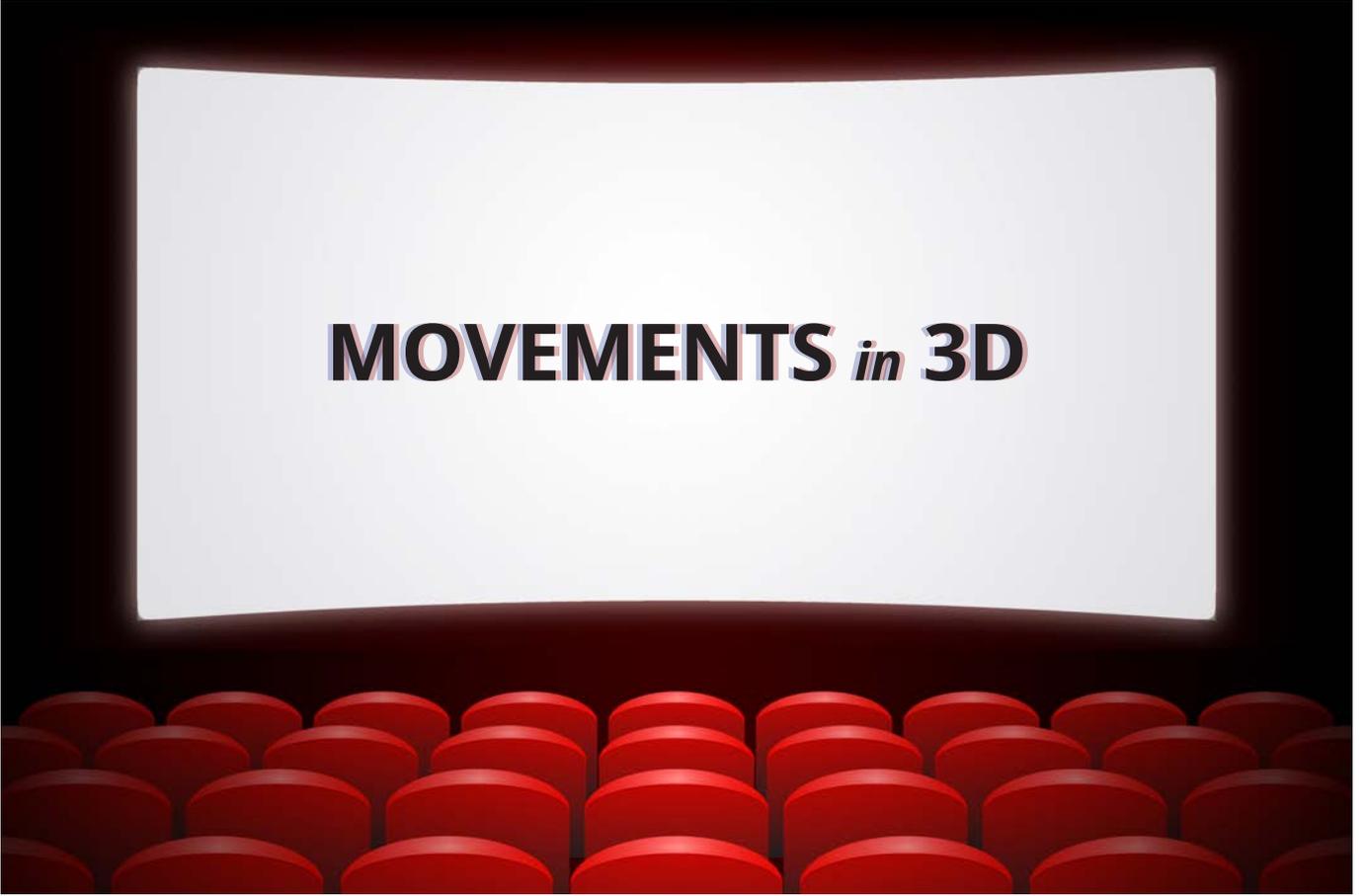




# **MOVEMENTS** *in* **3D**

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# MOVEMENTS *in* 3D

By Bill Hodgson



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**Jesus’ mission involved the essential task of making disciples who would make disciples.** That task required connecting with unengaged lost people and walking with them through the process of becoming “disciplemakers”.

