

## Indigenous Church and Leadership Development



### Assignments

Each GATS course, including the Continuing Missionary Education courses, requires a minimum of two methods of evaluation in order to be following the academic expectations of the program.

For Indigenous Church and Leadership Development you are expected to read and answer the study questions in the primary textbook written by Jim Poitras.

You will need to read the supplementary textbook materials (in addition to the primary textbook).

The course is structured based on a fifteen-week semester with a minimum of fifty pages of reading for each of those weeks. This course incorporates more reading than the typical college course because you don't get the opportunity to listen to a professor teach for twenty-four to thirty-six classroom hours.

There is also a secondary textbook that can be purchased from Amazon or another vendor. We do not presently maintain a stock of these. It is recommended for you to purchase and read the book. But, this is not required (for this course). It is optional for you.

The good news is there are no study questions to turn in for the secondary textbook or two books of supplementary readings. (Study Questions are only required for the primary textbook. Once you completed the entire book you can send those SQs to us at [lpoitras@upci.org](mailto:lpoitras@upci.org)).

However, it will take all these materials to effectively complete the other major methods of evaluation.

A rubric will be used in grading your paper. We will maintain the original copy of the reflective paper we receive, make notations on it for correction, input, and feedback purposes. You will receive, in return, a scanned copy (PDF) of your paper indicating whether you passed or failed and showing all our comments and corrections.

If, in the unfortunate chance, you fail, you will be given the opportunity to revise or redo your paper incorporating the improvements suggested.

If married, both husband and wife, are expected to complete this course. Good news: You can work together with your readings, reflection and discussion of the readings, answering the study questions in the primary textbook, and completing this reflective paper. We do not need to receive a separate paper from each spouse (unless that is what you desire). Otherwise, combine your efforts.

### **First Project and Presentation**

Analyze and assess the growth of a nationalized mission field using principles and concepts identified and incorporated in the three texts for this course. This requires a comprehension of the textbooks for the course, research into the growth of the nationalized work being studied, reading books written concerning the work, and interviewing past and present missionaries to the field or the area coordinator or the regional director (or a combination of these). If you are the missionary or short-term missionary to the field being studied then you would conduct a self-analysis and reflection.

You will be required to turn in a paper with a minimum of 2,500 words.

A potential list of interview or self-reflection questions follow:

1. When was the country opened to the United Pentecostal Church International?
2. Can you provide a brief history?
3. Describe for me the church growth from the time the church was planted.
4. What was the greatest challenge faced in preparing the church for nationalization? Why?
5. What efforts or steps had been made toward nationalization prior to your arrival in the country?
6. What efforts or steps were made toward nationalization during the time you were on the field?
7. What is the current role of missionaries and AIMers?
8. Explain the administrative set-up of the national church.
9. What does your constitution provide as the role of the missionary in the nationalized church?
10. How has your role changed through the years?
11. What particular process did you follow in nationalizing the church?
12. Do you have a Bible college on the field? How many students? When was the program established? What curriculum do you use?
13. What type of leadership development activities have been implemented in your field?

14. What adjustments did you, as a missionary, have to implement to accommodate indigenous church strategies and principles?
15. What adjustments did your family need to make, if any, to accommodate indigenous church strategies and principles?
16. Provide statistics of church growth from when the church was established to the time it was nationalized.
17. How has the church grown since being nationalized?
18. What financial policies have aided in the church becoming a self-supporting church?
19. What is the current plan in place to reach other cities and nations?
20. Does your field support regional missions through giving?
21. Does your field send regional missionaries to other countries?
22. What did you do prior to going to the field that would have prepared you for working with a nationalized church?
23. What would you consider to be the greatest hindrance to nationalization in your field? Why?
24. How do you go about discipleship and training people of all ages in your field?
25. What strategy guided you toward nationalization? Were there particular resources you found helpful? If so, what were they?

### **Second Paper/Project**

While interviewing missionaries and researching for your first paper/project you hopefully have picked up on some ways to develop national leaders toward being part of a self-governing church body. This project requires you to make such an assessment and to develop a leadership lesson or leadership seminar to meet the need you have assessed. Be careful to state the leadership need identified, craft that into a “big idea” or lesson goal, and give an overview of your introduction, body of content, conclusion, and interactive activities to be utilized. Remember it is very important to recognize cultural cues and sensitivities to complete this project in a way that will be well received by the nationals of the country studied and in the sub-region or region where the country is located.

It is permissible to select a different country from the one you originally studied in this course. However, it is important that you have a personal or professional relationship with the country studied since our major interest here is in applying the concepts studied and learned in this course to one’s cultural context/environment.

## Form and Style Guide for Papers

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1. Margins should be one inch on all sides.
2. Left align your paper except for the title page.
3. Use twelve-point Times New Roman, Arial or Courier font for the body of the paper.
4. Double-space all text except for block quotes.
5. Number each page except the title page (in the upper right-hand corner).
6. Provide the title in the header of the document so it appears on each page except for the title page.
7. A cover page is required for each paper. Include the title of the paper in the top third of the page. Include student's name, course name, program/institution name and date in the bottom third of the page.
8. Include a "Works Cited" page and provide in-text references. This means after quoting or paraphrasing provide a parenthetical citation (author's last name, year of publication, page number). For example: (Poitras, 2019, p. 55).
9. Quotations of fewer than forty words should be incorporated into the text and enclosed with quotation marks.
10. Quotations of forty words or more should be typed as a block quote with no quotation marks. The entire block quote should be indented with a ½ inch margin.
11. This paper should be a total of 2,500 words. This is about eight to ten pages.