 Tim. 2:15)
4. A witness (1 Peter 3:15)
5. Baptized (Acts 22:16)
6. A reproducer (John 15:8)

Multiplying Disciples

1. Be dominated by Christ's grace (2 Tim. 2:1)
2. Be dedicated to multiplication (2 Tim. 2:2)
3. Be disciplined to please God (2 Tim. 2:3-4)
4. Have a servant heart (Phil. 2:5-10)
5. Have an available heart (Acts 20:17-38)
6. Have a parent heart (Acts 20:17-38)
7. Be a pacesetter (Acts 20:17-38)

A Guidebook to Discipleship

1. Teachable attitude
2. Dependence on the Holy Spirit
3. Heart for God
4. Builds relationships
5. Relational thinker

Jesus Christ Disciplemaker by Bill Hull

1. Think like Jesus
2. Act like Jesus
3. Invest like Jesus

Disciple, Juan Carlos Ortiz

1. Acknowledging Christ as Lord (Matt. 11:28-29)
2. Serving Him as slave (Luke 17:7-9)
3. Loving (John 13:34-35)
4. Praising (Psalm 150:2)

Design for Discipleship

1. Obedience (Luke 9:57-62)
2. Submits to the Word's authority (John 8:31-47)
3. Loves others (John 13:20-35)
4. Accepts Christ's authority (Luke 14:16-27)
5. Lives sacrificially (Luke 14:28-35)
6. Prays continually (Luke 11:1-10)
7. Serves God and others (John 13:2-16)

Successful Discipling

1. Commitment to loving Jesus (John 14:15)
2. Heart for People (Phil. 1:7)
3. Holy, Godly life (1 Thess. 2:10)
4. Pure motives (1 Thess. 2:11-12)
5. Disciples others (Col. 1:28-29)
6. Consistency in witness (Acts 17:17)
7. Relies on the Holy Spirit's in discipling (I Cor. 3:6)
8. Person of prayer (1 Thess. 3:9-10)
9. Student of the Bible
10. Maturing, balanced growth (Phil. 3)

(2) Develop the Qualities of a Disciple

For each quality you will do the following:

- (a) Write a brief Description of each quality.
- (b) Select a Bible Passage for each quality.
- (c) Identify a Biblical Character for each quality.
- (d) Describe how you will measure the quality in a person's life in four areas:
 - (i) Knowledge: What does the person need to know to own the quality?
 - (ii) Skills: What does the person need to do to own the quality?
 - (iii) Attitudes: How does the person need to think to own the quality?
 - (iv) Relationships: How will their key relationships be affected when they own the quality?

Sample Quality	<i>Peer Evangelism Lifestyle</i>
Definition	<i>A disciple who forms relationships with unbelievers and shares Jesus.</i>
Bible Passage	<i>Colossians 4:2-5</i>
Bible Character	<i>Paul</i>
We will measure the presence of the quality in the following four areas:	
• Knowledge	<i>Memorises key gospel passages.</i>
	<i>Understands the simple truths of salvation.</i>
• Attitudes	<i>Demonstrates a sincere compassion for lost friends</i>
	<i>Believes that lost people matter to God.</i>
• Skills	<i>Able to explain the Gospels simply and lovingly.</i>
	<i>Manages time to prioritise meeting with lost friends.</i>
• Relationships	<i>Is known to have a positive influence on spiritually lost friends.</i>
	<i>Spends time with spiritually lost friends on their territory.</i>

Quality #1

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #2

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #3

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #4

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #5

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #6

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #7

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

Quality #8

Definition

Bible Passage

Bible Character

We will measure the presence of the quality in the following four areas:

• Knowledge

• Attitudes

• Skills

• Relationships