At the same time, Jesus knew that He would have a limited time of earthly ministry. Let’s face it, being known as the ‘Lamb of God’ has a clear built in end point! Jesus worked with that end in mind. Therefore, He focused on creating a balanced environment for disciplmaking so that a movement could be formed that would continue His mission throughout time until His return.

These two tasks (disciplemaking and movement building) work together to provide a healthy environment and clear pathway to ensure lost people become disciplemakers, whilst intentionally building a movement that multiplies through other people to other places with ever broader scope.

In SHIFm2M, we represent these two primary tasks using two diagrams. The ‘arrow’ chart focuses on Disciplemaking and the ‘ramp’ chart on Movement Building over time.

This article addresses one of the most common confusions arising from the SHIFm2M Movement Building training. Once people gain a basic operational understanding of the five chronological phases of Jesus’ process of movement building as summarised in the Ramp chart, they tend to assume that the five phases of that strategy are the same as the five steps in the Arrow chart. This is an incorrect convergence of two distinct yet related frameworks. The fact that both have five ‘sections’ is purely coincidental.

## UNDERSTANDING THE ARROW CHART: CREATING A BALANCED ENVIRONMENT AND PATHWAY FOR DISCIPLEMAKING

The Arrow chart visualises where people are in the process of becoming a disciplemaker and the program of activities to serve that end. It clarifies the overall state of balance in a ministry by evaluating how well the program activities minister to people at all points on their spiritual journey towards becoming disciplemakers. This chart highlights the activities provided or missing at each step to help people progress.

Program activities are the tools leaders use to fulfil the overriding purpose of the ministry. That is, in considering how to ‘make disciples who make disciples’, leaders plan activities (formal and informal) that meet people at their present level of interest and need while seeking to move them on to greater commitment and growth in Christ. The goal is to meet them where they are while moving them on to their next step.



**Arrow Chart**  
A Balanced Environment  
and Pathway for Disciplemaking

**Ramp Chart**  
Process for Building a  
Disciplemaking Movement

This framework is built around three simple questions:

- What is the intended end product or outcome of the discipling process?  
(Define the pathway)
- Where is each person at now?  
(Meet them)
- What is their next step?  
(Move them)

Activities are not ends in themselves. Activities are simply the tools we use to meet people where they are now and help move them on to their next step. Effectiveness and growth are not an automatic outcome of simply being busy doing things with people... even good things. Effectively programming for the discipling process requires carefully planned activities, each one with a clear and related primary purpose. A balanced program requires activities designed to **Connect** with new people (pre-Christian), **Win** them to Christ, **Build** them in their relationship with God and others, **Train** them in the heart and skills for making disciples, and **Sending** them to build movements everywhere. Each activity has a dual function, seeking to meet people at a specific point of development and move them on to their next step along the pathway.

The programmed activities offered at a particular time are determined by the needs of the people involved in (or targeted by) the ministry. The key question is, "Who is involved and where are they at in terms of their point of commitment and growth?" This is easily gauged by using the Arrow chart to list the name of each person involved in (and targeted by) the ministry according to their observed present point in the process. While this is a judgement call and open to error, it is sufficient for the purposes of this tool in determining where the people and programming needs are in the ministry, whether formal or informal. This subjective assessment is a snap shot at a point in time and not a final judgment as people change in their commitment and move in their point of engagement over time (both directions).

For example, if there are people involved in the ministry that are simply 'curious non-Christians' or 'unmotivated Christians' or 'fun seekers' then we need to provide activities to meet them where they are presently at and move them on. This is particularly relevant when evaluating an existing ministry or an inherited ministry which typically has people at various places on the pathway. Regardless of what phase of movement development the overall ministry might be in according to the Ramp chart, there are likely to be

people at all different points of involvement spread out along the discipling pathway.

