

Indigenous Church and Leadership Development



Course Components and Pertinent Information

Welcome to Indigenous Church and Leadership Development. I will be serving as your professor-friend and Sister Poitras and Sister Laura Gohdes will be assisting me with administrative and grading details. By the way, if you haven't completed an application form for the Continuing Missionary Education, please do, so we can ensure we have everything set up for you to proceed. The application can be found at <https://gmstm.breezechms.com/form/cme>.

If you haven't looked at the course syllabus or outline, that would be a first step for you. It will reveal much about how this course is set up. This can be found on our webpage.

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 supplementary reading document that concerns strategy development and a few other topics.

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 lpotras@upci.org).

However, it will take all these materials to effectively complete the other major method 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

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.

Background Basics of the Continuing Missionary Education Program

Peter Drucker, the famous management consultation, once said, “We now accept the fact that learning is a lifelong process of keeping abreast of change.” It brings up a question, “What are the opportunities for life-long learning for global missionaries?” Part of the answer is continuous improvement and providing different opportunities.

Global Missions Continuing Missionary Education program is designed to educate and equip people for excellence in global missions ministry. This program targets those on the AIM program that would like to pursue associate missionary appointment, those in the associate missionary program that would like to pursue intermediate appointment, and intermediate missionaries that would like to pursue career appointment.

The Continuing Missionary Education program encourages potential and active missionary personnel to be educated and enhanced in their calling. We seek to educate, equip, empower, and encourage innovation in reaching our globe with the whole Gospel while allowing appointed personnel to remain committed to their mission context.

The certificates in global missions will be awarded to those completing courses while under appointment and in service in global missions.

Courses taken through Global Missions would be developed at a standard where we would be able to seek an articulation agreement with colleges in North America.

Our Procedure:

Our initial/immediate approach will be to make courses/books available as required reading with the opportunity to answer study questions. Each course will also include a paper or project covering the overall topics included in the study.

This would be followed by, or developed into, audio or video instruction that go along with the textbooks. Instructors would be selected from a list qualified personnel within Global Missions and our expanded missionary community.

Our Requirements:

1. The completion of two courses or reading of textbooks prior to Associate Missionary appointment.
2. The completion of four courses or reading of textbooks prior to Intermediate Missionary appointment. (This would include the two courses taken at the previous level).
3. The completion of six courses or reading of textbooks prior to Career Missionary appointment. (This includes the four courses taken at the previous level).

*This means those at Career Missionary appointment status would not be required to participate in the Continuing Missions Education program described here (but we would certainly be open to those desiring to do so).

*For those already at the Associate Missionary level you would only need to take two courses prior to Intermediate appointment.

*For those already at the Intermediate Missionary level you would only need to take two courses prior to Career appointment.

*With couples, our preference would be that both the husband and wife complete the requirements.

A certificate could be given for each course with a Certificate in Global Missions provided for the completion of six courses.

Currently, the only charge to our missionary personnel would be the cost of the books involved. This can come out of the PIM account if funds are available.