Therefore, there is a demonstrated need to design activities for people at different steps of the process to avoid 'holes' and 'bubbles'. Holes are caused when we fail to provide activities for a group of people in the ministry and bubbles are caused when we have too many activities at a single stage and lose balance. People 'fall' through the holes and we risk losing them or they can 'get stuck' in bubbles, unable to move on to their next step in the process of becoming a discipler.

In summary, the Arrow (*Balanced Environment and Pathway for Discipling*) chart is used to evaluate where our people are presently at and how well our program activities are 'meeting them' and 'moving them' through the discipling process toward maturity in Christ. It helps us in three practical ways:

1. To provide a data map showing where our people, programs, and process are at present.
2. To diagnose the current needs, gaps, and blockages.
3. To make decisions on actions that will improve discipling outcomes.

## UNDERSTANDING THE RAMP CHART: THE CHRONOLOGICAL PHASES OF JESUS' PROCESS OF BUILDING A DISCIPLING MOVEMENT

The study of the ministry of Jesus helps identify at least five distinct chronological phases involved in the process of developing a movement of discipling. The phases we identify in the SHIFM2M are: Preparation Period, Ministry Foundations, Ministry Training, Expanded Outreach, and Leadership Multiplication. Each phase has one or two primary objectives that are achieved by focusing on some key priorities.

Whereas the Arrow (*A Balanced Environment and Pathway for Discipling*) chart deals with the personal progress of individuals, this five phase Ramp (*Process of Building a Discipling Movement*) chart deals with the process of developing a total ministry into a movement of multiplication over time. In every ministry at any point of time there are likely to be people at all points of growth and commitment requiring various activities to meet their needs in the hope of moving them forward in their growth in Christ. However, at that same point in time the overall

ministry will be at one general phase of development as a movement, whether in growth or decline.

On a farm, seasons and crop cycles are distinct from the specific daily activities of the farmer. The activity of the farmer may seem similar on a day in winter or a day at the beginning of summer – driving tractors, assessing fields, tracking weather forecasts, maintaining machinery, evenings with family – but the farm cycle is not at the same point at all. Similarly, the first year of a crop cycle is different to the fourth, fifth, or seventh: the activities remain much the same but the priorities and purpose are only understood from a big-picture, longer term strategic perspective with a view to increased production and long term sustainability.

The movement building phases and their priorities summarised in the Ramp chart were established through a chronological case study of Jesus' life and reveal a specific strategy. The word 'strategy' here is used in the sense of meaning an overall plan that places priorities for action into a time frame to achieve a specific purpose. The purpose is the controlling factor in the strategy and it dictates what the priorities need to be at any point of time based on what is required to develop the movement.

A clearly defined strategy provides clarity amidst the clutter, identifying and focussing attention on present priorities while simultaneously filtering out competing demands and secondary matters. Leaders, above all people, must be able to assess, identify, and action "first things first, beginning with the end in mind" (as Steven Covey describes in *Seven Habits of Highly Effective People*). This is much easier with a clear sense of overall strategy.

It's not what you do but how you use what you do that makes the difference. Imagine watching a chess game between an expert and a novice. Both know how the pieces move, how pieces are 'taken' and the goal of winning the game. By observation alone both players are engaged in identical activity – looking at the board with their chin in their hands, picking up pieces, moving them around, and occasionally taking their opponent's piece from the board. These are lined up like trophies. Their activities may appear the same. That is a misleading and superficial understanding of what's really going on.

The novice is not thinking strategically but is busy planning, executing, and evaluating activities in a short term time frame (specific 'battles' but not 'the war'). The expert is thinking with the end in mind and her moves cannot be understood just in immediate terms. While they might respond to immediate

needs (defensive moves), they are subject to an overall strategic plan that dictates priorities in time and sequence. She is building toward a point where separate actions converge in an outcome far greater than the sum total of their busy moves.

At the end of the game, both players have made the same number of moves and expended the same energy performing the same activities. But that is were the comparison ends. Strategic thinking and assessment will win the game. Why? Because it's not what you do but how you use what you do that makes the difference.

The overall purpose of our activity is a movement of multiplying disciplemakers. What we do locally needs to be constantly related to and evaluated against that 'end'.

The Ramp chart describes the total development of a ministry, not the development of the individuals within that ministry (which is captured by the Arrow chart). Therefore, at any point in time there will be people at various points on the pathway of becoming a disciplemaker.

For example, a ministry may be assessed to be in Phase 2 (Ministry Foundation) with the general priority of 'cultivating a healthy relational God centred foundation for making disciples' – and yet have individuals in the group who are ready for and require Training activities and others who are seekers who require Connect/Win activities in the programming.

What determines which of the five phases of Jesus' strategy a ministry is in at any point of time? Each phase has a primary objective and key priorities. Determining which phase a ministry is in is more an art than a science, more analogous to cooking than chemistry. Two questions to ask are:

- Are all the key priorities of a phase established, effectively operating or lacking?
- Which primary objective and priorities are necessary for the growth of the movement?

Refer to the full *Process of Building a Disciplemaking Movement* chart for the overall objectives and key priorities of each phase.

When the key elements for each phase are effectively in place and achieving the primary objectives, then the priority of movement development can shift to the next phase.

Remember that the key priorities of each phase are to be established and then maintained from that point on as the movement grows. The priority of prayer is established as a foundational element in phase two

but it is to be evaluated and maintained throughout all subsequent phases as the movement develops. Once established, each priority is to be assessed and maintained throughout. Subsequent priorities are built upon the previous ones.

## GOING 3D

Recently I visited an IMAX cinema with my wife where the feature was a giant 3D extravaganza. On entering we were each given a pair of cheap glasses. These polarized light in two different directions so that the image on the screen could be experienced in three dimensions. Without the glasses, not only was the image two dimensional, but it appeared unclear and out of focus too. Only with the aid of the two lenses could the full depth and clarity be experienced. My wife suffers some blindness in one eye, so the glasses were not effective. She could only ever see with one lens at a time through her good eye, but never the two lenses simultaneously. The 3D effect is only possible when the screen is viewed through both complementary lenses at the same time. Each one filters out certain things in order to bring other things into focus.

These two conceptual frameworks from SHIFtm2M, the Arrow and Ramp charts are like the two lenses of the IMAX glasses. As ministry is viewed through them simultaneously they each help us see certain things. The two concepts combine the immediate and the longer term, the micro and the macro, the individual and the corporate, the position in time and the direction, the specific activities and the overall game plan. The two concepts are quite distinct yet related. They don't render each other redundant, neither do they compete or conflict, rather they complete each other.

Yet, as with the IMAX glasses, the value and practical usefulness of these two lenses cannot be appreciated or even understood until they are applied. Until the movie fills the screen, the glasses are not just unappreciated, they are unhelpful. But once the real thing is in motion the simple practicality of the glasses is immediately apparent. Their value is not a matter of their sophistication (because they aren't) but of the manner in which they assist the human eyes to see the same thing in two different ways, and that is essential to a 3D movie experience. Likewise with the two frameworks. Only when applied to actual ministry case studies will their practical value be demonstrated and their distinctiveness and interdependence realised. They are better understood by using them than discussing or explaining them.

## TRYING OUT THE GLASSES

Imagine Joanne is starting a new student ministry on a university campus. She has spent time clarifying her purpose and mission, and is clear about what she is seeking to produce on the campus through the empowering of the Holy Spirit. She has also done her research and knows that there were a few other attempts to start a ministry on this campus as well as a few existing Christian groups working with students.

Joanne has a key new student contact, Geoff, who is keen to help "reach the campus," who was referred to her from a local church youth pastor. Geoff introduces her to all his friends and together they talk to a lot of people (mostly pre-evangelism) to gather contacts during Orientation Week. They also follow through on any referrals they have of Christian students from previous attempts to launch a ministry. Some of those referrals are now committed to other groups, some are no longer interested, and a few are keen to re-engage. One in particular, Mike, is really keen to "make a difference in this place" being frustrated at the lack of outreach taking place on campus.

So after a few months of planning and praying, and a few weeks of activity, Joanne has a contact group of 22 students and one lecturer who have expressed interest in being involved:

- Seven are clearly curious pre-Christians and interested in getting together with other students. She estimates that four of them are legitimate seekers at this stage.
- Three more, Geoff's old high school mates with whom he still plays basketball, are keen to continue connecting with Joanne but are not interested in getting involved in any group activities or meetings (not into that "god stuff").
- Ten of the students call themselves Christian and are keen to meet together for fellowship and Bible study. Three of these ten Christian students have been involved in summer beach missions and two of them are also involved in youth leadership in their local church.
- Then there is Geoff and Mike who are wanting to win the world today, not tomorrow! They are so keen that they are eager to learn all they can and push Joanne to "get on with it" and start a large public meeting immediately.
- The lecturer is keen to assist in some Biblical input being a keen student of the Word. He values community and wants to encourage the Christians on campus.

So what do we see through the 3D glasses (Arrow and Ramp charts)? How do they help us map out and make practical sense of all this raw ministry data? Through the lens of the Arrow chart we see that although this is a new start up ministry, there is already history and God has been at work in people's lives. The people involved are at many different points on the process with different needs, interests, and levels of commitment.

The Arrow lens helps us identify where every person is currently located on their journey towards maturity in Christ and becoming a disciplemaker. It indicates what their needs are for program activities, whether formal or informal. It helps clarify the next step that leaders need to challenge each person to take (eg. from Win to Build, or Build to Train).

This Arrow lens also helps us see what the balance is in our existing program according to the purpose of activities and where they are placed on the chart, and how they connect with each other. Once program activities are visually mapped out using this chart, leaders can assess what is actually taking place compared to what they were hoping was the case. By mapping the raw data of people and program activities onto this framework, the lens helps us see the gaps, overlaps, blockages and connections. It effectively acts like a disciplmaking flowchart to help leaders develop a primary pathway toward disciplmaking.

From the start, Joanne has three people at Connect, seven at Win, ten at Build, and two at Train. She also has a lecturer who, although he is older and more knowledgeable than the students, is most likely still at a Build level of disciplship. He is good at Bible teaching, but has no skills in disciplmaking. Joanne of course is the leader and demonstrates the Send level.

Note: Just because Joanne is the leader, this doesn't qualify her as being at the Multiply/Send level. Joanne demonstrates a Multiplying/Send level lifestyle. It is very common in ministry to have organisational leaders who are only demonstrating a Build lifestyle.

What about the other lens, the Ramp chart? Well this is not useful at all in revealing the detail of what each individual's needs are, or what programming gaps, overlaps, and imbalances may exist. Instead, this lens brings into focus the ministry development as a whole, the broader picture of development of a movement over time. It highlights the primary objectives at each phase as prerequisites for sustainability and launching of the next phase of growth.

Just because Joanne identifies eager people at the

Train level on the Arrow chart doesn't put the whole ministry at Phase 3 (Ministry Training), neither does the fact that she and her would-be evangelists are doing a lot of contacting and evangelism put the whole ministry at Phase 4 (Expanded Outreach).

This is a key: the type of activities and the people present in the ministry do not in themselves indicate the phase of movement development. At every phase of a movement we conceivably could have individuals involved who are at various points of the disciplmaking process representing every level of the Arrow chart. We could also have activities on offer that meet the needs of all those people with the purpose of progressing them towards becoming disciplmakers.

In a healthy, balanced ministry we should see people moving through those steps from curious pre-Christian involvement in Connection activities to being Won, Built, Trained and even Sent as disciplmakers. Yet this itself doesn't indicate a movement, even though it is one step closer to demonstrating real multiplication. This is the nature of healthy ministries. But movements infer an organic process of growing momentum, expanding impact, with multiplication from the harvest increasingly the norm not just multiplication for the harvest.

Multiplication for the harvest is where a person who is already a Christian gets involved, receives training and is sent as a proven disciplmaker. When a multiplying disciplmaker who came to Christ through the ministry and developed through the ministry is sent out as a movement builder, that is multiplication from the harvest. Clearly, both are important, but the later is a non-negotiable characteristic of movements and Jesus' disciples represented both.

So, at what phase of movement development is Joanne's ministry? She is at Phase 2 (Ministry Foundations). While she has various things happening, she needs to focus on the primary objectives of laying a healthy ministry foundation, establishing an environment for disciplmaking growth, and identifying those responding to the Holy Spirit's prompting to receive training in personal ministry. The six key priorities of Phase 2, summarised in the acronym Holy Spirit P.O.W.E.R, contain the essential building blocks of this foundation. It won't be all Joanne does, but she must initiate, establish, evaluate, and maintain health in those six priorities which will form an ongoing foundation throughout all subsequent phases.

The key priorities of each phase aren't ends in themselves, but are essential means in establishing

the primary objective of the phase of the movement. As the key priorities of each phase are established and maintained, the outcome will be achieving the primary objective of the phase. Joanne will see people stepping along the 'pathway' from being won to Christ, then growing in their faith, exhibiting a heart for the harvest, and desiring training for personal ministry. As she can identify this flow through the pathway she can shift her focus to developing Phase 3 of a movement. This requires a primary objective of identifying, recruiting, training and involving a team of people in personal ministry of evangelism, discipling, and peer care.

### RENOVATOR'S RULE OF THUMB

The rule of thumb principle that clarifies the relationship between the two lenses is that each phase of the movement will require focusing on one section of the Arrow chart. This is not to say that there aren't activities at all levels at every phase of the movement's growth. However, there will be section of the arrow that most propels the objective of the movement phase at a particular time. This is especially important when refocusing an older established ministry and shifting it to a movement paradigm (ie, SHIFTm2M).

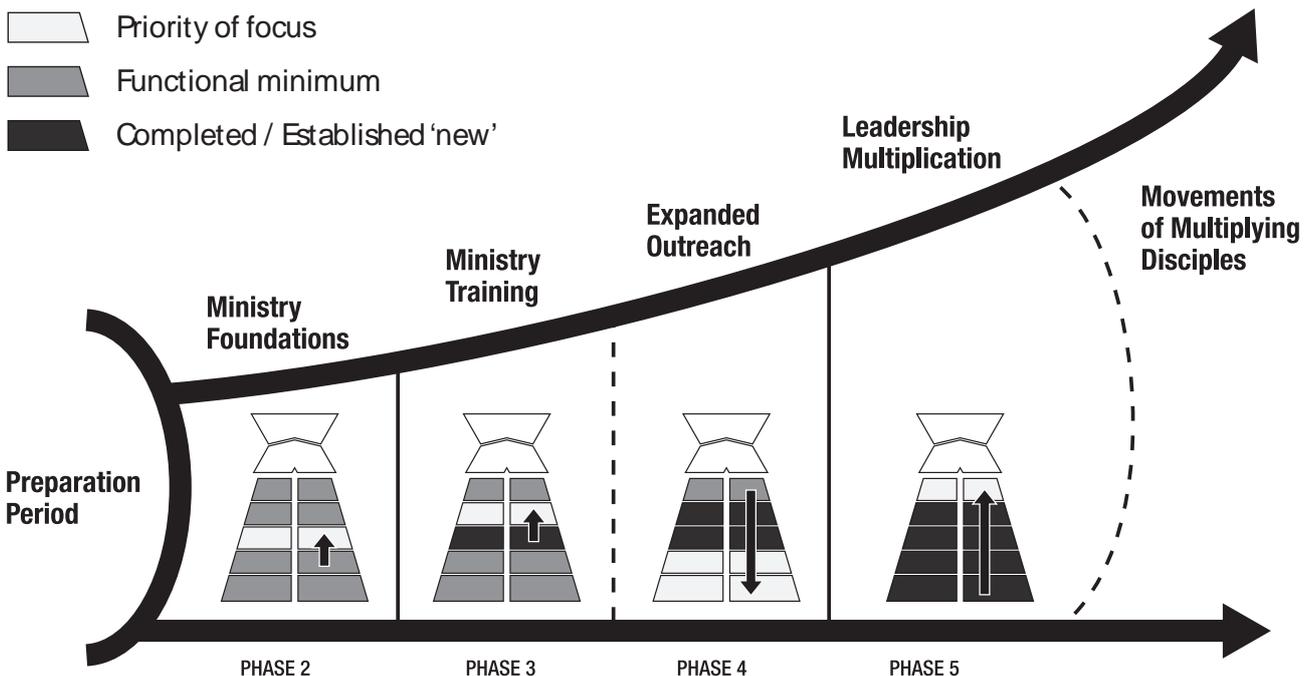
A helpful metaphor is the messy challenge of renovating the family home. Let the rooms of the

house represent the five step process of the Arrow chart, and the timeline of the renovation project represent the five chronological phases of Jesus' movement in the Ramp chart. All rooms are present and in use at all times meeting the needs of the growing family. The plan is to have a totally 'new home' that better serves the needs of the family and facilitates expansion. That ultimate goal will be achieved by planned renovation over time, with a priority of focus on rebuilding certain rooms whilst functionally maintaining other rooms.

As an example, in Phase 2 (Ministry Foundations), the priority of focus is renovating Build programming while maintaining minimal functionality of other levels. In Phase 3 (Ministry Training), following the newly established Build level, the priority of focus shifts to renovating Train programming to respond to the steady flow of people moving through Build and wanting more.

As a result of renovating Train level programming, the movement grows and more people are being equipped with ministry skills and looking to apply them. In Phase 4 (Expanded Outreach), the priority of focus is renovating the Connect and Win level programming, mobilising the trained people into personal ministry. This doesn't signify the beginning of evangelism which has been an activity (an original room in the house) from the start. Rather, it signifies a particular focus on mobilising trained group members

**Figure 1: The relationship between the Ramp and Arrow charts (two lenses)**



to do personal peer evangelism using the training they received. This results in increased momentum, excitement, and influence, drawing more new people into the movement or 'house'. This increases the numbers of people being raised up from the harvest who in turn can now move through the new house room by room, level by level.

In Phase 5 (Leadership Multiplication), the focus shifts to building Send/Multiply programming. Proven multipliers are appointed to launch new groups of disciples and leaders who start new movements. This could be effectively launching new 'arrows' or multiplying the segments of the existing ministry (eg. commencing a separate ministry to internationals, or a satellite campus, or faculty members, etc). In reality, this phase of the movement is usually more about adding an extension room or second story to the 'old home' rather than renovating because few existing ministries have ever had this room. In time the whole ministry has been renovated and rebuilt into a movement while maintaining operation and continuing to meet the basic needs of people in the 'family home'.

## CONCLUSION

The two frameworks of the Ramp (*Process of Building a Disciplemaking Movement*) and Arrow (*Balanced Environment and Pathway for Disciplemaking*) charts are complementary. They are like two lenses of a pair of 3D glasses. As we look at ministry from a leadership perspective each lens brings different 'dimensions' into focus. They are both helpful in clarifying some things and filtering out others. Combined, they provide a clearer and deeper appreciation of the ministry movie on the IMAX screen of mission. This simple, transferable tool is effective for helping leaders who not only want to build movements but want to teach others to do the same.

## POST SCRIPT: A WORD ABOUT INPUTS AND OUTCOMES

It is important to complete one phase before shifting focus to the next. The goal is the outcome, not the inputs (programs and activities). This is why it is important to understand what we're looking to achieve at each phase. Only when the outcomes of one phase are evident can we shift our focus to the next phase of the movement. This is like a farmer who's inputs are planting and cultivating, leading to the outcome of a crop. The cue to move into harvesting mode is not that the planting is finished (completed input) but that the crop is evident, mature, and ripe.

Until the required outcome is evident, the next phase of input is at least premature if not irrelevant. So we focus our energy and activity on inputs in order to generate outcomes which we monitor for feedback as to where are things at on the farm.

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I have brought you glory on earth by  
finishing the work you gave me to do.

John 17:4

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